



Southern Union Education Code



**Southern Union Conference
Office of Education
2020/2021**

SOUTHERN UNION EDUCATION CODE



**SOUTHERN UNION CONFERENCE
OFFICE OF EDUCATION
WWW.ADVENTISTEDGE.COM**

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Southern Union Education Code Updates

Additions and changes to the *Southern Union Education Code* are voted annually by the Southern Union Board of Education. Additions and changes will be posted under the section to which the update applies. Some changes will cause renumbering within the existing policy. New policies requiring a new number will also be added to the index in the appropriate color. Based on the year when voted, changes will be color coded as follows:

<u>School Year</u>	<u>Color</u>
2018	Green
2019	Blue
2020	Purple

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Organization

GENERAL STATEMENT OF SEVENTH-DAY ADVENTIST EDUCATIONAL PHILOSOPHY

1100

The Seventh-day Adventist Church recognizes God as the ultimate source of existence, truth, and power. In the beginning, God created in His image, a perfect humanity, a perfection later marred by sin. Education in its broadest sense is a means of returning human beings to their original relationship with God. The distinctive characteristics of this Adventist worldview, built around creation, the fall, redemption, and re-creation, are derived from the Bible and the inspired writings of Ellen G. White.

The aim of true education is to restore human beings into the image of God as revealed by the life of Jesus Christ. Only through the guidance of the Holy Spirit can this be accomplished. An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person – spiritual, physical, intellectual, and social emotional – a process that spans a lifetime. Working together, homes, schools, centers, and churches cooperate with divine agencies in preparing learners for citizenship here in this world and for eternity.

IMPORTANCE OF ORGANIZATION

1110

A successful school must have the benefit of a board which has an interest in and which understands education as set forth in the writings and policies of the Seventh-day Adventist denomination. Board members should be willing to give sufficient time and attention to study and to outline wise and far-seeing plans and policies for the institution. A capable and well-organized school board that functions efficiently and works in harmony with the Conference Office of Education will result in a successful school.

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.

ARTICLE I
Name

This organization shall be known as the Board of Education for the Southern Union Conference of Seventh-day Adventists, hereinafter referred to as the Southern Union Board of Education.

ARTICLE II
Purpose

The purpose of this organization shall be:

- A. To give direction to the formation of policy for the birth - grade 12 system of education for the Southern Union
- B. To consider agenda items recommended by the Southern Union Education Council
- C. To develop and annually update an education code which shall be the basic authority for educational practice in all schools of the Southern Union
- D. To be the ultimate authority in deciding the term of approval to be granted to each elementary school and junior academy following scheduled evaluations
- E. To approve the teaching of secondary subjects in all ten-grade schools
- F. To approve guidelines for the annual school calendar
- G. To provide for an on-going program of curriculum development based on standing curriculum committees, birth-grade 12 Advisory Council, study groups in specific disciplines, workshops and other professional groups
- H. To make provision for in-service education opportunities
- I. To consider progress reports of the education program of the Southern Union including:
 - 1. Child/youth census
 - 2. Surveys of enrollment trends
 - 3. Curriculum development
 - 4. Certification status
 - 5. Academic performance and progress reporting
- J. To determine admission policies in terms of denominational philosophy and state laws
- K. To approve a wage scale for educational personnel in harmony with North American Division guidelines

ARTICLE III Membership and Officers

Section I. Membership Composition

The membership shall be composed of the following personnel:

A. Members by virtue of office held

Union Conference President, Chair
Union Conference Director of Education, Secretary
Union Conference Treasurer
Union Conference Secretary(s)
Union Conference Associate Director(s) of Education
NAD Office of Education Personnel, as available
Conference Presidents
Four Conference Treasurers (eight Conferences will be represented on a rotating basis)
Conference Superintendents of Schools
College/University Presidents (Oakwood University, Southern Adventist University, and Adventist University) or designee

B. Elected Members

1. A maximum of two laypersons selected from the constituency of the Board of Education
2. At least one layperson from each Conference
A minimum of nine additional members representing the following categories: two associate superintendents, two elementary principals, two secondary principals, one elementary teacher, one secondary teacher, and one early childhood teacher or director.

Section II. Constituency

The Southern Union Executive Committee is the constituency of the Board of Education.

Section III. Nominating Committee

The chair of the Southern Union Executive Committee shall chair and appoint five individuals, including the director of education, to serve as a nominating committee in the selection of individuals who are to serve as elected members of the Board of Education. Election shall take place at a meeting of the Board of Education constituency.

Section IV. Term of Office

The term of office for the elected members shall be concurrent with the elected members of the Southern Union Executive Committee. Vacancies are to be filled by the Southern Union Executive Committee.

ARTICLE IV Meetings

Section I. Board of Education meetings shall be held a minimum of twice a year.

Section II. Meetings shall be held in conjunction with other scheduled union meetings. Special meetings may be held if authorized by the constituency of the Board of Education.

Section III. Agenda items will ordinarily come from the Southern Union Education Council.

- Section IV.** A quorum shall consist of 50% of the membership, providing the chair or his/her designee and the secretary are present.
- Section V.** All actions taken by the Southern Union Board of Education shall be final except those involving financial expenditures. These will be referred to the Southern Union Executive Committee.

ARTICLE V

Education Council

- Section I: Membership:**
Educational personnel within the union: The director of education, chair; associate director(s) of education, co-chairs. The educational personnel shall include Conference superintendents, associate superintendents, academy principals, designated elementary school principals, and the chairs of the School of Education of Oakwood University and Southern Adventist University.
- Section II: Functions:**
- A. To make recommendations to the Southern Union Office of Education and to the Southern Union Board of Education.
 - B. To guide in studies, innovations, trends, issues, pilot programs, to report on and give direction to educational matters affecting the Southern Union.
 - C. To formulate agenda items for the Southern Union Board of Education.
- Section III: Sub-Committees/Advisories of the Education Council**
- A. **Early Childhood Advisory Committee**
Members: Union early childhood associate director, chair; Conference early childhood designees, representatives from child development centers, a representative each from Oakwood University and from Southern Adventist University
 - B. **Elementary Advisory Committee**
Members: Union elementary associate director, chair; Conference elementary associate superintendents, designated elementary principals, a representative each from Oakwood University and Southern Adventist University
 - C. **Secondary Advisory Committee**
Members: Union secondary associate director, chair; secondary principals, Conference secondary associate superintendents, a representative each from Oakwood University and Southern Adventist University
 - D. **Superintendents' Advisory**
Members: Union Director of Education, chair; union associate directors, Conference superintendents

Section IV: Meetings

- A. The Education Council shall meet prior to each Board of Education and at other times as authorized.
- B. Advisory Committees are held in conjunction with the Education Council meeting or, as deemed necessary by the Board of Education.

**ARTICLE VI Rules of
Procedure**

Standard General Conference rules of parliamentary procedure shall be followed in conducting the business meetings of this board.

**ARTICLE VII
Amendments**

This constitution may be amended by a two-thirds vote of the Union Executive Committee in a duly called meeting provided the proposed change has been announced in the call to the meeting.

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 **and along with federal, state and local governing policies when appropriate.**
 - 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 **handbooks** 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 North American Division 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

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

The quality and health of the local school is largely determined by the effectiveness of the local school board. Boards must exercise great diligence in their responsibility to support school administration and teachers, to vision for a better school, to promote wherever and whenever possible, and to protect the assets and reputation of the school.

A school board, elected according to the local school constitution, shall be organized for every school in the Southern Union Conference. The Board is responsible for the operation of the school within the guidelines and policies [as set forth by the Union Education Code](#), the Conference Board of Education and school constitution. The Board has authority only when meeting in official session; individual members may not speak for the Board. All actions of the Board are implemented through its executive secretary (school principal) in cooperation with the board chair.

MEMBERSHIP**1135-A**

The School Board shall be composed of members of the Seventh-day Adventist Church(es) who represent a cross-section of the school constituency. [Ex-officio members are the lead pastor of each constituent church, the Home and School Leader and the Local Conference Superintendent or their designee and principal. The new board term begins July 1. The principal is the executive secretary of the board.](#)

Due to confidentiality and conflict of interest issues, it is recommended that regular teachers and/or [other](#) full-time employees of the school [not serve on the Board. An exception may be made for the school treasurer/finance manager who may serve as either a voting or non-voting member.](#) The Board members (other than ex-officio members) are to be elected by the constituent church(es) in accordance with the school's constitution [and Conference](#) policies. [Where constituent consolidated schools are involved, it is recommended that the constitution of consolidated schools indicate how board members are elected by each constituent church.](#)

1. Officers and members of the [local](#) school board usually serve on a fiscal year term. It is desirable for the sake of continuity that not more than one-half of the membership is elected each year. One of the following two plans is recommended in election of board members and their term of office:
 - a. Members may be elected at the close of the school year and shall function for the following year, or for a term equal to that of their elected church officers.
 - b. Members of the initial Board may be chosen for terms of one, two, and three years respectively, the new members being chosen each succeeding year for a period of three years.
2. Members of board and committees for [Conference constituent schools](#) are elected according to the [Constitution for the Conference Board of Education](#).
3. School board vacancies are filled by each organization as outlined in their constitution. The person filling the vacancy serves only for the remainder of the expired term.
4. Members of the same family (parents, children, siblings, spouses) of full-time school staff members shall not be elected to serve concurrently on the school board.
5. [Only one family member shall serve concurrently on the school board.](#) (Any exception to this policy must be approved by the local Conference Office of Education).

Board members must recognize their fiduciary duty of care to the school/center they serve. This includes a duty of confidentiality. Confidential or privileged information includes, but is not limited to:

1. Identifying information such as names, addresses, phone numbers, e-mails and other contact information.
2. Student/child records and files (i.e. testing reports, report cards, medical conditions).
3. Staff records and files (i.e. contracts and personnel files).
4. Family finances and financial aid
5. Conversations regarding students, staff, volunteers, and families.

Neither the contents nor the existence of information or documentation is to be shared with anyone other than authorized agents of the school, center, or Conference. It is required that board members sign a statement of confidentiality upon appointment and for each year that he/she serves on the board. (A sample statement can be found at <http://www.southernunion.com/article/373/ministries/education/adventist-edge/resources>.)

QUALIFICATIONS FOR SCHOOL BOARD MEMBERSHIP

1135-C

Qualifications for school board membership:

Board members are to be vetted against the following qualifications:

1. Commitment to Seventh-day Adventist Education as evidenced by having his/her school aged children in the Adventist school where they serve.
2. Support the school through contributions and/or participation in fundraising efforts on an annual basis.
3. Remain faithful in their tithing
4. Remain active and engaged in their church

NON-VOTING REPRESENTATION

1135-D

It is recommended that board meetings be open to all constituency members to attend as guests. Permission may also be granted for non-voting representation on local school boards from non-constituent churches for the awareness and promotion of Adventist Christian education in the respective churches. During executive sessions all guests and non-voting members shall not be present; only regular board members shall be permitted to attend these sessions.

CODE OF ETHICS FOR SEVENTH-DAY ADVENTIST SCHOOL BOARD MEMBERS

1135-E

1. To recognize the following:
 - a. That fellow members have entrusted them with the educational development of the children and youth of the church(es).
 - b. That the future welfare of the denomination depends in the largest measure upon the quality of education provided in Adventist church schools to fit the needs of every learner.

- c. That they and fellow board members must take the initiative in helping all the members of the church to have all the necessary facts about their school, to the end that they will readily provide the finest possible school program, school staff, and school facilities.
 - d. That the authority of the school board is derived from the church(es), which ultimately controls the organization and operation of the school and which determines the degree of discretionary power left with the board as defined by the constitution.
2. To do the following:
- a. To devote time and study to the duties and responsibilities of the school board member in order to render effective and creditable service.
 - b. To work with fellow board members in a spirit of harmony and cooperation in spite of differences of opinion.
 - c. To base personal decisions upon all available facts, to vote with honest conviction in every case; thereafter, to abide by and uphold the final majority decision of the board.
 - d. To keep inviolate all confidential committee business for protection of students, teachers, and God's work.
 - e. To remember at all times that each board member has no individual legal authority outside the meetings of the school board, and to conduct relationships with the school staff, the local members, and all media of communication on the basis of this fact.
 - f. To resist every temptation and outside pressure to use the position of school board member to benefit either self or any individual or agency apart from the local interest of the school.
 - g. To recognize that it is as important for the school board to understand the educational program of the school as it is to plan for the business of school operation.
 - h. To bear in mind under all circumstances that the primary function of the school board is to operate in accordance with policies determined by the North American Division, the Southern Union Conference, and the local Conference for the administration of [Adventist](#) schools and to delegate to the principal and [faculty](#) the administration of the educational program and the routine conduct of school business.
 - i. To welcome and encourage active cooperation by the church members, the Home and School Association, and other agencies of the church.
 - j. To strive, step by step, toward ideal conditions for the most effective school committee service to the church in a spirit of teamwork and devotion to Seventh-day Adventist Christian education.
 - k. To work with the Conference superintendent in support of the policies of the Conference [and local governing agencies](#).

CONFLICT OF INTEREST

1136 (4965)

It is required that board members sign a conflict of interest statement for each year of service on the board. (A sample statement can be found at <http://www.southernunion.com/article/373/ministries/education/adventist-edge/resources>). A conflict of interest must be declared and ameliorated.

OFFICERS, SCHOOL BOARD

1138

Board officers shall include the chair, treasurer/finance administrator, secretary (the principal) and where deemed appropriate, a vice-chair may be added. These officers shall be duly elected by the board at its first

meeting or as specified by the constitution. (A recording secretary may be appointed to serve the board secretary.)

FILLING OF VACANCIES ON SCHOOL BOARD

1141

School board vacancies are filled as outlined in the school's constitution. The person filling the vacancy shall serve the remainder of the initial term.

BOARD MEETINGS

1142

1. Regular Sessions

The school board should meet **four to** six times **throughout the** school year and as often as needed during the summer months. **By** the last meeting of the school year, the school board should establish the regular meeting dates for the following school year.

Meetings are to be conducted in accordance with generally accepted parliamentary procedures. It is important that school board officers develop the habit of beginning and ending the meetings on time. It is seldom essential that meetings last more than two hours. Notices should be sent out at least one week prior to each meeting.

2. Executive Sessions

Executive sessions **shall** be called **when** discussing issues **involving personnel or specific student concerns**. Only regular board members (**elected and ex-officio**) shall be permitted to attend these sessions. Guidelines/**procedures** should be developed for when an individual or a group asks for a hearing or appeal before the school board.

3. Quorum

A quorum to transact business shall consist of a simple majority of the elected board members, including at least two board officers, unless otherwise specified by the school constitution.

BOARD AGENDA

1143

The board agenda is developed by the principal and board chair, working cooperatively with board members and committee chairs, so that the school's mission and vision, operational needs and vision, continuous school improvement plans are addressed. Every regularly scheduled meeting is to review school finances and the prior meeting minutes. Once the agenda is set, it is inappropriate for board members to inject agenda items during a board meeting without the permission of the chair and principal. The agenda is to be dispersed to members prior to the meeting

RESPONSIBILITIES OF BOARD OFFICERS

1146

The chief function of the school board is to establish local policies (in harmony with conference and union policies) for the operation of the school. The principal is to implement these policies. General policies may include such items as the use of school property, transportation, preparation and adoption of school budgets, extra-curricular activities, etc.

A school board, separate from the church board, shall be selected to serve the needs of the school.

The principal is to be the agent of the school board. He is to serve as the secretary, carry out the actions of the board, and hold himself accountable to the board. The school board is to support and uphold the principal in the administration of the school.

The school board is a corporate body and can take action only in a duly called meeting. Board actions must be properly recorded if they are to be legal. Individuals do not speak for the board. Board members do not have individual authority unless expressly authorized by the board to act for it in some specific capacity.

1. Chair: Functions of the school board chair include the following:
 - a. To call and preside over board meetings.
 - b. To serve as a consultant to the principal (secretary) in preparing an agenda for board meetings.
 - c. To become acquainted with and follow parliamentary procedures at board meetings.
 - d. To become acquainted with the school program and confer with the principal on items pertaining to the operation of the school.
 - e. To support the principal in the administration of the school.
 - f. To act as liaison by communicating with individual churches and presenting school items pertinent to each church constituency.
 - g. To assist in implementing board actions in small schools where a principal is a full-time teacher.
 - h. To inform the superintendent of the progress of the school program and its special problems and needs, especially finances and personnel.

NOTE: In the absence of the chair, the vice-chair or secretary shall serve as chair.

2. Secretary: Functions of the school board secretary (principal) include the following:
 - a. To prepare the agenda for board meetings in consultation with the board chair.
 - b. To keep written minutes of each meeting.
 - c. To maintain a permanent record file.
 - d. To send a copy of board meeting minutes to the Conference Office of Education within ten days following each meeting. (If school is a senior academy, a copy of the minutes must also be sent to the Southern Union [Office of Secondary Education](#)).
 - e. To carry on necessary correspondence for the board. A recording secretary may be appointed to serve under the board secretary.
 - f. In the absence of vice-chair, serve as chair.
3. Treasurer/[Finance Manager](#): Functions of this [office](#) include the following:
 - a. Keeping all financial records.
 - b. Issuing school bills to parents/guardians.
 - c. Collecting tuition.
 - d. Paying authorized bills.
 - e. Presenting a complete written financial report [to include the bank reconciliation statement](#) at each board meeting.
 - f. Preparing an annual budget in collaboration with the principal and finance [committee](#).

[The treasurer for the school shall be appointed by the local school board.](#) The local Conference Office of Education will recommend the appropriate record keeping software.

Personal liability of school board members: A Board member may be held personally liable for loss or damage which results from his/her own negligent acts, as well as for the negligent acts of an employee who is acting under his/her direct supervision. Board members may be held personally liable for their willful, wanton, or malicious acts.

Defamation of character involves statements to third parties which may reduce esteem, respect, confidence, or good will in which a person is held. Defamatory statements may injure a person's reputation or good name and involve an element of personal disgrace. Board members are immune for liability from statements made at school board meetings under the doctrine of law known as "Qualified Privilege." This doctrine is applicable when it is reasonably necessary that certain information be communicated for the protection of one's own interest, the interest of third parties, or the interest of the public. *If necessary*, this information *is to* be communicated only during executive sessions of the board.

Any communication of information other than during an executive session may constitute defamation and the board member or members may be held individually and/or collectively liable.

The school board acts officially only through its recorded minutes. Also, it is the responsibility of the school board to become acquainted with and to enforce the operational policies as set forth in the Conference policy and *Education Code*.

It is the responsibility of the Board to write general policies specific to the operation of the local school program.

Functions of the Board:

1. To have a working knowledge of the Education Code and ensure the implementation of policies and plans of the local Conference Office of Education.
 2. To develop policies in areas of local concern, such as the following:
 - a. Use of school property
 - b. School bus use*
 - c. Purchasing procedures
 - d. Tuition and/or other methods of support
 - e. Admission requirements (in accordance with State and Conference guidelines)
 - f. Equipping and maintaining school plant
 - g. Textbook purchases (*student*-or school-owned)
 - h. Master planning
- *Schools are required to follow legislative guidelines for approved vehicles and drivers when transporting children. (Fifteen passenger vans *are never to* be used *for transporting students*. Visit the Adventist Risk Management website for additional information <https://adventistrisk.org/en-us/home>)
3. To support the Home and School Association
 4. To ensure that official minutes of each meeting of the school board and sub-committees be kept, and to file a copy with the Conference Office of Education.
 5. To consider appeals and answer questions regarding the operation of the school.
 6. To participate in the process of school evaluations as scheduled by the Conference Office of Education or regional accrediting agencies

7. To provide funds for ongoing professional growth and staff development in cooperation with the local Conference Office of Education
8. To consider, in counsel with the superintendent of schools, a proposed plan of school organization, including a constitution and bylaws, the administrative organization, and the North American Division and Southern Union curriculum for the school
9. To implement the recommended Conference-wide school calendar. Any modifications or contemplated change must receive prior approval from the Conference Office of Education
10. To develop and adopt a code of dress and social behavior
11. To [approve](#) the school handbook, which shall include, [but not be limited to](#) such items as:
 - a. Philosophy of school
 - b. [Student tuition and fee](#) information
 - c. Tuition collection policies
 - d. School regulations
 - e. School calendar
 - f. Course offerings
 - g. Dress code and/or social behavior code
 - h. [Admissions policy](#)
12. To assume responsibility for the planning and funding of an annual operating budget, which will include:
 - a. Capital expenditures/income
 - b. Operating expenses
 - c. Curriculum materials
 - d. Physical education/play equipment
 - e. [Library/Information Resource center \(LIRC\)](#) materials and equipment
 - f. School supplies
 - g. [Facility, vehicle, and student accident](#) insurances
 - h. Indebtedness
13. To assume responsibility for planning and funding a capital budget
14. To [effectively and proactively market the school and promote Adventist Education](#)
15. To cooperate with the Union and local Conference offices of education in matters of curriculum development
16. To support the [administration, faculty, and](#) staff in the organization and administration of the school
17. To plan the opening of school [in cooperation with](#) the Conference Board of Education
18. To dismiss or suspend [students in cooperation with the school administration and faculty](#). While the ultimate authority in disciplinary matters rests solely in the hands of the school board, it should delegate to the principal the [responsibility for developing and maintaining a school culture that is safe for the students, and promotes positive student interactions and influence. With this responsibility the principal may](#) suspend a student, [when deemed necessary](#), for a period not to exceed five days. Teachers may [be allowed](#) to [temporarily exclude a student](#) from the classroom and refer [the student](#) to the principal. In cases of very serious or continued misconduct, the Board may decide to suspend the [student](#) from the school for a longer period of time. The period of suspension is determined by the Board and, under some circumstances, may last up to two weeks. The [student](#) may be readmitted to the school only after satisfactory reform and reconciliation with the teacher or teachers involved. If a satisfactory basis for readmission cannot be effected, the [student](#) should either be withdrawn by his/her

parents or, as a last resort, be dismissed by action of the Board. Missed work due to suspension is subject to school policy. Conference operated schools will follow the processes and policies as confirmed by the school Board and Superintendent of Schools. (see Code 1852)

19. To become familiar with the school program and culture through personal visits to the school while it is in session. Prior arrangements should be made with the principal when planning a visit.
20. To plan for additions or new buildings: When a new school building or extensive additions or alterations are being planned, the chair of the school board should early seek the counsel of the Conference Superintendent who will acquaint the board with the approved process for such building and rooms, as well as the Conference policies affecting such projects.
21. To develop and implement a process for reviewing and acting upon student applications. No registration is final until it has been approved by the school board or the admissions committee.
22. To provide for a census of all preschool and school age children in the constituency of the school, as well as the local community; initiate plans to secure the attendance of the largest possible number of those eligible for school, and plan to provide opportunities for Adventist education for all the school age children of the constituency.
23. To ensure that the non-discrimination policy is published and adhered to. (see Code 1602)
24. To cooperate with the Conference Board of Education in the hiring and disciplining of personnel. The employment, assignment, evaluation, transfer, retirement, termination, or dismissal of school personnel is the function of the Conference Board of Education. (see Codes 4113 and 4820)

Note: The Conference Superintendent or designated Conference representative must be in attendance, physically or electronically, and chair all personnel committees and the school board when personnel issues are being discussed.

The Conference Board of Education derives its employment authority from the Conference Executive Committee. To ensure the effective and orderly operation of schools within the Conference, the Conference Office of Education will communicate on a regular basis with the school board. (See Code 4113)

CHURCH EDUCATION LEADER

1152

The Church Education Leader has different duties than the Home and School Leader or the school board. Often, however, both positions are held by the same individual. The Home and School roles are described in Codes 1931 and 1932. Guidelines for the position of Church Education Leader may include but are not necessarily limited to the following:

1. Qualifications
 - a. Demonstrate responsibility so the expectations of the office will be carried out in detail.
 - b. Be personable, enjoy interaction with people, and be capable of maintaining confidences.
 - c. Possess a real concern for the children and youth of the church.
 - d. Be committed to Seventh-day Adventist Christian education and its goals as evidenced by:
 - 1) Having his/her own children in church school
 - 2) Supporting the church's children in church school even if he/she has no children of school age
2. Suggested Functions

- a. Maintain a record/file of all children and young people in the church. This record/file should be kept active and current. A notation should be made as to where the child or children are attending school and if there are any special problems relating to finances, divided home, etc. This information is confidential and is to be used to facilitate an accurate report to the Conference Office of Education and school board. The pastor should be provided with a list of families whose children are not in church school along with any potential obstacles that would keep a student from attending church school.
- b. Cooperate with the pastor and/or other responsible church leaders in educating church members concerning the benefits of Christian education and the necessity of providing church school education for all the youth who desire it.
- c. Promote Christian education by:
 - 1) Coordinating periodic reports to the church featuring the church school/junior academy, senior academy, Oakwood University, and Southern Adventist University.
 - 2) Vigorously promoting the academy worthy student fund.
 - 3) Making sure educational promotion materials are inserted in the handbook when received from the Conference office.
 - 4) Working with the pastor in planning the yearly Education Day program.
- d. Promote the concept that Christian education begins at infancy in the home. Plans for Christian education begin at the time a new baby arrives in the home. It is suggested that along with the pastoral congratulations, it would be an appropriate gesture for the church through the education secretary to make a gift of the book *Counsels to Parents and Teachers* to the parents. This is also an appropriate time to suggest the beginning of an educational savings fund for this new child. When the parents have planned ahead in this manner, Christian education is not a sudden drain on the family budget.
- e. Always work closely with the pastor. The guidelines for an education secretary should result in increased effectiveness of the Christian education ministry in each church of the Conference.
- f. Provide time and opportunity for the church and families to pray for the children and youth.

Administration

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.

STUDENT PRAYER GROUPS

1202

Organized student prayer groups with voluntary attendance should be encouraged as an integral part of the school program.

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 ought to 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.

PUBLIC FUNCTIONS

1212

Public functions, such as student rallies, entertainments, class night, graduation, and all programs for which the school bears direct or indirect responsibility shall:

1. Be conducted in harmony with the recognized principles of proper decorum.
2. Conform to the standards and principles of Seventh-day Adventist Christian schools.
3. Be free from all coarse and objectionable features in subject and presentation.

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 fundraising 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 (NAD WP FEB 05 45). 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.

RECREATION PERIODS

1217

The teacher(s) should organize the supervision of recreational periods for their students. Students appreciate their teachers who participates 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 polices 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.

OFF CAMPUS TRIPS

1230

Off-campus trips and activities can be an integral part of a well-rounded educational experience for students. Much learning can be gained from worthwhile off-campus field trips and activities that meet spiritual and educational objectives. Student groups who perform for audiences can be a powerful witness for Christ and the school. Care must be given, however, to consider the costs, time, and philosophical basis for such activities.

All off-campus trips and activities, including class trips, must meet the school's mission and fit the spiritual philosophy of education for Seventh-day Adventist schools. When a trip is being conceptualized, the teacher should consult with and receive approval from the school board and/or administration before making promises or discussing details with students.

Each school should have a Parental Approval Form that is signed by parents before a student is allowed to leave campus.

Safety and proper supervision of students is of utmost importance when planning and implementing off-campus trips and activities. While it is recognized that there will be a certain amount of risk in any off-campus activity, teachers and administrators must take reasonable precautions and use sound judgment to minimize such risks. Every effort should be made to develop guidelines [and proper plans](#) that address possible scenarios involving off-campus activities. Provision must be made for [appropriate supervision](#) at all times by an adult [chaperone/supervisor who has been trained and screened through Verified Volunteers](#). (Example: Swimming requiring the presence of a certified lifeguard)

1. [Grade Appropriate](#) Supervision

Adequate approved gender-appropriate chaperones/[supervisors](#) should be provided as follows [with the understanding that overnight trips may require additional gender appropriate chaperones](#):

- a. [Direct supervision for](#) PreK-K, 1 for every 3 students
- b. [Direct supervision for](#) Grades 1-4, 1 for every 5 students
- c. [Supervision for](#) Grades 5-8, 1 for every 8 students.

- d. Grades 9-12, 1 for every 12 students. *Overnight trips and activities require 1 for every 10 students and may require additional gender-appropriate chaperones as determined by the local board policy.*

Chaperones/supervisors shall be provided with their respective responsibilities and an orientation, which shall include familiarization with any plans or emergency procedures. Contact information for all colleagues on the trip or outing, any particular medical or dietary needs of the students or staff, and other information as may become needed.

2. Inclusion

Each trip or activity should be planned to include all class members without respect to financial status. All trips and activities should be planned with consideration to limiting the “three D’s”: Days (time) out of class, Distance to be traveled, and Dollars (cost).

3. Day Educational Trips

- a. The trip must be educational and planned well in advance.
- b. The itinerary must be prepared and presented to the school board/secondary administration at least one week prior to date of event.
- c. Funds are to be raised in accordance with local school policy.

4. Approval Process:

All trips are to be approved by the School Board prior to the date of the activity. Conference policies for approval are to be followed.

5. Non-educational

Off-campus trips such as club activities, class picnics, student association outings, and other special activities shall be limited to one (1) school day.

6. Eighth Grade and Senior Class Trips

Whenever possible, class trips should also include spiritual-mission-service and educational components. Eighth grade class trips may include up to three (3) school days. Academy senior class trips are to adhere to the following guidelines:

- a. The cost of the trip should not inhibit student participation.
- b. A maximum of five school days shall be allowed. Additional time may be granted by the conference board if there is intentional focus for educational enrichment during the trip.
- c. All plans, including finances, shall be presented in writing for administration and local and conference board approval prior to the trip.

7. Out of Division Trips

Overseas trips are not encouraged for elementary schools. When considered, extra caution should be exercised. Please consult (NAD) North American Division “Out of Division Trips” policy FEB 05 40 for guidelines and procedures. (https://sp.uccsda.org/English/Edu/Documents/622_outofdivisontripspolicy.pdf)

SCHOOL CALENDAR

1232

1. Opening of School — The school should begin on the date set by the Union Board of Education.
2. The School Calendar — The school year shall consist of 180 days plus holidays, vacation periods, and teacher work days. Where permitted by the state, up to five (5) Conference-approved professional development days may be applied toward meeting the 180 instruction day (or equivalent net

instructional hour) requirement. The principal is to obtain approval from the Conference Office of Education for any deviations from the Conference school calendar.

SCHOOL DAY DEFINITION

1233

A regular school day shall be defined as a period of instruction time which includes no less than four (4) hours for Pre-Kindergarten and Kindergarten, and no less than six (6) hours for grades 1-12. The state requirement shall supersede this only when the state requirement is higher. Each Conference may have a Friday dismissal policy.

A minimum school day [for all grades](#) shall consist of four (4) hours ([240 minutes](#)) of instructional time, and may be counted as a full day with local Conference approval. Certain types of activities may also be counted as a school day providing that attendance is required and taken, and that the listed stipulations are met as follows:

1. [School Registration Day](#)
 - a. There must be student-teacher interaction
 - b. There must be involvement of all instructional personnel
 - c. It must be a minimum of four (4) hours in duration
 - d. The agenda of activities for the day is [acceptable to](#) the local Conference Office of Education
2. Parent-Teacher Conferences
 - a. [Parent teacher conferences may be considered a minimum school day when the minimum four-hour requirement is met. A school may count 2 parent teacher conferences towards the 180-days requirement.](#)
3. Field Day or Picnic Day / Instructional Fairs or Festivals
 - a. One day per school year for [either](#) field day, picnic day, instructional fair, festivals (excluding Conference-sponsored events)
 - b. Local school board [and Conference Office of Education approval is required.](#)

The following may not be counted as school days:

1. Pre- and post-school [teacher](#) work days
2. Teacher visitation day (unless a substitute teacher is used)
3. Graduation
4. [Weekend/Holiday](#) school programs

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.

REPORTS, ANNUAL—OPENING AND CLOSING

1245

Opening and closing reports must be sent to the local Conference Office of Education promptly as scheduled. Where required, reports to the State Department of Education [are also to be filed](#). The schedule for denominational reports is as follows:

1. Opening reports are to be sent to the Conference Office of Education immediately

following the close of the third week of school, and the Conference Office of Education must submit their report to the Union by October 1.

2. Closing reports are due in the Conference Office of Education two weeks after the school year ends. All schools will submit an annual report, through Conference and Union Offices of Education, to the North American Division Office of Education. Closing reports from the Conference Offices of Education are due to the Union office by June 30 and the Union closing reports are due to NAD by July 15.

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

SAFETY PREPAREDNESS

1248

Proper precautions shall be taken to protect students, employees, and visitors from injuries on stairways, in laboratories, shops, gymnasiums, and in other parts of the facility where accidents are likely to occur.

1. A safety officer shall be appointed by the school administration/or board each school year. The safety officer functions include the following:
 - a. Inspection of the school facility and equipment.
 - b. Annually present a thorough orientation to all personnel on school safety and emergency procedures including the Grab and Go Packet as outlined in Code 1249.
 - c. Evaluate student accident reports and safety issues and report findings to school administration.
 - d. Serve as a member of the Crisis Action Team as identified in the Safety/Emergency Resource. (see Code 1249)
2. The annual Adventist Risk Management Facility Safety Inspection Report (<https://adventistrisk.org/en-us/safety-resources/school-safety>) is to be completed at every school by the school administration/safety

officer and filed with the Conference Office by October 1 for review and acceptance. Where safety concerns are noted it is the responsibility of the school administration to work out temporary adjustments until the school board can take action.

3. Fire drills shall be held regularly or as required by local or state law, at unannounced times in various buildings of the school. A record of the drills are to be on file and available upon request. Other drills such as tornado, unidentified perpetrator, lock downs etc. shall also be practiced so that the students are well aware of necessary precautions.

COMPREHENSIVE STRATEGIC SAFETY/EMERGENCY PLAN

1249

Each school and center are required to develop a written comprehensive strategic safety plan and a condensed disaster emergency plan as a Grab and Go packet. The Safety/Emergency Resource may be used in developing the school/center's customized plan. See the AdventistEDGE website for the Safety Emergency Resource manual and templates at <https://www.adventistedge.com/administration/policies-manuals-forms/>

STUDENT HEALTH SERVICES

1251

A comprehensive program of school health services shall include the care of emergency sickness and injury the prevention and control of communicable diseases including required vaccinations and immunizations, and a periodical safety (audit) inspection.

So far as possible, each school should arrange for the services of a professional nurse and provide facilities for administering first aid and emergency care.

Each Conference shall follow the state requirements for school entry medical examination and/or immunization forms.

Each school shall develop policy and procedures for overseeing the medical records and physical needs of students while under school care, per state law. (See 1711 for records retention policy.)

ELECTRONIC SCHOOL INFORMATION SYSTEM (Prek-12)

1253 (6012)

An electronic School Information System (SIS), compatible with North American Division Data Rollup, should be used in every school. Attendance records must be maintained on a daily basis for all students. A hard copy of student and parent contact information must be retained in a confidential file for emergency purposes. Scholarship records should be recorded in the SIS on a weekly basis and student progress reports shall be distributed within 5 days of the end of each nine-week period. The SIS should be maintained according to local conference policy with updates current for Data Rollup deadlines.

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 are 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.

INDEPENDENT SCHOOLS

1260

Seventh-day Adventist Churches within the Southern Union are not permitted to operate conference schools independent of the Adventist Accrediting Association system of schools.

USE OF CHURCH FACILITIES

1265

Churches may not approve privately operated schools or home schools to use church facilities. An exception to this policy would [require](#) a legal lease arrangement according to Conference policy.

DISTANCE EDUCATION - APPROVED PROGRAMS

1270

Schools may choose to offer distance education courses in its course offerings. When this occurs, the provider must be one of the two NAD approved distance education vendors available with the Southern Union: Atlanta Adventist Academy and Griggs International Academy.

Schools may expand and enrich student educational opportunities through the use of distance education programs. The use of such programs requires advance approval from the local Conference and Southern Union offices of education. See code 5104 and 5203 for additional details.

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 [the 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.

APPLICATION/REGISTRATION FORM (K-10)

1601

Application/registration forms [shall](#) be completed by all students applying for admission to a Seventh-day Adventist school. Applications for admissions are reviewed and [acted](#) upon by the school board or by an admissions committee. Acceptance and [grade placement](#) are subject to receipt of an official transcript of credits and acceptable recommendations.

NON-DISCRIMINATION POLICY, STUDENTS

1602

[Each school must include a clear reference to its non-discriminatory policy in the student handbook.](#)

The Seventh-day Adventist Church in all of its church schools, admits students 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.

Elementary grades: Academic assessments are to be completed to place the student into appropriate grade level.

High school: Students wanting to enter into the ninth grade who have been in home schools or who have not completed the eighth grade should be at least 14 years of age on or before August 15 of the current school year. Evidence must be provided documenting completion/competence of the 8th grade curriculum. Such data may include standardized achievement test scores, report cards, readiness exams, evidence of teacher lesson plans, portfolios, list of textbooks used, correspondence courses, grade cards, etc.

Requirements for entering high school after taking secondary subjects in a home school: The Course Verification Sheet (see Supplement M) is to be given to the parents as early as possible in order for the information to be gathered and the sheet completed. When the sheet is completed and given to the school with accompanying material, the admission committee the school is to review the information and determine if any or how many credits will be allowed. If there is committee has a concern in accepting any of the courses listed because of lack of documentation, the school has the authority to administer national standardized achievement tests, textbook and/or teacher-made tests, and/or have the subject area teacher determine the student's knowledge of the material in an interview. The school should reserve the right to reduce the amount of accepted credit in the event of subsequent unsatisfactory performance.

Accepted Home School semester periods and grades or pass/fail marking should be recorded on the student's transcript, but the grade should not be calculated in the GPA. If the student or parent wishes to have home school letter grades calculated in the GPA, they can request Credit by Examination (CBE).

The Course Verification Sheet is to be kept on file and available upon request.

Any exceptions to the admissions policy must be submitted to the local Conference Office of Education or Board of Education for review and approval.

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 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), [along](#) 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.

[Senior Academies are to be co-accredited with Middle States Association or other regional accreditation association.](#) All other schools seeking additional accreditation through the Middle States Association or other accrediting bodies [shall](#) consult with both the local Conference and Southern Union offices of education [for assistance with filing application.](#) See Supplement S for an outline of the MSA Accreditation.

ACCREDITATION STATUS

1701

All schools are [accredited according to the standards set by the North American Division Commission on Accreditation \(NADCOA\) and the protocols voted by the NADCOA and Southern Union Board of Education.](#) The [accreditation](#) process will determine to what extent the school is [fulfilling its mission](#) and meeting expected school improvement [goals.](#) The [accreditation process is an ongoing six-year cycle of planning, implementing, reviewing and adjusting whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and continuous school improvement within the context of the Adventist Worldview.](#) The following outlines the accreditation status assessments:

- A) **Six Year Status:** There is evidence that the school has high-quality Continuous School Improvement processes in place that support student learning and implementation of the continuous school improvement plans. An annual progress report on the recommendations and the schoolwide improvement action plans will be submitted.
- B) **Six-year Status with a Mid-cycle Visit:** There is evidence that the school needs additional support in strengthening student learning and implementation of a continuous school improvement plan. An annual progress report on the recommendations and the continuous school improvement plans will be submitted, as well as an on-campus visit in three years.

Special Circumstances:

1. The visiting committee has the option of assigning a focused visit in the first year to assess special circumstances, such as finances, lack of CSI planning, enrollment trends,
2. In special cases, Mid-cycle visits may be recommended to occur on the second and/or fourth years of the accreditation cycle.

- C) **Probation:** A school may be placed on probation for one or two years.

One Year: There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical areas requiring immediate attention and support. A visit at the end of the year of probation shall result in the continuation of the accreditation cycle, one year extension of probation or denial of accreditation.

Two Year: There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical areas with the recognition that improvement may take up to two years. There will be a Revisit at the end of the second year of probation. This visit shall result in the continuation of the accreditation cycle or denial of accreditation.

- D) **Accreditation Denied:** Denial of accreditation is based on evidence that the school does not or could not reasonably meet the Standards for Accreditation.

When there is a joint visit with a regional accrediting association, every effort will be made to ensure accreditation status alignment. In no case shall the status exceed six years.

SCHOOL SELF-STUDY AND REVIEW PROCESS

1702

The accreditation review process begins by the school completing the self-study report that is located online at nad.accreditrac.org. Schools with three or fewer teachers are allowed to enter rating scores for each standard instead of each indicator. Schools with pre-kindergarten must include the pre-kindergarten program in the schools' self-study. Members of the School Board, faculty, parents, and students are expected to assist the school administration by their participation on various committees and/or surveys. A visiting committee will use the self-study report as the foundational document when visiting the school.

A visiting committee will prepare a site visit report and determine recommended accreditation status for the school. The reports for elementary schools and junior academies are reviewed by the Southern Union Accreditation Review Committee and acted upon by the Southern Union Board of Education. After determination of accreditation status, by the NAD Commission on Accreditation, the Southern Union Office of Education will release to the school its final report along with accreditation certificates as approved by the NAD Commission on Accreditation and the National Council for Private School Accreditation. (See Supplement S)

Senior Academy reports are reviewed and acted upon by the NAD Commission on Accreditation. After the Commission determines accreditation status, the school shall receive a report of its accreditation status accompanied by recommendations and certificates. Schools will receive their certificates from the accreditation body. The certificates are to be displayed in a prominent location of the school.

ACCREDITATION VISITING COMMITTEE

1703

A. Committee Membership

Elementary and Junior Academy school visiting committees are developed by the local Conference Office of Education. The Chairs of these committees are determined by the Conference Superintendent. Chairs are usually chosen from the Conference Superintendents or Associates from within the conferences of the Southern Union, or the Union Director or Associates. It is recommended that a minimum of 20% of the school accreditation visiting committees be chaired from outside the conference on a rotation basis.

Committee members are invited from the schools within the conference. The average site-visit committee size is 5 to 7 members plus the chair. Schools with pre-kindergarten programs are to have an individual with an early childhood education degree, a child development degree (or equivalency), or an elementary education degree with kindergarten endorsement and experience. For further reference see Code 6011. A smaller committee may be organized for schools of one to three teachers.

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 invited from the secondary schools throughout the Union.

Schools seeking co-accreditation with MSA must have an MSA recognized representative assigned to the visiting committee to file the MSA site visit report.

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.

The average visit for elementary schools is two days whereas senior academies have a minimum of a three-day visit.

B. Committee Expense

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

Although situations arise that require a school to request a change for a scheduled visit, extensions should rarely happen, and only under adverse circumstances.

Possible reasons for an extension may include natural disasters that affect school operations, i.e. fire, tornado, hurricane, flood, etc.; death or serious illness of key personnel; to balance conference/union scheduling; etc. A change of administration is not a valid reason to grant an extension.

Administrative incompetence, such as not completing the self-study, resulting in a visiting team not being able to do an accreditation visit, may result in probationary status, until a status visit takes place. This determination should be a collaborative decision between the Union Office of Education, the Visiting Committee Chair, and the North American Division Office of Education

Protocols for granting an Accreditation Status visit extension are as follows:

- An elementary school or junior academy asking for and receiving an extension is negotiated between the local conference and the local union
- A senior academy asking for and receiving an extension is negotiated between the local union and North American Division Office of Education Any school requesting an extension must fill out the NAD extension form and have it filled out based on the above protocols. When completed, this form should be forwarded to NADOE by June 1. The form is available at adventistedge.com

All extensions are validated by NAD Commission of Accreditation in their July meeting.

ANNUAL REPORTING

1705

Southern Union early childhood programs, elementary and secondary schools are to submit an annual report. Early childhood programs and elementary schools are to submit the report to their respective conferences. The Conferences will use this data to report the progress of their schools to the Accreditation Review Committee.

Secondary schools (Junior and Senior Academies) are to submit an annual School Improvement Plan. This plan will be electronically submitted to the Conference and Union Offices of Education and will fulfill the NAD annual report requirement. School Improvement Plans are to include:

1. Responses to the major recommendations and action plans from the most recent evaluation visit.
2. Information on the implementation, communication, and review process of the school's mission and vision statements.
3. Any additional action plans developed by the school/board.
4. An evaluation of the impact of the School Improvement Plan on student learning.
5. Information on the school's Campus Safety Plans, including updates, implementation, and communication to constituents.

NEW SCHOOL ACCREDITATION STATUS

1706

Any new school that has been approved to operate in harmony with North American Division Working Policy (see NAD WP FEA 25 20, FEA 25 25, FEA 25 30) will be granted candidacy status for three-years. During the third year, an accreditation visit by the NAD Commission on Accreditation will be conducted. The school will be expected to present the completed North American Division Standards for Accreditation self-study.

SCHOOL RECORDS

1707

Each Conference/school shall maintain such records and prepare such reports as are necessary for effective planning, operation, evaluation, and reporting of the results of the educational program. Adequate records shall be kept of the following:

1. Students' records ([Code 1711](#)); follow-up of graduates
2. Staff service records
3. Curriculum
4. Finance (3182)
5. [Inventory of all assets](#)
6. Guidance
7. Library [catalog of holdings](#)
8. School records (constitutions, minutes of [committees](#), boards or governing committees, [administration/academic committee minutes](#), property [documents](#), incorporation [documents](#), and [other](#) legal documents)
9. Historical materials (faculty and committee minutes, school [handbooks](#), student publications, class pictures, [letters](#), [rare textbooks](#), [videotaped performances](#), and [other items that document the history of the schools](#))

RIGHT OF PRIVACY

1708

Student records should contain only the factual information necessary for the process of education. Cumulative folders must be available for review by a student [or](#) parent if the student is under 18 years of age. [These records](#) must not be accessible to unauthorized individuals.

Official records will be forwarded to another school system or prospective employer at the written request of the student or parent if the student is under 18 years of age.

Records pertaining to a student's mental [and physical](#) health contain entries made under the direction of the student's physician and should be kept separate from academic records. These records should be released only at the student's or his parents' request if the student is under 18 years of age.

PROVIDING GRADES TO PARENTS

1709

Students' grades are to be provided to the parents/guardians of each student. Where separation or divorce is involved, grades will routinely be given to both parents in joint custody arrangements. However where the custody of a child rests with one parent, grades will be provided to the custodial parent, unless otherwise directed by the custodial parent.

Notification restrictions imposed by the custodial parent on the non-custodial parent should be given in writing and filed with the school administration upon the registration of the student. Such notification is the responsibility of the custodial parent.

STUDENT RECORDS, RETENTION & SAFEKEEPING

1711

Student cumulative records and other student records are to be maintained in the local school. [A number of reports are also permanently stored on the Adventist Education Dashboard for schools who export data to the Data Rollup server.](#) Student records will be forwarded to another school system or prospective employer at the written request of the parents, legal guardian, or student if the student is at least 18 years of age.

The copy of the elementary cumulative record is to be mailed [or emailed, with the school keeping its](#) portion of the cumulative record as a permanent [file](#). When records are forwarded, a notation of name and address must be made in the bottom right corner of the cumulative record [or a comparable notation for digital cumulative records](#). Medical, immunization records, and [other academic files](#) may be sent with the cumulative records. [Permanent records may be stored in paper form or digitally through scanning or a conference approved digital storage method](#). When a school closes, all permanent records should be sent to the Conference office to be stored. All other records should be destroyed.

[The following reports are also permanently stored on the Adventist Education Dashboard for schools who export data to the Data Rollup server. These are available on demand within the Data Rollup Application. Student records are tied to the NAD Student ID number and will transfer from school to school.](#)

- [Cumulative Record \(K-8\)](#)
- [IOWA data \(3-8 included on the Cumulative Record\)](#)
- [Report Card \(K-12\)](#)
- [Transcript \(9-12\)](#)
- [Register \(K-8\)](#)
- [Attendance \(K-12\)](#)
- [Record of Parents \(K-8\)](#)

Record Retention Schedule

<u>Item</u>	<u>Length of time kept</u>
Accident Records	Six years provided no action pending
Attendance	Permanent
Cumulative Record	Permanent
Emergency Information	Until Superseded
Enrollment/Withdrawal Information	Permanent
Foreign Exchange Records	Permanent
Grades/Transcripts	Permanent
Health/Medical Records	Permanent
Home Schooled Student Records	Permanent
Immunization Records	Permanent
Intervention Records	Permanent
Legal Documents, i.e. Parental authority, custody or termination of parental rights	Until student graduates from grade 12
Personal Information: Name and address Gender Parent information Verification of date and place of birth	Permanent
Progress Report System	Minimum of one year
Reading Record (K-8)	Permanent
Recommendations for promotion, acceleration, retention, & special needs	Permanent
School Register	Permanent
Standardized Test Scores	Permanent
Suspension/expulsion Records	Permanent
Teacher Grade Book	Minimum of one year

See Code 3182 for financial records, retention and safekeeping.

TRANSCRIPT AVAILABILITY

1712

1. Each student is entitled to one free transcript. A charge [may be assessed](#) for additional copies.
2. Elementary transcripts are available from the Conference Office of Education.
3. Transcripts for junior academy students in grades nine and ten are available from the Southern Union Office of Education [Registrar](#). Upon written request, a transcript may be sent directly to the student or parent, but it will be marked "Unofficial." [Financial clearance must be granted from the school of record before a transcript is released unless State law directs otherwise.](#)
4. Academy transcripts are available from the school [Registrar](#).

STUDENT HANDBOOK

1715

Every school should prepare a handbook, catalog, or materials to be [made available](#) school patrons so that they may know the policies, regulations, and financial information of the school. It should also include the following:

1. The school's Mission statement, a brief philosophy and statement of aims and objectives
2. A calendar of events designating vacations and holidays
3. List of staff members
4. List of school board members
5. Course offerings
6. Requirements for entrance and graduation
7. Definition of the unit of scholastic credit
8. Description of the system of grading
9. Standards of [student](#) conduct and [dress regulations](#)
10. Clear statement of costs, [payment, and transcript release policies](#)
11. [Schools'](#) accreditation
12. Non-discrimination policy statement
13. [Weapons policy](#)
14. [Discipline procedures and reconciliation/appeal process](#)
15. [Internet acceptable use policies](#)
16. [Digital media policy](#)

ACHIEVEMENT TESTING PROGRAM

1721

Philosophy

The testing program is provided to assist in identifying [elementary and secondary](#) student achievement levels in the basic skills. The analysis of the test results in basic skills helps in determining individual student needs [and monitoring student progress](#). The analysis of test results also provides a method of determining the teacher's design for instruction, the effectiveness of the educational program and a measure of accountability on the part of the school.

Objectives

The testing program of the Southern Union is designed to do the following:

- a. Indicate the achievement and proficiencies of students
- b. Provide indicators of student's strengths and weaknesses
- c. Provide teachers a basis for planning and improving their instructional program
- d. Provide students and parents with an assessment of student achievement **and a basis for creating goals to enhance student success**
- e. **Assist the** teachers and school administrators with an assessment of the effectiveness of the instructional program **and its alignment to the standards**
- f. **Assist the** Conference and Southern Union offices of education with an assessment of the effectiveness of the curriculum **and instructional delivery.**

Students must be tested annually in the grades specified by the Southern Union. Conferences may choose to test students in other grades **and** are required to purchase testing services as voted by the Southern Union Board of Education.

CURRICULUM STANDARDS

1722

The Southern Union in cooperation with the North American Division Department of Education outlines curriculum and standards that are to be taught throughout the Southern Union schools. Teachers are expected to use these **standards** when developing course outlines and lesson plans for each subject area.

COURSE OUTLINES AND LESSON PLANS

1723

All teachers K-12 are required to develop annual long-range plans and weekly/daily lesson plans for each subject they teach. Teachers 9-12 are required to develop course outlines. Forms for preparing these are provided by the Conference superintendent for junior academies and by the principal in the senior academies.

TEXTBOOKS (ORDERING)

1724

An elementary textbook list of subjects for each grade as well as names of textbooks and publishers is provided annually on the NAD and **Southern Union** websites at the following links:

<https://adventisteducation.org/etl.html>

<https://www.adventistedge.com/elementary/curriculum-instruction/>

All secondary textbooks are also listed on the NAD website at the following link:

<http://adventisteducation.org/stl.html>

Should a teacher or school wish to use an alternative text or workbook, an alternative textbook application must be approved. Forms are located at the following:

Elementary: <https://adventisteducation.org/etl.html>

Secondary: <https://www.adventistedge.com/secondary/curriculum-instruction/>

Supply Source—Elementary schools and junior academies **should** order their textbooks from **textbook vendors' list on the NAD and Southern Union Adventist Edge websites or as directed by their** local Conference.

Policies Governing Students

ELEMENTARY SCHOOL ENTRANCE

1800 (6006)

To be eligible for admission, children must be physically, mentally, emotionally, and socially mature to do work at the prescribed level. Prior to accepting any applicant, the following age criteria must be met:

1. Pre-kindergarten children must be at least four (4) years of age by August 15 of the year they are enrolled in pre-kindergarten.
2. Kindergarten children must be at least five (5) years of age by August 15 of the year they are enrolled in kindergarten.
3. First grade children must be at least six (6) years of age by August 15 of the year they are enrolled in first grade.

When a state's regulation conflicts with the August 15 deadline, the earliest date supersedes.

Any case considered for exception must receive prior approval by the local Conference Office of Education.

IMMUNIZATIONS - A record of the student's immunizations per state requirements must be on file in the school office. (See state requirements.)

PHYSICAL EXAM - A record of the student's physical exam is required to be on file in the school Office per conference policy (see policy 1251).

SECONDARY AGE MAXIMUM

1801

Enrollment in secondary schools of the Southern Union Conference will not be granted to anyone who is unable to graduate before the age of 21. Any appeal for exception must be in writing to the local Conference Office of Education.

DELAYED ENTRANCE AGE

1803

Given the physical and emotional differences among children and socioeconomic circumstances of parents, the church has not mandated a specific age at which children should enter school. Because of their conscientious convictions, or their child's lack of readiness to enter school, some parents may wish to postpone their children's entrance into a formal educational program. In such cases the following guidelines are recommended:

1. Parents are responsible for complying with state school attendance laws.
2. Educational personnel should assist parents and students in making social adjustments and by offering testing and evaluative services to determine proper grade placement when the student enters school.

STUDENT GRADE PLACEMENT

1806

1. [Grade Placement](#)

To assist in determining the grade placement of all transfer students, as many as possible of the following criteria should be considered for grade placement:

- a. Report card [or official transcript](#)
- b. Current cumulative records
- c. Placement test (Consult local Conference Office of Education for details regarding procedures and test to be used.)
- d. Informal assessments (i.e., results of criterion referenced test, teacher evaluation, Informal reading inventory, teacher observation, portfolio/samples of student work)
- e. Exceptional student documentation, if applicable
- f. Previous teacher interview
- g. Letters of recommendation
- h. Parent/student interview

In cases where there is discrepancy between the recommended grade placement, [student's age](#), and assessed student performance, the local Conference office should be consulted.

It is unwise to transfer a student during the last period of the school year. Satisfactory financial arrangements of accounts are required before students may transfer from one school to another. A statement of this policy must be published in the school handbook.

2. [Transfer Students](#)

[Opportunities arise when a student requests admission at mid points throughout the year. When a student is transferring from another Adventist school, satisfactory financial arrangements of accounts are required. Accepting transfers during the last quarter of the school year is not encouraged.](#)

3. End of Year Classification

The following classifications may be used to assign grade placement for the next school year:

- a. Promoted to - successful completion of course requirements
- b. Retained in - student remains in the current grade
- c. Placed in - student to be placed in the most appropriate grade and learning environment

SECONDARY STUDENT COUNSELING SERVICES

1807

Each school shall provide guidance services for all students. This service is designed to give systematic aid to students [adjusting](#) various types of problems such as spiritual, educational, vocational, social, civic, and personal.

A full-time guidance coordinator is required for school enrollments of 300 [students](#). [All other schools are to provide part-time guidance services](#). Specific effort should be made by teachers to know the parents and home conditions of their students [to enable the teacher to better assist the guidance director in providing effective services to the student](#).

GRADE RETENTION

1811

[Retention is seldom recommended for students beyond the primary grades. Retention alone does not benefit a child. Therefore, a plan should be developed using alternative strategies, techniques and materials to help the student meet goals.](#)

Consideration to retain the student at a given level involves counseling with the student and the parents so that a decision regarding placement is reached cooperatively. A decision to retain the student must have the following criteria:

1. Documentation of interventions used to remediate
2. Consideration of the child's chronological age, physical, mental, and social development
3. Full documentation regarding the student's achievement (i.e., work samples, standardized testing, ranking in class, etc.)
4. Documentation of parent input
5. Approval from principal in consultation with the teacher
6. Consultation with local Conference Office of Education
7. Notification to the parent

Multiple retentions during K-8 grades are not recommended.

ENRICHMENT AND ACCELERATION

1812

Seldom does a child benefit by advancing more than one grade per year. When this occurs, the students may miss valuable steps in their development. Social maladjustment may result from a lack of maturity and experience to the work required by the next grade level. Therefore, it is recommended that a teacher provide enrichment rather than acceleration. This enrichment may be by hobbies, research on related subjects, crafts, art, music, and or additional subjects offered by use of computer software or distance learning.

When the following factors indicate need for advancement, the principal, teacher, and Conference Office of Education may accelerate a student to the next grade level:

1. Personal work habits and attitudes
2. Physical development and health
3. Mental maturity
4. Social adjustment
5. Basic skills' achievements resulting from tests and teacher observations
6. Age
7. Parent's support
8. Required classes and credits required by the school

TARDINESS/ABSENCE, CONVERSION POLICY

1815

Tardiness or any accumulation of tardiness are not to be recorded as an absence.

ABSENCES—EXCUSED AND UNEXCUSED

1816

All students enrolled in the school are expected to be punctual and regular in attendance. Excused absences for medical appointments, emergencies, sickness, and/or death in the family are considered legitimate excuses for absences. Written excuses from a parent or guardian are required for all absences, and should be kept on file until the end of the school year. Unless the work missed is satisfactorily completed, a student absent more than 20 percent of the school days (including excused absences) in any period may forfeit his/her grade for that period. Attendance regulations are to be in harmony with state codes.

ABSENCES FOR APPROVED FUNCTIONS

1817

Attendance by students at functions organized by the Conference as an extension of the school program (i.e., Academy Days, Music Festival, Bible Conference) shall not be considered as absences. Attendance at Pathfinder camporees shall be considered excused absences, and shall not negatively impact the student in regards to attendance.

Absence caused by student participation in any other special event must be approved by the principal, school board, and for elementary schools the Conference Office of Education.

NON-ENROLLED CHILDREN OR YOUTH

1822

Non-enrolled children or youth are not allowed at the school, except for school functions specifically designated for visitors. No part-time kindergartners or other children should be left at school [beyond the appointed time for attendance](#).

[When volunteers or school employees are on duty during the school day, their children are not allowed to be on the school's premises unless they are \(1\) enrolled, or \(2\) are supervised by someone other than the volunteer or employee. When school is not in session, children of employees or volunteers must be under careful supervision while on campus.](#)

LEAVING SCHOOL PREMISES

1824

No student shall be permitted to leave the school premises at recess or at any other time before the regular hour for dismissal except with the approval of the [administration](#) of the school.

ATTENDANCE EXCLUSIONS-MEDICAL

1825

To safeguard the health and safety of all students, the school may temporarily exclude and require medical examination of any student who is suspected of having a communicable disease which would endanger the welfare of [other students and/or school personnel. Such students are to be referred to health authorities for evaluation](#). In cases of positive diagnosis, the student may be suspended until a medical determination is made that the student no longer poses a threat of infection. [Cases involving extended leave from school will require the review of the faculty, administration, and/or School Board as to whether accommodations can be provided to the student for continuance of enrollment.](#)

STUDENT HYGIENE

1826

Students who come to school without being personally clean or neat in dress may be sent home to be properly prepared for school, or they may be required to prepare themselves for school before entering the classroom. Every school building shall be adequately equipped to provide for personal cleanliness.

HEAD LICE

1827

[The local school should develop a policy that complies with state guidelines. At a minimum, when a child is found to have lice the following procedure will be implemented:](#)

- [a. The child will be isolated and picked up as soon as possible by the parent/guardian.](#)
- [b. The child may return to school the following day provided he/she receives necessary treatment and passes a head check by school authorized personnel or nurse.](#)

The health of each student is an important factor in the learning process. Cooperation among the health department of the municipality, the private medical personnel, the home, and the school is essential. Some students may require medication when school is in session or during an approved school activity on or off premises. Therefore, the school should have a well-defined plan for providing meds for these students. Any student who must take medication while under the supervision of the school must do so in compliance with school policy. When a parent, physician, or health officer directs that medication should be administered to a student during school hours, the principal should arrange to accommodate this request. Medications given to students must be administered as per written protocol, approved and signed by a physician and parent(s).

Southern Union member schools reserve the right to refuse to agree to administer both prescription and non-prescription drugs or medications. When, in the member school's sole discretion, the school administration or its designee determines that the school does not have staff with the required training or skill to administer a particular agent, the school may decline or refuse to agree to do so and is thereby relieved of any other obligation under this policy. Such refusal shall be stated to the parent or guardian in writing.

When medication should be given to a student during school hours or school activity, the school must provide control and supervision of the storage and administration of the medicine as detailed below:

1. The principal, school nurse, or other employees approved by the principal, should be trained by a certified health professional in the appropriate administration of medicines. These are the only individuals authorized to administer unexpired medication to students.
2. The principal (under supervision of a licensed health professional) or a school nurse will be responsible for the establishment of a safe method of storage for medication(s). All medications, unexpired, prescription and over-the-counter and/or herbal, holistic, homeopathic substances, must be stored in a secure, locked, clean container or cabinet. Any and/or herbal, holistic, homeopathic substance registered with the principal/designee or school nurse must be stored in the original unexpired pharmaceutical containers, clearly labeled with the student's name, the name of the medicine, the appropriate dosage, med expiration date, and the time for each dose. The amount of medication and/or herbal, holistic, homeopathic substance shall not exceed the dosage prescribed. Only students in grades 9-12 are allowed to carry and self-administer over-the-counter meds and/or herbal, holistic, homeopathic substances which must be taken in the presence of an authorized personnel designated by the principal.
3. Medication administration forms for authorizing prescription, over-the-counter and/or herbal, holistic, homeopathic substances, or physician special medication to be given to or self-administered to a student during school hours or school activity must be completed, signed by the appropriate individuals, and returned by the parents to the school principal/designee or school nurse. The following are the medication administration protocols for the specified grade levels: (See Prescription Medication Administration Form, Over-the-Counter Permission Form and/or Herbal, Holistic, Homeopathic Substance, or Physician Authorized Special Prescription Form.)
 - a. Prescription Medication Administration – **Grade PreK-12:** Clear instructions should be followed from the prescribing physician/pharmacy as to the method or manner such medication is to be administered, including the quantity and dosage frequency, together with any potential reaction or other cautioning instructions in connection with the usage of the drug. The medication will be administered only in accordance with the written instructions from the student's physician. The parents shall authorize the principal/designee or school nurse administering the medication to

correspond directly with the student's physician when the employee deems it appropriate or necessary. (See Prescription Medication Administration Form, Grades PreK-12.)

- b. **Physician Authorized Special Prescription Medication – Grades PreK-12:** A physician may grant authorization for certain prescription medications, such as asthma meds, epinephrine auto injectors, diabetic meds, etc., to be administered by a student as the student has been trained to self-administer a specific medication and this should be carried by the student at all times. A second (additional) prescription of the same med should be left with the principal/designee or school nurse in the event self-administration is limited or impossible because the student is too ill. The medication carried by the student and the med held in the school's possession shall contain the following: the student's name and address, method of manner such medication is to be administered, dosage/frequency, med expiration date, and any potential reaction or other cautioning instruction in connection with drug usage. (See Physician Authorized Special Prescription Form, Grades PreK-12.)
 - c. **Over-the-Counter (including herbal, holistic, and homeopathic) Medication Permission – Grades PreK-8:** Permission from the student's parent(s) must be granted to the school to administer over-the-counter medication and/or herbal, holistic, homeopathic substance in accordance with the original directions on the container as instructed by the medication pharmaceutical company. Over-the-counter medication and/or herbal, holistic, homeopathic substances must be registered with the school in the original unexpired pharmaceutical container, clearly labeled with the student's name, the name of the medication and/or herbal, holistic, homeopathic substance, appropriate dosage, and time for each dose. Students in grades PreK-8 are not allowed to carry or self-administer over the counter medication and/or herbal, holistic, homeopathic substances. (See Over-the-Counter Permission Form, Grades PreK-8.)
 - d. **Over-the-Counter (including herbal, holistic, and homeopathic) Medication Permission – Grades 9-12:** Permission from the student's parent(s) must be granted to the school to allow their child to carry and self-administer over-the-counter medication and/or herbal, holistic, homeopathic substances in accordance with the original directions on the container of the over-the-counter medication as instructed by the medication pharmaceutical company. Over-the-counter medication must be registered with the school in the original unexpired pharmaceutical container, clearly labeled with the student's name, the name of the medication, appropriate dosage, med expiration date, and time for each dose. Students in PreK-8 are not allowed to carry or self-administer over-the-counter medicine and/or herbal, holistic, homeopathic substances. Only students in grades 9-12 are allowed to carry and self-administer over-the-counter medication and/or herbal, holistic, homeopathic substance. However, medication and/or herbal, holistic, homeopathic substance self-administered must be done in the presence of authorized designated employees. The student must also complete the medication log for any self-administered med and/or herbal, holistic, homeopathic substance. (See Over-the-Counter Permission Form, Grades 9-12 and Medication Log.)
4. The principal/designee or school nurse administering prescription, over-the-counter and/or herbal, holistic, homeopathic substance or physician authorized special prescription medication to a student shall be responsible for completing a medication log specifying the name of the student, the name of the medication and/or herbal, holistic, homeopathic substance, the date, time, med expiration date, and dosage amount. The log should also include the name and signature of the employee or school nurse administering the med and/or herbal, holistic, homeopathic substance. Any reaction by the student to the

medication. and/or herbal, holistic, homeopathic substance. should be recorded in the student's medication records. (See Prescription Medication Administration Log and Medication Notes' Record.)

5. Individual protocols are to be outlined to address those students with a history of systemic reactions to known allergens. Schools should develop emergency plans for responding to allergic reactions occurring in students with no previous history of anaphylaxis. An allergic reaction to medication can happen at any time, no matter how long the student has taken the medication. The most common symptoms are rash, itching, swelling, breathing problems, nausea, diarrhea or bluish color of skin. Never leave a student who is suspected of having an allergic reaction unattended. Please give care to the following:
 - a. If the situation is life-threatening, call 911 immediately; then call the parent and/or school nurse immediately.
 - b. If the situation is not life-threatening, call the parent and/or school nurse immediately.
 - c. Never leave a student who is suspected of having an allergic reaction unattended
 - d. Make a notation of any reaction in the students' medication records. (See Medication Notes' Record.)
6. All employees authorized to administer any medication and/or herbal, holistic, homeopathic substance should be trained in cardiopulmonary resuscitation (CPR) to provide emergency life-saving procedure should a student's breathing stop as a result of an allergic reaction from medication administration.
7. All employees should also receive training to administer all physician authorized special prescription medications that students are trained to self-administer. This provides another avenue for a student to receive medication required by the physician when the students may not be able to self-administer. In this case, the employee shall administer the med retained by the school and complete information in a medication log.
8. A written record of all training of school employees and authority to carry out procedures in the administration of medication should be kept both by the school and the school employee.

PRESCRIPTION MEDICATION ADMINISTRATION FORM
GRADES PREK-12

This form **must be** completed and returned to the school principal/designee **or school nurse before medication is administered**. Medication will only be given if it is **registered with** the principal/designee **or school nurse**. All **prescription medication must be unexpired and labeled with the name of the official pharmacy, physician, student's name, and dosage instructions**.

Child's Name _____ Birth Date _____

School _____ Grade _____

Statement of Physician

Medication _____ Date of Prescription _____

Physician's Name _____ Phone Number _____

Allergies _____

Dosage and Time(s) for Administration _____

Illness Requiring Medication _____

Possible Medication Side Effects _____

Physician's Signature _____

Physician's Address _____

Statement of Parent/Guardian

The undersigned hereby releases and agrees to hold harmless and to indemnify the employees from any liability whatsoever occasioned by the administration or non-administration of the above instructions.

The undersigned also authorized the prescribing physician, named above, to discuss with the principal or his/her designee any matter regarding the medication to be administered.

Print name of Parent/Guardian

Signature of Parent/Guardian

Home Phone

Work Phone

Cell Phone

Email Address

Date

I have seen the above-labeled medication and have a copy of this permission form.

Signature:

Principal/Designee or School Nurse

Print Name:

Date:

Principal/Designee or School Nurse

SCHOOL

OVER-THE-COUNTER MEDICATION PERMISSION FORM
(INCLUDING HERBAL, HOLISTIC, AND HOMEOPATHIC SUBSTANCES)
GRADES PREK-8

Complete this form to allow the principal/designee or school nurse to administer certain over-the-counter medications, such as (e.g., Tylenol, acetaminophen, Motrin, Advil, ibuprofen, Midol, aspirin, antacid, and cough and throat lozenges) and/or herbal, holistic, homeopathic substances. The parent will be responsible for the following:

1. The over-the-counter medication and/or herbal, holistic, homeopathic substance to be registered with the school is not expired.
2. I must register the over-the-counter medication and/or herbal, holistic, homeopathic substance with the Principal/designee or school nurse.
3. My child's name must be identifiable on the over-the-counter medication and/or herbal, holistic, homeopathic substance.
4. The name of the medication and/or herbal, holistic, homeopathic substance, appropriate dosage, med expiration date, and time for each dose should be clearly viewed as listed on the original container.
5. The dosage amount administered cannot exceed the maximum dosage allowed by the directions on the over-the-counter med and/or herbal, holistic, homeopathic substance.
6. I understand that my child is not allowed to carry or self-administer over-the-counter medication and/or herbal, holistic, homeopathic substances.

Date _____

Child's Name _____

Name of Medication and/or herbal, holistic, homeopathic substance _____

I hereby release and discharge and further agree to indemnify, hold harmless, or reimburse the _____ School, its employees, agents, representatives, and all other officials, from any and all claims, actions, suits, losses, costs, expenses and liability in case of accident or any other mishap because of negligence in administering such medication or because of side effects, illness or any other injury which might occur to my child through administering such medication. And, I hereby release said aforementioned board, district, employees and officials from any liability, suit or claims of whatever nature and kind, which might arise as a result of authorized personnel administering the medication in accord with this request. I further release the _____ Conference and its employees of any legal responsibility associated with administering this medication.

Print name of Parent/Guardian

Signature of Parent/Guardian

Home Phone

Work Phone

Cell Phone

E-mail Address

Date

I have seen the above-labeled medication and/or herbal, holistic, homeopathic substance and have a copy of this permission form.

Signature:

Principal/Designee or School Nurse

Print Name:

Date:

Principal/Designee or School Nurse

ACADEMY
OVER-THE COUNTER MEDICATION PERMISSION FORM
AND/OR HERBAL, HOLISTIC, HOMEOPATHIC PERMISSION FORM
GRADES 9-12

Complete this form to allow students in **grades 9-12** to **carry and** self-administer certain over-the-counter medications (e.g., such as Tylenol, acetaminophen, Motrin, Advil, ibuprofen, Midol, aspirin, antacid and cough and throat lozenges) **and herbal, holistic, homeopathic substances**. **Over-the-counter medication and/or herbal, holistic, homeopathic substances** must be unexpired and in the original container with the original label. Additionally, parents should ensure that the over-the-counter containers are labeled with the student's name and dosage not to exceed the maximum allowed amount. The student and parent will be responsible for the following:

1. Obtaining, reading and signing this written permission form before the student is allowed to self-administer over-the-counter medications **and/or herbal, holistic, homeopathic substances according to the directions on the original pharmaceutical container**.
2. Ensuring the medication **and/or herbal, holistic, homeopathic substance** is in its original container and legibly labeled with the student's full name.
3. Reminding the student he/she is not permitted to give his/her medication **and/or herbal, holistic, homeopathic substance** to other students. **If the student allows or gives his/her medication and/or herbal, holistic, homeopathic substance to another student, he will be subjected to the school's discipline policy.**
4. Ensuring that the **principal/designee** or school nurse has a copy of this signed permission form on file in the clinic/office.
5. **Over-the-counter medication and/or herbal, holistic, homeopathic substance must be taken in the presence of an authorized personnel designated by principal/designee, or school nurse.**

Date _____

Child's Name _____

Name of Medication **and/or herbal, holistic, homeopathic substance** _____

I hereby release and discharge and further agree to indemnify, hold harmless, or reimburse the Academy, its employees, agents, representatives, and all other officials, from any and all claims, actions, suits, losses, costs, expenses and liability in case of accident or any other mishap because of negligence in administering such medication or because of side effects, illness or any other injury which might occur to my child through administering such medication. And, I hereby release said aforementioned board, district, employees and officials from any liability, suit or claims of whatever nature and kind, which might arise as a result of administering the medication in accord with this request. I accept legal responsibility for my child should the above medication be lost, given or taken by a person other than the above-named student. If this should happen, the privilege of carrying medication will be revoked. I further release the
_____ **Conference and its employees of any legal responsibility when the above student administers his/her own medication.**

Print name of Parent/Guardian

Signature of Parent/Guardian

Home Phone

Work Phone

Cell Phone

E-mail Address

Date

I understand how much and when to take the above-named medication and/or herbal, holistic, homeopathic substance. I will not allow another student to take my medication and/or herbal, holistic, homeopathic substance under any circumstances If I allow another student to take my medication and/or herbal, holistic, homeopathic substance (directly or indirectly), I understand that I will be subjected to the school's discipline policy. I also understand that I should self-administer (take) my over-the-counter medication and/or herbal, holistic, homeopathic substance in the presence of an authorized personnel designated by principal/designee, or school nurse to continue this privilege.

Date

Signature of Student

I have seen the above-labeled medication bottle and and/or herbal, holistic, homeopathic substance have a copy of this permission form.

Signature:

Principal/Designee or School Nurse

Print Name:

Date:

Principal/Designee or School Nurse

MEDICATION ADMINISTRATION PROTOCOL

PRESCRIPTION MEDICATIONS			
Form	Type of Medication	Permission #1	Permission #2
Completed Prescription Medication Administration Form Required	Prescription Medication Permitted	Prescription Medications Administration by Principal/Designee Or School Nurse (No Self-Administration)	
PreK – Grade 12	PreK – Grade 12	PreK – Grade 12	
OVER-THE-COUNTER MEDICATIONS			
AND/OR			
HERBAL, HOLISTIC, HOMEOPATHIC SUBSTANCES			
Completed Over-the-Counter Medication And/or Herbal, Holistic, Homeopathic Substance Permission Form Required	Over-the-Counter Medication And/or Herbal, Holistic, Homeopathic Substance Permitted	Over-the-Counter Medication Administration And/or Herbal, Holistic, Homeopathic Substance) Administration By Principal/Designee Only Or School Nurse Cannot Carry or Self-Administer)	Over-the-Counter And/or Herbal, Holistic, Homeopathic Substance Carry and Self-Administer in the Presence of Principal/Designee Or School Nurse
PreK – Grade 12	PreK – Grade 12	PreK – Grade 8	Grades 9-12
PHYSICIAN AUTHORIZATION FOR SPECIAL PRESCRIPTION MEDICATION			
Completed Physician Authorization for Special Prescription Medication Required	Special Prescription Medication Permitted	Special Prescription Medication Carry/Self-Administer or Administration By Principal/Designee or School Nurse	
Pre-K – Grade 12	PreK – Grade 12	PreK – Grade 12	

SCHOOL _____

MEDICATION LOG

STUDENT'S NAME _____

SCHOOL YEAR 20____ - 20____

<u>DATE</u>	<u>TIME</u>	<u>NAME OF MEDICATION</u> (including herbal, holistic, and homeopathic)	<u>EXPIRATION DATE</u>	<u>AMOUNT GIVEN</u>	<u>PERSON ADMINISTERING MEDICATION</u>	<u>ROUTE*</u>	<u>SELF ADMINISTERED (STUDENT'S SIGNATURE)</u>	<u>PURPOSE FOR GIVING</u>

**Route indicates whether medication is given in one of the following ways: EYE – (eyes); INJ – inhalation (nose); INJ – injection; NAS – nasally (nose);*

ORA – orally (mouth); SUB – sublingually (under tongue); TOP – topically (skin); etc. Write the method listed in abbreviated form under “Route.”

SCHOOL _____

MEDICATION NOTES' RECORD

STUDENT'S NAME _____			SCHOOL YEAR 20____ - 20____	
DATE	TIME	NAME OF MEDICATION	NAME OF PERSON ENTERING NOTES	NOTES

This form should be used for recording any notes significant after administering medication, such as headache, rash, hives, inhibited breathing, allergic reaction, called paramedics at 9:12 a.m., etc.

School standards for student decorum shall be in harmony with the principles accepted by the Seventh-day Adventist Church, and clearly enunciated in the student's handbook. It is expected that all students shall live in harmony with these standards, whether on or off campus. The student's habits and attitudes in such matters as honesty, reverence, Christian courtesy, dress, language, reading, music, amusements, recreation, and association shall be in harmony with the principles of Christian education.

STUDENT DISCIPLINE

1852

The basic purpose of discipline is the training of the student for self-government. True discipline is not punitive. Discipline should be designed to be redemptive, remedial, and corrective thus resulting in a mutual trust between students and faculty as well as student to student.

Disciplinary Actions

The principal is responsible for establishing disciplinary procedures. All members of the school staff share in the responsibility for supervision of student conduct. Minor irregularities are handled by the individual staff members. Repeated offenses or major infractions of school rules are to be handled by the principal/school discipline committee.

The following guidelines are given with the understanding that the learning process will be interrupted as little as possible. Ideally the attitude of what is best for the student and the school should be evident in every act of discipline.

1. Student Detention

Students should not be detained after school for any reason without the previous knowledge of the parent. If the parent cannot be notified prior to detention, it is better to keep the child the next day. Caution should be exercised when considering keeping a student from their rest/play periods. Student under discipline ought to be with their classmates during these times as much as possible.

2. Student Suspension

A student may be suspended for repeated offenses when other procedures have not been effective. Evidence of prior corrective measures and parent notification should be on file in the student's folder. In the case of a serious, overt act violating school regulations, the principal may suspend a student from school even if there has been no prior deviant behavior. A suspension should be effective until the parents appear at the school to discuss the conditions for readmission. The suspension period will not ordinarily exceed five school days. The principal will notify the school board chair in the event of suspension. Suspension that exceeds five school days should be the decision of the school board. A teacher may temporarily suspend a student from class by delivering the student to the principal's office for supervision. Suspension from school should be made by the principal. See code 1147.18.

3. Student Expulsion (see Code: 1855)

The school board is the final authority in the dismissal or expulsion of a student upon the recommendation of the principal/faculty. The school administration and board shall develop policies pertaining to the dismissal of students in harmony with Conference educational codes. In

larger schools the final authority may be delegated to a committee of teachers and administrators.

4. Student Withdrawal from School

Following the withdrawal of any student who is required by state law to be enrolled in school, the school principal is to notify the attendance officer of the local public-school district [as required by local county or state policy](#).

5. Corporal Punishment

Corporal punishment is not to be used as a disciplinary measure in schools within the Southern Union.

PROPERTY DAMAGE/VANDALISM

1853

Any student who deliberately defaces, damages, or destroys school property shall be liable to suspension or expulsion, according to the nature of the offense. [The student and or parent\(s\)](#) shall be responsible for replacement/[repair](#) costs [as determined by the school administration/Board](#).

WEAPONS POLICY

1854

All weapons are banned from Southern Union schools and school activities. Local Conferences will develop and implement their own weapons [policy](#) in accordance with [Federal and State regulations](#) civil laws. (See Supplement O for crisis and media management procedures.)

FUNDAMENTAL STANDARDS—REASON FOR STUDENT DISMISSAL

1855

Seventh-day Adventist schools will not knowingly admit or retain students who violate the basic principles of the school. Students who do violate these basic principles even on the first offense may be liable for dismissal from school. [Every school must develop and distribute to parents and students' standards for student admissions and conduct.](#)

[The following are examples of student behaviors to be outlined within the student handbook as unacceptable.](#)

1. Using [or distributing](#) harmful drugs, narcotics, [vaping, juuling](#), or tobacco in any form or having them in one's possession.
2. Drinking alcoholic beverages, handling or possessing them, or furnishing them to others.
3. [Participating in](#) gambling, [activities](#).
4. Using profane language, indulging in lewd conduct or suggestions, possessing or displaying obscene literature or pictures.
5. Any harassment and/or sexual misconduct
6. Any threats that would lead to bodily harm
7. Dishonesty, including theft; willful deception regarding violation of school regulations; cheating in examinations, class work, or any phase of school or business.
8. Willful destruction of any school property or vandalism.
9. Disseminating atheistic ideas or undermining the religious ideals of the school.
10. [Sexual activity including sexting or propagating lifestyles not in agreement with the Seventh-day Adventist Church.](#)

11. Conspiracy or participation in hazing, initiations, or committing any act that injures, degrades, or disgraces a fellow student [either in person or through social media](#).

A student whose progress or conduct is unsatisfactory, or whose spirit and attitude is out of harmony with the standards and principles of the school, or whose influence is found to be detrimental, may be dismissed at any time although there may have been no specific violation of any regulations.

DISMISSAL PROCEDURES

1856

[When a student is believed to be detrimental to other students and the mission of the school, the school shall act responsibly by addressing the behavior of the student in question. It is critical for the administration to carefully and honestly assess the situation and prayerfully engage others as necessary so that the student and family feel valued throughout the dismissal process. The following steps outline the suggested procedure.](#)

1. Teachers should inform the principal of the alleged offense [or concern](#).
2. The principal should contact the Conference Superintendent [and or School Board Chair](#).
3. [Depending upon the nature of the concern](#), the principal [may need to](#) suspend the offending student indefinitely until a thorough investigation can be completed.
4. [If the offence is addressed by federal or state laws, such as sexual contact or threat of bodily harm](#), local law enforcement [must](#) be contacted.
5. [If the offense or concern is a school matter, the school administration through its discipline committee of the school board must evaluate the evidence and render discipline/dismissal as deemed necessary.](#)
6. Consideration regarding dismissal should include the following:
 - a. Age of student
 - b. Seriousness of the offense
 - c. Past performance history
 - d. Potential of rehabilitation
 - e. Potential physical emotional harm to staff or student
 - f. [School's reputation to its constituency and community](#)
 - g. Impact on the school's ability to perform its mission

GUIDELINES FOR DEALING WITH STUDENT PREGNANCY

1857

The following suggestions are only to serve as guidelines for those that may have students facing parenthood while enrolled. [Generally, it is advised that the expectant parent\(s\) complete their education through another provider. Experience suggests that the school and constituency are not able to address the physical or emotional needs of the expecting new parent\(s\) nor the impact this situation will have on the remainder of the student body. However, if a school's faculty, administration, and board deem it their mission to embrace the pregnancy, guidelines should be developed that consider the impact on the expecting parent\(s\), student body, and school culture.](#)

Home and School

HOME AND SCHOOL ASSOCIATION

1930

The Home and School Association is organized to unite the home, school, [and community](#) in their endeavor to provide [Adventist](#) Christian education for the children and to provide an agency by which cooperation may exist

between child day-care centers, kindergartens, church schools, academies, and the parents and/or guardians of the students.

The Home and School Association should meet with school staff and the board chair at the beginning of the school year to formulate plans and objectives. All activities and projects of the Home and School should have the approval and endorsement of the school administration and school board.

“The parents in the home and the teachers in the school should have a sympathetic understanding of one another’s work. They should labor together harmoniously, imbued with the same missionary spirit, striving together to benefit the children physically, mentally, and spiritually, and to develop characters that will stand the test of temptations.” *Counsels to Teachers*, p. 157

HOME AND SCHOOL ASSOCIATION, PURPOSE OF

1931

The purpose of the Home and School Association is to advance the cause of [Adventist](#) Christian education in home and school and to help in the development of Christian character in all its members and their dependent children. To this end, the Home and School Association shall devote itself to the following:

1. Studying in an earnest, well-directed manner, the principles, purposes, and applications of [Adventist](#) Christian education in the home, the school, and the church.
2. Establishing in the home the atmosphere of love and discipline, of Bible study, prayer, and family worship, and of systematic, progressive instruction to develop the child’s whole being.
3. Bringing the church school ever more fully into harmony with the principles of [Adventist](#) Christian education in spirit, content, and methods.
4. Highlighting the needs and the positive aspects of the school to the constituency.
5. Working toward the goal of enrolling every Seventh-day Adventist child in church school.
6. Assisting in providing the school with the necessary equipment to enable it to meet the highest standards.
7. Furnishing social and educational opportunity and satisfactions to the members of the church and the community through programs, social activities, and personal and group service.

OBJECTIVES OF HOME AND SCHOOL ASSOCIATION

1932

A primary objective of the Home and School Association is to develop and improve relationships between parents and teachers. The Association may enhance the relationship by activities such as the following:

1. Providing instructional resources.
2. Encouraging frequent communication between home and school.
3. Encouraging parents to visit the school.
4. Encouraging teachers to visit the homes of [students](#).
5. Appointing room mothers and room fathers.
6. Providing volunteer services as requested by the school.

MEMBERSHIP

1933

Any adult member of the church or patron of the school who is willing to support the objectives of the Association may become a member.

OFFICERS

1934

The officers of this Association shall be Seventh-day Adventists. The officers consist of a leader/president, an assistant leader/assistant president, a secretary-treasurer, an assistant secretary-treasurer, and other officers as may be needed.

Where a school is operated by a single church, the Home and School Association leadership is elected by the church. Where a school is operated by a multi-church constituency, the Home and School Association leadership is elected by the school board [or respective churches and organized as designated in the school constitution](#). Due to confidentiality and conflict of interest issues, it is not recommended that regular teachers and/or full-time employees of the school [not](#) serve as the Home and School Association leader/president or assistant leader/president.

EXECUTIVE COMMITTEE

1935

The [Home and School president, treasurer, and secretary are the](#) executive officers. [They along with the school principal](#) shall constitute the executive committee of the Home and School Association.

LEADER/PRESIDENT

1936

The leader/president of the Home and School Association should be a Seventh-day Adventist parent with experience and success in training children; one whose mind is open to new ideas, who is apt to teach, and who believes thoroughly in the importance of parent education. It is the leader's duty to promote interest in the work of training parents and to encourage the use of the studies outlined by the Office of Education.

ASSISTANT LEADER/PRESIDENT

1937

The assistant leader/president should be given opportunity occasionally to carry the work of the leader and shall continue the work in the absence of the leader. It is recommended that the assistant leader/president become the leader-elect at the change of officers.

SECRETARY-TREASURER RECORDS

1938

The secretary-treasurer [or assistant](#), is to keep the records of the Association.

All Home and School funds are to be included in the school accounting process. Should a Home and School organization desire a separate checking account, they must have school board approval; and, therefore, make quarterly financial statements and reports to the school board. Separate Home and School accounts are subject to [annual](#) audits.

COMMITTEES

1941

Committees deemed necessary to the competent discharge of Association business may be appointed by the executive committee. These may include the following:

1. Membership Committee – The duty of this committee is to increase both the membership and the attendance of the Home and School Association. The assistant Home and School leader is to be the chair of this committee.
2. Program Committee – The duties of the program committee shall be to plan for the studies to be given at the regular meetings of the Association and to arrange for such other features as shall properly illustrate the principles of Adventist Christian education. The committee should consist of three to five members, one of whom shall be the leader of the Association and another the principal of the school.
3. Promotion Committee – The duties of the promotion committee shall be to encourage and achieve as full and constant attendance as possible of the members at appointed meetings, seek the enrollment of all children in Adventist schools – elementary, secondary and college – and propose to the Association means for effecting this. The committee may consist of five to ten members, including the officers of the Association.
4. Equipment Committee – The duties of the equipment committee shall be to study ways and means to provide the school with needed equipment.

MEETINGS

1942

The meetings of the Association shall be held on a regular basis throughout the school year.

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2000 Curriculum



2000 – 2030	Philosophy and Organization
2040 – 2050	Definitions
2060 – 2112	Southern Union Curriculum Committee
2114 – 2120	CIAC and Adventist EDGE
2150	Conference Curriculum Committee
2160	Academy Curriculum Committee

Curriculum

CURRICULUM PHILOSOPHY

2001

A comprehensive curriculum for the Seventh-day Adventist Church educational system is defined as all the learning opportunities, both formal and informal, planned and guided cooperatively by the home, school, and church. With some common learning as a core, it is a dynamic, evolving plan for the education of children and youth in terms of their physical, spiritual, mental, and world community. It implies experience, which is internalization of activities engaged in by the learner. It attempts to provide learning experiences that meet not only the general needs but also the specialized needs related to the unique abilities, interests, and expectations of each learner.

The curriculum at all levels reflects the philosophy and objectives of Seventh-day Adventist education; an awareness of the principles of human growth and development; and the process of encouraging, guiding, and sustaining the learner as he seeks to understand himself, and to relate to his fellow human beings, and to his Creator.

The effective Seventh-day Adventist curriculum includes plans developed by groups of qualified individuals, including representation from local, union, and division levels of educational leadership. However, when the dynamic nature of curriculum is understood, it becomes apparent that the role of the teacher is vital, not only in terms of methodology, but also in the selection, revision, and evaluation of learning opportunities appropriate for a particular group of students in a specific setting, and compatible with the teacher's own personality and teaching style.

To achieve a balanced and appropriate curriculum, satisfactory answers must be found for questions such as the following:

1. Do the educational goals and objectives reflect the beliefs framework and values which are contained in the philosophy of Seventh-day Adventist education?
2. Are current issues and events studied and assessed in terms of their implications for the Christian and his church?
3. Has the local community of parents, patrons, and others been considered with respect to the opportunities it provides, the special needs it has, and the values and goals that are unique to that setting?
4. Has the individual learner been considered to the extent that provision is made to meet his/her interests, needs, and capabilities?
5. What arrangements exist for the diagnosis and remediation of learning disabilities?

It is the responsibility of everyone involved in the educational process to endeavor to make each aspect of the curriculum consistent with the goals of Seventh-day Adventist education. If the administrators and teachers are dedicated to the principle of respect for the uniqueness and worth of each individual and to the presentation of the truth about God, then materials, methods, and content will be flexibly designed and executed in an effort to promote the divergent, specialized potential of every learner.

It is the responsibility of each union Office of Education to prepare a statement of policies and procedures for curriculum planning and development and specific requirements for grades K-12. Basic to all such efforts is an

understanding of, and commitment to, principles delineated in the writings of Ellen G. White, such as *Education; Fundamentals of Christian Education; Counsels to Parents, Teachers, and Students; and Counsels on Education*.

Broad areas of curriculum generally shall include religion, communication skills/balanced literacy, physical and life sciences, mathematics, social studies, health-safety and physical education, technology, practical applied arts and fine arts. These areas shall be presented within the context and relationships of character building, witnessing-service, physical-spiritual-social development, career education, and a work ethic.

Subject matter offerings specific enough to fulfill college entrance requirements should be determined by the needs and interests of students and the community. Curriculum guidelines prepared under the sponsorship of the union and North American Division offices of education are based on those needs and interests. Textbooks, teachers' editions, and curriculum guides prepared by the North American Division and union curriculum committee are basic tools of the curriculum.

NORTH AMERICAN DIVISION CURRICULUM COMMITTEE

2010

The North American Division curriculum committee, a standing committee appointed by the North American Division K-12 Board of Education, studies and plans for curriculum needs for Kindergarten through twelfth grade. Its purpose is to develop and update curriculum to ensure that each discipline is taught in such a way as to be distinctly Seventh-day Adventist.

The North American Division curriculum committee does its detailed work through annual summer workshops staffed with specialized teaching personnel who are supplied by the unions according to a formula based on membership and tithe. Lodging, meals, per-diem, and transportation during the workshops are funded by the North American Division Office of Education.

The members of the North American Division curriculum committee are nominated by the North American Division Office of Education staff and may consist of the following:

1. Representation from all unions.
2. Curriculum leaders (Conference superintendents, associates, college teacher education personnel, union directors of education) who will serve as links with union curriculum committees, both for input and for output.

CLASSIFICATION LEVELS FOR MATERIALS REVIEWED BY THE NADCC

2020

1. General Guidelines
 - a. Materials are considered for classification only if recommended by NADOE or union curriculum committees.
 - b. Materials classified in level #1 are to be adopted by each Union Conference and are required for use in the NAD Seventh-day Adventist school system.
 - c. Materials classified in levels #2 through #5 by the NADCC may be reclassified by a union curriculum committee for use in that territory.
 - d. Adaptations or revisions of any curriculum materials may be made only with the permission of the author(s) or other entities responsible for their development.

2. Classification Levels

Level #1	Required Materials placed in level #1 are required and must be used throughout the NAD Seventh-day Adventist school system. Only instructional materials produced and/or published by NADOE are considered for this classification. All textbooks published by NADOE are automatically placed in this classification.
Level #2	Recommended Materials placed in level #2 are recommended for basic, supplementary, or enrichment purposes.
Level #3	Acceptable Materials placed in level #3 have been reviewed and are considered acceptable for use.
Level #4	Experimental Materials placed in level #4 are those which require field testing and/or use in pilot or experimental programs. They may be returned to the NADCC for reclassification when testing is complete.
Level #5	Referred Materials placed in level #5 require revision or additional editing prior to reclassification and use.
Level #6	Not Approved Materials placed in level #6 are not approved for use in NAD schools.

NAD PROCEDURES FOR IMPLEMENTATION

2028

When curriculum materials have been developed, they will be submitted to the North American Division curriculum committee for approval. Should the North American Division curriculum committee approve the materials submitted, it will pass on the recommendation to the North American Division K-12 Board of Education.

When the NAD K-12 Board of Education has adopted the curriculum materials, the materials become policy and are voted as Level 1 (Required), Level 2 (Recommended) or Level 3 (Approved as Resource), Level 4 (Experimental), Level 5 (Referred), Level 6 (Not Approved).

Once adopted, the union offices of education are responsible for implementation.

CURRICULUM MODIFICATION (INNOVATIVE/ALTERNATIVE)

2030

When a Conference requires prior approval, schools wishing to implement an alternative program not included in the curriculum resource guide may do so under the following conditions:

1. Principal and/or teacher file a general request with the local Conference Office of Education for approval, submitting a preliminary outline of the program to be followed.

2. Submit the outline and rationale of the program, including the potential financial implications of added staff and/or materials to the school board for approval.
3. Prior to implementation of the program, submit a comprehensive plan, including the following aspects, to the local Conference Office of Education for approval:
 - a. The performance criteria or objectives delineating that which the student will accomplish in each unit or level.
 - b. The materials and experiences that will be used to meet the objectives.
 - c. A plan of evaluation based upon the objectives to determine if and when they are met.
4. Major deviation from the adopted curricular design must have the approval of the Conference Office of Education in counsel with the local and union Conference curriculum committees. Proposals must be submitted to the union curriculum committee no later than the year prior to the school year in which the program is to be implemented.
5. During pilot or experimental stages periodic evaluations of the program shall be made by the local conference Office of Education and/or union curriculum committee and the Union Conference Office of Education.
6. For minor changes within a classroom the teacher need only gain the approval of the principal and/or the school curriculum committee. (Or, in cases where there is no principal, approval may be given by the conference superintendent of education.)

This request is due to the local Conference Office of Education by April 1 (of the year preceding the implementation) for the spring Curriculum Committee's review of the proposed change. A written response will be sent to the school.

CURRICULUM DEFINITION AND GOALS

2040

The curriculum of a Seventh-day Adventist school is defined as all the formal and informal learning experiences available to students. It attempts to meet not only the general but also the specialized needs related to the unique abilities, interests, and expectations of each learner. It is designed to reflect the philosophy and objectives of Seventh-day Adventist Christian education.

It is the responsibility of the Southern Union Curriculum Committee, operating within the framework of denominational curriculum structure, to make each aspect of the curriculum consistent with the goals of Seventh-day Adventist education.

To achieve a balanced and appropriate curriculum, the following goals must be met:

1. Assure that the objectives reflect the beliefs and values of Seventh-day education and that these objectives are demonstrated through effective witnessing/service programs.

2. Study and assess current issues and events in terms of their implication for the Seventh-day Adventist Christian and his church.
3. Give consideration to the special needs, values, and goals of the parents and constituents.
4. Make provision for the interests, special learning needs, and abilities of individual learners, including diagnosis, remediation and/or enrichment.
5. Provide career awareness objectives and work experience programs that will assure valuable learning which will lead to future satisfactory employment.

DEFINITION OF CURRICULUM COMMITTEES

2050

Curriculum committees give direction and guidance regarding curricula within the educational system. They are functional at each level of the educational system: school, local Conference, union, and division. They are organized to address the various needs of each entity.

PHILOSOPHY - SOUTHERN UNION CURRICULUM COMMITTEE

2060

The Southern Union Education Council shall also function as the Southern Union Curriculum Committee. The Curriculum Committee's purpose is to oversee the development and implementation of all areas of curriculum. It specifically studies students' ongoing needs, interests, and progress, and develops curriculum based on these findings.

The role of the Curriculum Committee shall consist of screening, implementing, evaluating, and classifying of all curriculum materials. The Curriculum Committee shall perform the following functions:

1. Assess and prioritize needs and approve curriculum materials, innovations, and pilot programs.
2. Act as the steering committee in making appropriate assignments to Conference curriculum committees, and to CIAC and other special study groups and ad hoc committees.
3. Evaluate reports and recommendations received from Conference curriculum committees, CIAC and other special study groups, and ad hoc committees.
4. Make appropriate recommendations to NADCC.

SOUTHERN UNION CURRICULUM COMMITTEE MEMBERSHIP

2112

The Southern Union Education Council shall also function as the Southern Union Curriculum Committee. All items within the Education Council agenda pertaining to curriculum development, innovation, evaluation, and adoption are identified and listed as the Curriculum Committee agenda. The Superintendents' Advisory, and the Early Childhood, Elementary, and Secondary Advisory Councils are standing sub-committees which are responsible for developing, piloting, evaluating, implementing, and classifying curriculum.

The Curriculum, Instruction, and Assessment Committee (CIAC), and other specialty sub-committees, are designated to perform specific tasks in curriculum development, research, innovation, experimentation, and revision. These sub-committees are composed of teachers, administrators, and other professionals who are experts in the areas under study.

The Southern Union CIAC serves as a standing specialty sub-committee of the Southern Union Curriculum Committee for the development and ongoing implementation of the *Adventist EDGE* comprehensive school improvement initiative. Special areas of CIAC responsibilities are to:

1. Direct an ongoing needs assessment based on the goals of the *Adventist EDGE* initiatives.
2. Recommend follow-through steps based on needs assessment.
3. Receive and evaluate reports outlining the implementation of *Adventist EDGE* initiatives from various Conferences
4. Develop, refine, and synthesize Southern Union standards for all subject areas and grade levels.
5. Make recommendations on proposed workshops, in-service programs, and professional meetings for educational personnel that match *Adventist EDGE* goals.
6. Make recommendations on standardized and other testing programs and the use of the testing results.
7. Make recommendations regarding needs for improving teacher preparation in higher education.
8. Recommend the establishment of ad hoc committees for special projects.

ADVENTIST EDGE**2120**

The *Adventist EDGE* is a Southern Union initiative for the ongoing improvement of Adventist education, and sets the course for excellence in all areas. The framework and components of the *Adventist EDGE* comprehensive school improvement initiative have been developed by CIAC. This initiative is aligned with the North American Division *Journey to Excellence (J2E)* and focuses on the essential core elements that identify the high expectations of what students should know and be able to do. It identifies preferred practices and best practices that support an effective ongoing school improvement process.

The *Adventist EDGE* is about change, innovative change that will result in *Educators Delivering GREAT Education (EDGE)*.

The goal of the *Adventist EDGE* is to ensure that Curriculum, Instruction, and Assessment work together to achieve a balanced *Adventist EDGE* program, as outlined in the acronym *GREAT*:

God-centered
Results-oriented
Environment that nurtures
Aligned with Adventist and national standards
Team effort

CONFERENCE CURRICULUM COMMITTEE**2150**

In the Southern Union, the local Conference Curriculum, Instruction, and Assessment Committee (CIAC) often serves as a curriculum committee, or as a sub-committee of the curriculum committee, with additional emphasis on instruction and assessment in harmony with the *Adventist EDGE* comprehensive school improvement initiative.

1. Curriculum Committee

The Conference curriculum committee is an appointed organization for the purpose of giving guidance and direction regarding curricula within the local Conference educational system. It forms a link in the process of curriculum implementation between the North American Division curriculum committee, the union curriculum committee, the Conference curriculum committee, and the school curriculum committee. Its major role is to provide leadership in the implementation of a Seventh-day Adventist oriented curriculum at the local school level.

Members of the Conference curriculum committee shall be appointed by the Conference Board of Education and may consist of representatives from the following:

- a. Conference Office of Education.
- b. School principals or designees.
- c. Cross section of Conference-employed teachers selected from geographical areas of school curriculum committees.
- d. Curriculum-oriented layman (optional).
- e. To select personnel from geographical areas of the school curriculum
- f. committees from which representatives will be chosen to serve on the Conference
- g. curriculum committee. (Optional)

It is suggested that the term of office be on a staggered rotation basis of one to three years. The curriculum committee should meet a minimum of twice a year. This committee should establish sub-committees and ad hoc committees to study curriculum needs.

2. General Goals

It is the responsibility of a Conference curriculum committee, operating within the framework of denominational curriculum structure, to make each aspect of the curriculum consistent with the goals of Seventh-day Adventist education. In order to achieve a balanced harmonious and appropriate curriculum, the following goals should be met:

- a. Ensure that the objectives of curricular plans and activities reflect the beliefs and values of Seventh-day Adventist education and that they are demonstrated through a representative lifestyle and effective witnessing and Christian service activities.
- b. Study and assess current issues and events in terms of their implications for the Christian and his church.
- c. Give consideration to the special needs, values, and goals of the parents and constituents.
- d. Develop recommendations concerning the making of provision for the interests, special learning needs and abilities of students.
- e. Promote career awareness objectives and work experience programs which will instill positive work attitudes desirable for future satisfactory employment.

3. Areas of Responsibility

The Conference curriculum committee has no administrative authority except as may be delegated to it by the administration. Its role is to provide leadership and guidance, expressed in the form of recommendations to the administration and to the union curriculum committee as well as to make assignments to school curriculum committees.

The functions of the Conference curriculum committee may include the following:

- a. Study the total curriculum in light of generally accepted learning theory and current issues in accordance with Adventist educational philosophy to ensure the integration of faith and learning.
- b. Establish ad hoc committees and sub-committees to study specific curriculum needs for enrichment and/or remediation using achievement test results.
- c. Provide leadership for and maintenance of an ongoing program of curriculum development in cooperation with the union Conference curriculum committee with extensive teacher and local constituent involvement.
- d. Explore and identify ways of organizing resources including personnel for the purpose of achieving an articulated curriculum and improving learning opportunities.
- e. Evaluate, authorize, and report results or proposals for innovative programs which may be initiated by local school curriculum committees.
- f. Adopt a testing program and study results for curriculum planning.
- g. Assess teacher needs and make recommendations to the Southern Union Office of Education of personnel and programs for in-service education and teachers' conventions.
- h. Implement curriculum policies of the NAD and union boards of education.
- i. Submit a report of their yearly activities to the local board.
- j. Initiate, conduct, evaluate, and report results of research projects and surveys as needed.
- k. Conduct pilot studies in cooperation with the NAD and union boards of education.
- l. Make assignments to school curriculum committees.
- m. Review proposals for innovations and special projects submitted by the school curriculum committees. To grant requests of proposal as submitted or to make suggestions necessary to receive approval.

4. Modus Operandi

The role of the Conference curriculum committee is to assess needs, identify problems, and develop programs and materials for use in the Conference school system. Its broad functions are expanded in the preceding list. For example, standardized test results should be studied to determine patterns of ability and achievement in the Conference school system and to recommend programs in view of the findings. Conference-wide educational projects, such as environmental schools, science fairs, and music festivals are legitimate areas for the conference curriculum committee involvement.

The Conference curriculum committee is expected to operate within the framework of denominational curriculum guidelines as defined for each organizational level in the Education Code. It is the responsibility of the Conference curriculum committee to monitor the learning activities in the schools and to ensure adoptions and policies are followed. Requests for deviations from the Conference programs are studied and, where appropriate, proper recommendations are made to the Southern Union curriculum committee.

ACADEMY CURRICULUM COMMITTEE (9-12)

2160

1. Academy Curriculum Committee

The academy curriculum committee forms a link in the process of the curriculum implementation which emanates from the North American Division curriculum committee, the Southern Union curriculum committee, and the Conference curriculum committee, through the academy curriculum committee to the faculty. Its major role is to provide leadership in the implementation of a Seventh-day Adventist curriculum.

Appointed by the principal/administration on an annual basis, the membership of this working committee should be selected carefully in order to ensure that it is representative of several of the major curricular and co-curricular facets of the school program. It should be comprised of effective, experienced, and dedicated members of the faculty and staff, together with some constituent and responsible student representatives. These members should have a keen desire to see that the philosophy and objectives of the school are in harmony with Seventh-day Adventist principles and standards, and that all the learning experiences made available to students are, in fact, in harmony with the stated Seventh-day Adventist philosophy and objectives.

The membership of the academy curriculum committee should vary from five to nine members (depending upon the size of the school) selected from both the academic and classified staff, with the principal or his designee as chair. It should meet on a regularly scheduled basis, with a minimum of six meetings per school year.

This committee should cooperate with other related standing committees authorized to deal directly with routine operations delegated to them. These standing committees may include the following:

- a. Academic Standards/Affairs Committee, with the responsibility of implementing established policy pertaining to academic standards and the meeting of course offering and graduation requirements, indicating how best to meet Oakwood University, Southern Adventist University and Adventist Universities and other post high school entrance requirements and provide leadership in implementing approved grading/reporting procedures.
- b. Guidance and Testing Committee, with the responsibility of implementing the Southern Union approved testing program and making effective use of test results in order to recommend curriculum changes/adaptation which will meet the needs of students.
- c. [Library/Information Resource Center \(LIRC\)](#) Committee, with the responsibility of dealing with the acquisition, cataloging, storage, culling, administration, and use of [library/information resource Center \(LIRC\)](#) materials in harmony with the curriculum needs of the school.
- d. Ad Hoc Committees, appointed by the principal upon the recommendation of the curriculum committee or faculty in order to deal with specific areas requiring study/attention.

In smaller schools the entire academy curriculum committee may assume all or some of these functions.

2. General Goals

The academy curriculum committee, operates within the framework of denominational curriculum structure, to make each aspect of the curriculum consistent with the goals of Seventh-day Adventist education. The following goals should be met:

- a. Ensure that the curriculum reflects and supports the beliefs and values of the Seventh-day Adventist church, including effective witnessing and Christian service activities.
- b. Study and assess current issues and events in terms of their implications for Christian education.
- c. Give consideration to the special needs, values, and goals of the parents and constituents.
- d. Develop recommendations to the administration concerning the making of provision for the interests, special learning needs and abilities of individual learners admitted to the school, including diagnosis, remediation, and/or special equipment and facility needs.
- e. Provide career awareness objectives and work experience opportunities.

3. Areas of Responsibility

The academy curriculum committee provides leadership and guidance in the curricular program of the school, and may include the following:

- a. Study and evaluate the philosophy and purposes of all campus activities.
- b. Assist the administration in fostering a spirit of cooperation between the various instructional and supporting departments of the school.
- c. Study and approve specific course offerings in harmony with Southern Union and Conference policy.
- d. Recommend graduation requirements to the administration and faculty (for consideration by the operating board) in harmony with North American Division, Southern Union, local Conference, regional accreditation agencies, and state and local requirements.
- e. Recommend procedures that will encourage college-bound students to meet college entrance requirements set by Oakwood University, Southern Adventist University, and Adventist University and other post high school entrance requirements
- f. Implement an appropriate standardized testing program.
- g. Implement national and Adventist standards.
- h. Establish and maintain a coordinated grading and reporting system.
- i. Implement curriculum policies, approved textbooks, and materials approved by the North American Division, Southern Union, and Conference offices of education.
- j. Evaluate departmental goals and objectives.
- k. Provide leadership in the development and effective use of course outlines.
- l. Cooperate with the principal in developing and implementing a program of staff/teacher in-service development.
- m. Cooperate with the principal in developing and implementing a program of instructional supervision.
- n. Seek ways to provide remedial and/or enrichment educational opportunities for all learners.
- o. Serve on Southern Union and local Conference curriculum committees as requested.

3000 FINANCES



3010 – 3075	Union and Conference Funding PreK-12
3110 – 3976	Local School Finances

Finance

FUNDING K-12

3010

Christian education in the Southern Union is funded from four sources: The North American Division, Southern Union, local Conferences, and individual churches. The following outlines the source and implementation of funds from the first three sources:

1. North American Division: The North American Division participates in the financing of the operating expenses of education through a K-12 reversion which is based on the equivalent of 2.35 percent of the gross tithe for the North American Division. These funds are paid directly to the Southern Union for distribution to the local Conferences according to a predetermined formula (NAD S 86 05)
2. Southern Union: The Southern Union participates in the financing of education based on the equivalent of at least .25 percent of the gross tithe for the union territory. These funds are added to the NAD appropriation and distributed to the local Conferences based on each Conferences performance of the criteria for distribution. (NAD S 86 10)
3. Local Conference: The funds received from the NAD and Southern Union are to be incorporated into funding of the local Conference education program according to an established plan.

DISTRIBUTION OF UNION SUBSIDY

3020

The following criteria are to serve as the basis for the distribution of the Union K-12 subsidy to each Conference. The percentage value is given for each is as follows:

1. 40% Current teacher certification
2. 20% School evaluations as scheduled with major recommendations being implemented
3. 20% A planned and implemented program for classroom supervision for the improvement of instruction and the professional growth of the teacher
4. 10% Participation in the union testing program
5. 10% Use of union adopted textbooks and materials

CONFERENCE EDUCATION BUDGET

3040

It is recommended that the local Conference Office of Education present by March 1 an annual budget to its board of education for approval. The budget should then be submitted to the Conference executive committee as part of the total Conference budget for approval and funding.

SUBSIDY WITHDRAWAL

3075

Any school which disregards the policies of the North American Division, the Southern Union, or the local Conference may be disqualified by the Conference Board of Education from receiving its subsidy for the

operation of the school. It may also disqualify the school from being considered as a conference-operated school, and therefore sever its teachers from Conference employment.

NEW SCHOOL FINANCIAL ARRANGEMENTS

3110

1. New schools should be established only in counsel with the local Conference Office of Education and thereby receive the guidance and support essential for success.
2. Financial arrangements should be carefully and completely agreed upon before the school year opens to give reasonable assurance of the financial success of the school.
3. Schools should not be opened unless there is a reasonable assurance that funds will be available throughout the year to meet the financial obligations entailed in properly conducting the school and paying the teacher(s).
4. Information concerning the teacher's cost is available from the Conference superintendent's office.
5. The responsibility of budget control shall be specifically placed upon a designated officer of the school board.

KINDERGARTEN/PRE-KINDERGARTEN FINANCIAL POLICIES

3111 (6003)

1. Financial policies for school-based Pre-Kindergarten and Kindergarten programs are the same as those for elementary schools offering grades 1-8.
2. See Section 7000 for additional information regarding church based Early Childhood Education programs.

OPERATING BUDGET

3112

1. **Balanced Budget**

A carefully organized and properly balanced budget is absolutely essential to the successful financial operation of a school. The school board should approve a tentative budget by the March meeting of the board for the ensuing school year. Budgeting format/software may be obtained from the Conference Office of Education. (A revised, approved budget should be completed not later than October 1). Copies of the church school budgets should be sent to the Conference Office of Education. The items included in the budget should be studied by the board, and after adoption, the budget should be adhered to closely.

- a. The following items are to be included in the school budget:
Income: Tuition (number of **students** in each grade and rate of tuition per **student**), fees, donations, church subsidy, Conference subsidy, and other income.
- b. Expense: Teacher's salary, utilities, supplies, library books and magazines, technology equipment and software, laboratory equipment and supplies, upkeep of buildings and grounds or rent, insurance, taxes, and other expenses.

DEFICITS, OPERATING

3130

A school closing a fiscal year in which there is an operating deficit shall make full provision for such deficit in the preparation of the budget for the ensuing year.

FINANCIAL ACCOUNTING PROCEDURES**3135**

1. Each school should have a designated treasurer and maintain a set of fiscal records apart from church accounting books.
2. All elementary schools and PreK-10 junior academies will use the accounting program approved by the Conference Office of Education.
3. An academy must follow North American Division accounting guidelines and is subject to audit by General Conference Auditing Service.

STUDENT ACCOUNTS**3140 (3145)**

Students shall pay their accounts to the school or make satisfactory arrangements before beginning another school term. A student owing an account in one school shall not be accepted in another school before the account is paid or satisfactory arrangements made with the former school. A statement of this policy must be published in the school handbook.

When it is discovered that a student is enrolled by another school without knowledge of a bill owed to a prior school, the student will not be allowed to continue until satisfactory arrangements are made with the former school.

TRANSCRIPTS, WITHHOLDING**3145 (3140)**

Elementary schools, junior and senior academies may withhold transcripts of scholarship credit until student accounts are paid or satisfactory financial arrangements have been made. A statement of this policy must be published in the school handbook.

BAD AND DOUBTFUL ACCOUNTS, LIMIT**3155**

The amount of the student accounts receivable allowed to stand in the balance sheet at the end of the year should not exceed ten (10) percent of the total student charges for the year. The remaining amount is to be set up as a reserve for doubtful accounts.

All commercial accounts in the schools shall be carried on a 30-day basis. Accounts payable that are allowed to remain on the balance sheet at the close of the year should not exceed eight (8) percent of the year's business.

REMITTANCE TO CONFERENCE FOR TEACHER CHARGES**3156**

It is the responsibility of the school board to assure prompt payment to the Conference for teacher charges.

FISCAL YEAR**3158**

The fiscal year for schools in the Southern Union begins July 1 and ends June 30.

COLLECTION PROCEDURES**3164**

1. At registration time
All students must have their registration fees in hand and their account from the previous year paid in order to register. Any exceptions to this rule must be presented in writing to the school board or finance committee for their approval prior to registration.

2. During the school year

- a. Bills will be sent out each month, showing the amount due and by which date discounts may be allowed.
- b. Any account not cleared by the next month's billing will be noted and have a statement included with the billing that failure to pay the account in full by the 20th of the following month will result in that account being brought before the school board for their action. If an account cannot be paid in full, an explanation and plan should be submitted to the school board in writing.
- c. The school board should receive a 30-60-90-day aged list of accounts receivable each month for their review and action. It will show the date and amount of the latest payments.
- d. If there have been no satisfactory arrangements for payment of an account, the school board may ask the parents to withdraw the student until a satisfactory financial program is presented to the school board.

PETTY CASH

3170

The administrative officers of schools may provide for the petty cash needs of the various departments by use of a petty cash fund. The amount is set by school board action. All disbursements are by voucher or supported by receipts. The total, when added to the remainder of cash in the fund, should always equal the amount set. The fund can be replenished by submitting the vouchers and receipts to the treasurer, who will issue a check for their sum.

TRUST FUND/AUDITING

3174

Trust funds may be established for student organizations and auxiliary functions of the school. Such funds must be incorporated into the school financial records. All student trust and auxiliary funds are to be audited by the school business office. No separate bank accounts may be opened for such funds.

BANK RECONCILIATIONS MONTHLY

3180

Schools in the Southern Union should follow good accounting practices and make bank reconciliations on all accounts monthly as soon as statements become available from the local banks. General Conference auditors are not obligated to make such reconciliations.

FINANCIAL RECORDS, RETENTION AND SAFEKEEPING

3182

In each Conference organization and institution all correspondence, business papers, vouchers, canceled checks, etc., which are considered to be of probable permanent legal or historical value, shall be currently segregated into a "permanent" file in the custody of the treasurer or business manager of the organization.

Such "permanent" files shall be maintained in storage facilities adequately protected from fire and deterioration. If and when local conditions seem to make it advisable, documents in the "permanent" file may be stored electronically, properly labeled, and indexed.

Documents and files to be preserved permanently may be kept in hard copy, microform, or digital form, at the discretion of the appropriate governing body. Hard copy and microform may be stored in the same storage

facility with less permanent items but should be physically separated from them and clearly labeled. In the event of digital storage, copies of vital records should also be stored offsite. (NAD Working Policy BA 70 10)

The following schedule of disposition of records shall be adopted by the school's governing board. See: http://ast.gc.adventist.org/records_center.asp for more details.

Basic Retention Schedule for Financial Documents

Record	Retention	Permissible	Not Recommended
Corporate Papers: Charter, Articles of Incorporation, Minute Books, etc.	Permanent		X
Property Records: Deeds, Abstracts of Title, Mortgages, etc.	Permanent		X
Contracts, Building	Permanent		X
Trust Agreements, Annuities, Wills, etc.	Permanent		X
Insurance Policies (after expiration)	6 Years	X	
Correspondence, Departmental	8 Years	X	
Correspondence, Administrative	8 Years	X	
Audit Reports, Financial	Permanent		X
Audit Reports, Labor, Salary, Expense	Permanent		X
Ledgers, General	Permanent		X
Journals, General	Permanent		X
Receipts, Cash	4 Years	X	
Vouchers, Journal	4 Years	X	
Vouchers, Purchase and Disbursement	4 Years	X	
Canceled Checks, General	4 Years	X	
Canceled Checks, Payroll	2 Years	X	
Bank Statements and Reconciliations	4 Years		X
Employment Records	Permanent	X	
Time Cards	4 Years	X	
Payroll Journals	Permanent		X
Earnings Records, Employee	Permanent		X
Ledgers, Accounts Receivable	8 Years	X	
Sales Invoices	4 Years	X	
Purchase Orders	4 Years	X	
Capital Assets Ledger	Permanent	X	
Securities Ledger	Permanent	X	

OPERATING CAPITAL RESERVES

3184

Operating capital shall be defined as the amount of current assets above the total of current liabilities and net worth reserves.

The minimum standard of operating capital to be maintained by academies and junior academies is 15% of the annual operating expense.

Monthly financial statements using Conference approved accounting software will be prepared. A copy should be sent to the school board officers and the Conference superintendent of schools as well as being made available at the regularly scheduled board meetings for review and action.

FINANCE COMMITTEE**3189**

All schools should have a finance committee made up of the school board chairman, the principal, the treasurer, and other members deemed necessary by the school board. This committee should meet regularly throughout the school year. The duties of this committee are to guide and monitor the financial operation of the schools.

AUDIT OF ELEMENTARY AND SECONDARY SCHOOLS FINANCIAL RECORDS**3190**

The financial records of elementary schools and junior academies shall be audited by or under the supervision of the local Conference treasurer in whose field the school is located. The financial records of all senior academies shall be audited by the General Conference Auditing Service.

TUITION, PLAN OF FINANCING**3192**

The tuition plan is recommended for basic funding of a school program. This plan provides for identifying the relationship between the cost of educating a **student** and the tuition rate for each grade and **student**. Because of the relationship between the tuition rate and the cost per **student**, patrons are better able to evaluate personal financial responsibility. Other church members and donors are able to contribute to the school program or scholarship fund on a tax-deductible basis.

Points to keep in mind in using the tuition plan:

1. Estimate the enrollment for each grade in the school and anticipate the income to be expected to support the budget.
2. Establish a monthly tuition rate for each grade in harmony with the rates as suggested by the Conference Board of Education. Tuition for non-Adventist **students** should be above the regular rate. (see Code 3220)
3. The difference between the tuition income and the school budget must be provided for in the church budget.
4. Every child of Seventh-day Adventist parents should have the privilege of attending the church school, even though financially unable to pay full tuition. A school finance committee should assist students needing financial aid.
5. Follow a definite plan for regular and prompt collection of tuition.
6. Monitor delinquency in payment of tuition and pledges in harmony with outlined policies of the board.

The US Appellate Court has held that a fundamental objective test is to determine what motives the taxpayer had in making a donation. If the donation was to any substantial extent offset by the cost of services rendered to the taxpayer in the nature of tuition, the payment to the extent of the offset should be regarded as tuition for, in substance, it served the same function as tuition.

This makes the Temple Plan ineffective. The members whose children attend school would not be able to claim a tax deduction for the amount of donation to the school up to the extent of the reasonable value of the tuition for their children. Any person who does not have children attending school could claim all of their donations to the school as tax exempt without adoption of the Temple Plan.

Therefore, the Temple Plan may not be used in providing a financial program for church schools in the Southern Union. A better plan to follow is the usual tuition supporting system payable by those parents who have children in the school, and that others who wish to contribute to the support of the school can already do this on a tax-deductible basis without the use of the Temple Plan.

LITIGATION ON BEHALF OF CHURCHES OR INSTITUTIONS

3197

When a legal issue arises concerning a church or church institution, a request is to be made to the local Conference or union Conference concerned for financial assistance. The appropriate committee will determine whether financial assistance and legal counsel are desired from the General Conference. When approval is granted for participation, the expense of the litigation entered into will be shared on the basis of: General Conference/NAD, union and local Conference one-third each.

TUITION EQUALIZATION FORMULA

3220 (3192)

The tuition charge for attendance in K-12 schools is to be set by the governing board. The following are **maximums** charged for the tuition of those attending the school:

1. 100% of tuition charged for constituent SDA student.
2. 150% of tuition charge for non-constituent SDA student.
3. Actual per student cost for non-SDA student.

TUITION DISCOUNTS

3230

When two or more students in one family are attending the same school, a tuition discount **may** be given.

NEW CONVERT TUITION SUBSIDY PLAN

3231

The following New Convert Tuition Subsidy Plan is recommended to each Conference Board of Education for study and implementation.

Position Statement:

Within the concept of marketing SDA Christian education, special financial consideration should be given to the children and youth of new SDA families so as to provide a one-year tuition subsidy as an introduction to Adventist education at all levels (K-12). This introduction should strengthen spiritual growth through:

1. The teaching of SDA church doctrine with relationship to daily life and healthful living.

2. The Christian influences of students and teachers providing the personal touch.
3. The sharing of experiences through witnessing and service both on and off campus.

New Convert Identification:

A student may qualify for a new convert tuition subsidy if the following criteria are met:

1. The student's initial registration into a denominational school is after his or her parents' baptism.
2. The student's application for the new convert tuition subsidy is within 12 months of his or her parents' baptism.

Benefits:

New convert tuition subsidy will be granted to a qualifying student by the church/school/Conference through one or more of the following methods:

1. Shared scholarship by church/school/Conference
2. Member solicited/contributed funds for new convert tuition assistance

LIBRARY/INFORMATION RESOURCE CENTER (LIRC) BUDGET

3240

It is recommended that each school board fund of school's LIRC with a minimum allotted amount of \$35 per PreK-8 elementary and \$40 per grades 9-12 secondary student. These funds shall be spent for instructional media, books, periodicals, and digital resources. All schools are to meet the requirements referenced in the Adventist Accrediting Association Standards 2, 3, and 6, and the Southern Union Education Code Book sections 5038 and 5210. By utilizing the resources of the Southern Union Library/Information Resources (SULIR) program, schools can work toward compliance.

BUILDINGS AND GROUNDS FINANCIAL POLICIES

3420

Written approval of the Conference Executive Committee shall be obtained prior to contracting for construction or major alteration of any school building. The construction, reconstruction, enlargement, or improvement of properties shall be completed without exceeding the indebtedness policy of the Conference.

1. Projects exceeding \$250,000. (United States/Canada) shall be approved by the Conference committee or institutional board.
2. Projects exceeding \$3,000,000. (United States/Canada) shall be approved by the union committee or the board of union institutions.
3. Projects exceeding \$6,000,000. (United States/Canada) shall also have the approval of the North American Division.

The Southern Union Committee shall submit to the North American Division particulars of the estimated cost, and full information regarding the means by which the project is to be financed, together with properly prepared plans and specifications for the building. It is understood that the approval of the appropriate committee shall be obtained before construction is begun or financial commitments made.

In construction or purchase of school buildings or school properties, in no case shall commitments be made or building operation begun until:

1. For building projects, improvements and equipment, 50 percent of the funds needed for the project shall be available in cash or readily convertible assets and satisfactory provision made for securing the remaining 50 percent before authorization is granted by the responsible committee or board and commitments are made. In the case of construction, the work shall proceed and obligations shall be incurred only as funds are available. (NAD S 05 43.1)
2. Before letting any contract or commencing any building project, it shall be the duty of the school board to ascertain that the plans and specifications for the new building or alterations comply with the requirements of state and local building codes.

When new structures are planned the NAD Working Policy should be checked for the latest figures.

INSURANCE REQUIREMENTS

3530

In order to properly safeguard the denominational investment in Southern Union educational institutions against loss through fire, and in order to protect against claims due to accidents which may occur on the school premises, and in order to provide a measure of financial protection for employees and students, the following policies should be followed:

1. Adequate insurance against fire and windstorm should be carried on each school for replacement value of buildings and their contents. Coverage should be reviewed annually to guarantee against over or under insuring, including new construction.
2. Where blanket insurance is carried, each school shall prepare a plot of its property designating each building so that proper identification can be made when necessary.
3. Property Insurance should be carried with Adventist Risk Management or a company of "A" grade rating with sound financial standing and proven responsible working policies.
4. Schools shall provide adequate student accident insurance for all students enrolled.
5. Workmen's Compensation Insurance shall be carried for all employees.
6. Minimum Limits of Liability Insurance shall be carried in amounts recommended by Adventist Risk Management. Catastrophic loss should be considered. (See NAD S 60 10)
7. Employers' Liability Insurance shall be carried on all employees, including teachers, students, and volunteers, who are not covered by the Workmen's Compensation Insurance.
8. A complete record of the insurance must be filed with the Conference treasurer.
9. In an endeavor to keep the premium at a minimum on all forms of insurance, a safety program shall be inaugurated and maintained which has as its objective the elimination of the cause and source of accidents and fire.

STUDENT INSURANCE

3571

All students should be insured against accidents. Insurance premiums should be added to the registration fee. Information on student insurance is available from the Conference Office of Education, or academy business office.

SUBSTITUTE TEACHERS' SALARY**3580**

The recommended daily rate for substitute teachers is on a sliding scale with specific amounts being determined by the local organization considering non-degreed, degreed, and certified teacher.

EDUCATIONAL/PARAPROFESSIONALS**3585**

Educational paraprofessionals and other classified or instructional personnel not required to hold a standard teaching credential will be paid on an hour-time basis and funded by the school. Salary and social security should be paid through the Conference Office of Education or Academy Business Office as a service. The funds will be paid by the school.

EDUCATIONAL SCHOLARSHIPS**3975**

The Seventh-day Adventist Church recognizes the value of Christian education for its young people. To assist its youth in obtaining such an education at denominational educational institutions, denominational organizations are urged to set aside funds which can be used for educational scholarships. Such scholarships are to be granted on the basis of financial need and promise of service to mankind through the church. Such scholarships are to comply with the definition given in the Internal Revenue Code, Section 117, and thus are not subject to the Federal Income Tax.

STUDENT TEACHING, FINANCIAL RESPONSIBILITIES**3976**

Financial arrangements for student teacher placements are initiated and processed by the university or college.

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4000 PERSONNEL



4000 - EMPLOYMENT PHILOSOPHY

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Certificated Staff

EMPLOYMENT PHILOSOPHY

4010

The basic teachings and international nature of the Seventh-day Adventist Church require that its institutions be committed in philosophy and practice to the doctrine of equal human rights. The Church insists that all persons should be given full and equal opportunity within the Church to develop the knowledge and skills needed for the up-building of the Church. Employment on all levels of church activity is, therefore, open on the basis of qualifications, without regard to race, color, sex, age, national origin or disability. Seventh-day Adventist educational institutions also comply with applicable state laws and local ordinances regarding non-discrimination. In choosing and following a career, a person acquires a role determined chiefly by himself. It is he who decides his beliefs, creed and church affiliation which are rights guaranteed each citizen by the Constitution of the United States.

For Seventh-day Adventists the free exercise of religion includes the right to operate educational institutions that are distinctively Adventist. Creating and maintaining such institutions require that they be staffed only by those who are in complete harmony with the beliefs and practices of the Church. Therefore, in employing personnel for its educational institutions, one of the occupational qualifications for any full-time position is that the applicant shall be a Seventh-day Adventist in regular standing, who exhibits a life in harmony with church teachings.

CERTIFICATED INSTRUCTIONAL PERSONNEL

4100

1. Definition

Certificated personnel categories include the following:

- a. Classroom teachers
- b. Administrative personnel who have responsibility for the instructional programs
- c. Other personnel who perform related support services who are salaried but not necessarily certified.
 - 1) [Library/Information Resource center \(LIRC\)](#) and/or technology coordinator
 - 2) Guidance and counseling personnel
 - 3) Coordinator of work-experience education
 - 4) Development Director
- d. [Early Childhood teachers and Early Childhood Program directors who have a four-year degree and seek Denominational Certification are to be included on conference certification lists and funded for continuing education on par with PreK-12.](#)

2. Qualifications

- a. Spiritual—Instructional personnel shall be members of the Seventh-day Adventist Church and exemplify high standards of Seventh-day Adventist Christian conduct. They shall maintain membership in a constituent church of the school or academy church and are expected to participate in church activities, programs, and finances. Exemptions to the constituent church membership requirement may be granted by the Conference Board of Education or academy board when an employee requests such in writing and it can be shown that good reasons exist for doing so. Instructional personnel are to be spiritual mentors and role models to their students. Conduct inside and outside the school should truly represent Christ, the values of the Seventh-day Adventist church, and the high calling of the teaching ministry.

- b. Citizenship—Instructional personnel, as members of society, will accept the responsibilities and privileges of good citizenship, recognize the basic rights of others, be intelligent regarding leading domestic and international issues of the time, exercise a love of country, and be willing to cooperate in efforts to improve the social order consistent with principles of the Seventh-day Adventist Church.
- c. Professional—Instructional personnel must hold a minimum of a bachelor's degree and maintain valid denominational certification applicable to the positions held. (See Certification Requirements, K-12, for North American Division Seventh-day Adventist Schools)
- d. Personal—Instructional personnel, following receipt of a job offer, must give evidence of physical and mental health that qualifies them to instruct or associate with children and young people.

CERTIFICATED EMPLOYEES' RECORDS

4105

1. Personnel File

The employee, senior academy principal where applicable, and those assigned the associates have the right of access to the employee's personnel file. The personnel file should be maintained in a locked, fire-resistant vault. No student shall handle or have access to personnel files.

2. Service Records

The Secretariat/HR of the Conference shall be responsible for the maintenance and safekeeping of accurate and up-to-date service records of all educational personnel. When an employee transfers, the service record shall be forwarded to the new employing organization.

CERTIFICATION POLICY – NAD

4110

The North American Division Office of Education develops guidelines for the certification of educational personnel in North America. Certificates, however, are issued by the Southern Union Office of Education according to policies approved by the Southern Union Board of Education. For certification requirements and procedures for securing certificates, see the North American Division *K12 Educators' Certification Manual*. (see Supplement C)

TEACHER CERTIFICATION CATEGORIES

4111

The following types of certificates are provided by the [North American Division](#) Office of Education:

1. Regular Certificates

- a. Basic Certificate with Endorsement for [Pre-K, Early Childhood \(Southern Union only\)](#), Kindergarten, Elementary, and Secondary subject areas
- b. Standard Certificate with Endorsement for [Pre-K, Early Childhood \(Southern Union only\)](#), Kindergarten, Elementary, and Secondary subject areas
- c. Professional Certificate with Endorsement for [Pre-K, Early Childhood \(Southern Union only\)](#), Kindergarten, Elementary, and Secondary subject areas
- d. Administrator Certificate with Endorsement in one of the following areas:
 - 1) Principal
 - 2) Supervisor of Instruction

2) Superintendent of Schools

Early Childhood Education Endorsement and Specialty Endorsement for Pre-Kindergarten for Denominational Certification is accepted.

2. Other Certificates:
 - a. Conditional Certificate
 - b. Designated Subject/Services Certificate

CERTIFICATION REVIEW COMMITTEE

4112

The primary function of the Certification Review Committee is to monitor, appraise and implement the certification requirements established in the North American Division *K-12 Educators' Certification Manual*.

The committee shall meet at least two times a year to address special needs or requests that do not fall within written policy. It also recommends certification policies unique to the Southern Union School System.

The Certification Review Committee is to be composed of the following members:

1. Director of Education, Southern Union
2. Secondary Associate Director of Education, Southern Union
3. Southern Union Registrar
4. Certification Officer from Oakwood University
5. Certification Officer from Southern Adventist University
6. Vice President/Superintendent of Schools and/or the certification officer from each Conference Office of Education
7. One academy principal

For additional information see: *K-12 educators' certification manual* at <http://adventisteducation.org>.

EMPLOYMENT OF CERTIFICATED PERSONNEL

4113

1. Employer

The Conference Board of Education derives its authority from the conference executive committee to employ both Conference-funded and locally-funded certificated personnel (see Code 4980). The employment relationship, including but not limited to the assignment, supervision, evaluation, transfer, retirement, termination or non-renewal of regular appointments of educational personnel, shall be by the authority of the Conference Board of Education. The supervision of instructional personnel is delegated to the conference Office of Education. To ensure the effective and orderly operation of schools within the conference, the conference Office of Education will communicate on a regular basis with the local school board. Reassignment of personnel within a school, or adjustment of load due to problems such as insufficient enrollment or lack of funds to maintain a proposed program, shall be implemented by the local conference Office of Education in cooperation with the local school board. Ultimate authority for all personnel actions lies with the Conference Board of Education.

2. Employment Agreements

- a. Employment assignment agreements are offered on an annual basis. Notification not to extend an offer of employment to regular status employees for the following school year will in most instances be given by April 1.
- b. Probationary employment agreements will be offered to employees placed on probation. (4125: 4)
- c. Before an employee begins employment, the employment agreement must be signed and returned to the superintendent of schools or senior academy principal in harmony with provisions indicated on the document. Failure to return the signed agreement within 30 days of issuance indicates that the individual has declined employment and shall not be entitled to any benefits or rights as conferred by the Conference Board of Education, including termination pay.
- d. The superintendent of schools or senior academy principal may waive strict compliance with the 30-day time provision for good reason. An offer of employment is not considered final and valid until the employment agreement is signed by the superintendent of education or academy principal, or voted by the board of education.

3. Conditions of Employment

- a. Church membership: Instructional personnel shall be members of the Seventh-day Adventist Church and exemplify high standards of Christian conduct. They shall maintain membership in a constituent church of the school or academy church and are expected to participate in church activities, programs, and finances. Exemptions to the constituent church membership requirement may be granted by the Conference Board of Education or academy board when an employee requests such in writing and it can be shown that good reasons exist for doing so.
- b. The practice of tithing as outlined in the North American Division Working Policy is a condition of employment in schools of the Southern Union Conference. Employees' tithing practices are subject to annual review.
- c. Degree requirement: No teaching staff shall be employed in the Southern Union without having the minimum of a bachelor's degree.
- d. Background check: Prospective employees will be required to submit to criminal background checks as required by local Conference policy, and state and federal laws.

4. Term of Employment

An employee's appointment, as defined in Code 4125, shall be under an employment agreement requiring either a 10- or 12-month assignment.

5. Substitute Teachers

The local school board may employ qualified persons on a temporary basis to fill positions of regularly certificated employees absent from service.

Credentials and licenses are issued to denominational employees who are Seventh-day Adventist Church members and carry major responsibilities including Conference-funded and locally-funded teachers. The following criteria and procedures are used in issuing credentials and licenses:

1. Criteria

- a. Commissioned Ministry of Teaching Credential -- To teachers with a life-long commitment to and significant experience in the Seventh-day Adventist system of education, usually not fewer than six years, with demonstrated proficiency in assigned responsibilities. Such teachers will also exhibit a keen sense of Christian responsibility for nurturing and leading souls to Christ, for consistently upholding Christ as the focal point of all curriculum and instruction, and for demonstrating positive interpersonal relationships, thus providing an environment of social, spiritual, and emotional stability.
- b. Commissioned Ministry of Teaching License -- To licensed/certificated teachers with no fewer than three years of satisfactory service who have demonstrated a commitment to long-term service in the Seventh-day Adventist system of education, who support the fundamental beliefs of the Church, and whose lifestyle is consistent with acceptable Adventist Christian behavior.
- c. Ministry of Teaching License -- To entry level teachers or teachers initiating their work into the Seventh-day Adventist education system. This is a provisional status for all newly employed teachers.

2. Procedures

- a. Candidates eligible for Ministry of Teaching credentials and licenses shall be reviewed and recommended by their respective employing boards to the appropriate issuing authority.
- b. Employees holding a Commissioned Ministry of Teaching license, after an appropriate period of service, may be eligible for the Commissioned Ministry of Teaching credential.
- c. It is recommended that an appropriate commissioning service be conducted when an employee is granted a Commissioned Ministry of Teaching Credential.

3. Renewal

After the initial period of approval, renewal of such credentials and licenses shall be in harmony with the NAD policy.

Expiration of credentials and licenses shall be in harmony with NAD policy.

SERVICE PINS**4115**

Teacher service pins may be issued in harmony with the General Conference policy. These pins shall be awarded by the Conference Office of Education.

UNOFFICIAL TRANSCRIPTS FOR CERTIFICATION**4120**

Certification based on unofficial transcripts is granted only when the transcripts are accompanied by a signed financial agreement between the college and the teacher indicating that satisfactory arrangements have been

made for the issuance of an official transcript.

DAILY SALARY RATE—CERTIFICATED PERSONNEL

4123

The actual number of days within the agreement period including school and vacation days shall be used to calculate the daily salary rate (220 days for 10 month employees and 260 days for 12-month employees).

EMPLOYMENT STATUS

4125

Local Conferences have four kinds of employment status: 1. Intern, 2. Transfer, 3. Regular, and 4. Probationary.

1. Intern Employment Status

An employee on Intern Employment Status having less than three years of teaching experience in a position that requires a certificate (basic/conditional) shall be employed as an intern under the following conditions:

- a. The intern shall be governed by an annual agreement, which shall have a certain 10- or 12-month term.
- b. Notwithstanding anything set out in the *Southern Union Education Codebook*, an intern status employee is hired and employed by the Conference at will and is subject to termination by the employee or the employer at any time with or without advance notice or requirement of Code 4202.
- c. Such employees shall be interns and will hold a basic teaching certificate until eligible for the standard certificate. It is the employee's responsibility to take the necessary steps to secure proper certification. Upon successful completion of three years as an intern, the employee shall be eligible to be considered for regular status based on the following criteria:
 - 1) Effective performance as determined by written professional evaluation to denominational standards and teachings.
 - 2) Active Seventh-day Adventist church affiliation with evidence of loyalty to denominational standards and teaching.
 - 3) Fulfillment of requirement for the standard or higher level certificate.
 - 4) Fulfillment of the qualifications and responsibilities required of instructional personnel as described in Code 4013 and 4915.

2. Transfer Employment Status

- a. An experienced certificated teacher who is employed from outside the local Conference may be placed on transfer employment status if one of the following conditions applies:
 - 1) A teacher transferring from another Conference or academy
 - 2) A teacher transferring from a public or other private school
 - 3) A teacher who has a break in denominational teaching service
- b. Notwithstanding anything set out in the Education Code, a transfer employee is hired and employed by the Conference at will and is subject to termination by the employee or the employer at any time with or without advance notice or requirement of cause under Code 4202.

- c. A teacher with transfer employment status may be employed for a maximum of three years through the use of successive annual agreements. Regular employment status may be granted if the following conditions are met:
 - 1) Effective performance as determined by written professional evaluation to denominational standards and teachings
 - 2) Active Seventh-day Adventist church affiliation with evidence of loyalty to denominational standards and teachings
 - 3) Fulfillment of requirements for the standard or higher level certificate
 - 4) Fulfillment of the qualifications and responsibilities required of instructional personnel as described in Codes 4113 and 4915.
- d. A teacher holding transfer employment status must be evaluated at least once a year by the superintendent of schools or the academy principal or designee.

3. Regular Employment Status

- a. The process for granting regular status shall be as follows:
 - 1) The superintendent of schools in consultation with the local board or the academy principal shall make recommendations for regular status within the Conference or academy.
 - 2) The Conference Board of Education shall decide whether to grant regular status. Such decision shall be voted on by the board of education and be noted in the official minutes.
 - 3) The superintendent of schools or the academy principal shall notify the employee in writing of regular appointment.
 - 4) An employee holding regular status may but is not required to be evaluated for purposes of employment every year.
- b. The duration of regular appointment shall be as follows:
 - 1) The employment assignment shall be renewable at the end of the employment period (absent other changes required) unless the employing organization shall provide written notification of its intention not to renew the regular employee's assignment by April 1st.
 - 2) Regular status during the period of annual assignment may be terminated for cause at any time. (see Code 4202)

4. Probationary Employment Status

Probationary employment status refers to an employee who is under specific review and evaluation by the conference Office of Education. This review and evaluation will affect the employee's future employment status.

- a. An employee may be placed on probationary status at the discretion of the board of education or its designated subcommittee for just cause including, but not limited to the following:
 - 1) Lack of satisfactory professional performance
 - 2) Actions which jeopardize **students'** welfare and safety
 - 3) Irresponsible personal or professional conduct
 - 4) Lack of cooperation with administration or supervisors

- 5) Failure to comply with Conference policies
 - 6) Failure to renew or obtain certification within the prescribed time period
- b. Notwithstanding anything set out in the Education Code, an employee placed on probationary status is employed by the Conference “at will” and is subject to termination by either the employer or employee without advance notice or requirement of cause. To ensure continuity in the educational program, the employee is requested to provide written notice to the employing organization at least 30 days prior to the effective date of any resignation of employment relationship by the employee.
 - c. Employees currently on probation may be re-employed in a probationary status at the expiration of the annual assignment agreement. The employee must receive prior written notice of the employing organization's intention to re-employ in a probationary status.
 - d. The employee may be placed on probation for a designated period, not more than one year, to work on recognized performance and or conduct shortcomings that he/she is able and willing to correct. During said time, the employee must be evaluated by Office of Education personnel, or the academy principal or designee at least every three months. After having successfully completed a probationary period, the employee will continue to be subject to all conditions of employment and performance requirements. The employee may be discharged during the probationary period at will, without requirement of prior notice or cause, and if the Conference determines that he/she is unable or unwilling to correct the shortcoming(s) or if continued employment would be contrary to the best interest of the employing organization and/or the welfare and safety of others or for performance and/or conduct problems that arise during the probationary period.

REMUNERATION OF CERTIFICATED PERSONNEL

4130

Salary rates for certificated employees are determined annually by employing organizations in accordance with the Southern Union Conference wage scale and in compliance with applicable federal and state laws. In addition, the employing organization may provide assistance for items such as moving expenses, tuition assistance for dependent children and medical expenses.

Part-time certificated employees are not eligible for assistance on items such as moving expenses, tuition assistance for dependent children and medical expenses.

CERTIFICATION POLICIES IN RELATION TO SALARY

4132

1. Salary step placement is established on the basis of the denomination teaching certificate currently held by the employee and years of service. Certification work (academic or non-academic) must be completed by August 31, and transcripts or records received in the Southern Union Conference Office of Education by October 31 in order to be eligible for retroactive pay from the beginning of the current contract year. Any change in salary not eligible for retroactive adjustment becomes effective on the first day of the calendar month after the certificate showing eligibility for step change is presented to the employing organization. Delay due to no fault of the employee will not incur loss of payment.
2. All full-time teachers who are employed must qualify for the Conditional Certificate at a minimum and are expected to meet the requirements for renewal until the criteria for a Basic or Standard Certificate are met.

3. Each teacher is personally responsible for maintaining his/her teaching certificate. A teacher who allows his/her certificate to lapse will be paid at the level of a non-certified teacher. Salary rates shall be maintained at that level until the certification has been restored. No retroactive pay adjustment will be made for the period during which the teaching certificate was expired. Lack of certification is cause for termination.
4. The Designated Subjects/Services Certificate is granted to part-time or full-time teachers that qualify (see Supplement C).
5. Exceptions to any existing certification policies are determined by the Southern Union Certification Review Committee.

SALARY PLANS

4135

The following payment plans have been adopted for use in the Southern Union Conference:

1. **12-month Assignment**
Educational personnel assigned on a 12-month basis will receive regular salary payments based on established annual salary rates.
2. **10-month Assignment**
Intern, regular, and transfer employees assigned on the 10-month basis will receive regular salary payments during each month of the calendar year based on a fixed percentage of the established annual salary rate. Generally, internship, regular and transfer employees in elementary schools, junior academies, and senior academies shall be offered employment for a 10-month assignment. Exceptions to this general policy shall be voted by the boards of the employing organizations.
The 10-month assignment plan for internship, regular, or transfer elementary, junior academy, and senior academy employees entitles them to all employee benefits.
3. **Probationary Employees**
Probationary employees on a 10- or a 12-month assignment retain salary and employee benefits.
4. **Special Denominational Projects/Summer Employment**
Certificated employees paid for a 10-month assignment may be employed on special denominational projects during the time they are not under the direction of the principal or superintendent of schools. The total amount paid during the summer, plus the 10-month wage, shall not exceed the 12-month salary schedule.
5. **Outside Employment**
All full-time regular employees will not engage in any outside employment or educational matriculation that will interfere with the quality of individual performance of the education program for which the employee has been hired.

10-MONTH EMPLOYEES EMPLOYED OUTSIDE OF DENOMINATION FOR SUMMER

4136

Employees on 10-month employment who are employed outside of the denomination during the summer, or who are self-employed during the summer, and who may become injured, or if they should become ill, or if

death should occur as a result of their job-related summer employment, **will not** be covered under the denominational health care policy.

Routine illnesses which are not summer job-related will be covered by the denominational health care policy.

EMPLOYMENT CONTRACT PERIOD

4140

1. Within the Southern Union the fiscal year, July 1 to June 30, shall constitute the contract period for all Conference-employed, educational personnel.
2. Under an agreement, the salary for all teachers shall be paid monthly in harmony with the Southern Union Board of Education Adopted Salary Scale.
3. Conferences will have no responsibility beyond the fiscal year for personnel transferring out or completing work under contract of the previous fiscal year.
4. Teachers not previously employed by the denomination become full-time employees effective August 1, and will be eligible for medical and educational benefits as of that date.
5. All teachers, except some administrators and personnel as designated, of large schools will be employed under the 10-month work plan, which will begin August 1 and end May 31, with remuneration paid over a 12-month period.
6. At the request of the school board, the Conference Board of Education may approve teachers to be employed and work for a full 12-month time period, academic or non-academic, as assigned by the superintendent or principal.

SALARY FREEZE

4142

The employing organization reserves the right to freeze the stated salary at the previous year's level.

CALLS FOR EDUCATIONAL EMPLOYEES

4145

An educational institution or Conference that may have interest in placing a call for an educational employee employed by another denominationally operated K-12 school or college/university shall observe the following procedure.

Informal contacts to ascertain possible interest by an employee in accepting a call to another institution or Conference may be pursued without permission of the current employer. When an administrator is at the point of obtaining formal references or interviewing a prospective educational employee, the prospective employee's current administrator or Conference Office of Education must be notified. The prospective employer must be careful to inquire from the current or previous employer of possible indebtedness according to NAD Working Policy # E 45 72.

If a prospective employee has not signed an employment agreement with the current employer for the next year, another educational institution or Conference is free to offer the prospective employee an employment agreement without the current employer blocking the call. However, if the employee has signed an employment agreement for the next school year with the employee's current employer, the calling party must have the consent of the administrator or Conference Office of Education before contacting an employee for an interview or placing a call.

Every effort should be made on the part of school administrators to cooperate with the General Conference in filling emergency overseas calls which may arise at any time for teachers or employees working in denominational schools.

DELAYED HIRING

4150

Interim & Regular employees on a 10-month assignment plan who are employed after the designated report-to-work date are paid proportionately to the number of days actually employed based on a 220-day ten-month assignment.

SOCIAL SECURITY

4152

All denominational educational personnel (except licensed or ordained ministers) are covered by social security through their respective organizations. The employee and the organization contribute to the Social Security fund the percentage required by government regulations. Unless they opted for social security coverage, educational personnel licensed or ordained as ministers are responsible for the payment of FICA as self-employed individuals. As ordained ministers, they are eligible for the parsonage expense exclusion when reporting for income tax purposes.

CERTIFICATION EXPIRED, SALARY ADJUSTMENT

4153

Each teacher is personally responsible for maintaining his/her teaching certificate. A teacher who allows his/her certificate to lapse will be paid at the level of a non-certified teacher. Salary rates shall be maintained at that level until the certification has been restored. No retroactive pay adjustment will be made for the period during which the teaching certificate was expired. Lack of certification is cause for termination.

RETROACTIVE SALARY ADJUSTMENT

4154

Certification work (academic or non-academic) must be completed by August 31, and transcripts or records received in the Southern Union Office of Education by October 31 in order to be eligible for retroactive pay from the beginning of the current contract year. Both renewals and salary step adjustments are to be retroactive upon completion of requirements by August 31.

Administration

ADMINISTRATIVE APPOINTMENT

4161

Full-time administrators (principals, vice principals, and business managers/treasurers) shall be defined as an individual who is assigned administrative responsibilities by the employing organization for at least two-thirds time.

The general employment policies are applicable to full-time administrators. Full-time administrators may be employed for a specified term not to exceed three years before consideration of renewal at the discretion of the Conference Board of Education in consultation with the local board. An administrator who has achieved regular status as a classroom teacher does not lose this classification while employed as an administrator. Regular appointment status remains valid upon return to classroom teaching.

LEADERSHIP ROLES AND RESPONSIBILITIES IN A LARGE SCHOOL

4162

A principal in a large school is the person who is designated as the chief administrator of a school with four or more full time teachers. Professional qualifications for this position include appropriate administrative

certification or annual progress toward that goal. **The responsibilities and functions of the principal areas designated by the Conference Board of Education and school operating board policies. (See code 4167)**

Responsibilities and functions:

1. In conjunction with the staff, to implement the administrative policies of the Conference Board of Education and the operational policies of the school.
2. To serve as the agent of the school operating board or committee in equipping and maintaining the school plant.
3. To provide supervision and evaluation of teachers and support staff in cooperation with the Conference Office of Education.
4. To provide leadership and supervision in the implementation of curriculum.
5. To be responsible for developing and maintaining an accurate record-keeping system in compliance with Conference Board of Education and state record-keeping standards to ensure the security of all school records, including the following:
 - a. Student scholastic, health and attendance records
 - b. Minutes of faculty meetings and faculty committees
 - c. Minutes of school board meetings
 - d. Evaluation/school improvement action plan progress
 - e. Accident records and copies of reports
6. To keep suspected child abuse records and make necessary reports to appropriate agencies.
7. To accept the responsibility of spiritual leadership of the school.
8. To represent the school as its official spokesman.
9. To seek to maintain student conduct consistent with guidelines set by the Conference Board of Education and specific regulations adopted by the school board.
10. To develop an adequate budget and to operate the school within the approved budget.
11. To supply to local, union, and North American Division offices of education all required reports.
12. To develop and maintain positive community relations. To represent the school as its official spokesperson to the patrons of the school, to the school board, and to the public in general. To articulate and communicate to the board and to the constituency the educational plans and programs of the school.
13. To maintain discipline in accordance with Christian principles.
14. To arrange orientation programs for prospective students.
15. To serve as secretary of the school board and in counsel with the chairperson, prepare the agenda prior to each meeting. (In many small schools, a recording secretary is selected to take and prepare the

minutes after approval by the local principal. The principal is the only representative of the school with voting privileges).

16. To establish and maintain effective working relationships with public school officials and civic leaders.
17. To acquaint parents and other patrons with policies and procedures relative to the operation of the school.
18. To arrange student registrations.
19. To be involved in employment practices of Conference-funded and locally-funded personnel as outlined by the Conference Board of Education. (see Codes 4113-4154)
20. To arrange for the preparation of the annual school [handbook](#).
21. To supervise the maintenance of the school plant, grounds, equipment, supplies, and all school property for maximum efficiency and safety.
22. The principal is to be responsible for planning adequate recreational supervision.
23. To develop a well-planned recruitment program. The better it is planned and the more people involved, the more effective the recruitment effort will be. This recruitment program will serve as a detailed, but not an exhaustive guideline to recruitment activities in each school district or Conference. See Code 1276 for an expanded marketing program. A successful recruitment program will include:
 - a. A positive school image involving the following:
 - 1) Clearly stated philosophy and objectives of the school.
 - 2) Pride of ownership which is shared and expressed by all.
 - 3) Goodwill expressed in the relationship among the administrators, board members, staff members and students toward their school.
 - 4) A positive perspective before the constituency.
 - 5) A comprehensive Conference-wide child/youth census.
 - b. A recruitment philosophy and a sense of responsibility which is assumed by the Conference and academy administration, the staff, and the board.
 - c. A sense of responsibility in all members of the school family.
 - d. Recruitment efforts begun early and continued for each prospective student including:
 - 1) School paper (send copies to feeder schools)
 - 2) Yearbook, formal presentation by academy principal or staff
 - 3) Visits by academy personnel in feeder schools
 - 4) Youth activities. The church ministries period
 - 5) The worship hour Sabbath morning (a minimum of two per year recommended)
 - e. Designation of a Christian education secretary and recruiter coordinator
 - f. Informed and involved parents
 - g. Feeder schools
 - h. Preplanning, organization and evaluation

24. To be responsible for developing emergency disaster and evacuation plan including regular preparedness activities. (see Codes 1248, 1249) It is required that all school personnel be annually in-serviced in safety preparedness. A school safety coordinator shall be appointed by the school board at its first meeting annually which may be or not be the principal. The safety coordinator's functions include the following:
 - a. With the principal, inspect school plant and equipment semiannually
 - b. Give thorough orientation to all school personnel on safety and emergency procedures.
 - c. Monitor safety issues and report same to board.
25. To develop crisis and media management procedures in collaboration with the local Conference office. (see Supplement O)

LEADERSHIP ROLES AND RESPONSIBILITIES IN A SMALL SCHOOL

4164

The primary responsibility of a **principal** in a small school (one to three teachers) is to teach and guide the educational progress of students under his/her care. Additionally, the **principal** is responsible for performing certain administrative duties, or for coordinating some of these responsibilities to be performed by other educational staff, parents, constituents, or school board members.

It is understood that in a small school many administrative responsibilities normally performed by a full-time principal in a larger school, will be shared by other educational staff and by certain members of the school board, primarily the board chair. Thus, the local school board assumes a greater responsibility in sharing some of the administrative load with the **small-school principal**.

Responsibilities and Functions:

1. In conjunction with other staff, to implement the administrative policies of the Conference Board of Education and the operational policies of the local school board.
2. In counsel with other staff, to develop and maintain patterns of programming, such as coordinated classwork, recreation schedules, dismissal procedures, joint field trips, annual student pictures, weeks of prayer, and other school-wide events.
3. To accept the responsibility of spiritual leadership of the school.
4. To represent the school as its official spokesperson.
5. In conjunction with the school board and staff, to develop a discipline policy for the school, and handle repetitive or major student infractions which may result in suspension. Individual teachers are encouraged to handle all ordinary or minor disciplinary infractions.
6. To submit all required reports to the local Conference, union, and NAD offices of education.
7. To acquaint parents and constituents with goals and the program of the school through periodic public reports.
8. To dialogue with parents of prospective students, acquainting them with the school facilities and its academic programs.

9. To serve as secretary of the school board, and in counsel with the chairperson, prepare the agenda for each meeting. (In many small schools, a recording secretary is selected to take and prepare the minutes after approval by the principal. The principal is the only representative of the school with voting privileges).
10. To acquaint parents and other patrons with policies and procedures relative to the operation of the school.
11. In consultation with the school board, to arrange for the preparation of the annual school handbook and other interim school information publications.
12. To bring suggestions to the school board regarding needed equipment to enhance the school program.
13. To arrange regularly scheduled staff meetings, and morning worship with other faculty.
14. To supervise staff in organizing and maintaining an accurate/efficient system for student records.
15. To supervise staff in planning for and sustaining adequate recreational supervision.
16. To work with the Conference to ensure all required paperwork for locally funded employees (i.e., I-9, W-4, background check) is on file at the Conference office.
17. To support the Home and School Association and with his staff to participate in its program. (1900)
18. To request and send transfer records of students to and from other schools.
19. To monitor the maintenance of the school plant, grounds, equipment, supplies, and all school property for maximum efficiency and safety.
20. In consultation with the school board, to develop emergency disaster and evacuation plans to include regular preparedness activities.
21. In consultation with the school board, to develop crisis and media management procedures in collaboration with the local Conference office. (See Supplement O)
22. To promote Seventh-day Adventist Education.
23. In consultation with the classroom teacher, parent(s), and local Conference Office of Education arrange for the appropriate grade level placement of entering students (including testing and review of student records before placement is determined).
24. To support teachers.

ADMINISTRATIVE LOAD

4167

1. Elementary Principal
When an elementary school has between 50-74 students enrolled, the principal should not teach more than three subjects. When there are 75-99 students, the principal should not teach more than two subjects. When there are 100-150 students, the principal should not teach more than one subject.
2. Junior Academy Principal

When a junior academy has between 50-74 students enrolled, the principal should not teach more than two classes. When there are 75-99 students, the principal should not teach more than one class.

3. Secondary Principal
A senior academy principal should not teach more than one class.
4. Administrative Assistant
Administrative support should be provided in all schools.

STAFF MEMBERSHIP

4170

All employees of the school are to be considered as staff members; academic staff members are considered faculty. The principal is the presiding officer.

STAFF MEETINGS

4171

The principal shall plan for regularly scheduled faculty and staff meetings and, where possible, for morning worship.

COMMITTEES 4172

If the size of the school justifies the delegation of some functions to committees, their responsibilities shall be clearly defined by the principal. Such committees may be either standing or specially appointed.

MEETINGS

4173

A recording secretary shall keep up-to-date minutes of all the official committees including standing or specially appointed ones, and the minutes shall be filed in the office of the principal or registrar. The names of the members present, and the date of the meeting are to be recorded in the minutes.

TEACHING ASSIGNMENTS

4177

1. Assignments to schools
Assignments to elementary schools, junior and senior academies will be made by the Conference Board of Education. The recommendation for such action will be made by the superintendent of schools in consultation with local school boards.
2. Assignments within schools
Assignments within a school are the responsibility of the principal in consultation with the superintendent and the school board.

All employees are subject to reassignment within a school when it is believed to be in the best interest of the school, provided such reassignment does not affect the salary of the employee while the employment agreement is in force. Employees who refuse reassignment initiated by the employing organization are subject to non-renewal of teaching agreement or termination. Reassignment shall be based upon the professional qualifications of the employee. A pre-kindergarten through 12th grade teacher may not concurrently serve as the director of an Early Childhood Program.

All full-time and part time instructional personnel, whether Conference-funded or locally-funded, are employed by the Conference through the Board of Education. However, only Conference-funded employees may be transferred to any location within the Conference of the employing organization at its discretion. Authority for transfer of all certificated personnel shall be by action of the Conference Board of Education or Academy Board for secondary teachers. To ensure the effective and orderly operation of schools within the Conference, the Conference Office of Education will communicate on a regular basis with the local school board.

The Conference Superintendent, Associate Superintendent, Conference President or designated authorized Conference representative must be in attendance, physically or electronically, and chair all personnel committees or any school board when personnel issues are being discussed.

1. **Voluntary Transfer**
Certificated employees may, at any time prior to the renewal of an employment agreement, request a transfer. The conference may or may not be able to accommodate the request.
2. **Administrative Transfer of Certificated Employees**
Administrative transfers are transfers within the employing organization's geographical region. Administrative transfer of employees is at the discretion of the Conference Board of Education. The superintendent of schools may initiate an administrative transfer of employees after communicating with the local school board.

Administrative transfers of certificated employees may be made at any time for any of the following reasons:

- a) Unsatisfactory performance or conduct by the employee in the current position as indicated by professional evaluation.
 - b) A determination by the employing organization that the employee cannot fulfill assigned duties and responsibilities, but where the employing organization feels that the employee possesses the potential to achieve success elsewhere
 - c) Insufficient enrollment
 - d) Lack of funds
 - e) The need for specialized services elsewhere
 - f) Conflicting personnel relationships
 - g) Any legitimate business interest or educational interest of the Conference Board of Education
 - h) Staffing of a new school
3. **Administrative Transfer of Classified Employee**

Authority for transfer of **classified** employees shall be the decision of the Conference Board of Education. The local school board may recommend to the Conference Office of Education the transfer of a regular employee, providing the following steps are taken first:

- a. The principal and/or school board shall make a written recommendation finding that the best interests of the **students**, the school, or the employee will be served by such a transfer. The Conference superintendent, associate superintendent, Conference president or designated authorized Conference representative must be in attendance, physically or

electronically, and chair all personnel committees or any school board when personnel issues are being discussed.

- b. The superintendent of schools or academy principal must advise the employee through personal interview and in writing that an administrative transfer is being recommended, with accompanying reasons. In the case of senior academy regular instructional personnel, the academy principal shall work closely with the superintendent of schools.

In case of administrative transfer for **classified** employees, the employing organization shall make a reasonable effort to assist the employee in securing other comparable denominational employment.

With the permission and cooperation of the employee, this may include sharing the resume of the transferring employee with local school boards where a vacancy exists.

NOTE: The employing organization cannot guarantee employment for the transferring employee.

REDUCTION IN FORCE

4180

If low enrollment or lack of fund or other circumstances, create financial or operational difficulties for a local school, the employing organization may make a reasonable reduction in force (RIF) among employees assigned to a particular school or academy.

When a RIF is being considered the local school board, administration, local Conference superintendent, and local Conference human resources director will coordinate efforts to identify the classification/type of position(s) that will be affected by a necessary reduction in workforce. The local school board or academy board will submit final recommendations to be voted by the local Conference Board of Education. Every effort should be made to inform employees in advance that a reduction in force is being considered.

1. Types of Reductions

- a. Position elimination. Position eliminations involve situations when a particular teacher position can be eliminated entirely. (Example: The Fine Arts teacher position can be eliminated because the class will no longer be taught due to low enrollment).
- b. Position downsizing. Position downsizing involves situations when a teacher or staff position is being reduced but not entirely eliminated. (Example: Reducing two English teachers' positions to one).
- c. Position Consolidation. Position consolidations involved situations when two or more positions are eliminated and their functions are combined into a single position with a resulting reduction in head count.

2. Procedures

If a RIF must be conducted and positions will be eliminated, Human Resources (HR) in consultation with the Superintendent of Education will review the personnel records and relevant documentation for each employee in the affected position(s) and make a recommendation to the Conference board of education.

Employees selected for elimination of their position will be notified of this action and provided termination settlement, if eligible under the Southern Union Code and NAD policy.

Certificated Employees' Transfer Deadlines

The annual period of employment for all certificated employees shall end on June 30

Certificated Employees' Summer Transfers—Educational Expense Arrangements

A teacher from another union or Conference newly employed in the Southern Union Conference who is currently enrolled in a study program elsewhere, may, upon board of education approval, be permitted to complete the work where enrolled if a transfer would entail hardship or a loss of credit.

If an employee voluntarily transfers during the summer, on or after July 1, salary and summer school expenses, if any, are assumed by the calling organization.

EMPLOYEE NOTICE OF NON-RENEWAL (INTENT OF EMPLOYMENT)**4183**

Any employee not intending to apply for or accept employment for the succeeding year shall file a written notice of that intent with the superintendent or academy principal by April 1.

RESIGNATION/RELEASE FROM EMPLOYMENT AGREEMENT**4184**

If any release from the employment agreement is requested by an employee, to be effective during the employment year, a written notice must be given to the superintendent or academy principal at least 30 days prior to resignation. The notification must specify the employee's reasons for resignation. Upon resignation during the school year the employee's salary is paid through the last full working day. The termination settlement policy does not apply.

A resignation must be recognized by the employing organization by being recorded in the official minutes of the controlling board.

Resignation without reasons acceptable to the Conference Board of Education shall be considered a breach of the annual assignment agreement, and shall result in an appropriate notation made on the employee's service record and/or any other appropriate action which the employing organization deems necessary under the circumstances.

REPAYMENT OF PREPAID SALARY**4190**

Repayment of prepaid salary given in the summer before the employee actually begins work; salary advance, and/or unamortized expenses will be required before a release is given. The rate for calculating prepaid salary given in the summer before the employee actually begins work and salary advances shall be based upon the 10-month daily rate. The 10-month daily rate shall be based upon the 220 days within the employment period. The employee shall be responsible for reimbursing the Conference or senior academy for unamortized moving expenses on the same basis as an Adventist institution calling an individual who has not completed four years of full-time service.

ADMINISTRATIVE LEAVE (SUSPENSION) OF CERTIFICATED PERSONNEL**4195**

Administrative leave is the immediate removal of an intern, transfer, probationary or regular employee, with pay and benefits, from assigned duties during the course of employment. An action of administrative leave may be taken by the superintendent of schools when circumstances indicate there may be reasonable cause for disciplinary action which may lead to termination.

The employee shall be notified in writing of administrative leave suspension at a reasonable time and place designated by the employing organization.

Termination

NON-RENEWAL OF REGULAR STATUS EMPLOYEES

4201

Non-renewal is discontinuance of salary and employment of the regular status employee and may be implemented at the end of the annual employment agreement by the employing organization. The employing organization is required to provide written notification to the regular employee by April 1st of its intention not to renew the annual assignment agreement, and of the reasons therefore.

Once written notification of the non-renewal of the annual assignment agreement has been provided to the regular employee, the regular appointment may be terminated at the expiration of the education employment agreement. Decisions regarding non-renewal may be made for reasons such as, but not limited to, the following:

1. Insufficient or declining enrollment
2. Lack of funds
3. School closure which is in the best interest of the school
4. Failure to fulfill assignments and/or job duties in a professional and satisfactory manner
5. Failure to comply with instructions, policies, rules and/or procedures
6. Operational difficulties of the school, which make continued employment impractical or unfeasible
7. The best interests of the school as determined by the Office of Education and the Conference Board of Education in consultation with the local school board
8. Inability of the Conference to find a suitable new assignment for the teacher

TERMINATION

4202

1. Termination of Regular Status Employees
Employees are employed for either a 10-month or 12-month period under a written annual employment agreement. During the term of the annual employment agreement and prior to its expiration, employment may be terminated for conduct and/or performance issues, enrollment or financial considerations or other business reasons as determined by the employing organization.

Reasons for termination may include, but are not limited to, any failure by the regular employee to adhere to the duties described below or any other employee misconduct. Employee misconduct is the failure of the regular employee to perform assigned duties. Just cause includes, but is not limited to, the following reasons:

- a. Inability to perform essential job functions with or without reasonable accommodations
- b. Incompetence or inefficiency as determined by professional evaluation
- c. Indifference to **student** welfare
- d. Lack of cooperation with administration or supervisors
- e. Conflicting interpersonal relationships
- f. Failure to comply with the working policies of the Seventh-day Adventist Church, Conference policies and regulations, or failure to comply with the Education Code
- g. Insubordination or failure to follow a supervisor's reasonable orders, directives, or

- recommendations
 - h. Immoral or unsatisfactory personal conduct not in accordance with the principles of the Seventh-day Adventist Church
 - i. Committing, aiding, advocating, or being convicted of or pleading guilty or no contest to any criminal offense except minor traffic violations
 - j. Persistence in advocating, practicing, or teaching beliefs or philosophy contrary to the basic tenets and doctrines of the Seventh-day Adventist Church
 - k. Failure to maintain the accepted standards of the Seventh-day Adventist Church
 - l. Use of alcohol, tobacco, or the illegal use of drugs (The employing organization reserves the right to test for these substances in compliance with applicable laws.)
 - m. Social or moral problems which make the employee unfit to instruct or associate with children and youth
 - n. Membership in any organization advocating the overthrow of the government by force or subversion
 - o. Theft, dishonesty, and/or falsification (oral or written).
 - p. Excessive absenteeism or tardiness regardless of the reason
 - q. Failure to maintain a current, denominational teaching certificate
 - r. Violence in the workplace
 - s. Any behavior that undermines the ability of the employee to serve as a proper role model to Seventh-day Adventist children and youth.
2. Intern/transfer/probationary status employees are hired and employed at-will, and are subject to termination by the employing organization at any time without advance notice or requirement of cause. (see Code 4125)

TERMINATION PROCEDURES

4204

Procedures for termination of certificated employees (intern, regular and transfer status) during the course of employment and prior to the expiration of the term of the agreement and non-renewal of regular status are as follows:

1. Termination of a certificated employee or non-renewal of the assignment agreement for a regular employee is to be initiated by the superintendent in consultation with the local school board. The office of the superintendent of schools must be notified and represented when a school board discusses employment issues of certificated employees during the term of the annual assignment agreement.
2. The Conference Board of Education makes the decision regarding termination of the certificated employee or non-renewal of the assignment agreement upon the recommendation of the superintendent.
In the case of senior academy employees, the academy board makes recommendation to the board in consultation with the academy principal and superintendent.
3. The superintendent of schools or designee, shall give written notification of termination to the certificated employee or non-renewal of the assignment agreement to the regular employee, including reasons for such action, the effective date of termination or non-renewal and discontinuance of salary, and shall also inform the employee of the right of appeal that shall be initiated within 15 working days.

4. Notification of intent to terminate an employment agreement by either the employee or the employer must be submitted in writing to all parties concerned at least 30 days prior to termination.
5. The employee has the right to use the conciliation procedures outlined in Code 4960.

TERMINATION SETTLEMENT

4206

1. Provision — Employees whose employment is terminated after an employment agreement has been signed may be eligible for a termination or non-renewed settlement if they meet the conditions of this policy.
2. Exceptions — Some denominational organizations have established policies to be implemented in case of voluntary termination of an employee which shall apply in the case of their terminated employees.

Further, local and state laws or conditions of employment of termination may require employers to offer a termination settlement which varies from the provisions of this policy. Properly constituted governing or administrative bodies have the discretion to authorize a termination settlement at variance with the following directives.

A termination settlement may be granted to an involuntarily terminated full-time employee who has worked in denominational employment for at least two years. Eligibility shall be determined according to the criteria found in the most recent edition of the NAD Working Policy Y 36. To review NAD Working Policy Y 36 or to ask questions about eligibility for termination settlement, employees should speak with their employing organization.

3. Service Record
 - a. Termination Settlement — The termination settlement shall be noted in the employee's personal service record but does not cancel any part of his/her service credit.
 - b. Further Settlements — If an employee who has received a termination settlement or retirement allowance reenters denominational service at a later date, any further termination settlement would be based on service accrued since the date of the previous settlement.

4. No Service Credit

The settlement shall not add service credit to the employee's record.

5. Settlement

- a. Amount — The settlement, calculated according to NAD WP Y 36 30, shall be a payment equal to 25 percent of one month's remuneration including cost of living adjustments but excluding area travel and all other allowances multiplied by the years of denominational service credit. No more than 20 years of full-time service shall be counted. Any unpaid benefits earned by the employee, including but not limited to unpaid vacation time and unpaid sick time, are not part of this settlement and shall be paid separately to the employee.
- b. Method of Payment — The settlement computed in paragraph 1. above shall be paid in a lump sum.
- c. Independent Transfers — In the case of an independent transfer, the settlement shall be

calculated on only years of service earned as a church employee within the territory of the North American Division or as a regularly appointed inter-division employee from the North American Division.

- d. Settlement for Teachers — The settlement for teachers should be based on the actual remuneration they have been receiving just prior to termination.
- e. Basic Life Insurance — A benefit paid from the basic life insurance shall in no way affect this settlement.

6. Termination Settlement Expense

- a. Employer Pays — Termination settlements are the responsibility of the employing organization.
- b. Release — As a condition of receiving a termination settlement, employees are required to execute a release of any and all liability against the employer, related organizations and entities, agents and employees.

Therefore, the settlement is not to be construed as an employee benefit. If the release is not signed within the time frame indicated in the termination settlement agreement, the termination settlement shall be forfeited. (A model release form is available from the Office of General Counsel of the General Conference.)

7. Health Care Benefits

Health care benefit coverage ceases with the effective date of termination. The ex-employee and dependents (i.e., spouse and dependent children) may be eligible to purchase emergency temporary health benefits from a health insurance exchange.

SUSPENSION OR REVOCATION OF DENOMINATIONAL CERTIFICATION

4210

A certificate may be suspended or revoked for any of the following:

- 1. Any cause that is grounds for dismissal (see Codes 4201-06)
- 2. When an employment agreement has been prematurely terminated by the employee without the employer's consent
- 3. When an employee resigns and fails to repay money owed to the employer such as but not limited to the following: advanced salary, unamortized graduate study assistance, unamortized moving and housing loans
 - a. Procedure
 - 1) The superintendent of schools shall notify the employee in writing of the proposed action recommending suspension or revocation of a certificate including the right to a hearing by the Conference Board of Education.
 - 2) The superintendent of schools shall submit the recommendation for suspension or revocation of a certificate to the Conference Board of Education for processing.
 - 3) On Conference Board of Education approval, a formal request with supporting documentation shall be sent to the Southern Union Conference Office of Education.

- 4) The union director of education shall give notice to the employee including the right to a hearing by the Southern Union Conference Board of Education.
 - 5) The Southern Union Conference Board of Education shall have the final decision regarding revocation or the length of time for suspension.
- b. Reinstatement
- The employee may submit a request for reinstatement of certification to the Southern Union Conference Office of Education after 90 days have elapsed since the final decision. Documentation must be provided that verifies previous certification issues have been satisfactorily addressed.

Teacher Responsibilities

TEACHER - SCHOOL BOARD RELATIONSHIPS

4401

The teacher is a Conference employee whether Conference-funded or locally-funded. A congenial working relationship between teachers, pastors, and school board fosters a healthy climate for Christian education.

The principal should present from time to time a report of progress, conditions, and needs of the school to the school board.

The principal should report to the school board delinquent and unresponsive students or those who may be a detriment to the standards and progress of the school.

TEACHER - CHURCH RELATIONSHIP

4405

The teacher shall transfer membership to a constituent church of the school or academy church and participate wholeheartedly in its activities. The sense of belonging and brotherhood will win the hearts of students and strengthen the work of the school. Attendance at church services should be regular, both for the teacher's own spiritual refreshment and for the example set before the students.

Churches are counseled against requesting teachers to accept more than one major church office. It is suggested that the teacher may act as a counselor to train leadership where necessary.

Teachers who are asked to teach a Sabbath school class should usually be assigned class members other than their regular *students*.

The teacher should present to the church pastor the names of baptismal prospects.

PROFESSIONAL ORGANIZATIONS

4406

All teachers are urged to continue professional growth by maintaining membership in at least one professional organization. Teachers should carefully examine all professional organizations before joining.

CURRICULUM, TEACHER RESPONSIBILITIES

4410

It is the duty of every educator in the Southern Union to adopt the principles of the Adventist EDGE (Educators Delivering GREAT Education) Initiative (2120). This program is aligned with the North American Division *Journey to Excellence*. It focuses on the essential core elements that identify the high expectations of what students should know and be able to do. The teacher should follow the prescribed curriculum as outlined in the curriculum guides, which give special emphasis to the following objectives:

1. Developing a love for and a knowledge of God
2. Building character
3. Establishing true ideals of service
4. Developing a true love for, a sense of proper loyalty to, and social fitness for membership in the **student's** home, church, and country
5. Fixing health habits and teaching the **students** to keep their bodies in good health
6. Mastering the common skills and knowledge basic to all future learning or vocational pursuits
7. Developing wholesome, constructive attitudes
8. Developing the ability to get along with people
9. Encouraging creativity
10. Developing the skills of critical thinking and problem solving

TEACHER VISITATION DAY

4415

Arrangements for a professional visiting day are to be made by the principal with the school board, the Conference Office of Education, and the school to be visited. This must be done in ample time to receive authorization for the visit from the board, the Conference, and the school to be visited. Appropriate professional activities for the day may include observations in public or church schools and/or curriculum laboratories.

A written report is to be made to the superintendent's office following the visit.

TEACHER RESPONSIBILITY FOR PUBLIC PROGRAMS

4417

The teacher/administrator should make certain that all public programs represent the actual work and the Christian character of the school. They should not be so frequent or so elaborate that they occupy time needed for school work. Programs should be in keeping with the spirit of the principles of Christian education and nothing of a cheap or worldly atmosphere should be used for entertainment in the school.

TELEPHONE

4418

All teachers are required to maintain a telephone for after-hours accessibility.

PRESCHOOL DUTIES OF TEACHER

4420

The teacher should report to the school principal or board chairman by August 1. Preschool duties include:

1. Visit homes of church families with school- age children
2. Encourage 100% enrollment in the church school
3. Arrange for ordering of students' textbooks and school supplies if this has not been done previously
4. Send personal mailing address to the Conference Office of Education
5. Do long- range and short- range lesson plans
6. Check school equipment and supplies
7. Make the classroom pleasant and attractive

TEACHER RESPONSIBILITY FOR FINANCIAL RECORDS

4422

The teacher should keep an itemized record of class funds and/or petty cash.

TEACHER RESPONSIBILITY FOR ATTENDANCE REPORTS

4424

Accurate and prompt reports of irregular attendance and truancy are required by law, and are to be furnished by the teacher to the principal, or in small schools with no principal, to the chairman of the school board.

STUDENT SUPERVISION

4425

School personnel are responsible for the care and safety of students while at school and during all school functions, on or off campus. This includes the need for teachers to be present at school 30 minutes before and after school hours, and until every child has gone or been provided for by the supervision of other school-approved individuals.

POST-SCHOOL DUTIES OF TEACHER

4430

After the school year ends the teacher is to remain on duty and at the school. The following items must be completed:

1. The **students'** progress reports have been completely filled out, including the final averages for the school year in the subjects. Each **student's** placement for the coming year should be included.
2. The records of scholarship, attendance, summaries, etc., called for in the school register have all been carefully and completely entered in ink, and the cumulative folders and permanent record cards have been filled out. The current school register and scholarship record as well as any previous ones still in the school have been sent to the Conference office.
3. The closing report, teacher's summer address, order for textbooks for the coming year, and such other reports and information requested by the educational superintendent have been sent.
4. The final report and the key to the school have been given to the individual designated by the school board. The board or board chairman should be aware of teacher's summer address.
5. All school supplies, desk copies, library books, and other removable school equipment have been stored in a safe, locked place.
6. The school plant has been left in a neat, orderly condition.
7. After the above items are completed and if time remains before the contract period is over the teacher is encouraged to participate in home visitation of all perspective students for the coming year.

Benefits

MOVING ALLOWANCE—CERTIFICATED PERSONNEL ([NAD WORKING POLICY Y 23 05](#))

4720

1. Assistance
When an employee is requested by the employing organization to move to a new location or a person is being called into denominational service, the employer may provide the following assistance:
 - a. An amount to cover freight/van charges and insurance up to maximums established by the employer.
 - b. Travel expense and a per diem as per current NAD WP Y 23 and 100% of the regular mileage allowance to move the employee's car or up to two cars for the employee and spouse to the new location of employment.
 - c. A flat amount rounded up to the nearest \$10 to cover packing and other moving costs as follows:

Employee	16.5% of remuneration factor

Spouse 16.5% of remuneration factor

A single parent with dependent children may be granted 33% of remuneration factor as a moving allowance.

d. Automobile Registration and Excise Tax

Employees who are called to another state and who are required to pay duplicate excise tax/sales tax, license, and certification/inspection fees may report such expenses on one car if they register their car within 90 days of moving to the new area. If the employee has a spouse, the above expenses may also be reported on a second car.

e. In cases where it may be necessary to negotiate a bridge loan in order to secure a home at the new location, the bridge loan interest may be reimbursed by the new employer for the same time period during which the employee is eligible to receive duplicate housing allowances in addition to the duplicate and special housing allowance. This bridge loan interest would be considered outside of the ceiling for which special assistance may be given.

2. Maximum Assistance

The allowances referred to in b, c, and d shall be limited to two vehicles and two flat moving allowances per family even though both spouses are employed.

3. Sharing Moving Expenses

When calls are extended to a husband and wife to join two different denominational institutional organizations in the same area, the cost of moving shall be shared by the calling organizations. However, when the initial call is for one spouse and the other spouse obtains employment, the organization that initiates the primary call shall be responsible for the full cost of the move.

4. *Tax Law Changes for 2018—With the tax law changes in 2018 in the United States, making all of the moving expenses/reimbursements taxable, the employing organization may offer up to 35% for the tax assistance on the total allowable moving expense to cover the additional taxes due from the employee move. This is retroactive to January 1, 2018. This policy would also apply to the sponsored seminary students and retiring employees.*

PARSONAGE ALLOWANCE—CERTIFICATED PERSONNEL

4722

Ordained or licensed ministers serving in an educational setting are eligible for the minister's parsonage allowance. The minister's parsonage allowance is tax free. To be eligible for this exemption from income, an estimate of parsonage expenses shall be submitted to the employing organization prior to the year for which the exclusion is requested or at the time of employment, if during the requested tax year.

A report of actual expense for the year shall be submitted to the employing organization at the end of the calendar year. The actual amount (provided it is not larger than the current maximum or larger than the estimate submitted) shall be deducted from the salary amount listed on the W-2 form. No actual entries for this amount are required in the accounting records. Contact the local Conference for forms to use in reporting parsonage allowance.

HOUSE RENTALS FOR ACADEMIES —CERTIFICATED PERSONNEL

4724

To establish fair market rental rates for educational personnel who are required to live in school-owned housing, the following policy is recommended:

1. Each school will secure the services of a qualified appraisal firm from the community to study and report on each housing unit to determine a minimum and maximum rental rate for local accommodations of equal quality.
2. The average of the minimum and maximum rental rates will be used in computing a fair rental value. In no case shall the rate exceed the Conference rent policy ceiling.
3. Each academy board will establish the rental rates, and adjustments will be made as policy provides. The rate of rent charged shall be at least 75% of the community rate.
4. Any adjustment in salary will necessitate an adjustment in rent charges on a percentage basis. Example: Should the total package salary increase 2% for whatever reason, the rent rate would reflect a 2% increase also.

SPECIAL RENT ALLOWANCE—CERTIFICATED PERSONNEL

4725

A special rent allowance in areas designated as high cost of living areas shall be paid to certificated employees in harmony with Conference and Union guidelines.

SPECIAL HOMEOWNER'S ASSISTANCE—CERTIFICATED PERSONNEL

4726

Employees who are currently receiving special rent assistance or who are living in a high-cost housing area and do not own their own residence may be eligible for a special homeowner assistance on a home purchase on a one-time basis according to Conference and union guidelines established for this purpose.

HOUSING ASSISTANCE

4727

1. **Duplicate Housing**
When an employee is moved from one location to another, and because of the conditions of the lease, failure to sell or rent home, or other significant cause, the employee is required to pay housing expenses both at the former location and at the new location, an allowance may be granted to cover the time when payments were being made at both locations and both homes are habitable. The allowance may be granted under normal conditions up to three months.
2. **Unusual Circumstances**
In unusual circumstances, when the employee has not been able to sell the home at the former location and evidence is presented indicating that the asking price for said home at the end of the three-month period referred to above was no greater than 100% of an appraisal provided by an independent appraiser, up to an additional three months' assistance may be granted.

An independent appraiser shall be understood to be a qualified appraiser such as may be contacted through banks or home loan associations. Real estate agents shall specifically be excluded from this group. The reasonable cost of such appraisal will be reimbursed by the employing organization.
3. **Extreme Circumstances**
If the employee has not been able to sell the home after having received an allowance for six months because of extreme circumstances, the allowance may be continued for a further period of up to six months if the asking price for the said home is not more than 95% of the appraisal during this period.

4. Amount

When granted, the allowance monthly shall be the actual expense for principal and interest, property taxes, and insurance up to 100% of the cost factor (housing/ utilities/property tax of the Relocation Analysis Report) as indicated by ERI/Statistics Canada for which the employee was eligible at the former location. Fifty percent of any rental income shall be deducted from the allowance.

5. Sharing of Loss on Sale

In view of the importance of pricing a home correctly before it is placed on the market, and due to the critical importance of the first 30 days in the sale of the property, both the employee and the new employer may agree at any time during the selling process that in lieu of spending all the duplicate housing allowance provided in items one through four the property may be placed for sale at less than one hundred percent of market value as determined by the current appraisal. The cost of the reduction may be shared between the new employer and the employee at an agreed upon ration on an individual basis. The employer cost is not to exceed the maximum duplicate housing allowance provision.

6. Purchase of Employee's Home

If in the course of transitioning an employee from one location to another, the employing organization decides that it is in its best interest to acquire the home where the employee currently lives, in order to facilitate the relocation of the individual to the new job assignment, the employing organization may exercise that option with the approval of the governing committee and where applicable, the association or corporation. The home shall be appraised by a third party, and the price will be set excluding realtor fees.

7. Coordination of Benefits

The employing organization should discuss the options available to the employee, and should avoid the unnecessary multiple application of the provisions of this policy.

SPECIAL PROJECTS OR ASSIGNMENTS—CERTIFICATED PERSONNEL

4728

1. Part-Time Employment

Certificated personnel may be employed during the summer for special projects or assignments.

2. Compensation for Special Projects or Assignments – 10 month Employees

Certificated personnel on a 10-month agreement may be employed for special projects during the time they are not under the direction of the principal or superintendent of schools. When employees are asked to complete special projects, they will be paid at a weekly rate for the actual time of the assignment. The amount to be paid is 14% of the 100% wage factor of Category A for each week of work. The total amount paid during the summer, plus the 10-month wage, shall not exceed the 12-month salary for that employee's classification.

SUBSTITUTE TEACHERS FOR CERTIFICATED PERSONNEL, TEMPORARY EMPLOYMENT

4732

The local school board may authorize the school administrator to employ qualified persons on a temporary basis to fill positions of regularly credentialed employees absent from service. It is the responsibility of each Conference, senior academy, or the Union to reimburse substitute teacher's pay for a duly-authorized committee called by the Union or Conference Office of Education. Substitute teachers shall be paid in accordance with the rates established by the Conference Board of Education, or the Union. (SU Education Code 3580)

TRAVEL EXPENSE FOR UNION COMMITTEES—CERTIFICATED PERSONNEL**4736**

1. Authorized expense incurred by members of the Southern Union Board of Education shall be paid by the employing organization.
2. Authorized expense incurred by members of ad hoc committees called by the Southern Union Board of Education shall be paid by the Southern Union.
3. The expenses of authorized [attendees](#) to Education Council and related meetings shall be paid by the employing organization.

TRAVEL EXPENSES FOR TEACHERS' CONVENTIONS—CERTIFICATED PERSONNEL**4738**

1. All transportation expense for employee delegates attending teachers' conventions shall be paid by the employing organization.
2. Travel and employee per diem rates shall apply to employees and authorized delegates in harmony with the prevailing Southern Union policy.
 - a. Employees shall be allowed the lodging expense of an overnight stop for distances greater than 500 miles.
 - b. The employee per diem policy shall apply in route according to the prevailing Southern Union and Conference policies.

MILEAGE RATE**4739**

Special mileage is defined as authorized mileage and is paid at the current mileage rate as set by the Conference.

PRINCIPALS' ADMINISTRATIVE/TRAVEL BUDGETS**4740**

The Southern Union Board of Education has adopted a minimum principal administrative budget. Local Conferences may approve higher amounts as deemed appropriate. (See Southern Union Salary Scale for K-12 Education Personnel)

TRAVEL OUTSIDE SOUTHERN UNION CONFERENCE—CERTIFICATED PERSONNEL**4741**

Educational personnel authorized to travel outside Southern Union Conference territory shall be provided transportation, any excess expense will be the employee's responsibility.

VACATIONS AND HOLIDAYS—CERTIFICATED PERSONNEL**4742**

1. Those employees on a 12-month assignment are granted annual vacation time as follows:
 - a. Two weeks annual vacation after one full year of service.
 - b. Three weeks annual vacation after 7 full years of service.
 - c. Four weeks annual vacation after 15 full years of service.
 - d. For employees on the 12-month contract period, two weeks of vacation would be included during the 10-month school year. The balance of vacation time (if eligible) would be provided during the summer.

It is intended that vacations be taken each year. However, at the request of the employee, and with the approval of the employing organization, two weeks of vacation may be carried over from one year to the next for an accumulated vacation not to exceed six weeks. The number of paid holidays granted in any one year shall be limited to nine, as specified by the Southern Union. Any leave taken beyond that shall be treated as part of the annual vacation.

Thanksgiving, Christmas, and Spring breaks are to be counted as vacation time except for the approved paid holidays. All exceptions are to be authorized by the local academy principal or educational superintendent.

2. During academy vacations a skeleton crew is needed to cover necessary supervision and industrial posts. All full-time and part-time personnel shall plan to work their share of these school vacation times.
3. Vacation pay is built into the salary scale for all 10-month employees.

SUMMER SCHOOL ADVANCED STUDY

4745

Oakwood University and Southern Adventist University offer summer graduate programs that provide master's degrees and meet certification needs for the Southern Union elementary and secondary educators.

SUMMER SCHOOL ALLOWANCE

4746

Summer classes and workshops taken at Oakwood University and Southern Adventist University for certification or advanced study will be provided tuition-free to any approved full-time education employee. In addition, the Conference may reimburse the employee for one round trip expense according to policy. Teachers attending summer school at Oakwood University or Southern Adventist University may be given a weekly living allowance corresponding to the dormitory room charge, where additional housing is necessary.

POST-GRADUATE STUDY ASSISTANCE PROGRAM

4747

The Southern Union Post Graduate Study Assistance Program is designed to encourage full-time administrators in the Southern Union to enhance their professional growth by seeking to obtain an Educational Specialist or Doctorate degree. It is a cooperative effort with the employee, the employing organization and the Southern Union.

1. Eligibility
 - a. Administrators with a master's or educational specialist degree, who have served two or more years in the Southern Union are eligible to apply.
 - b. The local employing organization must recommend the employee for the post graduate study assistance program.
 - c. The applicant must be officially accepted into an accredited post graduate program.
 - d. The applicant must support Adventist education - "Church employees in administrative, professional, and supervisory positions are expected to send their children to Seventh-day Adventist denominationally owned and operated schools." NAD Policy Y 24 05 (Exceptions to this policy have to be approved by the Local Conference Office of Education and Southern Union Conference Office of Education.)

2. Application
 - a. Applicants must obtain written authorization from the employing organization and the Conference K-12 board of education before applying for assistance.
 - b. Application forms are to be completed and received in the Southern Union Office of Education by October 15.
3. Authorization for Assistance
 - a. Applications will be recommended by the Superintendents' Council by November 30.
 - b. Authorization is voted by the Southern Union Board of Education.
 - c. The amount of assistance per applicant will be limited to \$1,500.00 per year for Doctoral candidates, and \$750.00 per year for Educational Specialist candidates. Assistance paid directly to the applicant will be taxable.
 - d. The maximum or cumulative funding for an Educational Specialist candidate is \$3,000.00.
 - e. The maximum or cumulative funding for a Doctoral candidate is \$6,000.00.
 - f. The maximum or cumulative funding for any one candidate (combination) is \$6,000.00.
 - g. Written verification of utilization of funds for educational purposes must be submitted to the Southern Union Office of Education each time funds are received.
4. Priority of Authorization

Funds will normally be divided into two categories; two thirds for Doctoral grants and one third to Educational Specialist grants. If the number of applicants in a given category does not equal the above allocation, the funds will be awarded to the category that has applicants.

If there are more applications than funds available, the following criteria for prioritizing the grants will be used.

 - a. Doctoral applications will take priority over Educational Specialist applications.
 - b. Previous applicants granted funds will be given priority over first-time applicants.
 - c. Length of service in the Southern Union will establish priority.
 - d. The length of service in the SDA school system will establish priority.
5. Amortization for Assistance
 - a. Authorization for the assistance infers an obligation of the recipient to serve in the territory of the Southern Union to amortize the expended funding.
 - b. The amortization schedule shall be one full year of service in the Southern Union following each grant expended.
 - c. Any unamortized funds will be the liability of the applicant, and must be refunded to the Southern Union in full.

SOUTHERN UNION CONFERENCE

POST GRADUATE STUDY ASSISTANCE PROGRAM APPLICATION

4747

Applicant's Name _____ Date _____

Employing Organization _____ Highest Degree Completed _____

Field of Study for Doctoral Degree _____

School/Location of Degree Program _____

Proposed Duration of Time to Complete Degree: _____ Years

Starting Date _____ Amount of Assistance Requested _____

The Southern Union Post Graduate Study Assistance Program is designed to encourage full-time administrators in the Southern Union to enhance their professional growth by seeking to obtain an Educational Specialist or Doctorate degree. It is a cooperative effort with the employee, the employing organization and the Southern Union.

Authorization of the assistance infers an obligation of the recipient to serve in the territory of the Southern Union Conference to amortize the expended funding. The amortization schedule shall be one full year of service in the union for each \$1,000.00 expended. Any unamortized funds will be the liability of the applicant, and must be refunded to the Southern Union Conference in full.

Applicant has met all the eligibility requirements as listed in the *Education Code* policy number 4747 and understands that unamortized funds must be refunded in full to the Southern Union Conference.

Applicant's Signature

Applicant's Social Security Number

Superintendent's Signature

Principal's Signature

Approval Date - Conference Board of Education

Southern Union Director of Education

Due to Southern Union Conference Office of Education by October 15

Full-time employees may be granted assistance of 75% of the medical and legal expense and adoption agency fees incurred in the adoption of children if the adoption is completed. The maximum assistance to be granted shall not exceed the equivalent of up to two times the current monthly remuneration factor. This assistance shall be limited to one allowance per child.

TUITION ASSISTANCE FOR CHILDREN OF CERTIFICATED EMPLOYEES

Employees in administrative, professional, and supervisory positions (those considered to be exempt from federal and state wage and hour laws) may receive tuition assistance for dependent children who attend denominational schools. Assistance may be granted up to 70% of the tuition and entrance fees for dormitory students, and up to 35% for those not living in a dormitory.

To qualify for this benefit, the student in school must be:

1. An unmarried, dependent child of a qualifying employee who attends a denominationally-owned and operated school on the elementary, secondary, or college level. A fifth year of graduate education can be included for the specific purpose of securing professional credentials.
2. Less than 24 years of age, unless time has been spent in compulsory military service, volunteer service for the Church, or there is a documented medical consideration.
3. Eligible to be claimed as a dependent on the employee's income tax return.
4. Born to, or legally adopted by, the employee and/or spouse or is a stepchild by marriage receiving more than 50 percent of support from the new family unit.
5. Attending a denominational school serving the territory where the employee works. Exceptions to this policy may be made by the employing organization.

Assistance for students enrolled in an academy or college shall be paid directly to the school. Organizations providing assistance shall make the appropriate arrangements for students attending elementary and intermediate school. When the employee and spouse are both denominationally employed by separate organizations and both provide tuition assistance according to this policy, each organization shall be responsible for one-half of the assistance. The method of paying assistance and dividing the cost may be mutually agreed on by the organizations concerned. Only one scholarship shall be provided per student.

Tuition assistance for studies through Home Study International or other approved Adventist distance learning programs is available. Tuition assistance is provided on credits that are earned through the College Level Examination Program (CLEP). The assistance on both is 35%, after the course has been completed, whether or not the student is residing in a school dormitory.

If the employee dies while in service, the surviving spouse shall continue to receive tuition assistance for eligible dependent children until the end of the current school year to the extent that the deceased employee was eligible at the time of death.

EXCEPTIONS

This policy is intended to apply only to employee's children who attend Seventh-day Adventist denominational schools. Exceptions may be made as follows if approved by the employee's controlling committee:

1. Attendance at a privately operated Seventh-day Adventist school if the school is approved by the Southern Union Board of Education.
2. In cases where an undergraduate-level program of study is not offered in a denominational school in the North American Division, the total assistance shall not exceed the amount which would normally be granted for attendance at a denominational school in their area.

INSURANCE, AUTOMOBILE — CERTIFICATED PERSONNEL (NAD Y 29)

4766

1. **Eligibility**
Those eligible for automobile insurance assistance shall be Union and Conference education directors, associates, senior academy principals, and administrative personnel according to Conference policy whose category maximum is 100% or more of the remuneration factor.
2. **Required Coverage**
Those eligible for automobile insurance assistance as listed above shall be required to carry insurance with the following minimum limits when such limits are readily available:

*Bodily Injury Liability	\$250,000/500,000
*Property Damage Liability	50,000
1. Medical Payments	5,000
2. Comprehensive	**100 Deductible
3. Collision	**500 Deductible
4. Uninsured Motorist	Statutory

*Optional \$300,000 single limit policy is acceptable

** Any deductible above or below this amount or waiver of the requirement to carry comprehensive and collision coverage is at the discretion of the employing organization (See NAD Y 15 for reimbursement of deductible, etc.)

3. Employees whose job requires less frequent use of their automobile are not eligible for automobile insurance assistance. Nevertheless, for their protection and the denominations' protection when their automobile is used in the course of employment, it is recommended that they maintain the same minimum level of bodily injury liability protection as required for employees receiving automobile insurance assistance. (See NAD Y 29 15.2)
4. All other employees who are asked to drive their personal automobiles on behalf of a denominational entity shall carry a minimum of \$100,000 per person/\$300,000 per occurrence limits of liability. (See NAD Y 29 15.3b)
5. Evidence of insurance shall be kept on file by the denominational entity concerned.

Medical expenses are not reportable when resulting from an automobile accident in which another party's insurance covers the cost, nor are medical expenses resulting from an automobile accident when one's own auto insurance covers the cost. This policy will apply regardless of who paid the insurance premium. The medical policy as it relates to an automobile accident is intended to assist an employee only with his own out-of-pocket expenditures.

PROVISIONS FOR CERTAIN PAID LEAVES— CERTIFICATED PERSONNEL

4770

Provision is made for certain paid leaves for certificated personnel. Substitute teachers will be paid according to Conference substitute teacher policy for the following:

1. Bereavement (Compassionate Leave)
 - a. The employee will receive three days leave upon the death of an immediate family member, including in-laws, grandparents, and grandchildren.
 - b. The employee is eligible for five days (one work week) if responsible for settling the business affairs of the deceased.
 - c. Substitutes for the compassionate leave will be paid on the same basis as substitutes for sick leave.
 - d. Additional time may be granted in hardship cases by the employing organization.
 - e. Travel costs incurred in connection with a bereavement leave are the responsibility of the employee.
2. Jury Duty

Employees selected to serve on jury duty may accept this responsibility as required of a contributing citizen. However, if selection as a member of a particular jury requires a prolonged absence from the school, the employee should request to be excused as permitted by state law.
3. Personal Leaves

Employees may be granted up to three personal days per year. These days may be counted as part of the 10 sick day's allowance. Substitute teacher pay may be financed the same as sick days. Arrangements should be made with the principal and/or board chair five days prior to the request. Personal days may not be taken immediately preceding or following a holiday.
4. Illness (Sick Leave)

Employees are allowed to be absent ten (10) days during a contract year due to their illness or the illness of an immediate family member without reduction in pay. However, after accrual of ten absences due to illness, the teacher may be charged the expenses incurred for hiring a substitute teacher. Compassionate and jury duty leave are not counted as part of the ten sick days allowed. Personal leave days may be counted as part of the ten sick leave days allowed.

When an employee must take leave because of illness, the following guidelines will be used:

- a. If an absence exceeds three (3) consecutive working days, the patient must be attended by a physician.
- b. Request for extended leave due to personal illness of the employee or members of the immediate family must be approved by the superintendent of schools or the academy principal where applicable (FMLA may apply; see Supplement A).

- c. If the teacher employee is deemed to have a serious health condition, a Family Medical Leave (FMLA) application should be processed with the Conference human resources office. A “serious health condition” means an illness, injury, impairment or physical or mental condition that involves:
 - 1) any period of incapacity or treatment connected with inpatient care in a hospital, hospice, or residential medical facility; or
 - 2) a period of incapacity requiring absence of more than **three calendar days** from work that also involves continuing treatment by (or under the supervision) of a health care provider; or
 - 3) any period of incapacity due to pregnancy, or prenatal care; or
 - 4) any period of incapacity or treatment due to a chronic serious health condition (e.g. asthma, diabetes, epilepsy, etc.); or
 - 5) a period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective; or
 - 6) any absences to receive multiple treatments by, or referral by, a health care provider for a condition that likely would result in incapacity of more than three consecutive days if left untreated
 (Note: see Supplement A for FMLA Eligibility and Leave Categories)
- d. Elective surgery shall be performed during the employee's personal vacation time.
- e. Full-time employees may receive consideration for extended financial benefits from the employing organization. Such cases are considered on an individual basis according to human resources and approved policies and practices of the employing organization. If extended financial benefits are granted, they shall include all other employee benefits normally received by the employee.

5. Pregnancy Leave

Pregnancy leave shall be granted on the same basis as extended sick leave in accordance with the Sick Leave policy and Paid Leave policy. Eligible employees requesting pregnancy leave are to request Family and Medical Leave of Absence leave (for FMLA see Supplement A). Employees are expected to return to employment as soon as they are medically cleared and physically able to resume their duties. The beginning date and duration of the pregnancy leave shall be in harmony with the advice of the attending physician.

SUMMER SCHOOL ATTENDANCE—CERTIFICATED PERSONNEL

4780

1. Required Summer School Attendance

All employees holding conditional certificates shall be required to secure six additional semester hours of college credit prior to the coming school year to be applied toward improving their certification status. No employee holding a conditional certificate may be employed by the Conference in any type of summer activity that will interfere with summer school attendance.

2. Advanced Study

Southern Adventist University offers a summer graduate program that meets advanced study needs for the Southern Union Conference education personnel. Teachers may complete this degree program on the campus of Southern Adventist University. Oakwood University has an arrangement with Andrews University for a master's in elementary teaching available to Southern Union education personnel.

3. Authorization
 - a. The local Conference Board of Education (or employing organization) grants summer school authorization to all educational staff.
 - b. Employees expecting denominational assistance must have authorization prior to registering.
 - c. Conferences and academies sending employees to summer school will give each employee approval in writing, and will send lists of approved employees to the university.
4. Financial Assistance

Summer classes and workshops taken at Southern Adventist University and Oakwood University for certification or advanced study will be provided tuition-free to any approved full-time employee. In addition, the Conference may reimburse the employee for one round trip expense according to policy. Teachers attending summer school at Oakwood or Southern may be given a weekly stipend where housing is necessary. If course needs cannot be met at these two institutions, the Conference Board of Education may authorize attendance and tuition assistance at another Seventh-day Adventist institution.
5. Summer School for Transferring Employees

A teacher from another Union Conference newly employed in the Southern Union Conference who is currently enrolled in a study program elsewhere, may, upon board approval, be permitted to complete the work where enrolled if a transfer would entail hardship or a loss of credit.

When such loss would occur, boards may grant approval for the employee to continue summer school in the original college and to receive the same benefits as though attending a college in this union.

CLASSES TAKEN DURING THE SCHOOL YEAR—CERTIFICATED PERSONNEL

4782

Employees authorized to take course work by extension or in residence during the school year may receive financial assistance for tuition and fees. Authorization is granted by the employing organization.

Employees desiring to take academic course work in excess of three semester hours at one time during the employment year must receive authorization from their employing organization.

TRANSCRIPTS, UNPAID UNIVERSITY ACCOUNTS

4784

To enable Southern Adventist University (SAU) and Oakwood University (OU) to issue a transcript of credits for denominational certification in favor of a graduate with an unpaid account, the teacher may sign an agreement with the employing organization and SAU or OU which includes the following:

1. The employing organization shall make a deduction from the salary of the teacher in the amount indicated, forwarding the deducted amount to Southern Adventist University for credit to the teacher's account, every month until the account is fully paid.
2. SAU and OU, upon receipt of its copy of the contract, duly signed, shall issue a transcript of the teacher's accomplishments which may be used for Seventh-day Adventist denominational teacher certification. The transcript shall be unsigned and bear the notation "Unofficial for Denominational Certification Only."
3. The transcript shall be kept in the subject teacher's file in the Office of Education of the Southern Union.

Also in the file shall be retained all copies, including the originals, of any and all other recognition of certification, denominational or otherwise, which may have resulted from the issuance of said unofficial transcript.

4. In the event the teacher transfers to another denominational organization within the Southern Union territory, the Southern Union Office of Education shall initiate the negotiation of a new contract involving the new employing organization.
5. In the event subject teacher leaves the employ of the denomination or takes denominational employment outside the Southern Union territory while there remains an unpaid account at SAU or OU, the transcript shall be returned to the college immediately with information regarding the teacher's new location so that the college may notify the teacher of the unpaid balance and solicit payment.
6. In the event the teacher is able, by presentation of any certificate, card, letter, or any other document provided by the Southern Union or denominational employing organization, to secure state certification or any other formal recognition which might make it unnecessary for the teacher to have an official transcript supplied then, in such an event, the Southern Union shall be responsible for full payment of any remaining unpaid balance of the teacher's account at SAU or OU.
7. At such time as the teacher's account at SAU or OU is fully paid, the college shall issue a regular official transcript and the Southern Union Office of Education shall forward to the teacher whatever copies of certification recognition as are usually held by certified teachers.

AMORTIZATION OF GRADUATE STUDY EXPENSE—CERTIFICATED PERSONNEL

4786

The amortization schedule for graduate study is based on one year of teaching for one year of summer school work. Amortization begins immediately following the summer of study. Graduate classes taken during the school year will be amortized during the term in which it is taken unless otherwise arranged by the employing organization and the employee. A maximum of three (3) hours a semester may be taken during the school year. If the assistance is given during the school year, the amortization is fulfilled by teaching the following year.

CONTINUING EDUCATION UNITS AND EDUCATIONAL TRAVEL – CERTIFICATED PERSONNEL

4787

School personnel are expected to engage in [continuing education](#) activities and travel intended to broaden knowledge, improve teaching techniques, and gain greater expertise in counseling and in transmitting ideas and facts.

Up to [six](#) semester hours ([9](#) quarter hours) toward renewal of the Standard Certificate and six semester hours ([9](#) quarter hours) toward renewal of the Professional or Administrator's Certificate may be obtained in non-academic areas approved by the Union Conference Office of Education. Verification of satisfactory involvement is the responsibility of the individual.

Non-academic credit for renewal of certification may be received from the following areas:

1. Professional Growth Books -[NAD Professional Growth Reading \(3.0 CEUs maximum credit per year\). Reading of professional books and journals \(0.1 CEU per 50 pages; 3.0 CEUs maximum credit per year](#) for completion of the required books with a critique for each book.

2. Educational Domestic Travel and Mission Trips – [Participate in prearranged educational travel 0.5 CEU per day, 3.0 CEUs total per year.](#) The educator is eligible to draw credit for approved travel after one (1) year of service. A travel report must be submitted when applying for non-academic credit.
3. Educational Overseas Travel and Mission Trips – Is defined as any trip outside the contiguous limits of the United States which, in the judgment of the governing committee, will tend to enrich the ministry of the educator making a request for travel allowance under this policy. A Travel Report must be submitted when applying for non-academic credit. [A maximum of one \(1\) non-academic semester hour \(3 CEUs\)](#) may be earned.
 - a. A participating administrator or teacher must have a valid Administrative or Professional Certificate; and all other financial obligations to their Conference or academy fulfilled.
 - b. Education Overseas Travel Reimbursement - Overseas travel reimbursement is recommended to encourage continuity of service within individual academies and local Conferences of the Southern Union. Reimbursement governance will be maintained by each local Conference. Eligible administrators and teachers may therefore request financial reimbursement for approved travel as per Conference policy. It is recommended that funds be provided by placing in an allocated function, annually, an amount which, from experience, will cover the needs. These funds do not accrue to the credit of the employee, but they represent a reserve fund from which approved travel or associated seminar fees may be paid.
 - c. Each eligible employee may draw from this fund, as a reimbursement of expenses, approximately \$400 annually for continuous service with a Conference or academy.
 - d. It is the responsibility of the employee to take advantage of this enrichment program during his/her employment in their Conference or academy. In the event an employee accepts work outside the Conference or academy, the employee is no longer eligible to draw from this fund.
 - e. The employee is eligible for approved travel after one (1) year of service.
 - f. The maximum recommended allowance under this policy is \$2,000 or the accumulation of five (5) years' allowance as per Conference policy. After an employee has received reimbursement under this policy, the employee may once again become eligible to draw from the fund as a result of continuing their year(s) of service.
 - g. An eligible employee can receive one semester hour per week of approved travel.
4. Professional Meetings (i.e., Teachers' Convention, National Associations) - One semester hour per [30](#) clock hours of convention/workshop time. A maximum of four semester hours may be earned [per cycle](#).
5. Independent Study:
 - a. Originated and coordinated by the Southern Union.
 - b. Originated by the teacher or the Conference Office of Education.

Note: The amount of credit is to be determined when making the assignment, up to a maximum of four semester hours.
6. Workshops or Committee Assignments - One semester hour is granted per [30](#) clock hours spent in NAD, Southern Union, and local Conference workshops, or committee assignments.

7. Non-academic credit for recertification may be given for audited college courses based on the number of clock hours in attendance. Class notes are a valid method of verification of attendance. Applications are to be made through the Conference superintendent.
8. Teachers who supervise student teachers shall be granted **0.2 CEU per week** each term of supervision with a maximum of three **CEUs** in any certification cycle.

THE JOURNAL OF ADVENTIST EDUCATION

4788

The *Journal of Adventist Education* is **available** to all educational personnel **as a free app and can be downloaded from the Apple App Store (iOS devices) and Google Play (Android devices)**. In addition, more than 25-years' worth of articles are freely available in PDF format at <https://jae.adventist.org/>

SUPERVISION OF INSTRUCTION

4790

Each teacher in the Southern Union shall have the benefit of a strong program of supervision that shall focus on improvement of instruction. The supervision program shall be a coordinated effort planned by the local school principal, the Conference Office of Education and the Southern Union Office of Education. This program shall consist of professional growth, in-service activities, individual help and evaluation of instruction providing assistance and instruction in the basic techniques of classroom management as may be required.

Classified Employees

DEFINITION OF CLASSIFIED EMPLOYEES

4800

Classified employees are Conference-funded and locally funded (see code 4980) school personnel for whom denominational certification is not deemed an essential part of the job description.

CATEGORIES OF CLASSIFIED EMPLOYEES

4805

Classified employees shall be hired in one of the following categories:

1. **Exempt Classified (Salaried)**
An exempt classified employee is one who meets the exemption criteria of the Fair Labor Standards Act and is employed in a management or supervisory position not requiring denominational certification such as an industrial manager, service department head or director of food services.
2. **Non-exempt Classified (Hour-time)**
A non-exempt classified employee is an employee who is not exempt under the Fair Labor Standards Act and who is not involved directly in school administration, or industrial and plant service management such as but not limited to the following:
 - a. Paraprofessionals (teacher aids)
 - b. Related instructional personnel
 - c. Secretaries
 - d. Non-management custodians or plant service personnel
 - e. Non-management cafeteria personnel

- f. Security guards
- g. Bus drivers
- h. Hour-time industrial/agricultural employees

Other employees who do not perform an administrative or instructional role such as accountants or cashiers and some registrars are also considered non-exempt classified employees.

CLASSIFIED EMPLOYEES WORKING IN MORE THAN ONE EMPLOYMENT CATEGORY

4810

If an employee is working in more than one employment category, the area in which the largest amount of time is spent shall define the category.

QUALIFICATIONS OF CLASSIFIED EMPLOYEES

4815

1. Spiritual—Classified personnel shall be members of the Seventh-day Adventist Church and exemplify high standards of Christian conduct. They shall maintain membership in the constituent or academy churches and are expected to participate in church activities, programs, and finances. Exemptions to the constituent church membership requirement may be granted by the Conference Board of Education or academy board when an employee requests such in writing and it can be shown that good reasons exist for doing so.
2. Citizenship—Classified personnel, as members of society, will accept the responsibilities and privileges of good citizenship, recognize the basic rights of others, be intelligent regarding leading domestic and international issues of the time, exercise a love of country, and be willing to cooperate in efforts to improve the social order consistent with principles of the Seventh-day Adventist Church.
3. Personal—After receiving a conditional job offer, classified personnel must give evidence of physical and mental health that qualifies them to instruct or associate with children and young people.
4. Background check—Prospective employees will be required to submit to criminal background checks as required by local Conference policy, and state and federal laws.

AUTHORITY TO EMPLOY CLASSIFIED PERSONNEL

4820

The Conference Board of Education derives its employment authority from the Conference Executive Committee. To ensure the effective and orderly operation of the K-12 schools within the Conference, the Conference board of education delegates certain personnel functions to school boards.

Although the school receives delegated authority from the Conference to operate in defined areas, the Conference cannot divest itself of its inherent legal obligations. Inasmuch as the Conference Association (in which school ownership rights are invested) remains legally bound by actions of school boards, it is incumbent that there be close cooperation between the school board and the Conference Office of Education in the operation of schools and in all actions taken regarding school personnel.

Since all schools are part of the Seventh-day Adventist school system, they will follow the employment guidelines as established by the sponsoring Conference. Employment practices for classified personnel are to be consistent with the Southern Union Employment Manual.

The Conference Office of Education delegates authority for certain functions to the local School or Academy board. These delegated authorities may include overseeing the hiring process including job postings, application processing, referencing, interviewing, and selecting; evaluations; supervision; authorizing timesheets; discipline/probation. Any discontinuation of employment shall be effected in consultation with the Conference Office of Education. The Conference will have the final authority regarding a local School or Academy board's decisions that are appealed by an employee.

Wages, benefits (i.e. vacation, sick leave, holidays), and probationary periods are established by the Conference in consultation with the school board and principal in harmony with state and federal laws.

EMPLOYMENT PLAN FOR CLASSIFIED EMPLOYEES

4830

1. An exempt classified employee is employed on one of the following plans:
 - a. Full-time salaried employment
A full-time, exempt, classified employee is one who meets the exemption criteria of the Fair Labor Standards Act and receives a salary based on the annual remuneration factor voted by the North American Division Executive Committee. Teachers are statutorily exempt from the wage and hourly requirements of FLSA.
 - b. Part-time salaried employment
A part-time, salaried employee is one who performs a job that can be classified as exempt and is remunerated for work below a pre-determined amount of hours set by the employer. (In accordance with FLSA law, if an employee earns less than federal guidelines allow, currently \$455/week, the employee must be considered "Non-Exempt" (*accountable for hours worked and eligible for overtime payments*) regardless of whether or not the generic position classification to which s/he has been assigned has been otherwise determined to be "Exempt" from FLSA provisions.)
2. A non-exempt, classified employee is employed on one of the following plans:
 - a. Full-time hourly employment
A full-time, non-exempt, classified employee is one who works and is remunerated for a minimum of 38 hours per week.
 - b. Part-time hourly employment
A part-time, non-exempt, classified employee is one who works and is remunerated for work below a pre-determined amount of hours set by the employer according to the definitions in current federal law.

REMUNERATION

4845

Remuneration for a classified employee consists of the wages and allowances or benefits for which the employee qualifies.

1. Exempt Employees
Wages for an exempt, classified employee are established by the local Conference and are based on the annual remuneration factor voted by the North American Division Executive Committee.

2. Wages for a non-exempt, classified employee are established by the local Conference in consultation with the school board and principal and are determined annually after consideration of the following factors:
 - a. The job description
 - b. Years of employment
 - c. Level of experience or expertise
 - d. The prevailing community rate for comparable position unless community rate exceeds the maximum on the wage scale
 - e. Scale must meet at least minimum wage

Overtime (time and one-half) begins after working 40 hours per week. It only includes hours actually worked.

SICK LEAVE PAY

4846

A full-time, classified denominational employee shall be eligible for sick leave pay according to North American Division Working Policy E-82. (See also Family Medical Leave Act, Supplement A)

VACATION AND PAID HOLIDAYS

4848

1. Annual vacations
Annual vacations with pay is provided for full-time, classified denominational employees and is accrued and calculated on the following basis:

	Vacation time per years of	Vacation time accrued per	Vacation time accrued per
<u>Years of Service</u>	<u>Full-time service</u>	<u>38-hour week</u>	<u>each hour</u>
During first four- year period	2 weeks	1.4575 hours	.038355 hours
During next five- year period	3 weeks	2.1863 hours	.057524 hours
After nine years	4 weeks	2.9151 hours	.076713 hours

2. Paid holidays
Paid holidays are granted to part-time, classified personnel as follows:
 - a. Full-time employees
The following paid holidays are granted to full-time, part-time classified non-exempt staff: New Year's Day, Martin Luther King Day, President's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving (Thursday and Friday), Christmas Day, and other holidays voted by the Conference Executive Committee.
 - b. Part-time employees working at least 1,000 hours per year
Paid holidays are granted if the holiday falls on a regularly scheduled working day. The amount granted is to be the amount the employee would earn if on duty.

3. Weekend leaves and extended vacations

Weekend leaves on boarding academy campuses and extended school vacations are not considered paid holidays for non-exempt employees. Such employees may be asked to work their normal hours during such times.

AT-WILL CLASSIFIED EMPLOYEES

4849

Notwithstanding anything set out in the Education Code, all classified employees are hired and employed "at-will" for an indefinite duration and are terminable at will by either the employer or employee without notice or requirement of cause.

PAYROLL SERVICES

4850

When payroll services are provided by the Conference office, the local school will be billed for salary, retirement contributions, if applicable, social security contributions, plus allowances and benefits as may be specified by the local Conference Executive Committee for each specific class of employees or as required by law. Schools or churches employing school personnel who are not participating in a Conference payroll service must follow state and federal payroll regulations.

SERVICE CREDIT

4855

Service credit shall be granted to classified employees, provided the following criteria are met:

1. Their payroll is provided by the conference.
2. They are remunerated for at least 1,000 hours (the equivalent of six months of full-time service) during a calendar year.
3. Their remuneration is at least the Federal minimum wage but does not exceed the denominational remuneration scale.

SERVICE RECORDS

4860

An up-to-date service record is to be maintained by the local Conference office for each eligible classified employee. A copy of the employee's service record shall be given to the employee bi-annually to assure its accuracy.

ELIGIBILITY VERIFICATION, FORM I-9

4865

A classified employee who is employed after November 6, 1986, must have an I-9 Form, "Employment Eligibility Verification," U.S. Department of Justice, Immigration and Naturalization Service, on file with the employing organization. Section 1 of the Form I-9 must be completed on the date of hire, which is when wages are exchanged for work. Section 2 must be completed within 3 business days of hire.

HEALTH SCREENING

4867

Individuals given an offer of employment in a classified position will be required to provide documentation of examination for any testing required by the state or employing organization (i.e., tuberculosis) within the preceding 60 days.

Classified employees may be requested to submit to a job-related medical examination during their employment by a licensed physician where such a job-related medical examination is justified by business necessity. The results of a job-related medical examination will be considered by the employing organization in compliance

with applicable laws. Employees shall immediately inform the superintendent/principal upon discovery of a contagious or communicable disease. All medical records will be maintained by the employing organization as confidential, separate from employee personnel or service records

The employing organization reserves the right to test all employees for alcohol, tobacco, and illegal substances in compliance with applicable laws.

TERMINATION

4870

1. At-will employee

A classified employee is hired and employed at-will, and employment is subject to termination by the employee or the employing organization (the local Conference) at any time without advance notice or requirement of cause.

2. Procedure

- a. The school administrator must consult with the school board chair and Conference H.R. director or superintendent of education when considering termination of classified employment.
- b. The school board's personnel committee acts on the recommendation for termination of employment.
- c. The school board acts on the personnel committee's recommendation.
- d. The designated authorized Conference representative notifies the employee in writing within five days of the school board action.

The conference superintendent, associate superintendent, conference president or designated Conference representative must be in attendance, physically or electronically, and chair all personnel committees or any school board when personnel issues are being discussed.

RESIGNATION

4880

A classified employee who plans to resign is requested to give at least a two-week notice, or as requested by the local school board.

PARAPROFESSIONAL, EDUCATIONAL

4885

School boards may seek the services of paraprofessionals (formerly identified as teacher aides) to assist the professional teachers. (See Conference or Union Office of Education for guidelines for paraprofessionals.

1. Procedures

A school's decision to employ educational paraprofessionals should be made only after a careful study of the total educational needs. Such a study should include the involvement of the Conference Office of Education, school administration, and faculty. The study should include the following areas:

- a. Specific tasks to be accomplished by a paraprofessional
 - b. Development of written job descriptions, which describe the scope of the role and enumerate the specific duties and activities to be performed
- Determine a fair wage amount

2. Qualifications
 - a. The term paraprofessional should mean a non-p5283erson who works for the certified professional staff in a support capacity (non-instructional aide) or one who works beside a professional teacher in a supportive role in the administrative setting (instructional aide).
 - b. Paraprofessionals should be members of the Seventh-day Adventist church and committed to the program of the church. Persons placed in direct supervision of children must be at least 18 years of age.
3. Duties
 - a. Non-instructional aide (to include, but not be restricted to, the following):
 - 1) Clerical aides, who do office-type work
 - 2) Monitorial aides, who would assist in monitoring hallways, lunchrooms, playground periods, pre- or post-school free play, bus loading, assemblies, field trips, etc.
 - 3) Technical aides, who serve as library aides, health services aides, etc.
 - b. Instructional aide (to include, but not be restricted to, the following):
 - 1) Assisting a certified professional in the instructional or clinical setting, with such duties as:
 - a) Distributing and collecting materials
 - b) Maintaining learning materials, resource files
 - 2) Issuing of materials, equipment, and supplies
 - c. Assisting **students** in the use of learning machines, answering information-seeking inquiries of **students**, and, in general, performing such instructional services as delegated by the teacher.

VOLUNTEERS/TASKFORCE WORKERS

4887

Some schools use the services of volunteer workers. Under the Department of Labor regulations, and for use in our educational institutions, a volunteer is not considered an employee if the volunteer:

1. Performs hours of service for a public agency for civic, charitable or humanitarian reasons, without promise, expectation or receipt of compensation for services rendered. Although a volunteer may not receive compensation, a volunteer can be reimbursed for expenses, or provided per diem;
2. Offers services freely and without pressure or coercion, direct or implied; and
3. Is not otherwise employed by the same entity to perform the same type of services as those for which the individual proposes to volunteer.

A clear understanding of an individual's offer to provide assistance freely without an expectation of being compensated for ministry in a church or school is a key factor to determining volunteer status. The organization may reimburse expenses or provide per diem following NAD guidelines. Written acknowledgement would be helpful in insuring that expectations are clearly communicated and mutually understood.

All volunteers must be screened by a credible, independent agency and pass a background check. Some long-term volunteers are called Task Force Workers. If these volunteers are students who have taken off a year from their college work there are specific guidelines to be followed. The program is operated by the Adventist

Volunteer Service in the North American Division, working in conjunction with Adventist colleges and universities. The school administrator should work closely with these entities to assure that all policies are met. The program is detailed in the NAD Working Policy R 05. Each college or university can also help administrators who are interested in the program. Task Force Workers must meet the legal test for classification as volunteers.

POLICIES GOVERNING CERTIFICATED AND CLASSIFIED EMPLOYEES

REVISION OF POLICIES

4905

The Southern Union Board of Education retains the right to amend and revise any or all education policies (for certificated and classified personnel) at any time when, in its judgment, conditions warrant such a move. No existing employment agreements in force at the time such a change is made shall be affected until the expiration of said agreements.

PROFESSIONAL ETHICS — SCHOOL EMPLOYEES

4910

The school employee is to be an exemplar to the [students](#), the school, and the community, and shall therefore fulfill the following responsibilities.

1. The school employee has the personal responsibility to:
 - a. Practice consistently the ideals of the Seventh-day Adventist Church
 - b. Have a high sense of loyalty to the aims and ideals of Christian education, particularly to the Seventh-day Adventist philosophy of education
 - c. Recognize the dignity and worth of every person, and the right of opportunity for all, according to their ability, without discrimination
 - d. Look upon Christian teaching as a holy vocation and ministry
 - e. Strive for excellence in teaching methods and techniques to more effectively serve students
 - f. Support Adventist education, including the enrollment of the employee's own school-age children enrolled in the K-12 constituent school (exceptions to this policy must be approved in advance by the local Conference Board of Education).
2. The school employee has the responsibility to fellow employees to:
 - a. Give encouragement and moral support to associates on the school staff
 - b. Appropriately recognize lines of authority, the duties and responsibilities assigned to other staff members, and the functions of administrators
3. The school employee has the responsibility to the students to:
 - a. Meet promptly and faithfully all appointments with classes, individual students, and student groups
 - b. Cultivate friendly relationships with students and student groups
 - c. Give all students the freedom to express their views and the assurance of careful and objective consideration of their opinions
 - d. Hold in professional confidence the ideas, needs, weaknesses, and failures of students
 - e. Refrain from discussing personal problems with students
 - f. Provide redemptive discipline, avoiding the use of corporal punishment.
 - g. Avoid shaming or abusing students in any way – verbally, physically, sexually.

4. The school employee has the responsibility to the school to:
 - a. Demonstrate loyalty to the school by observing its regulations and policies
 - b. Participate in activities and programs sponsored by the school, and willingly accept and carry responsibilities that may be assigned
 - c. Refrain from discussing confidential or official information with unauthorized persons
 - d. Carry out job assignments, and follow a supervisor's reasonable orders, directives, and recommendations, direct or implied
5. The school employee has the responsibility to parents/guardians to:
 - a. Provide regular communication with the home regarding:
 - 1) academic, social, and spiritual progress
 - 2) school events
 - b. Provide effective customer service

GENERAL DUTIES AND RESPONSIBILITIES OF ALL SCHOOL PERSONNEL

4915

1. General responsibilities of personnel include areas such as, but not limited to, the following:
 - a. Provide a dynamic environment with emphasis on Christian living and effective learning.
 - b. Participate in church and community activities.
 - c. Develop effective relationships with parents, patrons, and colleagues.
 - d. Secure and maintain adequate records that are required by the school administration and the Conference Office of Education.
 - e. Participate in Home and School Association activities where applicable.
 - f. Implement policies of the school administration and Conference Office of Education.
 - g. Report for duty as stipulated by the school administration and Conference Office of Education, including pre-school and post-school duties, and follow the school schedule and calendar
 - h. Fulfill responsibilities as provided in the staff handbook and/or by the principal.
 - i. Maintain a working knowledge of the Employment Manual and Education Code.
 - j. Carry out job assignments, and follow a supervisor's reasonable orders, directives, and recommendations, direct or implied.
2. Specifically for teachers:
 - a. Establish and maintain effective classroom organization
 - b. Assume responsibility for professional self-improvement
 - c. Secure and maintain adequate records that are required by the school administration and the Conference Office of Education

COMMUNICABLE DISEASES

4920

To safeguard the health and safety of all students and employees, no employee who has any communicable disease shall perform his/her duties in any location where such would endanger the health or welfare of the students or employees. In such cases, the school may temporarily exclude and require medical examination of any employee who is suspected of having a communicable disease. In cases of positive diagnosis, the employee must utilize sick leave until a medical determination is made by health authorities and written documentation verifies that the employee no longer poses a threat of infection. Should the disease warrant a long-term exclusion, sick leave policies will go into effect. Consult state department of health or Center for Disease Control websites for communicable disease identification and exclusion guidelines.

RETIREMENT PLAN & BENEFITS

4925

The North American Division administers a retirement plan for the benefit of its employees. Prior to January 1, 2000, the retirement plan operated as a defined benefit plan through which employees earned retirement benefit credit based on service. Commencing January 1, 2000, the retirement plan became a defined contribution plan.

Except for specific exceptions as outlined in the NAD Retirement Plan document, service credit earned prior to January 1, 2000, has been “frozen” until the employee becomes eligible for retirement benefits under the terms of the defined benefit plan.

Under the present defined contribution plan, the employer and employee contribute to a personal retirement investment portfolio. The details of the retirement plan are outlined in the NAD Retirement Plan document available from the North American Division of Seventh-day Adventists, 12501 Old Columbia Pike, Silver Spring, MD 20904, or from the employing organization. For questions concerning the retirement plan, contact the Conference secretary or human resources office.

RETIREMENT BONUS

4927

It is recommended that local schools and academies give special financial recognition to retiring teachers based on local Conference policies.

EMPLOYEE DISABILITY INCOME PLAN

4928

A disability income plan is available to eligible full-time employees, according to NAD Working Policy Y 33.

MILITARY SERVICE AND RETIREMENT CREDIT (SDA RETIREMENT PLAN Z 15 50)

4929

In harmony with the General Conference policy of granting retirement credit for military service, boards may grant credit for time spent in the armed forces.

Persons who went into military service or who were assigned to alternate service in lieu of military service, and who within one year after discharge enter or re-enter full-time denominational employment or engage in further training for denominational service and within one year enter or re-enter full time denominational employment upon completion of such training, shall be eligible for service credit for calendar years prior to January 1, 2000.

Uniformed Services Employment and Reemployment Rights Act— Effective December 12, 1994, notwithstanding any other provision of this Plan to the contrary, contributions, benefits and service credit with respect to qualified military service shall be provided under the Plan in accordance with section 414(u) of the Code.

HEALTH CARE ASSISTANCE

4930

The Health Care Assistance Plan (HCAP) is an employer-sponsored health care plan for employees of the Seventh-day Adventist Organizations of the North American Division working in the United States. (Please refer to the North American Division Working Policy Y 22 for the supporting general philosophy of this Plan.) HCAP provides a broad range of benefits for medical, vision, dental, and prescription expenses which the employee and eligible dependents may incur in the United States. In addition, HCAP pays benefits for “emergency” medical expenses incurred anywhere in the world for hospital care, surgery, pre-admission testing and prescription drugs. It also pays a portion of the cost of these medical services according to the Schedule of Benefits. Non-emergency medical services outside the United States are excluded from coverage. The most

current HCAP document and Summary of Benefits and Coverage (SBC) can be accessed on the Adventist Risk Management website.

EMPLOYEE BASIC LIFE INSURANCE (NAD Y 34)

4935

All employers shall participate in the North American Division Basic Life insurance plan. This benefit is available to all full-time denominational employees, the spouse thereof and dependent(s) as defined in the Health Care Assistance Policy.

1. Benefit Provisions

a. Benefit Scale — The benefit shall be as follows:

Employee	\$100,000
Spouse	\$ 50,000 (Benefits reduced at age 70)
Dependent child	\$ 10,000
Stillborn	\$ 750

- b. One Benefit Per Death —** If the spouse or dependents are also serving employees of the denomination, only one benefit per will be made.
- c. Funding —** This benefit shall be provided at denominational employer's expense for employees of all organizations and institutions in the North American Division except health care institutions, and for North American Division based employees serving in other divisions on a regular full-time basis. However, employees of nursing homes and mission hospitals are included in this plan provided the employees are being remunerated according to the regular denominational scale, are not eligible for other death benefits provided at denominational expense, and the institutions is not part of a health-care corporation.
- d. All participating organizations shall pay a monthly premium as determined by the insurance company to the insurance company selected by the NAD Risk Management Committee.**
- e. Purpose —** The purpose of this benefit is to provide financial assistance in meeting the employee's share of the expenses of the final illness and funeral as well as the needs of the survivors.
- f. Administration —** This benefit plan shall be administered by the Adventist Risk Management Inc. on behalf of the North American Division. Benefit claims shall be submitted on claim forms supplied by the insurance company with all required information completed. This benefit plan is portable at the time of termination of employment.

2. Additional Benefits Financed by Employees

- a. Life Insurance —** Employees on a voluntary basis may supplement their Survivors' Benefit amounts by participating in an insured Supplemental Life Insurance Plan administered by Adventist Risk Management Inc. for themselves, their spouses, and dependent children through payroll deductions.
- b. Eligibility —** Eligibility for participation in the Supplemental Life Insurance Plan may be determined by an underwriting evaluation of the employee's application form conducted by the insurance carrier.

Surviving Spouse Benefits:

When a regular full-time employee dies while in service, the surviving spouse receives certain benefits which are continued for two months from the date of the employee's death. (See NAD Y 34 Employee Basic Life Insurance, NAD Y 46 12-7, NAD Y 46 17 Death Benefit and GC S 60 60. Death Benefit Plans.)

Continuation of Employee Remuneration:

When a regular full-time employee dies while in denominational service the surviving spouse is eligible to receive a payment equivalent to the deceased employee's remuneration for five months.

Hospitalization and Comprehensive or Family or Spouse Medical Coverage:

The surviving spouse shall continue to be eligible for health care under the NAD Health Care Assistance Plan (HCAP) for six (6) months to the extent that the deceased employee was eligible at the time of death. This benefit is available to all full-time denominational employees, the spouse thereof, and dependent(s) as defined in the Health Care Assistance Policy for the North American Division.

CHILD ABUSE**4940**

Child abuse is a criminal offense and must be dealt with as such. This is an area where civil authorities must be contacted so they can investigate the report. In cases of suspected child abuse, the teacher should immediately contact the child protection services of the local county and report to the principal/superintendent. Simply explain that there is reason to believe that a child has been abused. The person who answers the call will ask specific questions. A clear proof of abuse is not necessary. Each Conference is responsible for identifying state reporting requirements and informing employees of these procedures.

Guidelines:

1. Instructional personnel must be aware of Federal and State laws involving child abuse.
2. Allegations and suspected abuse must be reported.
3. Information sessions are to be conducted and documented, instructing faculty, staff, and school board members on how to avoid situations that produce allegations and on reporting procedures.
4. Teachers must be informed of implications of child abuse reporting.
5. Superintendents must be notified as to the action taken as soon as possible.

1. Personal Conduct

Employees of denominational organizations are to exemplify the Christ-like life and should avoid all appearance of wrongdoing. They should not for one moment indulge in behavior that is harmful to themselves and others and that casts a shadow on their dedication to the Christian way of life. Personal attire, posters, banners, bumper stickers, tags, flags, and other symbols whose message, historically or currently, is, or could reasonably be construed to be, one of prejudice, discrimination, or that is inflammatory, must not be displayed anywhere on the premises of denominational organizations, or while representing the denomination in any capacity.

2. Mutual Respect

Employees should respect and uplift one another. They must never place another employee in a position of embarrassment, harassment, ridicule, belittlement or disrespect because of their gender, race, color, national origin, age or disability. To do so would be a violation of God's law and the laws of the land which protects human rights in the work place.

3. Sexual Harassment

- a. Sexual harassment by the employer, supervisor(s), coworker(s), and, in some instances, nonemployee(s) includes but is not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:
 - 1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
 - 2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
 - 3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
- b. Sexual misconduct encompasses sexual harassment, and may also include but is not limited to the following behaviors:
 - 1) Unwelcome sex-oriented comments (e.g., kidding, teasing, joking, degrading or offensive sexual comments, sexual tricks)
 - 2) Requests or pressure for sexual activity
 - 3) Unnecessary or inappropriate touching of an individual, (e.g. patting, pinching, hugging, repeated brushing against another person's body)
 - 4) Suggestions, threats, or demands for sexual favors
 - 5) Inappropriate visual conduct which creates embarrassment or suggests an interest in sexual activity
 - 6) Possession, manufacture, distribution or access with intent to view child pornography.

For guidelines on processing suspicions and allegations of sexual misconduct see NAD Working Policy E 87

4. Non-Sexual Harassment

Harassment on account of age, gender, race, ethnicity, disability or any other prohibited basis includes but is not limited to the following:

- a. Subjecting employees to derogatory remarks, insults, slurs, jokes, or tricks;

- b. Denying employees opportunities to participate in training or education;
- c. Limiting opportunities for promotion, transfer, or advancement; or
- d. Requiring employees to perform physically more difficult tasks or less desirable work assignments in order to force them to retire or resign from employment.

5. Working Environment

Denominational organizations shall inform their employees that sexual misconduct or harassment in the workplace will not be tolerated. All employees are expected to avoid any unwelcome behavior or conduct toward any other employee which could be interpreted as sexual misconduct or harassment. Each organization shall designate a process by which an employee may lodge a complaint.

6. Reporting Incidents

If an employee encounters sexual misconduct or harassment on account of age, gender, race, ethnicity, or disability from supervisors, fellow employees, clients, or non-employees, the following steps should be taken immediately:

- a. Make it clear that such behavior is offensive and must be stopped immediately.
- b. Report the incident(s) to the appropriate person. The complaint shall be in written form.
- c. The person to whom the complaint is made shall conduct all discussions in an objective and thorough manner, and shall advise the complainant not to discuss the matter elsewhere due to the sensitivity of the complaint. The person to whom the complaint is made shall keep any information received strictly confidential, except as necessary to investigate or rectify the matter.

7. Third-Party Reports

All employees who are aware of incidents of apparent sexual misconduct or harassment on account of age, gender, race, ethnicity, or disability in the work place are responsible for reporting such incidents to the appropriate person for investigation.

8. Investigation

Complaints of sexual misconduct or harassment on account of age, gender, race, ethnicity, or disability shall be investigated promptly. The determination of whether or not a particular action constitutes sexual misconduct or harassment on account of age, gender, race, ethnicity, or disability shall be made from the facts on a case-by-case basis. The person who is authorized to direct the investigation shall inform Adventist Risk Management, Inc. for insurance purposes. The investigation shall include, at a minimum, confidential interviews with all involved persons and written statements regarding the incident(s).

The investigation and results shall be documented in writing and the results shall be reviewed with the complainant and accused employee with an explanation of any corrective action to be taken. All individuals involved shall be cautioned to maintain the investigation and results in strict confidence.

9. Corrective Action

- a. If the investigation indicates that sexual misconduct or harassment has not occurred, the complainant and accused employee shall be notified of the results and cautioned regarding future compliance with the organization's harassment policy. All persons, entities, or

organizations which were notified of the indication of these proceedings shall also be notified of the results, to the satisfaction of the administrator conducting the investigation in consultation with the accused.

- b. If sexual misconduct or harassment is found to exist, appropriate officers shall take prompt corrective action. Depending on the severity of act, the discipline may range from a written warning (a copy of which is placed in the offending person's personnel file) to immediate dismissal.

10. No Retaliation

Supervisors and coworkers are prohibited from retaliating, intimidating, or harassing employees who complain of sexual misconduct or harassment on any basis.

CONCILIATION PROCEDURES

4960

1. Purpose

The purpose of this conciliation policy is to promote unity and harmony while reconciling differences that may arise. It outlines a process by which problems may be resolved and a sound employer/employee relationship strengthened. The emphasis of this policy is placed on candid and open communication between those involved.

The process emphasizes the solution of problems at the level closest to their origin and is based on the premise that each party is interested in fair and just solutions to grievances. These procedures are designed to be an alternative process to the court system where legal representatives are present.

2. Definitions

a. Grievance

A "grievance" shall be any claimed misinterpretation, inequitable application, or violation of the policies or regulations of the school, the local Conference, the Southern Union Conference, the North American Division, the General Conference, or state and Federal laws.

b. Administrator

"Administrator" refers to the immediate supervisor in the chain of command related to the responsibilities of the employee with the grievance. This will generally be the principal or superintendent.

c. Committee or Board

- 1) When used with respect to certificated employees, means board of education or a committee designated by the board of education.
- 2) When used with respect to classified church/school employees, means local boards.

3. Procedures

a. Step One

An employee with a grievance shall first present it to the immediate administrator in an informal Conference within 15 working days of the incident. In cases involving discontinuance of employment, the grievance should also be presented to the superintendent within 15 working days of receiving notification of termination.

- b. Step Two
If the informal Conference does not resolve the issue, the employee may present the grievance in writing to the administrator within 15 working days following the informal Conference referred to in 'Step One'.
The administrator shall reply in writing to this formal complaint within 15 working days from receipt of written notice, indicating a decision regarding the grievance.
- c. Step Three
If the decision contained in the written response from the administrator in 'Step Two' does not resolve the issue, the employee may appeal the decision by requesting, in writing, within five (5) working days following receipt of the decision, that the matter be referred to the Office of Education.
 - 1) Certificated: The superintendent, in consultation with the human resources director, will respond in writing within 15 working days.
 - 2) Classified: In the case of classified personnel, appeal will be made to the local school board, in consultation with human resource personnel. The school board will respond within 15 working days.
- d. Step Four
If the decision contained in the written response from the administrator in 'Step Three' does not resolve the issue, the employee may appeal the decision by requesting, in writing, within five (5) working days following receipt of the decision, that the matter be referred to the K-12 board as listed under definitions. A timely request of appeal is to be considered within 30 days following the receipt of the appeal. The decision of the board is to be communicated in writing to the employee within five (5) working days following the decision.
- e. Step Five
If the decision contained in the written response does not resolve the issue, the employee may appeal the decision in writing to the next higher committee/board within the Conference within five (5) working days of receipt of the decision. A timely request for appeal is to be considered at the next regular or special meeting following receipt of the appeal. The decision of this committee/board is to be communicated in writing to the employee within five (5) working days following the committee/board meeting. The decision of this committee/ board will be considered as final, except in cases where denominational policies allow for further appeal.

4. General Provisions

- a. The employee shall be given the opportunity to be present at each of the meetings at which an appeal is being considered. The decision regarding the grievance may be made in executive session.
- b. Notifications specified in Steps 1 through 5 above will be either hand delivered to the employee with signed and dated receipt or sent by certified mail with a return receipt requested.
- c. Extension of time limits may be made by mutual consent. Such agreements should be put in writing, signed by both parties, and a copy filed at the next higher level. However, if the administrator fails to respond within the prescribed time limits where there has been no mutual extension, the grievance will automatically be processed to the next step. If the employee fails

- to appeal within the prescribed time limits when there has been no mutual extension, the grievance will be concluded.
- d. By written agreement between the administrator and the employee, one or more steps may be added or omitted in processing a grievance.
 - e. A grievance may be dropped by the employee at any time by so designating to the administrator in writing.
 - f. No retaliation shall be taken against any participants in the conciliation procedures by reason of such participation.
 - g. In the event that grievance is initiated close to the end of a school year, every effort will be made to resolve the grievance prior to the end of said year.
 - h. All parties shall have access to information reasonably necessary to the processing and determination of a pending grievance.
 - i. All official records of the conciliation procedure shall be stored in the employee's personnel file at the Conference or the office of the local entity. Access to these records by person or persons other than by parties to the grievance shall be by direct authorization of the appropriate committee/board.
 - j. Formal transcription or electronic recording of the conciliation procedures shall occur only by written consent of all parties involved.
 - k. Agreements, consents, or understandings must be in writing bearing the signature of the employee and the appropriate employing administrator.
 - l. In the event there is a grievance which involves a number of employees, it may be submitted as a group grievance, with the employees involved being named in all appropriate correspondence.

As a general rule, no third parties shall be present during the conciliation process without mutual consent.

CONFLICT OF INTEREST AND/OR COMMITMENT

4965

1. Definitions

Conflict of interest shall mean any circumstance under which an employee or volunteer by virtue of financial or other personal interest, present or potential, directly or indirectly, may be influenced or appear to be influenced by any motive or desire for personal advantage, tangible or intangible, other than the success and wellbeing of the denomination. Because of the common objectives embraced by the various organizational units and institutions of the Seventh day Adventist Church, membership held concurrently on more than one denominational committee or board does not of itself constitute a conflict of interest provided that all the other requirements of the policy are met.

A conflict of commitment shall mean any situation which interferes with an employee's ability to carry out his/her duties effectively. Elected, appointed, or salaried employees on full time assignment are compensated for full time employment; therefore, outside or dual employment or other activity, whether compensated or not, that in any way interferes with the performance of an employee's duties and responsibilities is a conflict of commitment. A conflict of commitment also exists in situations where an employee functions contrary to the values and ethical conduct outlined in the organization's

statement of ethical foundations and conduct or when an employee functions contrary to established codes of ethical conduct for employees in particular professions (e.g. legal, investments).

2. Conditions Constituting Conflict

Educational employees in the Southern Union have a duty to be free from the influence of any conflicting interest or commitment when serving the organization or representing it in negotiations or dealings with third parties. Both while on and off the job an employee is expected to protect the best interests of the employing organization. The following list, though not exhaustive, describes circumstances and conditions that illustrate conflict of interest or commitment:

- a. Engaging in outside business or employment which permits encroachment on the organization's call for the full services of its employees even though there may not be any other conflict.
- b. Engaging in business with or employment by an employer that is in any way competitive or in conflict with any transaction, activity or objective of the organization.
- c. Engaging in any business with or employment by an employer that is a supplier of goods or services to the organization.
- d. Making use of the fact of employment by the organization to further outside business or employment, or associating the organization or its prestige with an outside business or employment.
- e. The ownership or leasing of any property with knowledge that the organization has an active or potential interest therein.
- f. Lending money to or borrowing money from any third person who is a supplier of goods or services or a trustor or is in any fiduciary relationship with the organization or is otherwise regularly involved in business transactions with the organization.
- g. The solicitation or acceptance of any gratuity, favor, benefit, or gift of greater than nominal value beyond the common courtesies usually associated with accepted business practice, or of any commission or payment of any sort of connection with work of the organization other than the compensation agreed upon between the organization and the employee.
- h. Making use of or disseminating any confidential information acquired through employment by the organization for personal profit or advantage, directly or indirectly.
- i. Using denominational personnel, property, equipment, supplies, or goodwill for other than approved activities, programs, and purposes.
- j. Expending unreasonable time, during normal business hours, for personal affairs or for other organizations, to the detriment of work performance for the denomination.

3. Statement of Acceptance

- a. At the time of initial employment an employee shall sign a statement indicating acceptance of the conditions of employment as outlined in the organization's employee handbook. This acceptance shall constitute the employee's declaration of compliance and resolve to remain in compliance with the Conflict of Interest policy.
- b. On an annual basis the employer shall provide all employees with a copy of the Statement of Ethical Foundations, plus a copy of the Conflict of Interest policy, and shall inform employees regarding the duty to disclose potential conflicts of interest. The chief administrator, or designee, of the organization concerned shall receive annually a statement of acceptance and compliance with the policy on Conflict of Interest from each employee, and any other person

authorized to handle financial resources of the organization. Submission of the statement by persons identified above shall constitute a declaration of compliance with the policy and shall place the individual under obligation to disclose potential conflicts of interest and/or commitment that may arise during the ensuing year.

- c. All statements of acceptance and compliance shall be reviewed annually through a process and reporting mechanism as determined by the board/executive committee of the organization.

LOCALLY FUNDED EMPLOYEES

4980

While employees may be locally funded (i.e., their remuneration and benefits are funded by a local church or school), they are employed by the lowest level of employer in the Seventh-day Adventist Church structure, the Conference. As the lowest legal entity for employment, the local Conference is the employer for all employees within the Conference and its affiliated facilities and operations in all classifications.

All full-time Conference Funded and Conference Locally Funded employees will be eligible for health care benefits. No healthcare benefits will be available for part-time Conference Funded and part-time Conference Locally Funded employees.

Retirement benefits will be offered to eligible full-time Conference Funded and Conference Locally Funded employees with the basic employer contribution and the employee match up to the allowable amount. Effective July 1, 2011, retirement benefits will be offered to eligible part-time Conference Funded and Conference Locally Funded employees with no basic employer contribution, but with the employee match up to the allowable amount.

The local Conference HR office should be contacted for additional guidelines and policies related to locally funded employees.

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5000 SCHOOL OPERATIONS



5000 – Elementary Schools

5001–02	Definition and Structure
5003–05	Elementary Authorization and Organization
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5050	Curriculum
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5100 – Junior Academies

5100	Definition and Authorization
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5200 – Secondary Schools

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Elementary Schools

ELEMENTARY SCHOOL

5001

The elementary school is a unit within the system operated by the Conference Office of Education. It offers an organized educational program for children from the beginning level to the secondary level.

NEW SCHOOL ORGANIZATION AND STRUCTURE

5002

Concern for the individual is basic to the Seventh-day Adventist philosophy of education. The organization of a given school should be designed to meet this objective and the needs of the church community it serves.

It is the responsibility of the local school to determine specific goals and objectives in terms of the needs and interests of its constituency and in harmony with policies of the Southern Union Board of Education. Basic to all other requirements for the establishment of a school, the church shall:

1. Give evidence of commitment to Seventh-day Adventist beliefs and educational philosophy.
2. Indicate a willingness to assume responsibility for the educational process.
3. Indicate a willingness to cooperate with other denominational agencies in the achievement of broad objectives of the school and the Seventh-day Adventist Church.
4. Assume the financial responsibility for the support of professionally qualified educational personnel appropriate to their position.

CRITERIA FOR THE ESTABLISHMENT AND OPERATION OF AN ELEMENTARY SCHOOL

5003

Authorization to operate as an elementary school is granted by the Conference Board of Education based on the following criteria.

1. Demonstrated educational need not currently met by presently established schools
2. Working mission and vision statement reflecting the philosophy and purpose of the school in the community.
3. Adequate physical plant and equipment for an elementary school
4. Proof of ability to provide adequate financial support from supporting church(es)
5. Adequate budget control
6. Curricular offerings approved by the Southern Union Board of Education
7. Denominationally certificated faculty of sufficient number to provide effective instruction (see 5062, 6015)
8. Adequate curricular materials for the proposed offerings
9. Prospective continuing enrollment adequate for the financial and curricular needs of an effective educational program
10. Principal whose teaching assignment is in proportion to his/her administrative duties
11. Sufficient administrative support for the **principal** of a small school
12. Teacher load in accordance with the policy of the union board of education
13. Subject offerings and class period time allotments in agreement with policies of the Southern Union Board of Education.

14. Specific policies regarding organization, administration, finance, curriculum and personnel in agreement with the Conference and union offices of education.

JOINT OPERATION OF ELEMENTARY AND PREK-10 SCHOOLS

5005

The Southern Union Conference department of education approves and encourages the concept of the joint operation by local Conferences of elementary and PreK-10 schools when mutually agreed upon by each Conference/organization involved and when the conditions established below are met. In cases where more than one Conference within the union elects to operate a school, the following policy shall apply:

1. Joint operation of elementary and PreK-10 schools by local Conferences shall be only by authorization of the Southern Union Board of Education. Recommendations and plans for joint operation should be channeled through the local Conference offices of education and boards for approval.
2. Upon approval by each local Conference, the recommendations and plans should be forwarded to the union Office of Education for review.
3. Upon satisfactory review by the union Office of Education, the Conferences/organizations involved should make a formal presentation request at the next scheduled Southern Union Conference Board of Education to obtain final approval.
4. Such joint school operation will be based on a written plan approved by each of the participating Conferences/organizations, and duly noted in the school's constitution.
5. A single operating board should function as any Seventh-day Adventist school. Membership of the board should be constituted by the number of representatives mutually agreed upon by each Conference participating in the operation. The chairship and vice-chairship shall be determined by the Southern Union Conference Office of Education in collaboration with the participating Conferences, and after recommendations have been submitted from the participating conferences.
6. Operating subsidies, capital improvement assessments, and all other financial assessments shall be distributed according to the previously agreed upon written document, and based on such things as property ownership, membership, and tithe income of each involved organization.
7. Local Conference superintendents of schools along with the union directors of education will, by virtue of their offices, be members of the joint-operating board; and relations with the Southern Union Conference Office of Education will be the same as if operated by a single Conference.

ELEMENTARY SCHOOL PLANT

5020

This section contains a brief resume of minimum requirements for the school plant and equipment. For additional information refer to:

1. NAD Evaluative Instrument for Small Schools (1-3 Teachers)
2. NAD Evaluative Instrument for Grades K-8 (4 or More)
3. Adventist Risk Management Checklist (School Self-Inspection Form)

APPEARANCE OF SCHOOL PLANT**5024**

Every Seventh-day Adventist school plant should be attractive. Ill-constructed, run-down, unkempt, poorly planned or poorly located school plants cannot properly fulfill this function for either Adventist or non-Adventist children of the community. The quality, efficiency, attractiveness, and practicality of our school plants should be on the highest standard within the capability of the church or churches operating the school. Insofar as possible the statement, "Operated by Seventh-day Adventists" should appear on the signs advertising our schools.

Experience indicates that the building should be painted and decorated to contribute to **student** and teacher morale. Ceilings should be of flat white perforated board or acoustic plaster, the walls of light or pastel shades, and the floors should be finished in light colors. The floors should be resilient, comfortably warm, and finished so as not to soil the clothes of the children who play on the floor. Carpet, waxed hardwood, and rubber or asphalt tile in light colors have proven satisfactory.

SIZE OF PLOT**5025**

The ideal plot for the church school will contain a minimum of five acres for enrollments up to 100 **students**, with additional acreage for enrollments above 100. A good rule to follow is one additional acre for each 100 **students** above 100. Plots of this size provide area of expansion, playgrounds, parking areas, adequate gymnasiums, and sufficient isolation from neighbors of the school to avoid annoyance. In crowded urban areas where land is extremely high-priced and almost unobtainable, some modification of the above standards may be necessary.

MAINTENANCE**5026**

Provision should be made to maintain classrooms, halls, rest rooms, service rooms, and grounds, in a clean, orderly, and attractive condition at all times.

CLASSROOMS, SIZE & NUMBER**5027**

Classrooms shall be sufficient in number to house adequately all the **students** enrolled for the courses offered. Each classroom shall have at least 35 square feet of floor space per **student** with a minimum of 875 square feet.

ELEMENTARY, LIGHTING**5028**

Natural and/or artificial lighting shall meet the following standards:

1. Minimum: 50 foot candles at the desk level without glare in all parts of the room.
2. Even distribution
3. No cross light.
4. Absence of glare or excessive heating in any area; light controlled at all times by shades operated from center of window, or Venetian blinds, or other effective means.

VENTILATING AND HEATING**5029**

The temperature of the schoolroom shall be maintained at the floor level in cold weather at 68-70 degrees F; evenly distributed, and fresh air shall be admitted through deflectors, air vents, or air-conditioning equipment.

CLOAKROOMS, WARDROBES, LOCKERS**5030**

Adequate space should be provided on the inside of the classroom or other convenient place for the care of the personal effects of **students** and teachers (books, clothing, lunches, etc.). Wardrobes recessed into the rear or corridor sides of the classroom are preferred to lockers in the halls. Storage and supply cupboards should be built into the room unless provision is adequately and conveniently provided elsewhere.

RESTROOMS**5031**

Follow local building codes for the approved maximum school plant facility regarding the recommended number of stalls, stools, and washbasins. There should be separate restrooms for boys and girls, each plainly labeled, well ventilated, and deodorized. For children in grades 1-2 a single toilet may be acceptable if entrance is from the classroom. The floors and lower walls should be finished in ceramic tile. There should be doors on the toilet stalls, and the partitions should be sturdy and sanitary. Boys' restrooms should have, at a minimum, partially enclosed urinals for privacy.

Other standards to be met should include the following:

1. Large, shatter-proof mirrors in each restroom.
2. Proper lighting, ventilation, and disinfection.
3. Hot and cold running water, with faucets labeled "H" for hot water and "C" for cold water.
4. Paper towels, soap, and toilet tissue.

ELEMENTARY, INSPECTION OF RESTROOMS**5032**

Inspection of the school sanitary facilities should be made daily and all health precautions and sanitary procedures should be scrupulously observed.

INDOOR PHYSICAL EDUCATION AREA**5033**

An indoor playroom should be provided for physical education so that in inclement weather the **students** and teachers may have a sheltered place for recreational activities.

PRACTICAL ARTS OR CRAFTS FACILITIES**5034**

One or more rooms should be provided for the teaching of practical arts. A properly designed kitchen may be used for teaching cooking, as well as for the preparation of a hot meal or a dish for the noonday lunch.

SUPPLEMENTARY MATERIALS AND THE USE OF TECHNOLOGY**5035**

Every teacher in the school requires an ample supply of supplementary material, equipment and supplies that the teacher will use to enhance the instructional program. Many items will be used to allow the student to view and experiment in order to receive a hands-on approach thus broadening the learning experience. Each department will have a budget which will allow the teachers to purchase these materials. With the vast array of technology that is available it is recommended that teachers use such items as computers, video projectors, electronic overhead projectors, TV monitors, Interactive electronic boards and other appropriate equipment to significantly expand the learning experience.

Many textbooks provide CDs, websites and other visual aids that the teacher should use in conjunction with their class presentations. Teachers and administrators should be aware of companies and organizations including Internet websites that provide such material and use the department budgets to obtain and utilize these aids on an ongoing basis. Conference and school administrators have the responsibility of providing

in- service programs to help teachers know how to use these aids and to provide lists of sources where materials may be found.

EQUIPMENT AND SUPPLIES

5036

The following is a list of vital materials/supplies that an elementary school must have in order to

operate. School Furnishings:

1. Movable, adjustable, and properly sized desks or tables and chairs for students
2. Teacher's desk and chair and visitor's chairs
3. A reading table
4. Chalkboard, dry erasable board, whiteboard, or electronic board
 - a. Height for lower grades: 24" to 28" from the floor
 - b. Height for upper grades: 28" to 32" from the floor
 - c. Length: At least 16 linear feet per classroom
5. Bulletin board sufficient to display students' work and classroom activities
6. Adequate and secure storage space which may include shelving, closets and cabinets
7. A lockable file cabinet
8. Piano, keyboard, or other musical instrument
9. Bell or suitable signal
10. Outdoor and indoor US flags
11. Projection screen
12. Window shading devices
13. Clock
14. Pencil sharpener
15. Wastebasket
16. Small rug for reading corner
17. Easel
18. Chart hanger
19. Teaching Equipment:
 - a. Teacher editions and manuals
 - b. Globe and maps for Bible, history, and social studies
 - c. Approved curriculum materials/resources
 - d. Art supplies
 - e. 12 inch minimum paper cutter
 - f. Stapler
 - g. Elementary science equipment, including microscope and safety equipment
 - h. Classroom library or book room (trade books, leveled readers, decodables, big books, etc.)
20. Manipulatives
21. Digital resources
22. Copier
23. Supplies for primary grades:
 - a. Puzzles
 - b. Construction toys

- c. Blocks
- d. Soft modeling clay
- e. Paints and wide brushes
- f. Primary pencils
- g. Developmentally appropriate pencils
- h. Student writing paper (Story, ¾-1 in. Primary writing paper-1st Grade)
- i. Safety scissors
- j. Pocket chart
- k. Sentence strips

HEALTH, PHYSICAL EDUCATION, AND RECREATION SUPPLIES

5037

- 1. Weight scales
- 2. Snellen E. Chart for vision testing in lower grades
- 3. Snellen Letter Chart for vision testing in upper grades
- 4. Cot for use by sick child
- 5. Recent copy of American Red Cross First Aid Textbook
- 6. Device for measuring light
- 7. First Aid Kit
- 8. First Aid Contents (Southern Union Conference School/Center Safety/Emergency Resource)

A fully stocked first aid kit must be available at all times, with sufficient quantity of supplies to meet the needs of the enrolled students/children. Duplicate kits should be located throughout the facility for easy access and accessible to teachers and staff at all times. A first aid kit must also be taken on any field trip away from the facility. Each vehicle in which students/children are transported should also be equipped with a complete first aid kit and emergency contact information for children. Kits must always be kept out of reach of students/children.

While recommendations about the content of first aid kits may vary somewhat, every kit must include these essentials:

- a. Disposable, non-porous gloves
- b. Adhesive Ban-Aids of assorted sizes
- c. Sealed packages of alcohol wipes or antiseptic wipes
- d. Scissors
- e. Tweezers
- f. Thermometer (digital, non-mercury glass type)
- g. Bandage tape
- h. Sterile gauze pads (2" and 3")
- i. Flexible roller gauze (1" and 2" widths)
- j. Triangular bandages with safety pins
- k. Small splints
- l. Cold pack
- m. Eye dressings
- n. Insect sting kit
- o. Bottled water
- p. Soap

- q. Resealable plastic bags (one gallon size) for soiled materials
- r. Pen/pencil and notepad
- s. First Aid guide (Academy of Pediatrics or American Red Cross)
- t. Emergency phone numbers (911 emergency notification, Poison Control Center, etc.)
- u. Emergency medications or supplies prescribed for each child with special health needs

Students/ children with health conditions such as severe allergies, asthma, diabetes or seizure disorders may require immediate attention. Teachers and staff should know how to recognize and respond to these individual emergency conditions. They should also know if special equipment and/or procedures are required in terms of “first aid” and emergency supplies. Supplies should be replenished immediately after use. To ensure a first aid kit is kept current, a designated person should check each kit on a monthly basis for outdated items or expired medications. This is particularly important in the case of emergency drugs such as epinephrine injection (Epi Pen), asthma medications, insulin, etc.

9. Physical Education Equipment (consult P.E. Manual):

- a. For younger **students**:
 - 1) Swings with flexible seats
 - 2) Slides
 - 3) Bars
 - 4) Jungle Gym
 - 5) Kickball
 - 6) Steps and Platforms
- b. For older **students**:
 - 1) Volleyball and Net
 - 2) Softball and Bat
 - 3) Basketball
 - 4) Kickball
 - 5) Tetherball

LIBRARY/INFORMATION RESOURCE CENTER (LIRC), ELEMENTARY

5038

It is important for students to locate, evaluate, verify, and appropriately use information resources; therefore, it is essential that each school develop a statement of philosophy for the area of information resources. This section outlines the goals, objectives, and procedures for disseminating appropriate resources to students and staff and to provide essential tools for today's learner.

Each school will make available information resources which provide appropriate instructional materials as a service to students and teachers to positively impact student learning. These materials include an adequate combination of both print and digital resources.

Each school will have a **LIRC** which provides a collection of appropriate instructional materials as listed in **Supplement I**. A smaller school may choose to decentralize the **LIRC** by placing resources in appropriate classrooms.

Southern Union schools are required to have the following elements as a part of their library operational procedures:

1. Library/Information Resource Center (LIRC) Strategic Plan

- a. A data review of student needs
 - b. School-wide literacy goals
 - c. Annual budget utilizing, at minimum, the per student fee
 - d. Description of the selection criteria including consideration of stakeholder literacy values
 - e. Balanced distribution of information resources aligning with the Dewey Decimal system (see Supplement U, Section A)
 - f. Yearly review including financial statements of expenditures
2. Minimum library expenditures: Allot the amount per student as voted by Southern Union Board of Education. (see Code 3240)
3. A plan for weeding with a minimum of three years for de-selection of outdated materials according to collection analysis.
4. A plan for library staffing.
 - a. All schools without the services of a certified librarian are required to utilize the services of the Southern Union Library/Information Resources program.
 - b. The library/information resource manager should qualify for the position by being eligible for a Standard or Professional Teaching Certificate preferably with an endorsement in Library/Informational Media. A Library/Information Resource Center Manager should be able to:
 - 1) Implement a management system for the organization and maintenance of the resources and space of the LIRC.
 - 2) Ensure equitable access to information.
 - 3) Assist students and staff to be:
 - a. Ethical and effective users of ideas and information.
 - b. Skillful researchers.
 - 4) Collaborate with classroom teachers and specialists to design and implement lessons and units of instruction.
 - 5) Provide the leadership and expertise necessary to ensure that the school information resources program is aligned with the mission, goals, and objectives of the school.

Minimum Guidelines for Library/Information Resource Center (LIRC)

Category	Guideline
Print and Electronic Resources	
General Reference	Copyright dates within 10 years
Church Reference Material	Online or hardcopy materials
General Collection	To meet the needs of the school curriculum and student interest within the Seventh-day Adventist worldview (see Supplement I) For PreK/K students a minimum of 15 hardcopy easy(E) reader books per child
Classification System	Cataloged using the Dewey Decimal System
Periodicals	Priority given to curriculum support and research interests within the Seventh-day Adventist worldview

Electronic Databases	1 academic database (see Appendix U, Section B)
Technology	
Computer Workstations	1 in the LIRC
Internet Access	Reliable Internet bandwidth to support school-wide usage with policies governing acceptable use and security
Accessibility	
Online Public Access Catalog (OPAC)	Access to electronic catalog and Electronic Circulation System on and off campus
Curriculum Integration	Titles reflect the collaboration between the teachers and the library manager and meet the needs of the specific school's curriculum and population (excluding textbook and Pathways theme book/anchor text purchases)
Facility	Designated space for differentiated resources that foster recreational reading, research and collaborative learning
External Community Resources	Utilizes information resources from local public and/or college/university libraries
Management /Staffing	1 staff/volunteer assigned to manager the LIRC

See Appendix U for [reference to the Dewey Decimal Classification summaries](#). It also includes electronic resources and references that will guide LIRC personnel in the search for material to keep the LIRC current.

ELEMENTARY CURRICULUM (TEACHER RESPONSIBILITY)

5050

The teacher in a Seventh-day Adventist school will be expected to incorporate the distinctive philosophy and heritage of the church in all areas of curriculum, and to serve as a spiritual guide to his students. The educational program is to provide for a proper balance of physical, mental, spiritual, social development, including the practical elements. The teacher, as facilitator of learning, is expected to encourage excellence by inspiring their students to strive for optimum achievement through their personal example.

The following courses are offered at each grade level 1 – 8:

1. Art

Appropriate art experiences in the Seventh-day Adventist school will enable the student to appreciate the God of beauty through aesthetic growth and creativity. Art is an avenue of self-expression in physical, mental, spiritual, and social advancement. It is a means of strengthening the student's abilities and interpreting his thoughts. The study of art results in a fuller and better life for the student and for others.

2. Bible

The systematic study of the Bible with the Spirit of Prophecy is the core of Seventh-day Adventist education. Its influence will permeate every subject and every school activity. While the religion curriculum is primarily concerned with the affective rather than the cognitive domain, it will develop independent thinkers and not mere thought reflectors.

Thus, individual opinions and questions will be respected while leading students to form Biblically sound conclusions. Bible principles will be applied in the lives of the students as they develop a love for the Word of God through personal experience.

3. Computer Technology

NAD technology standards have been developed with a Seventh-day Adventist worldview to be integrated into instruction across all subject domains. Keyboarding skills should be taught as part of the elementary curriculum as described by the “Southern Union Elementary Keyboarding Skills” folder and pamphlet.

4. Language Arts

The correct study of English in the Seventh-day Adventist school will help students cultivate self-expression and develop communication skills necessary for service to God, country, and fellow man. The use of literature and poetry will provide aesthetic enrichment and opportunities for developing character-building skills in discriminating between the uplifting and the degrading. A thorough knowledge of grammar will enable students to develop proficiency in language usage. Adventures in creative writing and composition, as well as oral experiences, will provide opportunity for developing fluency.

- a. Handwriting: Handwriting experiences in the Seventh-day Adventist school will provide the student with skills for self-expression and communication. Emphasis on forming letters correctly using graceful strokes will enhance legibility and beauty of style.
- b. Reading: In the Seventh-day Adventist school, reading is of primary importance in the student not only as the basis for successful academic experiences but also, as a means of learning for himself God's will as expressed in the Bible and the Spirit of Prophecy. The student's success in learning to read well affects his total educational experiences. Through oral reading experiences the student will develop the ability to read with expression, enabling him to thus give the thoughts to others. Proficiency in the use of reading skills will promote successful progress in acquiring knowledge.
- c. Spelling: The instructional program of the Seventh-day Adventist school emphasizes excellence as evidenced by correctness in spelling. An effective approach to the learning of spelling will encourage correct spelling in all written work, in addition to concentration on specified spelling lists. Habits of carefulness and accuracy will be reflected in the Christian character.

5. Mathematics

The relevant study of mathematics in the Seventh-day Adventist school will promote not only proficiency in basic mathematical skills but also the instilling of such values as accuracy, honesty, thriftiness, and Christian stewardship. In order to be a good steward of his time and money and to carry out his responsibilities as a member of the church and a citizen of his country, the student must have a thorough understanding of mathematics and the ability to apply its principles to everyday life.

6. Music

Music experiences in the Seventh-day Adventist school will enrich the student's life and enhance his expression of love for his Creator. As a means of self-expression, music is an integral part of life,

appealing to both the emotions and the intellect. Students will have the opportunity to learn to employ acceptable Adventist principles in the choice of music for both performing and listening. Fundamental to musical development will be an understanding of the rudiments of music and opportunities for performance experiences that bless others. A growing appreciation for musical masterpieces and the wealth of Christian musical heritage will provide cultural enrichment.

7. Physical Education

To promote the development of body, mind and soul is the work of redemption and the object of education. Directed work and play experiences in the Physical Education program of the Seventh-day Adventist school will enable the student to develop physical, spiritual, mental and social qualities as reflected through physical activities. The recognition that the body is the temple of God will lead to a unique respect for the physical being.

8. Science and Health

The accurate study of science and health in the Seventh-day Adventist school will lead to the understanding that God, the Creator and Sustainer of the universe, is the originator of all true scientific knowledge. Awareness that the laws of nature are the laws of God will develop an appreciation of the study of science as a means of learning about His character. Findings from scientific investigations will be interpreted in the light of divine revelation rather than in counterfeit theories of man. The relationship of creation to the Sabbath and other distinctive Seventh-day Adventist beliefs will be emphasized. An appreciation of the human body as the temple of God provides the basis for practicing divinely-given health principles.

9. Social Studies

The relevant study of social studies in the Seventh-day Adventist school will lead 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 Seventh-day Adventist social studies program should include geography, the history of God's leading among nations, and the mission program of God's people. It will give broad, comprehensive views of life. The study of facts of history along with current events will prepare the student for life in a constantly changing social environment. It will not only present facts but will also enable the student to form meaningful concepts and values.

DAILY SCHEDULES

5060

A daily schedule should be firm enough to provide a pattern for the day's activities and yet flexible enough to allow for unexpected instructional needs and opportunities. Activities should be alternated between active and quiet work and varied to include research and study, drill, creative expression and self-directed activity.

For any significant schedule deviation, approval must be granted from the local Conference Office of Education.

SUGGESTED SUBJECT TIMES/DAILY SCHEDULE

Subject	Grades 1-4				Grades 5-8			
	Daily		Weekly		Daily		Weekly	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Worship	15	15	75	75	15	15	75	75
Bible	30	45	150	225	45	50	225	300
Language Arts*	155	170	775	850	115	130	575	650
Math	60	90	300	450	60	90	300	450
PE			60	60			120	120
Health-Science			120	120			180	180
Social Studies			120	120			180	180
Art			60	60			60	60
Music			60	60			60	60
Keyboarding (Tech)			0	0			60	60
New Total Weekly			1720	2020			1835	2135
Current Code Weekly			1340	1910			1655	2130

***INCLUDES: Reading, English Writing, Spelling, Phonics, Handwriting**

Hours Per Week of Instruction

Suggested Times

Grades 1-4 28.40 -33.40

Grades 5-8 30.35 - 35.35

Suggested Daily Schedule

Grades 1-4	Start	Lunch	Breaks	End	Instruction Time
Mon	8:00	30 Min	45 Min	3:15	6 Hrs
Tues	8:00	30 Min	45 Min	3:15	6 Hrs
Wed	8:00	30 Min	45 Min	3:15	6 Hrs
Thur	8:00	30 Min	45 Min	3:15	6 Hrs
Fri	8:00	30 Min	45 Min	2:15	5 Hrs
Total					29 Hrs

Grades 5-8	Start	Lunch	Breaks	End	Instruction Time
Mon	8:00	30 Min	15 Min	3:15	6 Hrs 30 Min
Tues	8:00	30 Min	15 Min	3:15	6 Hrs 30 Min
Wed	8:00	30 Min	15 Min	3:15	6 Hrs 30 Min
Thurs	8:00	30 Min	15 Min	3:15	6 Hrs 30 Min
Fri	8:00	30 Min	15 Min	2:15	5 Hrs 30 Min
Total					31Hrs 30 Min

Schools having special teachers for art, P.E. and music should provide for such services within the daily schedules.

Special schedules for larger schools may be needed for teacher supervision on a rotation basis during faculty worship, lunch time and after school.

While the grade load and student load numbers outlined in this policy are considered the minimum requirements necessary for quality instruction to occur, it should be noted that specific student needs and classroom composition, along with a teacher's expertise and experience level, should factor strongly in the number cap/cut-off to ensure that a quality educational program can thrive in any given classroom. Factors such as number of English Language Learners (ELL) and other special needs students enrolled in class can lower the cut-off numbers outlined in this policy to maintain the appropriate instructional quality of our education system. The final teacher load decision should be made in consultation between the school principal/teacher and the local Conference Office of Education. *Part-time employment criteria is to be determined by the local conference in collaboration with the conference Human Resource Director.*

Multigrade Class Size. The maximum number of grades for multi-grade elementary teachers shall not exceed six. If first grade is included in this combination and more than four grades are taught, five grades shall be the maximum load and a paraprofessional must be provided. The term "multi-grade" refers to classrooms with three or more grades.

Grade Combo per Teacher	Maximum Number of Students	Increase Class Size
K-1 or K-2	12 students	1-2 students with part-time paraprofessional 3-6 students with full-time paraprofessional

Number of Grades per Teacher	Maximum Number of Students	Increasing Multi-grade Class Size
5 or 6 grades	16 students	1-2 students with part-time paraprofessional 3-6 students with a minimum of a full-time paraprofessional, or ideally a part-time certified teacher
3 or 4 grades	18 students (16 students if 1 st grade is present)	1-2 students with part time paraprofessional 3-6 students with full-time paraprofessional
2 grades	22 students (18 students grades 1-2 combination)	1-2 students with part time paraprofessional 3-6 students with full-time paraprofessional

Single Grade	Maximum Number of Students	Increasing Single-grade Class Size
	16 students	1-2 students with part time paraprofessional 3-6 students with full-time paraprofessional
1 st Grade	18 students	1-2 students with part time paraprofessional 3-6 students with full-time paraprofessional
2 nd Grade	20 students	1-2 students with part time paraprofessional 3-6 students with full-time paraprofessional
3 rd or 4 th Grade	22 students	1-2 students with part time paraprofessional 3-6 students with full-time paraprofessional
5 th , 6 th , 7 th , or 8 th Grade	24 students	1-2 students with part time paraprofessional 3-6 students with full-time paraprofessional

ELEMENTARY PRINCIPAL LOAD (SEE CODE 4167)

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 8th 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.

ALTERNATION PLAN—ELEMENTARY

5065

To reduce the number of classes taught annually, the following plan is used: "Odd Years" are those in which the school year ends in an odd number, i.e., 2016-2017 and 2018-2019; "Even Years" are those in which the school year ends in an even number, i.e., 2017-2018 and 2019-2020. For additional information on the Southern Union alternation plan, please refer to the *Elementary Textbook List*.

SMALL SCHOOLS CURRICULUM

5070

For small school curriculum plan and materials see the *Southern Union PreK-8 Curriculum Resource Guide*.

Junior Academy Programs

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 Board 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 **three** standard programs for junior academies:

- a. 9th Grade Program
- b. 9 - 10 Grade Program
- c. 9 - 10 Alternating Year 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 Academy or Atlanta Adventist Academy. 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 5104)

2. Student Transcripts

Official transcripts are **administered** 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 **PreK-8** certificate of accreditation issued by the **NAD AAA - Southern Union Conference Office of Education**.
- b. A demonstrated educational need not currently met **another Adventist school**.
- 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. A faculty of sufficient size, training, and certification to provide effective instruction **while adhering to codes 5101 and 5212**.
- f. Adequate curricular materials.
- g. A prospective enrollment adequate for the financial and curricular needs of a strong **sustainable** educational program.
- h. 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 NAD distance education provider upon approval of the local conference office of education. (See CODE 5104).**

5. Basic Standards

- a. The school must meet the general standards for eligibility
- b. The textbooks listed in the Southern Union Textbook List are to be used.
- c. The teacher shall hold a valid secondary denominational teaching certificate with and endorsements in subjects taught.:
- d. The Union approved curriculum standards shall be taught.
- e. Sufficient laboratory equipment must be provided to conduct basic experiments and activities Indicated by the courses taught.
- f. Classes shall meet for a minimum of 200 minutes per week to qualify for 1 credit per year.
- g. A Course Outline must be provided for each subject taught (see Application forms). The course outlines must be submitted to the principal and kept on file in the principal's office at the time of the update. When a course outline is submitted, it need not be resubmitted each year unless the teacher or textbook has changed. A course outline is not required for practical arts, fine art, and P.E. unless a full-credit is requested-
- h. Minimum library expenditures: The budget should equal the amount per student as voted by Southern Union Board of Education and spent each year (See Code 3240).-Textbook expense cannot be counted. See Code items 5210 for a chart that outlines the various resources that are to be found in LIRC for secondary instruction. See Appendix U for helpful library and information resources.
- i. The school shall provide a minimum of 5 core classes (not counting practical art, fine art, or P.E.) for the academic year
- j. Grades and Transcripts: Students' grades are to be recorded in the required electronic grading program. The Union Office of Education will go online, download the information and print out hard copies of transcripts. Official transcripts for 9th grade subjects are to be obtained from the Southern Union Conference Office of Education, P.O. Box 923868, Peachtree Corners, GA 30010.

TEACHING LOAD FOR JUNIOR ACADEMIES

5101

The recommended maximum teaching load for secondary is six full credit classes [ten private lessons equals 1.0 full credit]. In a junior academy program, a multi-grade elementary subject is the equivalent of one secondary class. It is necessary and expected for school administrators to provide teachers with appropriate preparation time. Supervisory or co-curricular duties will be assigned by the school administrator as part of the teacher's professional responsibilities.

In order to secure optimum benefits in secondary education, it is recommended that individual class size should not exceed 30 students except where the content and methods of instruction permit effective work with larger groups.

JUNIOR ACADEMY PRINCIPAL'S LOAD (SEE # 4167)

SUPPLEMENTARY MATERIALS AND THE USE OF TECHNOLOGY

5102

Every teacher in the school requires an ample supply of supplementary material, equipment and supplies that the teacher will use to enhance the instructional program. Many items will be used to allow the student to view and experiment in order to receive a hands on approach thus broadening the learning experience. Each department will have a budget which will allow the teachers to purchase these materials.

With the vast array of technology that is available it is recommended that teachers use such items as computers, video projectors, electronic overhead projectors, TV monitors, Interactive electronic boards and other appropriate equipment to significantly expand the learning experience.

Many textbooks provide CDs, websites and other visual aids that the teacher should use in conjunction with their class presentations. Teachers and administrators should be aware of companies and organizations including Internet websites that provide such material and use the department budgets to obtain and utilize these aids on an ongoing basis. Conference and school administrators have the responsibility of providing in-service programs to help teachers know how to use these aids and to provide lists of sources where materials may be found.

DEPARTMENTAL BUDGETS

5103

The principal working in conjunction with the staff in each of the instructional departments should prepare a yearly budget for the department which will allow for the purchase of needed supplies both expendable and unexpendable. It should include funds for supplemental materials and equipment which will aid the teacher in the instructional program.

2. Resources

See Code items number 5038 and 5210 for a chart that outlines the various resources that are to be found in each [library/information resource center \(LIRC\)](#). The chart breaks down the number or quantity of resources found in various types of programs found in Adventist schools.

See Appendix U for very helpful sections that include Dewey Decimal System categories for each grade level. It also includes electronic resources and references that will guide [library/information resource center \(LIRC\)](#) personnel in the search for material to keep the [library/information resource center \(LIRC\)](#) up to date.

- a. Minimum library expenditures: The budget should equal the amount per student as voted by Southern Union Board of Education and spent each year on the items in number eight. Textbook expense cannot be counted.
- b. Grades and Transcripts: Students' grades are to be recorded in the required electronic grading program. The union Office of Education will go online, download the information and print out hard copies of transcripts. Official transcripts for 9th grade subjects are to be obtained from the Southern Union Conference Office of Education, P.O. Box 923868, Norcross, GA 30010.

DISTANCE EDUCATION IN JUNIOR ACADEMIES

5104

When a school chooses to offer distance education courses in its course offerings, the provider must be amongst the approved list of the North American Division Accrediting Association distance education institutions. Distance Education used to assist a student with curriculum deficiencies or enrich a student's learning are not subject to the same requirements thus allowing other providers for student use.

Junior Academies may find it advantageous to supplement their course offerings through the use of distance education. When this is the case the following guidelines are to be followed:

1. Approval must be received from the school's conference office of Education
2. The Southern Union Junior Academy application must include the provider(s) and course information of all distance education courses
3. The school shall provide a course facilitator other than a teacher who is already teaching another course during the scheduled distance learning period.
4. Schools that offer more than 50% of their secondary curriculum through distance education are not eligible to be a recognized as a secondary institution. Students will graduate with a diploma from the

distance education provider.

Schools using distance education as the curriculum provider for the 9th and 10th grade and or to assist their community with 11th and 12th grade curriculum are to register as a PreK-8 or PreK-10 school respectively on eAdventist.

STANDARD NINE GRADE PROGRAM

5105

1. A full-time teacher or equivalent is required for ninth grade.
2. Curriculum – 9th Grade
 - a. Religion I
 - b. English I
 - c. Algebra I, Pre-Algebra
 - d. Physical Science or Earth Science
 - e. One additional subject * Computer Applications, World Geography or other.
 - f. P.E./Health
 - g. Practical Arts and /or Fine Arts
3. Additional Guidelines:
 - a. The science course offered in the conference academy should guide the course offering for the Junior Academy.
 - b. World Geography counts as an elective toward graduation, but not as a substitute for World History.
 - c. Electives should follow as closely as possible those offered at the grade level in the local conference academy. Authorization for each course will be based on:
 - 1) *Teacher qualification including subject endorsements
 - 2) Teaching load and assignment in elementary grades
 - 3) Total assignments
 - 4) Duties and responsibilities
 - 5) School facilities and equipment
 - 6) Students' abilities to handle the additional material

STANDARD TEN GRADE PROGRAM

5110

1. A full-time teacher or equivalent shall be employed for each classroom in grades 9 and 10.

2. Curriculum

9th Grade

Religion I
English I
Algebra, Pre-Algebra
Physical or Earth Science
One additional subject *
P.E./Health
Practical Art, Fine Arts

10th Grade

Religion II
English II
(Algebra II, Geometry)
Biology
World History
Practical Art, Fine Arts
P.E.

*Depending on teacher certification - *Computer Applications, World Geography or other.*

3. Additional Guidelines:
 - a. The science courses offered in the Conference academy should **guide the course offering for the Junior Academy.**
 - b. World Geography counts as an elective toward graduation, but not as a substitute for World History.
 - c. Electives should follow as closely as possible those offered at the grade level in the local Conference academy. One elective is required in the ninth grade. In the 10th grade one additional elective is to be offered. Authorization for each course will be based on:
 - 1) Teacher qualification including subject endorsements
 - 2) Teaching load and assignments in elementary grades
 - 3) Total assignments
 - 4) Duties and responsibilities
 - 5) School facilities and equipment
 - 6) Students' abilities to handle the additional material

GRADES 9 - 10 ALTERNATION PROGRAM

5115

A grade 9 and 10 alternation plan for small schools has been approved by the Southern Union and North American Division. Under this concept, 9th grade subjects are to be taught to both 9th and 10th grade students during odd years and 10th grade subjects during even years. Local boards should recognize that many students are not able to carry tenth grade subjects during the ninth year. Special study should be given to the students and their abilities before this program is offered. It is recommended that when the combined enrollment of the two grades is more than fifteen this program not be considered.

1. **A full-time teacher or equivalent shall be employed for both the 9th and 10th grades.**
2. Curriculum

Odd Year Subjects

9th Grade Subjects
Religion I
English I
Algebra, Pre-Algebra
Physical or Earth Science
One additional subject
Practical Arts,
P.E./Health, alternating days

Even Year Subjects

10th Grade Subjects
Religion II
English II
Geometry
Biology
World History
P.E./Health, alternating days
Practical Arts, Fine Arts, Computer Applications,

3. Additional Guidelines:
 - a. The science courses offered in the Conference academy should **guide the course offerings for the Junior Academy.**
 - b. World Geography does not meet college entrance requirements.
 - c. Electives may be offered in the 9th and 10th grades. The electives should follow as closely as possible those offered at the local Conference academy. Authorization for each course will be based on:

- 1) *Teacher qualification including subject endorsements
- 2) Teaching load and assignments in elementary grades
- 3) Total assignments
- 4) Duties and responsibilities
- 5) School facilities and equipment
- 6) Students ability to handle the additional material

Secondary Schools

SENIOR ACADEMY, DEFINITION

5200

A **senior** academy is a **high school** within the educational system of the local Conference. It offers an organized educational program for those levels of learning following the elementary levels, and preceding the levels of higher education.

SENIOR ACADEMY APPLICATION PROCESS

5201

Should a school **community** decide to **provide an academy for its constituency**, an application can be downloaded from <https://www.adventistedge.com/wp-content/uploads/2018/05/appforsenioracadstatus.pdf>. **Careful study is to be given to** all of the requirements, financial and otherwise, BEFORE actually beginning the application process.

Application shall be made by the local school board to the Conference Office of Education for consideration by the Conference Board of Education and the Conference Executive Committee. **The following is an abbreviated outline of the approval process. The complete process is outlined in the application.**

1. If approved, the application will be presented to the Southern Union Office of Education for consideration by the Board of Education and the Executive Committee of the Southern Union. The Union Office of Education shall request of the North American Division Office of Education an on-site evaluation committee that shall include the following:
 - a. The North American Division Board of Education K-12, executive secretary, or designee, as chair.
 - b. The **Southern** Union Director of **Education**, as secretary.
 - c. **One out-of-union directors of education.**
 - d. The Conference Superintendent of schools.
 - e. **One member-at-large appointed by the chair.**
 - f. **One out of Conference financial administrator**
2. This committee shall report its findings to the **Conference Board of Education with a copy to the School Board. Upon satisfactory compliance with the visiting committee's recommendations, the Conference Board of Education will seek approval from the Southern Union Board of Education.**
3. Southern Union endorsement of the report shall be granted only upon assurance by the Conference that the proposed school will, within two years, meet the requirements of minimum standards established by the Board of Regents.
4. The approved application, with supporting data, will then be forwarded to the North American Division K-12 Board of Education for final consideration.

5. Initial approval to operate a twelve-grade school shall be for a two-year probationary period. Within the two- year probationary period, the administrative officers of the school will request evaluation by the Board of Regents, which should be conducted during the third year of operation.

The procedure for expanding a junior academy to a senior academy will follow those outlined in points 1-5 above. Permission to teach the 11th grade will be granted only when plans are approved for offering the 12th grade the following year.

JOINT OPERATION OF SECONDARY SCHOOLS

5202

The General Conference department of education approves the concept of the joint operation by local Conferences of academies and/or secondary schools when mutually agreed upon by each organization involved and when the conditions established below are met. In cases where more than one Conference within a union elects to operate an academy, the following policy shall apply:

1. Joint operation of secondary schools by local Conferences shall be only by authorization of the division committee. Application for a joint operation should be channeled through the North American Division Office of Education to the division committee.
2. Such joint operation will be based on a carefully worded well-understood, written plan approved by each of the participating organizations.
3. A single operating board should function as any Seventh-day Adventist academy. Membership of the board should be constituted by the number of representatives mutually agreed upon by each organization participating in the operation. The chairmanship and vice-chairmanship shall be determined by the Southern Union Board of Education.
4. Operating subsidies, capital improvements assessments, and all other financial assessments shall be distributed according to the previously agreed upon basis, such as membership or tithe income of each organization.
5. Local Conference superintendents of education for each organization with Southern Union directors of education will by virtue of their office be members of the joint-operating board. Relations with the Southern Union will be the same as if operated by a single Conference.

DISTANCE EDUCATION IN A SENIOR ACADEMY

5203

When a school chooses to offer distance education courses in its course offerings, the provider must be on the approved list of the North American Division Accrediting Association distance education institutions (See AETech at www.tdec.nadadventisteducation.org). The school shall provide a course facilitator other than a teacher who is already teaching another course during the scheduled distance learning period.

Distance Education used to assist a student with curriculum deficiencies or enrich a student's learning are not subject to the same requirements thus allowing other providers for student use.

Each senior academy is to determine its guidelines regarding the acceptance of distance education credits towards a student's graduation requirements.

Every teacher in the school requires an ample supply of supplementary materials to enhance the instructional program along with technologies that will enhance the learning outcome of their students. Every department should have a budget allowing for the purchase of these materials.

DEPARTMENTAL BUDGETS

5208

Administration will review periodically each department budget and in cooperation with the teacher, to make adjustments as needed. Department budgets should include funds for supplemental materials and equipment which will aid the teacher in the instructional program.

LIBRARY INFORMATION RESOURCE CENTER (LIRC), SECONDARY

5210

Below is a chart that outlines the minimum resources found in each the LIRC.

Minimum Guidelines for a Secondary Library/Information Resource Center (LIRC)

Guideline	Secondary
Print and Electronic Resources	
General Reference	Copyright dates within 10 years
Church Reference Material	Online or hardcopy materials (e.g. E.G.W. writings online)
General Collection	To meet the needs of the school curriculum and student interest within The Seventh-day Adventist worldview (see Supplement I)
Classification System	Cataloged using the Dewey Decimal System
Periodicals	Priority given to curriculum support and research interests within the Seventh-day Adventist worldview
Electronic Databases	1 academic database *see Appendix U, section B
Technology	
Computer Workstations	1 in the LIRC
Internet Access	Reliable school network and internet bandwidth to support school-wide usage with policies governing acceptable use and security including internet content filtering
Accessibility	
Online Public Access Catalog (OPAC)	Access to electronic catalog and Electronic Circulation System on campus and/or at home
Curriculum Integration	Titles reflect the collaboration between the teachers and the library manager and meet the needs of the specific school's curriculum and

	population (excluding textbooks and Pathways theme book/anchor text purchases)
Facility	Designated space for differentiated resources that foster recreational reading, research and collaborative learning
External Community Resources	Utilizes information resources from local, public and/or college/university libraries
Management /Staffing	1 staff/volunteer assigned to working in the LIRC

See Appendix U for [reference to the Dewey Decimal Classification summary link](#). It also includes electronic resources and references that will guide LIRC personnel in the search for material to keep the LIRC current.

ON BOARDING PROCEDURE

The SULIR program serves as support to in-house libraries of PreK – 12 schools throughout the Southern Union Conference. Program services include Mandarin, an automated library management system, Mackin, an educational resource provider, and MackinVIA, the digital resource platform. Consultations, in- services, title selection, ordering, cataloging, subscription resources, and technical support are also provided. All services are inclusive of the program and not available separately. See brochure at <https://www.adventistedge.com/library-services/>

If your school is a new participant in or returning from an absence from the SULIR program, follow the procedures outlined below:

1. Submit a letter of intent to join the program signed by the principal by May 30, prior to the upcoming school year. The letter should include:
 - a. Conference name.
 - b. School name and address.
 - c. Principal name.
 - d. School year to begin program services.
 - e. Library Manager's name and contact information.
 - f. Library Manager's library work schedule.
 - g. Who will have access to the school's library funds in Mackin.com.
2. Submit the letter to the local conference office of education and a copy to the SULIR program via email to lirsupport@southernunion.com. See a sample letter of intent at <https://www.adventistedge.com/library-services/forms-instructions/>.
3. Complete and submit the SULIR School Contact Form located at <https://www.adventistedge.com/library-services/forms-instructions/>.
4. Contact the SULIR office at lirsupport@southernunion.com to schedule an on-boarding training session.
5. SULIR will notify local conference of scheduled on-boarding session.

Qualification of Library/Information Resource Center (LIRC) Manager: The library/information resource manager should qualify for their position by being eligible for a Standard or Professional Teaching Certificate preferably with an endorsement in Library/Informational Media.

The information resource specialist should qualify for his position by being eligible for a Standard or Professional Teaching Certificate preferably with and endorsement Library/Informational Media.

An Information Resource Specialist should be able to:

1. Ensure that students and staff are effective users of ideas and information
2. Empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information
3. Instill a love of learning in all students and ensure equitable access to information
4. Collaborate with classroom teachers and specialists to design and implement lessons and units of instruction, and assess student learning and instructional effectiveness
5. Provide the leadership and expertise necessary to ensure that the school information resources program is aligned with the mission, goals, and objectives of the school and the school district, and is an integral component of the learning/instructional program

Operational Procedures

Southern Union schools are required to have the following elements as a part of their library operational procedures:

1. Library/Information Resource Center (LIRC) Strategic Plan.
 - a. A data review of student needs.
 - b. School-wide literacy goals.
 - c. Annual budget utilizing, at minimum, the per student fee.
 - d. Description of the selection criteria including consideration of stakeholder literacy values.
 - e. Balanced distribution of information resources aligning with the Dewey Decimal system (see Supplement U, Section A).
 - f. Yearly review including financial statements of expenditures.
2. Minimum library expenditures: Allot the amount per student as voted by the Southern Union Board of Education. (see Code 3240)
3. A plan for weeding with a minimum of three years for de-selection of outdated materials according to collection analysis.
4. A plan for library staffing.
 - a. All schools without the services of a certified librarian are required to utilize the services of the Southern Union Library/Information Resources program.
 - b. The library/information resource manager should qualify for the position by being eligible for a Standard or Professional Teaching Certificate preferably with an endorsement in Library/Informational Media. A Library/Information Resource Center Manager should be able to:
 - 1) Implement a management system for the organization and maintenance of the resources and space of the LIRC.
 - 2) Ensure equitable access to information.
 - 3) Assist students and staff to be:
 - a. Ethical and effective users of ideas and information.
 - b. Skillful researchers.
 - 4) Collaborate with classroom teachers and specialists to design and implement lessons and units of instruction.

- 5) Provide the leadership and expertise necessary to ensure that the school information resources program is aligned with the mission, goals, and objectives of the school.

SECONDARY TEACHING LOAD

5212

The recommended maximum teaching load for is six full credit classes [ten private lessons equals 1.0 full credit] It is necessary and expected for the school administrator to provide teachers with appropriate preparation time. Supervisory or co-curricular duties will be assigned by the school administrator as part of the teacher's professional responsibilities.

In order to secure optimum benefits in secondary education, it is recommended that individual class size should not exceed 30 students except where the content and methods of instruction permit effective work with larger groups.

SECONDARY PRINCIPAL'S LOAD (SEE CODE 4167)

SECONDARY CURRICULUM AND GRADUATION REQUIREMENTS (9-12)

5215

Each school is expected to offer a curriculum which will adequately meet and serve the needs of the students admitted as stated in the purposes of the school. The following is a detailed outline of the various disciplines:

1. **Language Arts**—Including instruction in the skills of reading, listening, speaking and composition, and a knowledge of and appreciation for literature and the English language. The teaching of literature will be within the context of the Adventist philosophy of literature selection, i.e., opportunity to develop discrimination in selection, preference for the beautiful and the true, and acceptance of responsibility for the individual's own choices. (See Supplement I, Guide to the Teaching Literature in Seventh-day Adventist Schools.) Requirements: General and College Prep – 4 credits.
2. **Social Studies**—Including instruction in local, state, and national government, U. S. History, and World History with consideration of the mission of the church, the fulfillment of Bible prophecy, contemporary social issues, contributions of ethnic groups, the American legal system including the rights of the Seventh-day Adventist Christian and his duties and responsibilities as a citizen. A course in world geography does not meet the college prep standard. Requirements: General and College Prep – 3 credits.
3. **Modern Languages**—Including instruction designed to develop facility for understanding, speaking, reading, and writing the particular language. The study shall also be concerned with the social and cultural backgrounds of the people. Requirements: General (elective) College Prep – 2 credits of the same language.
4. **Health and Physical Education**—Including instruction and participation in activities designed to promote physical development, motor skills, healthful living, desirable attitudes, and habits. Health and physical education will be taught as separate courses. Requirements: General and College Prep – 1 credit of P.E. and 0.5 credit of health.
5. **Sciences**—Including instruction in physical and biological aspects with emphasis on basic concepts, theories, and processes of scientific investigation, and with appropriate application of the relationships and inter-dependence of the sciences. Basic to this approach is an understanding of the relationship of scientific methods and theories to Biblical concepts and principles. Physical or Earth

Science curriculum is accepted for high school credit. Requirements: General and College Prep – 3 credits

6. Mathematics—Including instruction designed to develop mathematical understanding, operational proficiency, insight into problem-solving procedures, and development of basic skills relevant to the world of work. Course work below pre-algebra level is not recognized for high school credit. Requirements: General and College Prep – meet state requirements.
7. Arts (Fine)—Including instruction and participation in art and music with emphasis upon development of aesthetic appreciation and skills of creative expression within the context of Adventist principles. (Consult the Guide to the Teaching of Music in Seventh-day Adventist Schools, available from the Conference Office of Education.) Requirements: General and College Prep – 1 credit
8. Arts (Practical)—Including instruction in the areas of home arts, industrial arts, business education, or agriculture, for general education or pre-vocational or occupational training. Requirements: General and College Prep – 1 credit
9. Religion—Including instruction which provides opportunities for the student to know God, His church, His word, and His world. This instruction will provide opportunities for the student to develop a relationship with God as a person utterly worthy of his love, trust, and admiration, an understanding of the meaning of the Good News of the Gospel and the ability to articulate the fundamental beliefs of the Seventh-day Adventist Church. Such instruction provides a climate conducive to individual commitment to the goal of becoming a loving person. Requirements: General and College Prep – 1 credit for each year in attendance
10. Computer Science—Including courses in literacy and basic programming. Requirements: General and College Prep – 0.5 credit
11. Other studies and requirements—Schools accredited by states and/or the Southern Association of Colleges and Schools may need to require a larger number of courses for graduation. Instruction may be offered in such studies as authorized by the governing board in counsel with the Conference Board of Education.

CREDIT HOUR

5217

A minimum of a 40-minute class period (200 minutes per week) or equivalent for 180 teaching days shall constitute one credit hour. This standard is not to preclude flexible scheduling and varying time modules. (Check Middle States Accreditation, State, and local requirements for compliance.)

CLASS LENGTH

5218

A minimum of 200 minutes per week, for 36 weeks, for laboratory or non-lab classes is required to constitute one credit, unless exceeded by State requirements for lab classes.

GRADE POINT SYSTEM (9-12)

5222

To determine the grade point average, the four-point system—based on all classes taken for credit—shall be used as follows:

A = 4 B = 3 C = 2 D = 1 F = 0

The use of pluses and minuses [as well as a 5-point scale for honors, AP, or dual credit courses](#) is optional.

GRADUATION REQUIREMENTS/EXERCISES (9-12)

5224

Academies in the Southern Union require a minimum of [\(21.5 credits\)](#) for graduation.

1. Resident requirements for graduation—Academies may graduate students who have been in attendance at the academy during the last semester of the final school year provided they have the required credits for graduation.
2. Work completion before diplomas—Diplomas will be granted to all students who complete required courses for graduation with passing grades subject to payment of accounts.

CLASS WILLS AND PROPHECIES

5225

Class wills and prophecies are not to be used during the graduating class closing activities nor to be included in the school publications.

ACCELERATION POLICY

5227

The general policy of the Southern Union is to require four years of education on the secondary level for graduation. Exception may be made to accommodate outstanding academic ability, as well as social and spiritual maturity.

The following requirements apply for graduation in three years:

1. A student who wishes to accelerate and graduate in three years must meet all the four-year graduation requirements.
2. Diplomas will be granted to students only when full graduation and curriculum requirements are met and the last [\(2 credits\)](#) taken in residence.
3. A qualifying GPA of 3.5 must be reached with a composite score of at least the 85th percentile on [standardized assessment examination](#).
4. The application must be made in writing before the beginning of the student's sophomore year, in order for the school to outline the student's curriculum.
5. Any class work taken outside the school must have authorization **before** the class (es) are taken. If summer classes are taken it must be ascertained that these classes are not remedial and are not taught in the regular school sessions. Remedial classes do not count for acceleration.
6. Initial approval must be made by the Academic Standards Committee in writing when the program begins, with final approval for graduation to be made in writing at the beginning of the final year.
7. Students who wish to receive credit for summer school classes, adult education, or night school classes must have approval before enrolling.

ADVANCED ACADEMIC PLACEMENT POLICY (9-12)

5228

Advanced Academic placement is the procedure of placing a student at an appropriate level within each subject area, with a view to his future educational program. The criteria for placement include the basic ability of the student, and his/her academic readiness as shown by established levels of performance.

1. Rationale

The reasons for an academic placement policy:

- a. To implement the counsel of Ellen G. White contained in the statement, "Before the student there is opened a path of continual progress. He will advance as fast and as far as possible in every branch of true knowledge." Education, p. 18
- b. To provide for the advancement of the student of unusual academic achievement within the framework of the secondary school.

2. Program and Administration

a. Introduction

The academies of the Southern Union are encouraged to structure senior level courses for qualifying students desiring advanced academic placement. These courses are to be designed to prepare students for college proficiency exams. College credit for such courses will be granted students who meet the criteria or performance standards as established by the college where they enroll.

The implementation of an advanced academic placement program must be based on the availability of qualified professional personnel as authorized by Southern Adventist University and on the demand for more advanced learning experiences during the senior year by students who have demonstrated superior ability and academic interest.

b. Advanced academic placement programs should include the following guidelines:

- 1) Determine admission requirements to advanced academic placement courses.
Admission criteria to academic placement courses must be based on the student's cumulative grade point average, and on scores that meet established standards on the Preliminary Scholastic Aptitude Test (PSAT) or its equivalent, which should be administered to the student during his junior year of high school.
- 2) Consult with the academic dean and the college departmental chair in the selection of appropriate materials for instruction.
- 3) Arrange for Conferences between teacher and college departmental chair to review the philosophy of the course to be taught and to become acquainted with course content, materials of instruction, and the expected level of competency.
- 4) Make arrangements with the academic dean for the administration of proficiency tests upon the completion of course requirements for students who request advanced placement credit. A testing fee may be charged by the college administering the test, and credit will be granted by the college upon satisfactory performance on the test.

ACADEMY DIPLOMAS (9-12)

5230

Each academy in the Southern Union should offer a minimum of two diplomas: College Prep and General Diploma. The minimum requirements for each diploma are as follows:

Subject	General	College Prep
Bible	4	4
English	4	4
Science	3	3
Modern Language	Elective	2
Math	Meet State	Meet State
Social Studies	3	3
Practical Arts	Elective	Elective

PE	1	1
Technology	.5	.5
Fine Arts	.5	.5
Health	.5	.5
Electives	<u>As needed</u>	<u>As needed</u>
Total	21.5*	23.5*

*Schools must meet minimum state requirements if higher.

GRADUATION HONORS PROGRAM

5236

It is recommended that secondary schools give recognition to all graduates with a GPA of 3.5 or more by use of an honors program. The practice of choosing valedictorians and salutatorians is not recommended.

ALTERNATIVE DIPLOMA — CERTIFICATES OF COMPLETION

5238

Occasionally there are students who are unable to meet the requirements for a high school diploma. To meet the needs of those students, a course of study should be developed which will challenge the student and yet give enough flexibility to meet individual needs.

Courses of study should emphasize communication and computational skills. They should also provide life skills such as manual labor, fine arts, keyboarding, computer, and other courses which will provide for individual challenge and self-worth. Titles for the diploma for the course should not imply "no effort" education.

STUDENT/CLASS ORGANIZATION

5240

Each school is to provide an acceptable plan for the organization of all student classes organizations and cultural, social, and recreational activities. This should include details of organization, qualification of officers, social functions, financial policies, faculty sponsorship and supervision.

1. The purpose of class organizations shall be to provide for religious and social activity, to foster better school spirit, and to afford training for leadership.
2. All classes may be organized anytime during the year with careful faculty direction and under specific regulations.

CLASS SPONSORS (9-12)

5241

The assignment of class sponsorships is the responsibility of the school principal. When possible, the sponsor or sponsors should have served in the school for at least one year before sponsorship appointment.

QUALIFICATIONS FOR CLASS OFFICERS AND STUDENT ASSOCIATION OFFICERS (9-12)

5242

Each school shall develop and place in the school handbook minimum qualifications for students to hold offices within the school program. Consideration ought to be given to standards of conduct, character, service, scholarship, reliability, and cooperation.

PHYSICAL EDUCATION CREDIT

5245

Academies in the Southern Union may grant a maximum of ten 1 credit of physical education per year. To receive 0.5 credit in PE, the class must meet a minimum of 100 minutes per week for 36 weeks. To receive 1 credit, the class must meet 200 minutes per week for 36 weeks.

FINE ARTS AND MUSIC CREDIT**5246**

Musical organizations which meet a minimum of **100 minutes** a week **for 36 weeks** will receive **0.5 credit**. **One half credit** will be allowed if the class meets **200 minutes** a week and is taught by a **certified** teacher. A maximum of **2 credits** in music or **3 credits** of fine arts will be allowed toward graduation requirements.

CREDIT BY EXAMINATION (CBE)**5247**

In addition to granting credit towards graduation on the basis of length of time devoted to a course, a school may grant credit on a qualitative basis through the administration of approved proficiency examinations. A student may receive Credit by Examination (CBE) under the following conditions:

1. Students who want to challenge a course for credit on the secondary level are to meet the published criteria and guidelines listed in the subject area curriculum guide and those published by the Admission/Academic Standards Committee of their school. The published criteria and guidelines must require the student to pass a proficiency examination that covers the content ordinarily included in a regular course in the subject.
2. The published criteria and guidelines should include the proficiency exam percentage requirements and the standards that must be met to receive either a P, for pass, or a letter grade.
3. CBE **credits** and grades should be indicated on the student's transcript, but are not usually counted towards a students' GPA.
4. CBE GPA credit, however, may be counted if provision is made in the school's published criteria and guidelines.

MODERN LANGUAGE CREDIT BY EXAMINATION**5248**

A student may receive credit in a **modern** language by examination under the following conditions:

1. A student who by reason of previous experience suggests proficiency in the use of a modern language may receive credit in this subject as a result of passing an approved proficiency examination. [See code 5247 for details.](#)
2. Second year credit may be granted to a student with further testing and with approval of the administration in consultation with the teacher.

WORK EXPERIENCE CREDIT (9-12)**5251**

Every secondary school should establish committees and procedures for crediting work experience.

TUTORING**5262**

When tutoring is necessary, proper authorization may be granted on the following basis:

1. Only one secondary subject may be completed during a tutoring session. This would require at least 120 hours of recitation in the presence of a certified teacher.
2. All summer tutoring by teachers employed by an accredited academy must be arranged with the principal and academy faculty when credit is to be granted.
3. When a course by tutor is authorized, the final test should be given by the student's school and the school should record the final grade which shall be based on the daily work given by the tutor and the grade earned in the final test.

The work program in Seventh-day Adventist secondary schools is an important part of education. The basic goal of education in all academies is the harmonious development of the physical, mental, and spiritual. All students, regardless of their ability to pay, need the overall development which comes from regularly-scheduled work periods.

It is possible for some students to earn a considerable portion of their school expenses. Wage rates vary with job assignment, age, experience, and dependability of those employed.

School administrators will cooperate with students in providing the work needed for a proper balance between physical and intellectual growth.

STUDENT LEADERSHIP CONFERENCE (9-12)

5269

The conference expenses will be shared as follows:

1. The Southern Union will pay for the lodging of all programming staff
2. The school or Conference will pay for the transportation, and faculty sponsors
3. The student will pay a reasonable attendance fee to cover their housing and meals
4. Academy principals and Conference Youth Directors are invited to attend as guests of the Union

STUDENT PUBLICATIONS

5270

Student publications shall conform to the following standards:

1. Staff
The staff shall be carefully selected on the basis of literary ability and character.
2. Standards
All publications shall seek to teach ideals of truth, beauty, nobility of character, and the Christian ideals of the school. Release signatures shall be obtained from parents /guardians for publishing student identity in all digital and print media.
3. Sponsor
A member of the teaching staff should be assigned to advise, direct, and be responsible for each student publication.
4. Supervision
Since patrons expect the school publications to show literary, photographic, and artistic skill in reporting information about events in the school; since these publications interpret to the constituency the spiritual, intellectual, and social life of the school; and since these publications are to be a strong factor in drawing students to the school, it is recommended:
 - a. The sponsor carefully screen all copies to eliminate materials criticizing or casting reproach upon the school, staff or students, and pictures not meeting denominational standards, reports of foolishness, or sports and entertainments which might be misunderstood by the patrons.
 - b. The principal is the one who is ultimately responsible for all publications. Thus the principal or his designee shall read all copy before publication.

SENIOR CLASS TRIPS (9-12)

5272 (1230)

The policy for senior class trips is as follows:

1. No student should be excluded because of his/her financial situation.
2. A maximum of five school days shall be allowed. Additional time may be granted if it is felt that the trip has educational value.
3. All plans, including finances, shall be presented in writing for faculty and board approval prior to the trip.

COLLEGE CREDIT FOR SECONDARY STUDENTS (9-12)

5278

Seventh-day Adventist **universities** may provide students with the opportunity to acquire college credit by means of the following:

1. Examination
2. Extension courses
3. Academic or advanced placement
4. Individualized or personalized course work

Provision may be made by Southern Adventist University and Oakwood University extension classes to be taught on the academy campuses by qualified academy personnel. These courses are offered to seniors, faculty and community people, and allow college academic credit at a greatly reduced cost. Each academy is urged to make this program available to its students. Applications for the extension courses should be made to the Southern Adventist University or Oakwood University academic dean.

WORK EXPERIENCE EDUCATION

5280

The Seventh-day Adventist Church has long recognized the dignity of labor. There have been working students since there were schools for them to attend; that is, most students have found a combination of in-school study and part-time work necessary or desirable.

We now refer to a combination of school attendance and part-time work as "Work Experience Education." Organizing a program where youth will learn specific skills in their work is consistent with the educational goals of the Adventist school system. Students will benefit from a supervised work program which evaluates growth in work skills and recognize those skills toward graduation requirements. With this in mind, the Southern Union has established a program in which students, starting in the early elementary grades, will be made aware of a variety of vocational opportunities. The student will be able to observe and sample to a limited extent a variety of vocations. Later in his school experience a student will be able to work in jobs of his choosing, receiving pay, and quite often receiving academic credit for his work. Throughout the work experience program, the student will receive related instruction in the work ethic.

WORK EXPERIENCE EDUCATION PHILOSOPHY

5281

Seventh-day Adventists strongly believe that true education is "the harmonious development of the physical, the mental, and the spiritual powers," with character development being the most important objective and "to restore in man the image of his Maker..." (*Education*, pp. 13, 15, 16) "He who created man has provided for his development in body and mind and soul. Hence, real success in education depends on the fidelity with which men carry out the Creator's plan." (*Patriarchs & Prophets*, p. 595)

A work-experience program should provide a physical balance for symmetrical development. "A portion of the time each day should be devoted to labor, that the physical and mental powers might be equally exercised." (*Fundamentals of Education*, p. 38)

The ultimate purpose of this document is to clearly delineate the philosophy of the Seventh-day Adventist work experience program so that it will permeate each aspect or segment of the curriculum. The work experience program shall become an integral part of the skills and knowledge to be acquired by all students upon the completion of their formal education in Seventh-day Adventist schools.

Inherent in the Seventh-day Adventist work experience philosophy is the necessity of learning by experience, hence the inclusion of the following objectives:

1. To provide practical and useful physical exercise for the development of good health, strong minds and noble characters. See Education, 13:1; Patriarchs & Prophets, 601:1,2
2. To provide a realistic understanding of the respect for the dignity of labor. See Education, 214:2; Counsels to Teachers, 273:1
3. To make work experience education an integral required part of the school curriculum. See Fundamentals of Education, 417:2; 6 Testimonies, 180:0
4. To give students opportunity to gain a knowledge of the practical duties of everyday life. See Education, 216:1, Fundamentals of Education, 228:1
5. To give students opportunity to earn a portion of their school expenses. See Education, 221:2
6. To develop in students character traits which are essential for success when employed, such as punctuality, regularity, efficiency, ability to work with others and willingness to take orders. See Education, 215:2, Education, 222:1
7. To provide opportunity for teachers to work with students. See Counsels to Teachers, 211:1; Counsels to Teachers, 203:2
8. To help each student develop the necessary skills in a trade with which he may earn a livelihood. See Education, 218:2; Counsels to Teachers, 307:1, 2
9. To develop a lifestyle in which Christian concern for the welfare of others will be demonstrated. See Education, 29:2
10. To provide opportunities for teachers and parents to cooperatively engage in assisting students in performing well the duties of the home as exemplified by the life of the Christ Child. See Adventist Home, 290:2
11. To prepare students for success in this life as good homemakers and citizens and for the higher joy of wider service in the world to come. See Education, 13:1; Fundamentals of Education, 417:2

WORK EXPERIENCE EDUCATION (9-12)

5282

1. Purpose
Work experience education consists of a work assignment for which a student may earn academic credit as follows:

- a. General work experience education (available to all students in grades 9-12) has as its purpose the supervised part-time paid or non-paid work experience of students with intent of assisting them to acquire desirable work habits and attitudes.
- b. Vocational work experience education (available to grades 11 and 12 only) has as its purpose the extension of vocational learning opportunities for the student through part-time paid or non-paid work experience in an occupation in which specified skills are to be achieved. This list of skills will be developed by the work experience coordinator and his committee. Job descriptions may also be developed.
- c. The student will be expected to gain a proficiency in each skill. At the satisfactory completion of this experience, a Certificate of Completion will be awarded each student with a delineation of skills achieved.

2. Plans

Plans for any Work Experience Education will include the following:

- a. A statement of the type(s) of work experience which will be provided to the student by the school or conference.
- b. A specific description of the responsibilities of the school, the student, the employer, and any other entity involved in the work experience education.
- c. A description of the scope of the work experience education including the following:
 - 1) The setting/circumstances in which the work experience is to take place.
 - 2) The time and work conditions should comply with federal and state regulations.
 - 3) The time and the extent of the supervision the school will give to the student in the work experience.

3. Approval

Approval for the work experience education shall be given after considering and agreeing to the following:

- a. Recommendation of principal/superintendent
- b. Recommendation by the curriculum committee
- c. Review of the proposed plans
- d. Plan meets the guidelines of the Education Code

4. Procedures

The Work Experience Education shall be implemented through the following procedures:

- a. Orientation of the plans with the student involved including the following:
 - 1) The place and type of work to be performed
 - 2) The time schedule and other regulations and responsibilities involving the school and the students
- b. Approval of the application by the work coordinator
- c. Placement in the work place after the following occurrences:
 - 1) Proper authorization
 - 2) Valid state work permit if required
- d. A system of supervision and evaluation

A school board may elect to offer work experience as academic credit. The following guidelines are required:

1. A minimum of 160 clock hours are required to receive 2.5 semester periods. A maximum of five semester periods may be offered during a given school year.
2. No credit will be given for less than a full semester of work experience.
3. Up to five semester periods may be offered for full-time summer work experience which meets the regular requirements of the school work experience program.
4. A maximum of 20 semester periods may apply toward graduation.
5. Off-campus work experience may be considered for credit providing that it meets the requirements.

Records:

The school shall maintain appropriate records for evaluation and for grading purposes. Items which should be included in the student files:

1. A record of the type of work experience or department in which the student is employed and the type of job held
2. Work permits or other documents as required by state and federal regulations
3. Attendance, performance, and evaluation reports
4. Written communications with employers, employees, parents, administration, etc.
5. Grades, pay rates, etc., if applicable

CHILD LABOR LAWS**5284**

Each school must investigate and comply with the federal and state labor laws. Employment certificates shall be acquired, as necessary.

Non-agricultural Work Experience Guidelines:

1. Employment of minors under 14 years of age.
A minor under 14 years of age may not be employed in any gainful occupation, except in the following situations:
 - a. In housework in the minor's home
 - b. By a parent or guardian in a non-hazardous occupation (see section on Hazardous Occupations)
 - c. In agricultural work
 - d. In the distribution or sale of newspapers
 - e. In errand and delivery work by foot, bicycle, or public transportation
 - f. Self-employment
 - g. As a musician and entertainer
2. Employment of minors 14 and 15 years of age.
A minor who is either 14 or 15 years of age may be employed, except in the following circumstances:
 - a. During school hours
 - b. Between the hours of 7 P.M. and 7 A.M., if the next day is a school day
 - c. Between the hours of 9 P.M. and 6 A.M. at all times
 - d. More than three hours a day on school days

- e. More than 18 hours each school week
- f. More than eight hours on non-school days
- g. More than 40 hours each non-school week

3. Hazardous Occupations

Students working in a hazardous occupation must be at least 18 years of age, unless the student is 16 or 17 years of age and is a student learner in a course of study. (Such student learner must be employed under a written agreement, a copy of which must be retained by the employer in his personnel records.)

Defined as hazardous:

- a. Manufacturing and storing explosives
- b. Motor-vehicle driving and outside helper
- c. Mining
- d. Logging and sawmilling
- e. Power-driven tools: woodworking machines, hoisting apparatus, metal-forming, punching and shearing machines, bakery machines, paper product machines, circular saws, band saws, and guillotine shears
- f. Exposure to radioactive substances
- g. Slaughtering, meat packing, processing, or rendering
- h. Manufacturing bricks, tile, and kindred products
- i. Wrecking, demolition, and ship-breaking operations
- j. Roofing and excavation operations

For further information, check with the U. S. Department of Labor under *Child Labor Requirements in Non- Agricultural Occupations* (www.dol.gov).

SELECTION OF OFF-CAMPUS PLACE OF WORK

5285

In the approval of an off-campus place of work, the philosophy and beliefs of the Seventh-day Adventist Church should be given primary consideration. The student should take the following criteria into consideration in applying for approval of a place of work:

1. Overall desirable working conditions which will not endanger the health, safety, welfare, attitudes, and Christian standards of the student prevails.
2. The employer understands the intent and purpose of program objectives and demonstrates a willingness to participate in the program in which the student is enrolled.
3. The place of work offers a reasonable probability for continuous employment for the student during the period for which he is enrolled in work experience education.
4. The employer has appropriate equipment, materials and other necessary facilities so that an adequate learning environment may be provided.
5. The employer will provide adequate supervision of the student's job activities.
6. If the employment is for pay, the employer will provide wages and compensation insurance as required by law.

7. The employer will observe all federal and state laws regarding employment of minors.
8. Records and reports will be maintained by the employer in consultation with the work experience coordinator.
9. No credit will be given for work done before an application for work experience credit has been approved. The school reserves the right to deny work experience credit if the place of work chosen by the student does not meet the above criteria.

WORK EXPERIENCE COORDINATOR

5286

1. Supervision

A work experience coordinator shall be appointed on each campus to provide for supervision of the overall work experience program. In addition to meeting the requirements of Code 5283, if credit is involved, he should provide for initiating and maintaining places of work, for coordinating the program, and for supervising the students, including but not limited to the following:

- a. Participating in the evaluation process along with the work supervisor (employer) and the student.
- b. Providing a form for consistent evaluation of the student.
- c. Maintaining all application forms and records related to the work experience program.
- d. Making a periodic check to verify the number of hours worked.
- e. Making an on-site visit to off-campus work places at least once each quarter while the student is at work.
- f. Providing an orientation for all work supervisors.
- g. Making provision for all students in the work experience program to receive the related instruction listed in Code 5286.

2. Related Instruction

The work experience coordinator is responsible for arranging for time in the schedule for instruction and orientation for all students involved in the work experience program. The related learning in connection with the work experience education program shall include the following topics:

- a. General
 - 1) Why work experience education?
 - 2) Following instructions
 - 3) How to find a job
 - 4) Employment application
 - 5) Preparing a resume
 - 6) Job interview
 - 7) Job readiness
 - 8) Job advancement
 - 9) Job termination
 - 10) Money management
 - 11) Social security

- 12) Taxes
- 13) Child labor laws
- 14) Labor unions
- b. On-the-job instruction
 - 1) Job description
 - 2) Employer/employee relationship
 - 3) Company regulations
 - 4) Company benefits
 - 5) Skill requirements
 - 6) Safety/loss control
- c. Values clarification
 - 1) Personal integrity
 - 2) Honesty on the job
 - 3) Professional ethics
 - 4) Work attitudes
- d. Interpersonal relationships (getting along with others)
 - 1) SDA philosophy toward world of work
 - 2) Why work?
 - 3) Personal appearance
 - 4) Hygiene
 - 5) Jobs and gender
 - 6) Dependability

HOUSING, DORMITORY DEANS

5293

Employing organizations shall establish the rental rate for dormitory deans.

RESIDENT HALL DEAN'S CERTIFICATE

5294

Resident hall deans are required to obtain Adventist Student Personnel Association (ASPA) Resident Hall Dean's Certification as a basic professional requirement.

DORMITORY DEAN WORK LOAD/RESPONSIBILITY

5295

When a school employs both a dormitory dean and an assistant dean, these two individuals shall be responsible for taking care of the operation of the dormitory during the regular school year without additional help.

DORMITORY DEAN LEAVE

5296

Academy principals shall arrange for residence hall deans to be relieved from their duties on regularly scheduled weekend leaves.

It is recommended that Seventh-day Adventist security personnel not carry firearms.

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6000

SCHOOL BASED PREKINDERGARTEN, KINDERGARTEN COMBINATION PREK-K, K-1, K-2 GUIDELINES



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**SCHOOL BASED PRE-KINDERGARTEN, KINDERGARTEN,
COMBINATION PREK-K, K-1, K-2 GUIDELINES**

PHILOSOPHY AND OBJECTIVES

6001

As a denomination, Seventh-day Adventists desire to see the early education of the child as a continual growth process. It is imperative that a balanced program be instituted to meet the needs of the child's physical, intellectual, spiritual, emotional, and social development from birth through the years of formal schooling.

This concept is predicated upon principles such as those found in Proverbs 22:6, "Train up a child in the way he should go and when he is old he will not depart from it" and *Child Guidance*, p. 193, "Too much importance cannot be placed on the early training of children. The lessons that the child learns during the first seven years of life have more to do with forming his character than all he learns in the future years."

Ideally, the young child should be immersed in a rich experiential environment, free from formal schooling and in the primary care of his mother. Unfortunately, this ideal is no longer an option for many families. Increasing numbers of SDA mothers work away from home during their child's pre-school years. Societal changes have affected family size and structure. Broken homes, single parent and surrogate parent settings are occurring in growing numbers. The trend is toward urban rather than rural living. In addition, state and province requirements have necessitated the opening of SDA kindergartens. As a result, kindergartens have been established throughout the North American Division. In consideration of these factors the educators in the North American Division recognize the need to share in the responsibility of providing the best care and learning environment possible for young children.

Historically, Seventh-day Adventists have been opposed to kindergartens and preschools. E. G. White statements such as "free as lambs," "the mother should be the child's only teacher," and "no school until 8 to 10," have long influenced this position regarding early childhood education. Today the principles behind these statements are recognized, and, closer scrutiny shows these additional perspectives:

1. The ages 8 to 10 were given in a setting where there was no church school.
2. Where parents work out of the home, the church is counseled to provide for the training of the young child.
3. Circumstances dictate other applications of the principles.

The North American Division Office of Education has made provisions for the development of a kindergarten curriculum in order to provide a Christian education for young children of the Seventh-day Adventist Church. The Southern Union Office of Education in conjunction with the local Conference Office of Education has established standards for kindergarten facilities, equipment, curriculum and instruction. Kindergarten is a unit within the birth to grade 12 system operated by the Conference Office of Education.

When the local Conference Office of Education approves a pre-kindergarten and/or kindergarten to be established in a Seventh-day Adventist school, it becomes an integral part of the Office of Education. The program shall then be fostered, controlled and financed as a part of the elementary education program.

The program's goals should:

1. Emphasize the concept of God as creator of man and nature
2. Reflect an understanding of the principles of child growth and development
3. Provide for achieving intellectual growth as shown by maturation of the child's thinking processes

4. Develop the child's ability to socially interact in a positive manner
5. Provide experience in dealing with feelings emphasizing enhancement of self-worth
6. Increase the competency of body mastery and motor skills coordination

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 schools must comply with the strictest regulation. No additional grades from first through eighth are permitted in a classroom with pre-kindergarten.
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.

ADMISSION / ENTRANCE REQUIREMENTS

6006

Prior to accepting any applicant the following proper documentation must be on file:

1. AGE - Entrance age requirements must be followed. Any deviation from them must be approved by the local Conference Office of Education. An original copy of the birth certificate must be presented before a child can be admitted to the program.
 - a. Pre-kindergarten children must be at least four (4) years of age by August 15 of the year they are enrolled in pre-kindergarten.
 - b. Kindergarten children must be at least five (5) years of age by August 15 of the year they are enrolled in kindergarten. (See code 1801)
 - c. When a state's regulation conflicts with the August 15 deadline, the earliest date supersedes.

2. IMMUNIZATIONS - A record of the child's immunizations per state requirements must be on file in the school office. (See state requirements.)
3. PHYSICAL EXAM - A record of the child's current physical exam is required to be on file in the school office. (See state guidelines.)

ORGANIZATION AND STRUCTURE

6009

1. Authorization to Operate

Authorization to operate a pre-kindergarten, kindergarten or combination pre-kindergarten-kindergarten, or K-1/K-2 classroom is granted by the local Conference Board of Education upon approval of submitted application (see Section 6045) and based on the following criteria:

- a. A demonstrated educational need.
- b. Adequate/approved physical space and appropriate facilities, instructional materials, playground, and equipment.
- c. Proof of ability to provide adequate funding and budget control.
- d. A denominationally certified teacher with appropriate early childhood credentials.
- e. Adequate and appropriate curricular materials.
- f. A projected enrollment adequate for the financial and curricular needs of an effective educational program.
- g. Teacher load in accordance with the policy of the Union Board of Education.
- h. Specific policies regarding organization, administration, finance, curriculum, and personnel must be in agreement with the local Conference and Union offices of education.
- i. All applications to establish a new single grade or multi-level kindergarten (pre-kindergarten-kindergarten, K-1, K-2) classroom must be approved by the local Conference Office of Education before a program can begin. Applications are due in the local Conference Office of Education by March 1.
- j. Any changes in the configuration of PreK/K or K-2 classroom must be approved by the local Conference Office of Education.

2. Change of Program

If the type of program requested changes after the Application to Operate has been approved by the LCOE, the Change of Program Application (see code 6051) must be submitted to and approved by the LCOE prior to the implementation of the change. Operation of a kindergarten, pre-kindergarten or combination pre-kindergarten-kindergarten, or K-1/K-2 may begin only after written approval is received from the local Conference Office of Education. (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 and will need to acquire and maintain a valid state license to operate said program. (see Code 7000.)

3. Pre-kindergarten

While school-based programs for pre-kindergarten are considered part of the Southern Union Conference's Early Childhood Education (SUCECE) department, they are operated under the auspices of the local school board and will be supervised by the local Conference E.C.E. liaison and the Southern Union's associate directors for elementary and early childhood education.

Schools which operate in states that have licensing requirements for school-based pre-kindergarten programs/classrooms must operate in compliance with state regulations regarding licensure, exemptions, certificates of approval, etc. for said programs/classrooms.

Copies of licenses, certificates, letters, annual forms, etc. required by the respective state regulatory agency must be filed annually with the local Conference Adventist Risk Management manager or the local Conference Education Department.

Contact your local Conference Office of Education for pre-kindergarten guidelines and state laws regulating the state in which the pre-kindergarten is to be operated.

ACCREDITATION

6010 (1700)

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.

All schools that have prekindergarten classrooms must include the prekindergarten program in their school accreditation. A school which has been accredited Pre K- 8, Pre K-10, or Pre K - 12 must include prekindergarten in all future accreditation renewals, regardless of pre-k enrollment, unless the prekindergarten program was closed by voted action of the local school board.

PRE-KINDERGARTEN ACCREDITATION EVALUATION

6011(1700-1706)

All church schools are evaluated according to a plan outlined by the North American Division and Southern Union Offices of Education. [Schools with pre-kindergarten must include the pre-kindergarten program in the elementary schools' accreditations via Accreditrac](#) and [utilize](#) qualified individuals to review the early childhood educational program. "Qualified" is defined as an individual with an early childhood education degree, a child development degree (or equivalency), or an elementary education degree with kindergarten endorsement and experience.

This may include but not be limited to work experience as an early childhood classroom teacher or a director in an early childhood program, in a specific field of growth and development of young children, and/or in administration of a child care facility. Early childhood qualified individuals must participate on the school self-study and visiting committee teams. The visiting team individual(s) are selected jointly by the Southern Union and local Conference offices of education.

The site visit report of the evaluation visiting committee for [PreK-10](#) is reviewed and processed by the Southern Union Accreditation Review Committee.

ELECTRONIC SCHOOL REGISTER

6012

The electronic school register must be maintained for each pre-kindergarten and kindergarten classroom. Attendance records must be maintained on a daily basis. A hard copy of student and parent contact information must be retained in a confidential file for emergency purposes.

PERSONNEL

6015

Appointment of personnel can best be determined by the goals, objectives and design of the program. The number of children enrolled will determine the number of required staff (See local Conference policies.)

1. Staffing

All staff members should:

- a. Be members of the Seventh-day Adventist church in good and regular standing
- b. Display a commitment to the Seventh-day Adventist philosophy of education
- c. Be approved by the local Conference Office of Education and receive a letter of employment or educational employment agreement
- d. Manifest a genuine love and concern for children
- e. Illustrate a working knowledge of child growth and development
- f. Apply principles of learning
- g. Demonstrate a willingness to grow professionally
- h. Exhibit appropriate management skills
- i. Develop positive interpersonal relationships with children, staff, and parents
- j. Be free from past record of crimes involving intentional bodily harm, crimes against children, or crimes involving moral turpitude
- k. Consent to a background check
- l. Not engage in any behavior which may endanger the physical, emotional, or moral health of the children in their care
- m. Submit character references with application

2. Educational Qualifications

- a. Pre-Kindergarten Stand-alone:
 - i. Teacher **must** hold a **bachelor's** degree in either child development, early childhood, or elementary education **and denominational certification** with a **kindergarten or early childhood** endorsement. **Contact the Local Office of Education for Denominational Certification requirements as outlined by the North American Division and Southern Union Conference Offices of Education for certification details.**
 - ii. **Conference may approve an exception for a pre-kindergarten teacher who has not yet obtained a bachelor's degree but with specific training from a state-approved early childhood development program. If further clarification is needed, contact the Local Conference Office of Education or Union Office of Early Childhood Education.**
- b. Kindergarten:

Teacher must meet certification requirements as outlined by the North American Division of Education. Contact the Local Office of Education for certification requirements.
- c. Combination Classrooms such as Pre-Kindergarten-Kindergarten, K-1, or K-2:

Teacher must meet certification requirements as outlined by the North American Division of Education. Contact the Local Office of Education for certification requirements.

3. Teaching Load

While the grade load and student load numbers outlined in this policy are considered the minimum requirements necessary for quality instruction to occur, it should be noted that specific student needs and classroom composition, along with a teacher's expertise and experience level should factor strongly in the number cap/cut-off to ensure a quality educational program can thrive in any given classroom. Factors such as the number of English Language Learners (ELL) and other special needs students enrolled in a class can lower the cut-off numbers outlined in this policy to maintain the appropriate instructional quality of our

education system. The final teacher load decision should be made in consultation between the school principal/teacher and the local Conference Office of Education.

- a. Pre-Kindergarten Stand-alone:
Enrollment in a pre-kindergarten stand-alone four-year-old program must be limited to 12 students. A full-time teacher assistant will be required for 13-18 students.
- b. Kindergarten:
There should be at least one teacher for up to 16 students in a single grade kindergarten classroom. A full-time teacher assistant will be required for 17-22 students.
- c. Combination Pre-Kindergarten/Kindergarten:
Enrollment in a pre-kindergarten/kindergarten class must be limited to 12 students. A full-time teacher assistant is will be required for 13-18 students.
Provided. Any variations or exceptions must be approved by the local conference.
- d. Combination K-1, K-2:
It may be possible, upon approved application, to operate a multi-level kindergarten in a two or more teacher school. Grades may be divided as follows:
 - 1) pre-kindergarten and kindergarten,
 - 2) kindergarten and first grade, or
 - 3) kindergarten, first, and second grades

Enrollment in any of the above combinations must be limited to 12 students with any deviation being approved by the local Conference Office of Education. A full-time teacher assistant will be required for 13-18 students. Eighteen students are the maximum number allowed after adding a teaching assistant whenever Kindergarten is part of the multi-grade configuration.

4. Staff Development

Each pre-kindergarten and kindergarten teacher is expected to participate in regular in-service training. The hours of in-service and/or professional growth are determined upon the level of responsibility. The employing organization will be responsible for providing reasonable release time to fulfill the professional growth requirements.

DISCIPLINE

6018

1. Goals
The child's self-esteem should be affirmed and protected. The goal of classroom management and discipline should be to lead the child toward self-control. A classroom management plan should be posted and communicated to the children and parents.
2. Measures to Avoid
 - a. Denial of food
 - b. Forced napping
 - c. Punishment for toilet accidents
 - d. Subjection to derogatory remarks about themselves or their families, abusive or profane language, yelling, screaming, or threats
 - e. Physical punishment

1. Consult your state licensing agency and local Conference Office of Education for specific requirements in reference to:
 - a. Space for children - indoor and outdoor
 - b. Bathroom facilities
 - c. Sanitary regulations
 - d. Drinking water facilities
 - e. Lighting
 - f. Ventilation
 - g. Food service area
 - h. Storage space
 - i. Office space
 - j. Passage ways
 - k. Fire codes
 - l. Natural disaster regulations
 - m. Isolation area for illness
 - n. Phone system and emergency numbers
 - o. Vehicles
 - p. Computer security and acceptable use policy
2. Indoor
 - a. The building should be in good repair, painted and attractive.
 - b. Thirty-five square feet of usable floor space per child is needed exclusive of halls, cloakrooms, toilets, and kitchen. (The National Association for the Education of Young Children, NAEYC, suggests 420 sq. ft. for 12 students, 595 sq. ft. for 17 students, and 875 sq. ft. for 25 students, based on 35 sq. ft. per student)
 - c. The rooms should be on the first floor with at least two widely separated exits.
 - d. The activity rooms where the children "live" while at the school should be used exclusively for the children. They should not be used as storage rooms or part-time classrooms for older children.
 - e. Light colored, sunny rooms provide a more cheerful environment for little children.
 - f. The floor should be carpeted. One section should be tile or linoleum to provide easy clean up after painting, etc.
 - g. Heating and air-conditioning should be adequate. The floor temperature should be 68 to 70 degrees. All stoves and radiators must be protected to meet local safety standards.
 - h. The local fire and health departments should be contacted to do a safety inspection and to identify any hazard areas. Emergency telephone numbers and emergency procedures should be posted.
 - i. Accessible drinking fountains within the classroom should be provided.
 - j. High porches or stairways should be guarded with proper railings.
 - k. There should be one toilet and one sink in the classroom.
 - l. All rooms should be well lighted.

- m. Adequate storage space for each student to place lunch, coat, play shoes, etc. should be provided.
 - n. Adequate storage areas for teacher's instructional materials, supplies and equipment should be provided.
 - o. Provisions should be made to maintain the classrooms, halls, rest rooms, service rooms, and grounds, in a clean, orderly, and attractive condition at all times.
 - p. Provisions should be made for an isolation area for ill students.
3. Outdoor
- a. The playground should be large enough for a variety of play and learning activities.
 - b. The playground should contain a minimum of 75 square feet per **student**, free from hazards, well drained, fairly level, with sunny and shady spots. Vehicle traffic flow for children's safety when entering and exiting building should be established.
 - c. The playground must be enclosed with a sturdy four-foot fence.
 - d. A hard surfaced area for riding toys would be desirable.
 - e. The surface under play equipment must meet safety standards; the ground should be cushioned with 9-12 inches of absorbent material at all times.
4. Outdoor Equipment
- a. Sandbox with cover and large enough for several children
 - b. Sand toys (buckets, shovels, sieves, trucks, derricks, etc.)
 - c. Swings suitable for young children
 - d. Climbing equipment (jungle gym, climbing ladder, large circular tiles, slides, boxes, steps, platform.)
 - e. Riding toys (wagons, tricycles, wheelbarrows, scooters, baby carriages, engines, cars, etc.)

STANDARDS

6023

It is essential for teachers to recognize key areas of learning and development necessary for the healthy growth of young children. The Southern Union has adopted goals & developmental performance standards for early childhood education. Guided by these, practitioners shall intentionally integrate knowledge and experiences in spiritual, physical/health, language and communication, social-emotional, and cognitive domains to equip children with the attitudes, skills, and concepts they need to make progress in all areas of life.

1. Prekindergarten

The *Southern Union ECEC Teacher Goals & Developmental Performance Standards for the Growth of the Young Child* shall be primary in guiding the prekindergarten teacher. Other pre-k standards may be supplementary as needed per local licensing/regulatory requirements.

2. Kindergarten, First and Second Grades

The North American Division (NAD) Office of Education in collaboration with Kendall Hunt Religious Publishing, a Division of Kendall Hunt Publishing Company (the publisher of Pathways), has developed a faith-based kindergarten program—*Stepping Stones: A Journey to Excellence through Discovery*. A comprehensive curriculum, based on national kindergarten standards, is presented in the context of the Seventh-day Adventist worldview.

Standards for first and second grade describe what learners should know (content) and be able to do (skills). Serving as the framework for curriculum development, standards in NAD Seventh-day Adventist

schools reflect the Adventist worldview across all subjects and include the integration of national and state standards. They can be found on the Southern Union website.

CURRICULUM, INSTRUCTIONAL PRACTICES, AND ASSESSMENT

6024

The learning environment for young children should provide a wide variety of developmentally appropriate activities. The curriculum, instruction, and assessment must address the natural curiosity of the child and be stimulated by teacher-led instruction, active play, music, art, and child-centered exploration.

Developmentally appropriate materials and equipment which project heterogeneous racial, sexual, and age attributes must be selected and used. Stereotyping of any group should be avoided. Workbooks and blackline masters are not preferred practice.

1. Goals

A variety of developmentally appropriate activities and materials should be selected to emphasize concrete experiential learning in order to achieve the following goals; long range and daily activity plans should reflect commitment to these goals:

- a. Develop spiritually
- b. Foster positive self-concepts
- c. Develop social skills, including respect for cultural diversity of staff and children
- d. Encourage thinking, reasoning, questioning, experimenting, and making choices
- e. Encourage the development of language skills including listening, speaking, reading, writing and experiencing.
- f. Enhance physical development and skill through appropriate play activities
- g. Encourage and demonstrate sound health, safety, and nutritional practices
- h. Encourage creative expression and appreciation for the arts
- i. Develop self-help and practical life experiences

2. Curriculum

The curriculum will be in harmony with the philosophy of the Seventh-day Adventist educational system, as outlined in Southern Union Education Code and local Conference educational policies, so that each child will grow physically, socially, emotionally, mentally, and spiritually.

The Southern Union adopted curriculum provides competencies. Skills should be developed which will enable children to lead personally satisfying lives demonstrated through caring relationships with both children and adults.

a. Pre-Kindergarten

At the present time, the approved curriculum for prekindergarten is *Pebbles: A Faith-based Early Childhood Curriculum* issued by the Southern Union Office of Early Childhood Education. It is recommended that *Pebbles: A Faith-based Early Childhood Curriculum* be used in prekindergarten-kindergarten combination classrooms as it has been purposely designed and developed to align with the kindergarten curriculum *Stepping Stones: A Journey to Excellence through Discovery*.

A prekindergarten-kindergarten program should be supplemented with additional activities related to children's spiritual, physical, intellectual, emotional, and social development.

b. Curriculum Modification

Schools wishing to implement an additional curriculum, or needing to use another specific curriculum due to licensing or other requirement, may make a formal request to do so.

Deviation from the curriculum adopted by the Southern Union Board of Education must have the approval of the local Conference Office of Education in counsel with the union office of early childhood education. Requests must be submitted and approval received prior to implementation in the classroom. Permission granted to deviate may be withdrawn by mutual decision of the Conference and union. The school will then be required to implement an approved curriculum within a time frame specified by the union and conference's decision.

To receive permission, the principal or prekindergarten teacher must submit a written request for approval to the local Conference Office of Education. This request must include the desired curriculum's name, publisher and copyright date, the reason for requesting its use, the cost of the curriculum and additional materials it requires, and how the curriculum will be used. Approval must be received in writing prior to curriculum implementation.

3. Instruction

a. Instructional practices shall maintain the following:

- 1) Experiences that are developmentally appropriate
- 2) Long-range goals and objectives that reflect the early childhood philosophy
- 3) Realistic goals based on the assessment of individual needs and interests accomplished through one or more of the following methods:
 - b) Anecdotal records
 - c) Progress checklists
 - d) Compilation of children's work

b. Daily programming needs to show a balance of activities and experiences in the following areas:

- 1) Indoor/outdoor
- 2) Quiet/active
- 3) Individual/small group/large group
- 4) Large muscle/small muscle
- 5) Child initiated/teacher initiated*
- 6) Centers
 - a) Blocks
 - b) Housekeeping and dress-up
 - c) Manipulatives such as puzzles, sewing cards, etc.
 - d) Media with books, magazines, educational software on computers
 - e) Art activities including cutting, pasting, clay/play dough, painting, and color-chalk drawing
 - f) Sand and water
 - g) Woodworking / Construction
 - h) Listening center for stories, music, poetry
- 7) Outdoor experiences
 - a) Large muscle development (balance beams, climbing and crawling apparatus, slides, etc.)

- b) Outside play equipment (wheel toys, sand box, hoola-hoops, etc.)
 - c) Balls and jump ropes
- 8) Experiential Learning Activities
 - a) Reading readiness
 - b) Math
 - c) Bible/Worship
 - d) Science and nature
 - e) Social studies
 - f) Arts and crafts
 - g) Music and rhythm
 - h) Listening and speaking
 - i) Drama and role playing j)
- Writing
 - k) Research and discovery
 - l) Cooking
 - m) Gardening
- 9) Physical Care Routines
 - a) Meals and snacks
 - b) Water and restroom breaks
 - c) Hand washing
 - d) Rest periods
- 10) Quiet-Time Activities
- 11) Appropriate Field Trips

*Child initiated/teacher initiated--The teacher should provide materials and time for children to select their own activities during the day. This criterion addresses the need for young children to develop initiative and decision-making skills by making real choices. In addition, children should be taught to participate in routine tasks and follow a daily schedule to foster self-discipline.

4. Assessment

Early childhood practitioners assess young children's learning and development to monitor growth and report to families and administrators how the children are progressing. The Southern Union assessment system and parent reporting process shall be followed.

a. Pre-kindergarten

Pre-kindergarten Assessment Tool Kit is the adopted prekindergarten assessment system provided by the Southern Union Conference. It is the recommended instrument for tracking and reporting the development and progress of prekindergarten children. Any other instruments must adhere to the Southern Union philosophy and guidelines as outlined in the *Pre-Kindergarten Assessment Tool Kit*. Approval from the local Conference Office of Education must be obtained prior to implementing any other assessment and progress reporting instruments.

b. Kindergarten, First & Second Grade

The purpose of assessment is to measure growth over time and to provide feedback to the teacher, learner, and parents regarding the learner's progress toward achieving learning objectives. Informal assessment (observing, recording, documenting, etc.) is continuous, whereas formal assessment (traditional written, and performance based) is periodic. Formal and informal

assessment tools include student portfolios, observation records, anecdotal notes, and tracking cards (*Kindergarten Stepping Stones*.)

DAILY SCHEDULE

6026

The pre-kindergarten/kindergarten classroom schedule should be efficient and effective for all that interact with it. The schedule should be developed in collaboration with instructional staff and administration, and meet local Conference approval.

When viewing student achievement goals, the day, time of day, and amount of time allotted for each discipline is important. Developmentally appropriate practices (DAP) in pre-kindergarten and kindergarten classes entail integrating traditional subjects and therefore schedules may show time periods for various learning experiences instead of periods for departmentalized subject area teaching.

DAP affirms that while a daily schedule should be firm enough to provide consistency for everyday routines and activities, and adequate pacing of instruction/learning, there needs to be flexibility enough to allow for unexpected opportunities and instructional needs that commonly occur in early childhood education. A specific amount of time to be spent in particular learning experiences or activities is not stipulated for pre- kindergarten or kindergarten as for grades 1-8 in Code 5060. However, DAP should include balanced activities as outlined above in Code 6024. In addition, learning experiences should follow the natural cycle of learning and provide daily opportunities for students to connect with, practice, and apply the concepts and skills that have been taught.

SAMPLE PRE-KINDERGARTEN

6027

8:30 - 9:30	Worship / Circle Time / Restroom & Water break
9:30 - 10:15	Experiential Learning Activities
10:15 - 10:45	Outdoor Activities
10:45 - 11:15	Art/Music/Centers
11:15 - 11:30	Preparation for Lunch
11:30 - 12:00	Lunch
12:00 - 12:30	Outside - Free Play
12:30 - 1:00	Restroom & Water and Story time
1:00 - 2:30	Rest time
8:30 - 9:30	Worship / Circle Time / Restroom & Water break
2:30 - 2:45	Restroom and Water
2:45 - 3:05	Outdoor Activities or Centers
3:05 - 3:15	Clean-up & Dismissal

SAMPLE KINDERGARTEN SCHEDULE**6030**

8:30 – 9:15	Worship (Songs, Bible story, Prayer, Circle Time (Calendar Activities, Pledge of Allegiance, Science/Health/Social Studies Theme
9:15 – 10:00	Language Arts, Reading Readiness
10:00 – 10:20	Learning Centers
10:20 – 10:45	Recess
10:45 – 11:15	Experiential Activities (Math, Science, Research & Discovery)
11:15 – 11:35	Learning Centers
11:35 – 12:00 Noon	Lunch
12:00 – 12:30	Recess
12:30 – 1:00	Rest Time and Story
1:00 – 1:30	Writing, Language Arts
1:30 – 2:20	Learning Centers
2:20 – 2:45	Centers for Creative Play (B locks, Housekeeping, etc.)
2:45 – 3:05	Outdoor Recess
3:05 – 3:15	Clean-up and Dismissal

EDUCATIONAL EXPERIENCES**6033**

Experiences for young children should include the following components:

1. Cognitive Skills:
 - a. Problem solving
 - b. Thinking
 - c. Reasoning
 - d. Creating
 - e. Communicating
 - f. Classifying
 - g. Sequencing
2. Awareness and Acceptance
 - a. Cultural
 - b. Physical
 - c. Educational
3. Self-Development
 - a. Positive self-concept and attitude
 - b. Natural curiosity
 - c. Creative potential
 - d. Psycho-motor coordination
 - e. Sensory awareness

- f. Social graces
- g. Value system
- h. Responsibility

4. Curriculum Goals

a. Spiritual

A primary emphasis of the early childhood curriculum offered in the Seventh-day Adventist schools should be character development. Each day should begin with worship. It can include Bible stories, character building stories, spiritual lessons from nature, music, movement, and other age-appropriate activities. A loving Christian atmosphere should permeate the activities of each day.

b. Play

For young children, play is the child's work. It strengthens visual and auditory discrimination, gross and fine motor development, readiness and growth. Children should be provided with ample time for play and development.

c. Language Arts

Language arts includes listening, speaking, vocabulary development and shared reading and writing. These skills should be developed through the use of picture/storybooks, magazines and other print-rich materials, dramatization, discussion, role playing, field trip activities, personal experiences/stories, finger plays, poetry, listening stations, puppetry, games, pantomiming, interpreting pictures and play.

d. Music

Planned and spontaneous musical experiences should be an integral part of the curriculum. Children need to be provided opportunities for developing through various musical experiences that include listening to and participating in instrumental and rhythmic activities and singing.

e. Art

The art program should be focused on creative expression through art media. Activities and experience with various types of paints, graphic design tools, chalk, glue-able items for dimensional creations, etc. need to be provided often.

f. Mathematics

Mathematics is a natural part of daily life and practice of skills should be integrated throughout the day rather than taught in isolation. Manipulative activities should be provided to help children develop concepts.

g. Social Studies

Social studies should be taught informally through activities relating to self, family, friends, communities, holidays, patriotism, field trips, and daily experiences in the classroom.

h. Science

Science concepts need to be developed through observation, exploration, manipulation, and comparison. A variety of experiences involving plants, animals, and the physical sciences should be provided.

i. Health and Safety

Concepts relating to health and safety should be developed through planned routines carried out on a daily basis.

The goals of health education for young children include the following:

- 1) Safety — classroom, playground, fire, traffic, and strangers/others
- 2) Personal health — cleanliness, dental care, and orderliness
- 3) Nutrition — nutrients, eating habits, and body growth

- 4) Mental health and self-concept — respect, emotions, expression of feelings, and ability to participate
- 5) Cooking — appropriate/ adequate amounts of food, tasting, and cultural practices
- 6) Physical education – development of age appropriate gross motor movement, coordination, and team participation skills

INSTRUCTIONAL MATERIALS AND SUPPLIES

6036

It is important when planning for and selecting materials and equipment that consideration be given to the number of children and their developmental level.

1. Selection of Equipment and Materials Guidelines:
 - a. Cost factor
 - b. Number of children the item will accommodate
 - c. Durability
 - d. Care and upkeep
 - e. Creative utilization
 - f. Safety
 - g. Storage
 - h. Variety of uses
2. Recommendation of Instructional Aids:
 - a. Picture/Story books and periodicals (12 books per child minimum count)
 - b. Math manipulatives and educational games (Unifix blocks, Memory, Tic-tac-toe, etc.)
 - c. Science equipment (magnifying glass, butterfly nets, binoculars, bug boxes, magnets, etc.)
 - d. Art materials (papers of various textures and sizes, brushes, various paints and glues, etc.)
 - e. Housekeeping props (dishes, dolls, phone, broom, plastic & cardboard food, etc.)
 - f. Writing materials (pencils, crayons, and markers)
 - g. CD's and cassettes
 - h. Videos / DVDs
 - i. Blocks of varying sizes and types
 - j. Drama/dress-up supplies (clothing, purses, briefcase, cell phones, etc.)
3. Recommendation of Class Equipment
 - a. Tables – 18 and 20 inches high and chairs of varying sizes – 10, 12, and 14 inches high.
 - b. Sleeping pads or cots
 - c. Storage cabinets
 - d. Bulletin boards
 - e. Chalk & White boards, wall-mounted
 - f. Furniture for play house area
 - g. CD and cassette player and select educational audio media
 - h. TV/VCR or DVD Player and select educational visual media
 - i. Musical and rhythm instruments
 - j. Art Easels
 - k. Playground equipment (Various sizes and types of balls, jump ropes, wheeled toys such as cars,
 - l. First aid kit trucks, baby buggies, and wagons)

4. Additional Recommendations for Classroom Equipment
 - a. Construction equipment (workbenches with vises, sawhorses, hammers, screwdrivers, rulers, tool benches, pegs and pegboards)
 - b. Construction material (planks, odds and ends of boards, nails, screws, etc.)
 - c. Building sets (Lincoln Logs, Legos, etc.)
 - d. Stuffed animals
 - e. Housekeeping equipment (refrigerator, sinks, table, cradle, etc.)
 - f. Play house, school, bus (Fisher Price)
 - g. Garden tools (child size)
 - h. Art materials (stencils, glitter, yarn, rubber stamps and ink pads, etc.)
 - i. Water-sand table
 - j. Manipulative games and toys (puppets, large beads and laces, puzzles, etc.)
 - k. Terrarium and aquarium
 - l. Classroom pet (e.g. hamster, bird, with cage and supplies)
 - m. Scatter rugs (to sit on during circle time)
 - n. Piano/Keyboard

PARENTAL INVOLVEMENT AND PARENT EDUCATION

6039

Parents and teacher must communicate frequently and work closely to assist the child in making positive developmental progress. The degree of parent involvement will vary from program to program according to the availability of parents and program needs. The teacher should build a strong relationship with parents.

1. Administration and Teachers' Responsibilities to Parents
 - a. Develop a warm and meaningful relationship with parents
 - b. Accept parental differences.
 - c. Provide orientation for parents at the beginning of the year
 - d. Maintain on-going communication through newsletters, notes, visits, phone calls, Home and School Meetings, etc.
 - e. Have formal parent/teacher conferences two or three times each year.
2. Advantages of Parent Involvement
 - a. Provides an additional resource for teachers.
 - b. Increases a child's sense of family pride.
 - c. Gives parents the satisfaction of making a contribution to their children's education.
 - d. Promotes positive rapport between parents and teachers.
 - e. Presents an opportunity for parent education.
 - f. Gives the school and teacher an opportunity to become a support system for the family.
3. Opportunity for Parent Involvement
 - a. Volunteering as room parents
 - b. Assisting with Grounds/ maintenance
 - c. Helping with the preparation of educational materials
 - d. Chauffeuring on field trips
 - e. Coordinating fund raising activities
 - f. Working as a classroom assistant

RESOURCES

6042

1. State regulations and guidelines
2. Local Conference policies
3. Media resources
4. Human resources

APPLICATION TO OPERATE
A NEW PRE-KINDERGARTEN, KINDERGARTEN, OR COMBINATION PREK-K, K-1, K-2
DUE MARCH 1

6045

Name of School _____ Date _____

Address _____

Conference _____ School Year to be Implemented _____

- A. TYPE OF PROGRAM REQUESTED
- | | | |
|--|------------------------|----------------------|
| | _____ Pre-Kindergarten | _____ K-1 Multigrade |
| | _____ PreK-K | _____ K-2 Multigrade |
| | _____ Kindergarten | |

1. Hours of operation _____

2. Enrollment Policies:

Kindergarten - Enrollment age 5 years by August 15th

Pre-Kindergarten - Enrollment age 4 years by August 15th

Pre-Kindergarten must be approved by local Conference Office of Education prior to admitting any 4-year-olds. No 4-year-old shall be admitted to any K/1, K/2 program.

For comprehensive enrollment policy see codes 1800, 6006

Grade	Number of Students	
	Next Year Projection	
	SDA	Non-SDA
Pre-K		
K		
1		
2		

B. FACILITIES (See code 6021)

1. Room size (square feet) _____
2. Facilities - complete attached checklist.
3. Safety Committee check (room, stairways, hazards, etc.) _____ Date inspected _____

C. TEACHER CERTIFICATION (See code 4114)

Name of Teacher	Denominational Certification Held	Expiration Date	Endorsement(s)

D. FINANCIAL

1. Entrance Fee \$ _____ Monthly Tuition \$ _____
2. Initial funds allocated for startup \$ _____
3. Monthly (yearly) funds available for consumable supplies \$ _____
4. Budgeted funds for building up materials and supplies \$ _____

BOARD ACTIONS

E. RECORD OF ACTIONS AS VOTED BY:

1. Local School Committee/Board

Date of Action _____

Type of Program requested:

- _____ Pre-Kindergarten
- _____ Pre-Kindergarten/Kindergarten
- _____ Kindergarten
- _____ K-1 Multigrade
- _____ K-2 Multigrade

Voted Action _____

(Board Chairman or Principal)

2. Local Office of Education/Conference Board of Education

Date of Action _____

Voted Action: _____

(Superintendent of Education)

Admission/Entrance Requirements (See code 6006)

AGE - Entrance age requirements must be followed. An original birth certificate must be presented before a child can be admitted to the program. Any deviation from this must be approved by the local Conference Office of Education.

1. Pre-kindergarten children must be at least 4 years of age by August 15th of the year they are enrolled in pre-kindergarten.
2. Kindergarten children must be at least 5 years of age by August 15th of the year they are enrolled in kindergarten. (See code 1800)

Some states do not allow any four-year-old students to attend school. Check with your local Conference Office of Education before making application.

APPLICATION DUE IN LOCAL CONFERENCE OFFICE OF EDUCATION BY MARCH 1

Please check the following items with which you comply.

FACILITIES INDOOR

- _____ Building is well maintained inside and out, freshly painted and attractive.
- _____ Thirty-five square feet of usable floor space per child is allocated, exclusive of halls, cloakrooms, toilets, and kitchen. (The National Association for the Education of Young Children, NAEYC, suggests 420 square feet for 12 students, 595 square feet for 17 students, and 875 square feet for 25 students based on 35 square feet per student.)
- _____ Classrooms are on the first floor with at least two widely separated exits.
- _____ Classrooms, or parts thereof, are not used for storage or play areas by older children.
- _____ Carpets and floors are cleaned and well maintained.
- _____ A tiled area is provided.
- _____ Heat and air-conditioning are adequate with comfortable floor temperatures. All stoves and radiators are protected to meet local safety standards.
- _____ High porches or stairways are guarded with proper railings.
- _____ Toilet, lavatory and drinking fountain are provided in each classroom.
- _____ All rooms are well lighted and have sufficient natural light exposure.
- _____ Personal storage space for each student is provided.
- _____ Adequate cabinets and/or closet are provided for teacher's instructional materials, supplies and equipment.
- _____ Maintenance service that ensures the entire facility is kept clean, well-organized and attractive is provided.
- _____ Provision is made for isolating and supervising ill students.

FACILITIES OUTDOOR

- _____ Playground area contains a minimum of 75 square feet per student.
- _____ Playground is well drained, free from hazards, and allows for sun and shade.
- _____ Vehicle traffic flow provides for children's safety when entering and exiting building.
- _____ Play area is enclosed with a sturdy four-foot fence with gates.

EQUIPMENT

- _____ Guidelines for appropriate equipment, as outlined in Southern Union Education Code have been followed.

Please list on the reverse side of this page any equipment or materials, as outlined in the above policies, you **do not** anticipate having on hand at opening. Also, please provide an explanation why these will not be made available.

**CHANGE OF PROGRAM APPLICATION
FOR GRADES INVOLVING PRE-KINDERGARTEN AND KINDERGARTEN**

6051

If the type of program requested changes after the Application to Operate has been approved by the LCOE, the Change of Program Application must be submitted to and approved by the LCOE prior to the implementation of the change. Code 6009

Name of School _____ Date _____

Address _____

Conference _____ School Year to be Implemented _____

- A. CURRENT PROGRAM (check all that apply) _Pre-Kindergarten
____Pre-Kindergarten/Kindergarten
____Kindergarten
____K-1 Multigrade
____K-2 Multigrade
____full day
____half day

- B. PROPOSED PROGRAM (check all that apply) _Pre-Kindergarten
____Pre-Kindergarten/Kindergarten
____Kindergarten
____K-1 Multigrade
____K-2 Multigrade
____full day
____half day

- C. ENROLLMENT
Kindergarten - Enrollment age 5 years by August 15th
Pre-Kindergarten - Enrollment age 4 years by August 15th
Pre-Kindergarten must be approved by local Conference Office of Education prior to admitting any 4-year-olds. No 4-year-old shall be admitted to any K/1, K/2 program.
For comprehensive enrollment policy see Codes 1800, 6006

Grade	NUMBER OF STUDENTS	
	Current Enrollment	
	SDA	Non-SDA
PreK		
K		
1		
2		

D. STAFFING FOR PROPOSED PROGRAM

Name of Teacher(s)	Denominational Certification(s) Held	Expiration Date	Endorsement(s)

E. RECORD OF ACTIONS VOTED - (Board action is necessary when there is a change in the combination of PreK, K, K/1 or K/2).

1. Local School Committee/Board

Date of Action _____

Voted Action _____

2. Local Office of Education / Conference Board of Education

Date of Action _____

Voted Action: _____

(Superintendent of Education)

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7000

Early Childhood Education Programs



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Early Childhood Education Programs

MISSION STATEMENT

7001

The Southern Union Conference Early Childhood Education Program has a mission to provide quality care and educational programs birth through four by well-qualified adults in safe, age appropriate environments while maintaining the principles of the Seventh-day Adventist Church.

DEFINITION OF TERMS AND DESCRIPTIONS AS PERTAINING TO THIS SECTION

7020

Early Childhood Program (formerly referred to as Child Care Center, Child Development Center, Nursery School, Pre- Kindergarten Programs, Preschool, etc.): A purposefully organized entity providing an educational venue and approach for young children, before they enter formal elementary school, under the direction of trained personnel, who adhere to state regulations for licensing purposes. In an Early Childhood Program (ECP) provision is made for child care and education that stimulates the growth and development of intellect and positive social/emotional behaviors for children 0-4 years of age. An ECP should be licensed for any combination of ages from infants six weeks and older through age 5 and may include before and after school-care through age 12. It may offer a part-time and/or full-time schedule. The age of the children served and the service rendered should be determined by the facility in which the program is maintained, program type, personnel, and state regulations.

A facility which accepts children that are not four years old by August 15 of the year they are enrolled must be classified as an early childhood program and will need to acquire and maintain a valid state license to operate said program.

Kindergarten: A qualified readiness program which is under the direction of a certified teacher, Southern Union Conference Office of Education (SUOE) and Local Conference Office of Education (LCOE) designed to prepare children for the first grade. Length of a child's stay in the program depends upon his maturation level. Kindergarten programs are not normally operated in centers. Under special circumstances a kindergarten program may be allowed to operate in a licensed early childhood education center but prior written approval for such an arrangement must be granted jointly from the LCOE and SUOE.

Care-giver: A person responsible for the care and well-being of a young child in the absence of their parents. Extended-day Programs: Programs offered before, after or outside of regular school hours.

PURPOSE AND GOAL

7030

The Southern Union Conference Administration, Office of Education, and Early Childhood Advisory, as a result of studies and research conducted during the late 1990's, conclude that the Church has a responsibility to embrace the ministry of early childhood education. Presently, there are early childhood education programs operating within the Southern Union territory serving some several thousand children, ages birth through four years. This translates to many families, both Adventist and non-Adventist, to whom the Church may minister. Thus, our objective is to operate educationally sound Christian early childhood education programs following developmentally appropriate practices as a ministry and service to families of the churches and communities, and not primarily as profit centers. The benefits can be many, including serving as feeders to our elementary schools and winning souls for Jesus.

By extending early childhood education, programs can emerge as particularly strong, viable agencies in the community and become a major participant in the early education of...children who have been rightly educated [and who] will in their simplicity ...do a work in the proclamation of the truth which the older workers cannot do...

Testimonies, Volume 6, page 202

Then let the church carry a burden for the lambs of the flock. Let the children be educated and trained to do service

for God, for they are the Lord's heritage.

Testimonies, Volume 6, page 203

1. The early childhood education programs should:
 - a. provide a natural extension of trustworthy care for children.
 - b. offer a sense of continuity and shared values.
 - c. enable children to grow spiritually, physically, intellectually, emotionally and socially.
 - d. support families, including siblings and significant others.
2. An early childhood education program should involve the following goals:
 - a. Maintain belief in God as Creator and Savior of mankind
 - b. Exhibit an understanding of the principles of child growth and development
 - c. Make provision for achieving intellectual growth as shown by a maturation of
 - d. thinking processes
 - e. Develop the child's ability to socially interact in a positive manner
 - f. Provide experience in dealing with feelings appropriately with a strong emphasis g. on enhancement of self-worth
 - h. Present opportunities for developing fine and gross motor skills coordination

RATIONALE

7040

Historically, Seventh-day Adventists have been opposed to formal early childhood education. Emphasis has been on surrounding the young child in a rich experiential environment, free from formal schooling and in the primary care of the mother. Statements by Ellen White have long influenced this position:

Small children should be left as free as lambs, to run out of doors, to be free and happy, and should be allowed the most favorable opportunities to lay the foundation for sound constitutions. *Testimonies, Volume 3, page 137*

...let the little ones play in the open air; ... and learn the love of God as expressed in His beautiful works. *Child Guidance, page 34*

Good child care is an urgent need in today's society. Traditionally, parents would be responsible for providing this care. However, because of the rapidly changing structure of the family in today's society, it becomes vitally necessary for parents to find assistance in giving their children the best care possible.

It is understood, without question, the ideal educational environment still remains in the home. While it is the responsibility of the parents and family to provide the earliest years of training and education within the home, we recognize the reality of societal needs and trends of the 21st century. Many parents are working outside the home to support their families and therefore need reliable, safe, quality care for their young children. Thus, the need exists to provide alternative methods for an appropriate experiential background and basic foundational education.

In studying the patterns of today's Adventist families, we find that increasing numbers of mothers work away from home during their child's pre-school years. When Ellen White was challenged concerning earlier statements she had

made regarding ideal school entrance age, she responded: "Circumstances alter conditions. Circumstances change the relation of things." Sanitarium Church School Board Minutes of January 14, 1904.

According to the 2000 U.S. Census, nearly half of the labor force is female. Child care has been recognized as an essential thread in the social fabric of our society. Most families need and will continue to use some form of child care to help them raise their children. Societal changes have influenced family size and structure. Broken homes, single parents and surrogate parent settings are occurring in growing numbers. The classification of families has increased from four basic patterns/types in 1960 to 24 patterns/types in 2000.

Because of this sociological phenomenon, the majority of babies in the U.S. are placed in full child care by the time they are one year old. Today, the principles behind the statements by Ellen White are still recognized. Closer scrutiny, however, shows these additional perspectives:

1. When these statements were written concerning the ideal age of 8-10 years, there were no Adventist church schools. Adventist children attended public schools. Many classrooms were crowded and poorly ventilated, with hard wooden benches for seats. The curriculum was rigid, with an emphasis on rote learning, and was unsuitable for young children.
2. The church was counseled and strongly encouraged to provide for the training of younger children in situations where parents work out of the home and/or find themselves lacking in parental skills. Sanitarium Church School Board Minutes of January 14, 1904; "Counsel on Early School Attendance", *Review and Herald*, April 24, 1975.

Roger L. Dudley and V. Bailey Gillespie report in the VALUEGENESIS Faith in The Balance Study (1992) on page 214 that "One of the primary purposes of schools is to nourish a lifelong loyalty to Adventism. This aim is partially accomplished by surrounding the young with teachers and peers who value Adventism. Another key strategy to encourage loyalty to Adventism is teaching and modeling Adventist standards."

PHILOSOPHY AND OBJECTIVES

7050

Too much importance cannot be placed on the early training of children. The lessons that the child learns during the first seven years of life have more to do with forming his character than all he learns in the future years. *Child Guidance*, page 193

As a denomination, Seventh-day Adventists desire to see the early education of the child as a continual growth process. It is imperative that a balanced program be instituted to meet the needs of the child's physical, intellectual, spiritual, emotional and social development from birth through the years of formal schooling. This concept is predicated upon principles such as found in Proverbs 22:6, "Train up a child in the way he should go and when he is old he will not depart from it."

From babyhood the character of the child is to be molded and fashioned in accordance with the divine plan. Virtues are to be instilled into his opening mind.
Child Guidance, page 193

The parents' [caregivers'] work must begin with the child in its infancy, that it may receive the right impress of character ere the world shall place its stamp on mind and heart. *Ibid*, page 193

Too much importance cannot be placed upon the early training of children. The lessons learned, the habits formed, during the years of infancy and childhood, have more to do with the formation of the character and the direction of the life

than have all the instruction and training of after years. *Ministry of Healing, page 380*

Attention to young children at an early age helps to prevent later difficulties. Good nutrition, nurturing, mental stimulation and interactions at an early age are the best preventive measures for avoiding developmental delays and disturbances.

More important than sensory stimulation in the early years of development is the need for parents and caregivers to interact interpersonally with the child. The early years are important for relationships, not quantity of sensory bombardment.

What toddlers need for proper brain development is “close-up interaction with older people.” Children need adults in their lives with whom they can be attached. Attachment can involve a few selected individuals, including parents, grandparents, other relatives, nannies, childcare providers and teachers. These “selective attachments” offer children the chance to develop an internal model of security about the world, and allow their minds to develop a sense of emotional well-being and psychological resilience. It is very important that in the early years of development that patterns of INTERACTION between child and caregiver are developed and utilized. Relationships and the Developing Mind: An “Interpersonal Neurobiology” of Attachment, Daniel J. Siegel, M.D., pages 105, 107

Early childhood care and development recognizes that as children grow in size, they are also developing, maturing, and mastering ever more complex understandings of the people, objects, and challenges in their environment, and require specific nurturing and care in order to thrive. For a child to develop and learn in a healthy way, it is very important to meet the basic needs for protection, food, and health care. It is equally important to meet the basic needs for interaction and stimulation, affection, security, and learning through exploration and discovery.

Play is a child’s work and the child must therefore be given the opportunity and the freedom to explore its surroundings both indoors and outdoors. Through the many and varied activities of play, children begin to try to understand and relate to the world around them. Play is linked to many other abilities that are developing at the same time--social and language skills, cognitive and emotional growth. It is a task that consumes each child’s every waking hour.

Studies have shown that the first six (6) years of a child’s life form the foundation for all later development. Developmental psychologists have demonstrated that in the early years a child develops all the basic brain and physiological structures upon which later growth and learning are dependent, as is evident by the latest brain- research findings. Emotionally and socially, the child develops many of the abilities upon which later social functioning is based.

START-UP AND GOVERNANCE OF CONFERENCE EARLY CHILDHOOD PROGRAMS (ECP)

7100

Prior to announcing the start-up or reopening of an early childhood program (ECP), a church or school must first receive a local board approval to explore possible needs and feasibility of opening an early childhood program as a ministry of service to the local community. If, after the needs and feasibility study are completed and reviewed by the local board and it is voted to proceed, an application must be submitted to the local Conference Board of Education for approval before any further steps are taken locally. (See <https://www.adventistedge.com/early-childhood/resources/for-the-ECP/Pre-K-Classroom-Start-up-Packet>).

1. Local Board

- a. All Early Childhood Programs must be governed by a board. The operating board should maintain a constitution with bylaws, conduct regularly scheduled board meetings, and keep written agendas, minutes, and financial statements for the overall administration of the ECP.
- b. Early Childhood Programs operated by a Seventh-day Adventist church should have a separate operating board. One of the following options should be selected in consultation with LCOE and SUCOE.

- 1) Separate operating boards

The church and the early childhood program each have their own boards. The pastor and the early childhood program director should be members of each entity's board. An agenda, minutes and financial statements must be maintained and available for each respective ECP board meeting. A monthly report should be made to the church board.

- 2) Sub-committee of the local church board that focuses on the ECP operations

An agenda with separate financial records and minutes must be maintained and available for each early childhood program sub-committee meeting. The ECP director, pastor or head elder should be a member of this sub-committee.

- 3) Independent boards with same members

Each board session operates with a separate agenda, minutes, and financial statements. These are maintained and available for effective business and operations of both entities.

Regardless of the governance structure chosen, annual reports regarding operations and finances should be made to the church and ECP constituencies.

- c. In situations where an early childhood program and elementary school share a campus, it is the goal to have open communication and collaboration between both entities to facilitate a smooth transition of children from the early childhood program to the elementary school. Therefore, a variety of governance options may be utilized based on local resources, personnel and needs of the constituency.

- 1) The school principal, if ECE qualified may request to also serve as the director of the Early Childhood Program with written approval granted jointly by the LCOE and SUCOE.

- 2) A pre-kindergarten through 12th grade classroom teacher may not concurrently serve as the director of an Early Childhood Program.

- 3) Early Childhood Programs operated on the same campus as a school should have a separate operating board. Any exceptions must be granted jointly by the LCOE and SUCOE. The selected option for operation should reflect the needs of the local early childhood and elementary school programs. One of the following options may be selected in consultation with LCOE and SUCOE.

- a) Separate operating boards

The elementary school and the early childhood program each have their own boards. The school principal and the early childhood program director should be members of each entity's board. An agenda, minutes and financial statements must be maintained and available for each respective meeting. A monthly report should be made to the church board.

- b) Sub-committee of the local school board that focuses on ECP operations

An agenda with separate financial records and minutes must be maintained and available for each early childhood program sub- committee meeting. The school principal should be a member of this sub-committee.

c) Independent boards with same members

Each board session operates with a separate agenda, minutes, and financial statements. These are maintained and available for effective business and operations of both entities. Regardless of the governance structure chosen, annual reports regarding operations and finances should be made to the church and school constituencies.

- d. The ECP board shall be composed of members of the Seventh-day Adventist church or churches who represent a cross-section of the constituency. This membership shall include the chair, treasurer, and secretary (the ECP director). In a consolidated center or where deemed appropriate, a vice-chair may be added. These officers shall be duly elected by the board at its first meeting or as specified by the constitution. (A recording secretary may be appointed to serve under the board secretary). In addition to the above members, the board should include the Home and Center Association leader/president and the pastor(s) of the constituent church(es). The ECP director, pastor, Home and Center Association leader/president, and Conference superintendent (or superintendent's designee) are ex-officio members, and have voting privileges.

Due to confidentiality and conflict of interest issues, it is not recommended that regular teachers and/or employees of the ECP, other than the director and treasurer, serve on the board. The ECP board members (other than ex-officio members) are to be elected by the constituent church(es) in accordance with the early childhood program's constitution or working policies.

Officers and members of the board usually serve on a fiscal year term. It is desirable for the sake of continuity that not more than one-half of the membership is elected each year. One of the following two plans is recommended in election of board members and their term of office:

- 1) Members may be elected at the close of the school year and shall function for the following year, or for a term equal to that of their elected church officers.
- 2) Members of the initial Board may be chosen for terms of one, two, and three years respectively, the new members being chosen each succeeding year for a period of three years.

Vacancies are filled as outlined in the governing constitution. The person filling the vacancy serves only for the remainder of the expired term.

Members of the same family (parents, spouses, etc.) of full-time ECP staff members shall not be elected to serve concurrently on the ECP board. (Any exception to this policy must be approved by the local Conference Office of Education.)

2. State licensing

All early childhood programs operated by Southern Union churches and schools are required by Southern Union policy to hold a current license issued from the appropriate state regulatory agency. A copy of the license must be filed annually with:

- a. the local Conference Adventist Risk Management Director.
- b. the local Conference Education Department.
- c. the Southern Union Conference Early Childhood Education Department.

d. any other office which may be assigned supervision of the centers. (00:29)

3. Risk Management

- a. Current policies and procedures as outlined by Adventist Risk Management must be followed.
- b. Quarterly safety inspections are to be made by the appointed safety officer for the ECP facility administration office. Copies of the completed safety inspection checklist form are to be sent to the local Conference by the 10th of January, April, July and October of each year for review and filing by:
- c. a) Adventist Risk Management director and b) Education Department E.C.E. liaison. One copy is to be kept on file at the center.

All programs must carry the following insurance coverages:

- 1) General liability of at least \$1,000,000 limit and no aggregate
 - 2) Property insurance on the building(s) and contents for replacement value
 - 3) Student accident insurance (through Adventist Risk Management)
 - 4) Employment Practice Liability coverage for wrongful termination, sexual misconduct and harassment
 - 5) Worker's Compensation per state statute
- d. Early Childhood programs are required to follow legislative guidelines for approved vehicles for transporting children. (See SU Board of Education policy #02:140)

OPTION FOR INCORPORATING EARLY CHILDHOOD PROGRAMS

7105

If providing Conference support is not an option and the Conference feels that the ECEC program is financially viable, can operate on its own accord and is mission-directed, the final option to be considered may be separately incorporating under NAD Working Policy BA 25 and C 47.

ACCREDITATION

7110

Early Childhood Programs of the Southern Union, including incorporated and new ECPs, may receive accreditation through the North American Division Commission on Accreditation (NADCOA) in affiliation with the National Council for Private School Accreditation (NCPSA). NADCOA is the denominational accrediting authority for early childhood 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 ECP. Current ECPs, including incorporated ECPs, seeking either accreditation for the first time or accreditation renewal, must acquire Seventh-day Adventist accreditation before renewing or initiating accreditation with another accrediting agency. Incorporated and newly established ECPs will be granted candidacy status for three-years, although a full evaluation may be arranged earlier than three years- An ECP seeking additional accreditation must consult with both the local conference and Southern Union Offices of Education prior to application.

EVALUATION FOR ACCREDITATION

7111

Early childhood programs, including incorporated ECPs are evaluated according to a plan outlined by the North American Division Commission on Accreditation (NADCOA) and National Council for Private School Accreditation (NCPSA). The evaluation process requires the use of the NAD Early Childhood Standards of Accreditation and qualified individuals to serve on the coordinating, self-study, and visiting committee teams to review the early childhood educational and care program. "Qualified" is defined as an individual

with an early childhood education degree, a child development degree (or equivalency), or an elementary education degree with kindergarten, [pre-kindergarten, or early childhood](#) endorsement and experience. This may include but not be limited to work experience as an early childhood classroom teacher or a director in an early childhood program, in a specific field of growth and development of young children, and/or in administration of a child care facility. Early childhood qualified individuals must participate on the self-study and visiting committee teams [for all early childhood accreditations](#).

[All ECP](#) visiting team individuals are selected jointly by the Southern Union and local [conference](#) offices of education, and may include non-educators. The non-educators serve the team only in their area of expertise in the evaluation process, e.g. safety inspection, financial management, food service, etc.

Normal and usual expenses for members of [all](#) visiting teams (excluding union and conference personnel) that evaluate denominational ECPs, [including incorporated ECPS](#), shall be paid by the host [conference](#) office of [education](#). Normal and usual expenses include travel, per diem, lodging, and substitute teacher/director when necessary.

The site visit report of the evaluation visiting committee is reviewed and processed by the Southern Union Accreditation Review Committee.

ADMISSION AND ATTENDANCE

7120

Quality child care is an urgent need in today's society. Traditionally, parents are responsible for providing this care. However, in a significant percentage of today's family, it became necessary for parents to find assistance in giving their child the best care possible. Being counseled to provide for the training of younger children in situations where parents work out of the home and/or find themselves lacking in parental skills (see Sanitarium Church School Board Minutes of January 14, 1904; "Counsel on Early School Attendance", *Review and Herald*, April 24, 1975; *Selected Messages*, Vol 3, Section VI, pages 206-226) the Southern Union Conference of Seventh-day Adventists early childhood program should strive to follow that counsel in offering healthy, safe, Christian environments to parents of the church and its community for their young children.

Early Childhood Programs should make available the rights, privileges, programs and activities generally accorded to all young children equally, making no discrimination on the basis of race, color, ethnic background, country of origin, or gender in the administration of education and care. Enrollment is voluntary and every parent should have an understanding of Seventh-day Adventist values, objectives, and goals of Adventist education and care and commit to a partnership with teachers and staff upon entrance.

ENTRANCE GUIDELINES

7130

Regulations for the care of children in an early childhood program will differ from state to state. For this reason, every caregiver should obtain a copy of regulations from appropriate state offices (i.e. Department of Human Resources/Services, Department of Health, etc.) and should carefully adhere to them. Immunizations appropriate to the child's age must be completed before admittance to any program. If parents [chose not to have](#) their child immunized, they must complete the refusal of immunization form and this form must be kept on file ([Consult the state department of education or childcare licensing office to obtain the appropriate form.](#)) These guidelines are in effect regardless of the age span a program chooses to serve, the title of the program, or whether a part-time and/or full-time schedule is run.

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.

2. Conditions of Employment

All staff members and volunteers must be screened by a credible, independent agency and pass the background check. Workers shall not engage in or have a history of behaviors injurious to or which may endanger the health or morals of the children in care. All employees should be members of the Seventh-day Adventist Church.

Additional competencies that are essential include:

- a. Displaying a commitment to the Seventh-day Adventist philosophy of education
- b. Manifesting a genuine love and concern for children
- c. Illustrating a working knowledge of child growth and development
- d. Applying principles of learning through developmentally appropriate practices
- e. Demonstrating a willingness to grow professionally
- f. Exhibiting leadership and appropriate management skills
- g. Developing positive interpersonal relationships with staff, parents, children, pastor, board members and supervisors

3. Recommended guidelines for employees are as follows:

- a. Director must meet one of the following criteria:
 - 1) Have a bachelor's degree in either early childhood education or child development
 - 2) Have a bachelor's degree in elementary education and a current teaching certificate with Kindergarten endorsement

- 3) Have an associate degree in early childhood education
 - 4) Hold and maintain current a Child Development Associate (CDA) Credential or Equivalency (CDAE) and one year of verifiable, successful experience in a child care program that included appropriate early childhood educational practices and administrative experience
 - 5) Hold and maintain current a Director's Credential as required by respective state's licensing authority
- b. Associate Director/Assistant Director/Head Teacher must meet one of the following criteria:
- 1) Have a bachelor's degree in either early childhood education or child development
 - 2) Have a bachelor's degree in elementary education and a current teaching certificate with Kindergarten endorsement
 - 3) Have an associate degree in early childhood education
 - 4) Hold and maintain current a Child Development Associate (CDA) Credential or Equivalency (CDAE)
 - 5) Have a high school diploma with one year verifiable, productive experience in a child care program that included appropriate early childhood educational practices, and successfully complete an appropriate child development course during the first 6 months of employment
- c. Teachers must meet one of the following criteria:
- 1) Have an associate degree in early childhood education
 - 2) Hold and maintain current a Child Development Associate (CDA) Credential or Equivalency (CDAE)
 - 3) Have a high school diploma (or equivalency) and six months of successful work experience in a structured program with children, and complete an appropriate child development course during the first 6 months of employment
- d. Support Staff:
- Must be at least 16 years of age and demonstrate proficiency in working with children

STAFF IN-SERVICE

7240

All staff are expected to earn a minimum number of hours from in-service training each year. The authorizing agencies, i.e., state and conference, are responsible for providing opportunities for professional growth. The hours of required in-service and/or professional growth is based upon the level of employment and responsibility. In addition, each staff person should hold a current First Aid Certificate and CPR certification. All staff are expected to accumulate a minimum number of clock hours of in-service training each year as suggested:

1. Director - 18 clock hours
2. Assistant Director/Teacher - 12 clock hours
3. Food Service Personnel for centers - 4 clock hours
4. Volunteers or other staff working at the center for 15 or more hours a week - 6 clock hours

DISCIPLINE

7260

Appropriate discipline is meted out in love with the goal of leading the child to assume responsibility for his own behavior. Discipline should be administered in a manner that maintains the self-worth and dignity of the child created in the image of God. Positive behavior management strategies should be used. Punitive measures that do not teach self-control and problem solving are discouraged.

Each early childhood education program should be so designed that the internal and external controls of the young children become an integral part of the daily program. The disciplinary measures to be used in each program should be so stipulated by the person in charge. The following, but not limited to the following, is a list of inappropriate measures of discipline that must be avoided:

1. Denial of food, outside play
2. Forced napping
3. Punishment for toilet accidents
4. Subjection to derogatory remarks about themselves or their families, abusive or profane language, yelling or screaming, or threats
5. Physical or corporal punishment, or inappropriate restraints
6. Demeaning punishment
7. Allowing children to discipline or humiliate their peers
8. Isolation in unsupervised area (closet, dark room, etc.)

DEVELOPMENTAL STANDARDS AND CURRICULUM

7300

1. Standards

It is essential for teachers and caregivers to recognize key areas of learning and development necessary for the healthy growth of young children. The Southern Union has adopted goals & developmental performance standards for early childhood education. Guided by these, teachers and caregivers shall intentionally integrate knowledge and experiences in spiritual, physical/health, language and communication, social- emotional, and cognitive domains to equip children with the attitudes, skills, and concepts they need to grow and make progress in all areas of life.

The Southern Union ECEC Teacher Goals & Developmental Performance Standards for the Growth of the Young Child shall be primary in guiding teachers and caregivers in Southern Union early childhood programs. Other developmental learning standards may be supplementary as needed per local licensing/regulatory requirements.

2. Curriculum

The curriculum of a Seventh-day Adventist early childhood program is designed to meet the goals and developmental performance standards of and reflect the philosophy and objectives of Seventh-day Adventist Christian education and care.

The early childhood programs are required by Southern Union Conference Board of Education policy to use developmentally appropriate practices and curriculum as defined by the National Association for the Education of Young Children. At the present time, the approved curriculum is:

Pebbles: A Faith-based Early Childhood Curriculum issued by the Southern Union Office of Early Childhood Education.

Pebbles: A Faith-based Early Childhood Curriculum should be supplemented with additional activities related to the child's spiritual, physical, intellectual, emotional, and social development.

3. Daily programing

Daily programming needs to show experiences in the following areas:

- a. Self-development:
 - 1) Spiritual growth
 - 2) Positive self-concept and attitude
 - 3) Natural curiosity
 - 4) Creative potential
 - 5) Psycho-motor coordination
 - 6) Sensory awareness
 - 7) Social graces
 - 8) Values
- b. Skill development:
 - 1) Problem solving
 - 2) Thinking
 - 3) Reasoning
 - 4) Creativity
 - 5) Communication
 - 6) Motor coordination
- c. Awareness and Acceptance:
 - 1) Diversity
 - 2) Anti-biases
 - 3) Multi-culturalism
 - 4) Mental and physical challenges
 - 5) Community and ecological environments
- d. Free-play:
 - 1) Blocks
 - 2) Housekeeping and dramatic play items
 - 3) Manipulatives such as puzzles, sewing cards, Tinker Toys®, Duplos®, etc.
 - 4) Picture books and magazines
 - 5) Art activities
 - 6) Sensory activities such as sand and water experiences
 - 7) Themed experiences with specific manipulatives (e.g., farms yards with barns, animals, machinery)
 - 8) Woodworking
 - 9) Listening devices for stories, music, poetry
 - 10) Large muscle development activities (climbing and crawling apparatus, slides, etc.)
- e. Learning centers and activities:
 - 1) Literacy: Books on CD, various writing utensils and papers, picture books, etc.
 - 2) Math: Counters, pattern blocks, etc.
 - 3) Bible: Flannel board with Bible story felts, Bible story picture books, Bible times clothing, clay pots, etc.
 - 4) Science, nature, research, gardening: Collections, tools, plants, etc.
 - 5) Social studies: floor maps of neighborhoods with trucks, cars, signs, buildings,
 - 6) multicultural dolls in family units, etc.
 - 7) Art, crafts and cooking
 - 8) Music, rhythm and drama activities

- f. Physical care:
 - 1) Nutritional meals and snacks
 - 2) Drinking water
 - 3) Toilet training
 - 4) Handwashing, covering mouth when coughing and sneezing, etc.
 - 5) Rest periods /sleep
 - 6) Fresh air and sunshine
- 4. Extra-curricular Activities
 - a. Field Trips - Appropriate and well-planned field trips are a recommended part of the early childhood curriculum.
 - b. Guest presenters – Annual invitations to the local civil services (fire and police departments, etc.) or health providers, (dentist, Urgent Care/ER nurse, etc.) are recommended to enhance themes of study in the curriculum.

CURRICULUM MODIFICATION

7320

Center and school administrations wishing to implement an additional curriculum, or needing to use another specific curriculum due to licensing or other requirement, may make a formal request to do so.

Deviation from the curriculum adopted by the Southern Union Board of Education must have the approval of the local Conference Office of Education in counsel with the union office of early childhood education. Requests must be submitted and approval received prior to implementation in the classroom. Permission granted to deviate may be withdrawn by mutual decision of the Conference and union. The center/school will then be required to implement an approved curriculum within a time frame specified by the union and conference's decision.

To receive permission, the director, principal or prekindergarten teacher must submit a written request for approval with the local Conference Office of Education. This request must include the desired curriculum's name, publisher and copyright date, the reason for requesting its use, the cost of the curriculum and additional materials it requires, and how the curriculum will be used. Approval must be received in writing prior to curriculum implementation.

CENTER FACILITIES

7400

When planning for and organizing early childhood education facilities, consult your state licensing agency for specific requirements with reference to:

- 1. Space for children (indoor and outdoor)
- 2. Bathroom facilities
- 3. Sanitary regulations
- 4. Drinking water facilities
- 5. Lighting
- 6. Ventilation, heating/cooling systems, climate control
- 7. Food service area
- 8. Office and storage space
- 9. Plants and shrubs
- 10. Passage ways and required emergency exits
- 11. Fire codes and drills

12. Natural disaster regulations.
13. Isolation area for illness
14. Phone system and emergency numbers
15. Vehicles and transporting children
16. Grounds and maintenance
17. Playground specifications
18. Ceiling heights and flooring materials
19. Baby changing areas
20. Doors and locks
21. Pickup and drop-off procedures
22. Windows

COMPREHENSIVE STRATEGIC SAFETY/EMERGENCY PLAN

7410

See Code 1249.

EQUIPMENT AND MATERIALS

7450

It is imperative when planning for and selecting equipment and materials that the program facilitators consider all of the following:

1. Guidelines to consider before purchasing equipment and materials:
 - a. Number of children involved
 - b. Number of children an item will accommodate
 - c. Ages of children involved
 - d. Ages of children an item will accommodate
 - e. Safety factor
 - f. Durability
 - g. Care and upkeep
 - h. Creative utilization
 - i. Variety of uses
 - j. Storage for item
 - k. Cost factor
2. Recommended minimum list of equipment:
 - a. Tables and chairs of various sizes
 - b. Cots
 - c. Storage cabinets for teaching supplies
 - d. Bulletin boards
 - e. Chalkboards and white magnetic boards
 - f. Teacher's desk
 - g. 2-drawer file cabinet
 - h. Storage area for children's personal items
 - i. Rugs or carpeting for circle time area / quiet area
 - j. Furniture for play house area
 - k. Rhythm instruments
 - l. VCR/DVD player & television
 - m. CD/cassettes player
 - n. Wheel toys, e.g. tricycles, wagons, etc.

- o. Playground equipment, e.g. swings, sandbox with cover, etc.
 - p. Balls of various sizes
 - q. First aid kit
 - r. Weather alert radio
 - s. Phone system
 - t. Clock
3. Recommended minimum list of materials:
- a. Picture books and children's magazines on nature, character development, etc.
 - b. Manipulatives & games, e.g. Memory, puzzles, objects for patterning, sorting, & counting
 - c. Science equipment, e.g. magnifying glass, fish tank, terrarium
 - d. Art materials, e.g., crayons, pencils, markers, scissors, glue, paper of various sizes and textures, non permanent paints and various sizes of brushes, etc.
 - e. Socio-dramatic play items such as dishes, brooms, dolls of ethnic variety and anatomical correctness, dress-up clothes, telephones, briefcases, etc.
 - f. Christian & educational story and music tapes, CDs, videos & DVDs
 - g. Building/construction toys such as various sets of blocks, animal, i.e., farmyards & wildlife, etc.

PARENT INVOLVEMENT

7500

1. Orientation and communication:
 - a. Develop a warm and meaningful relationship
 - b. Accept parental differences
 - c. Organize and conduct regular parent-center meetings, i.e. parent-teacher and parent education meetings
 - d. Maintain on-going communication through newsletters, notes, visits, phone calls, invitations, etc.
2. Advantages of parent involvement:
 - a. Promotes better rapport between parents and teachers
 - b. Gives parents the satisfaction of making a contribution to their children's education c. Provides a role model for parents in working with their children
 - d. Increases a child's sense of family pride
 - e. Provides opportunity for social interaction among parents in the daily program and at parent meetings
 - f. Presents an opportunity for parent education
 - g. Gives the program facilitators, support staff and teachers an opportunity to become a support system for the family
 - h. Supplies additional resources for teachers
 - i. Provides release time for teachers to work with children
 - j. Allows the program director/lead teacher to refer parents to other community services and organizations, e.g. speech pathologist, guidance counselor, etc.
3. Opportunities for parent involvement:
 - a. Volunteering as room mothers & fathers
 - b. Preparing materials at home or school for classroom use
 - c. Assisting with specific classroom projects or lessons
 - d. Chaperoning on field trips

- e. Assisting with fund raising activities
- f. Helping with grounds upkeep / maintenance

RECOMMENDED MATERIALS/RESOURCES FOR EARLY CHILDHOOD EDUCATION INFORMAL HOME TRAINING

7600

The Seventh-day Adventist Church recognizes that in attempting to aid parents in meeting the child's educational needs, it should assist with necessary materials and techniques. Consequently, the church has materials and programs for parents on informal home training of young children. The materials for the child correspond to early childhood education. Parents are encouraged to contact their Conference Office of Education for information regarding available materials.

1. For parent education:
 - a. Education by Ellen G. White
 - b. Child Guidance by Ellen G. White
 - c. The Adventist Home by Ellen G. White
 - d. Kay Kuzma's materials available at the Adventist Book Center
 - e. Paul Roesel's materials available at the Adventist Book Center
 - f. Family ministries department of the local Conference office
 - g. SDA websites such as www.kidsindiscipleship.org, www.childmin.com, www.adventistheritage.org,
 - h. www.lifetalk.net, www.sdaedspiritualresources.org, www.adventistedge.org
 - i. Home study courses from Home Study Institute / Griggs University in Silver Springs, Maryland
 - j. Loma Linda University parenting newsletter
 - k. Parent study groups (Bible Families)
 - l. Seminars on parenting conducted by local schools and church ministries
 - m. Church programs Home & School Association materials

2. For children:
 - a. Ladder of Life books & tapes
 - b. Home edition of God, Creation and Me
 - c. Courses for kindergarten and preschool from Home Study Institute / Griggs University
 - d. Child evangelism materials in the Adventist Book Center
 - e. Children Ministries Department of the local Conference office
 - f. Church-based children's programming
 - g. Sabbath school programs
 - h. Vacation Bible School programs
 - i. SDA websites such as www.kidsbibleinfo.com, www.primarytreasure.com

**Application to Open/Re-open/Operate an
Early Childhood Program (ECP)**

7700

Conference: _____

Name of Church or School applying to operate/re-open and/or operate licensed early childhood program.

Church or School: _____ Address: _____

City/State/Zip: _____ Telephone: _____

Fax: _____ If church board is applying, name of pastor: _____

If school board is applying, name of principal: _____ Target

date for opening/re-opening/operation: _____ ECP

Name: _____ Facility

Address: _____ Telephone: _____

Fax: _____ ECP Director's Name: _____

Home Address: _____ Cell

Phone Number: _____ Email: _____ Has

local Conference risk management director been consulted regarding plans to open? Yes ☐ No ☐

Has local Conference human resource director been consulted regarding employment of ECP Personnel? Yes ☐
No ☐

Desired ages of children to be served: _____

Desired days and hours of operation: _____

Initial funds allocated for start-up: _____

Weekly rate for each age group: income	Other

Record of Actions:

SUPPLEMENT A
FAMILY AND MEDICAL LEAVE POLICY

In accordance with the Family and Medical Leave Act of 1993 (FMLA), the organization provides employees up to 12 weeks of unpaid, job-protected leave for certain family and medical reasons during a rolling, backward looking 12- month period.

I. Employee Eligibility

To be eligible for a leave under the FMLA an employee must:

- A. have been employed with the organization for at least 12 months, although it need not be consecutive;and
- B. have provided at least 1,250 hours of service during the 12-month period immediately preceding the date on which the leave is scheduled to begin.

II. Family and Medical Leave

A “Family and Medical Leave” shall be defined as an approved absence of an eligible employee for up to 12 weeks within a twelve-month period (calculated backwards from the date the FMLA leave begins), under particular circumstances that are critical to the life of a family. FMLA leave granted should be in harmony with state and municipal laws and regulations. Absences during official school closure or vacation time of one week or more should not be counted as leave. Eligible employees are entitled to take Family and Medical Leave for the following reasons:

- A. Incapacity due to pregnancy, prenatal medical care, or childbirth.
 - 1. Pregnancy leave shall be granted on the same basis as extended sick leave in accordance with the Sick Leave policy and Paid Leave policy.
 - 2. Eligible employees seeking pregnancy leave are to request Family and Medical Leave.
 - 3. The beginning date and duration of the pregnancy leave shall be in harmony with the advice of the attending physician.
 - 4. Once leave has been completed, the employee must submit a certification from the physician or health care provider that the employee is able to resume work and perform the essential job duties.
- B. To care for the employee’s child after birth or placement for adoption or foster care.
 - 1. Leave for the birth, adoption or placement of a child in foster care must be taken in a continuous time period and may not be taken in intermittent periods or on a reduced work schedule.
 - 2. This category of child care leave must be completed within 12 months after the birth, adoption or placement of the child.
- C. The employee’s own “serious health condition” which makes him or her unable to perform the functions of the job.
 - 1. Absences for job-related injuries or illnesses under a workers’ compensation plan will also be considered Family and Medical Leave, provided that the injury or illness constitutes a “serious health condition,” and meets FMLA eligibility requirements.

2. Employees on Family and Medical Leave for job-related illness or injury and receiving worker's compensation lost wage benefits are not eligible to use their vacation, sick leave, or other paid benefits.
 3. Leave for a serious health condition may be taken when certified by a health care provider.
 4. Leave may be taken in a continuous time period, on an intermittent basis, or through a reduced work schedule.
 5. Leave for an employee's serious health condition is permitted only for the period of actual medically - required absence.
- D. Care of a spouse, child or parent who has a "serious health condition".
- a. Leave for a serious health condition may be taken when certified by a health care provider to care for a "family member" (the employee's spouse, child, or parent, but not a parent-in-law).
 - b. Leave to care for a family member suffering from a serious health condition may be taken in a continuous time period, on an intermittent basis, or through a reduced work schedule.
 - c. Leave for the serious health condition of a family member is permitted only for the period of the actual medically required absence.

A healthcare provider is defined as a doctor of medicine or osteopathy who is authorized to practice medicine or surgery by the state in which he or she practices and anyone determined by the Secretary of Labor to be capable of providing health care services (such as podiatrists, dentists, clinical psychologists, optometrists, and chiropractors).

For the purpose of this policy, a "serious health condition" means an illness, injury, impairment or physical/mental condition that involves inpatient care in a hospital, hospice or residential medical care facility, or continuing treatment by a healthcare provider as defined in the FMLA. Ordinarily, unless complications arise, the common cold, flu, earaches, upset stomach, ulcers, headaches (other than migraines) and routine dental or orthodontia problems are examples of conditions that DO NOT constitute a serious health condition and do not qualify for Family and Medical Leave.

A serious health condition includes, but is not limited to:

- A. Overnight stay in a hospital, hospice or residential medical facility; or
- B. Any period of incapacity or subsequent treatment in connection with an overnight stay in the type of facility listed above.
- C. A period of absence or incapacity of more than three (3) consecutive calendar days relating to the same medical condition that involves treatment two or more times by a health care provider, or one treatment by a health care provider that results in a supervised regimen of continuing treatment; or
- D. Any period of incapacity caused by pregnancy or for prenatal care; or
- E. Any period of incapacity or treatment because of a chronic serious health condition; or
- F. Any period of incapacity for a permanent or long term condition for which the employee or a family member is under the continuing supervision of a health care provider; or
- G. Absence to receive multiple treatments by or under the supervision, orders or referral of a health care provider for restorative surgery after an accident or injury or for a condition that would likely result

in a period of incapacity of more than three (3) consecutive calendar days in the absence of medical intervention or treatment.

For the purposes of this policy, “son or daughter” are limited to children under age 18. However, an adult child (age 18 or older) also qualifies as a “son or daughter” if he or she (i) has a mental or physical disability, as defined under the Americans with Disabilities Act, as amended (ADA); (ii) is incapable of self-care because of that disability; (iii) has a serious health condition; and (iv) is in need of care due to a serious health condition. FMLA military leaves have specific definitions of son or daughter that are unique to those provisions.

Eligible employees may take Family and Medical Leave for any combination of these reasons, but the total of all combined leaves for each employee is limited to 12 weeks within the applicable 12-month period.

Eligibility requirements for military-related leave are set out at page ____.

Spouses who are both employed by the Conference are limited to a combined total of 12 weeks leave under the FMLA within the “rolling” 12-month period for the birth or placement of a son or daughter.

III. Employee Notification of Leave to Conference

A. Absences that are Foreseeable

Where the need for a Family and Medical Leave (including an intermittent or reduced work schedule leave) is foreseeable (such as, for example, planned surgery), employees must provide the organization with a 30-day prior notice of their absence. If a 30-day prior notice is not practicable because of unforeseen circumstances, notice of the leave must be given as soon as practicable (usually within two business days after the leave begins). The notice should include the reasons for the requested leave, the anticipated duration of the leave, and the anticipated start date of the leave.

If an employee fails to give timely advance notice when the need for leave is foreseeable, the organization may deny the leave until the 30-day notice is given. This 30-day notice requirement does not apply to qualifying exigency leave for a military service member. However, the employee must give the organization notice of his or her need for FMLA qualifying exigency leave as soon as practicable. If the employee give the organization less than 30 days’ advance notice of the need for foreseeable Family and Medical Leave, the employee will be required to explain why it was not practicable to give 30 days’ notice.

B. Absences that are Unforeseeable

If 30 days’ prior notice is not practicable because of unforeseen circumstances, then notice of the leave must be given as soon as practicable. This means that the employee must (i) give the organization notice on the same day the employee learns of the need for leave, or on the next business day, and (ii) give the organization notice in accordance with the organization’s call-in procedures for reporting an absence. The notice should include the reasons for the requested leave, the anticipated start date of the leave and the anticipated duration of the leave.

C. Reporting Absences to the Organization

Employees must comply with the organization’s usual procedures and time requirements for calling in absences and requesting leave. When the need for unforeseeable medical leave arises, the employee may provide notice to the appropriate office either in person, by telephone, fax or any other electronic means. Notice may also be provided by an employee’s spouse or responsible family member in the event that the employee cannot provide notification personally. If the employee fail to follow the

organization's established call-in procedures (absent unusual circumstances) or timely notify the organization regarding an absence, the Family and Medical Leave may be delayed or denied by the organization. If the Family and Medical Leave is denied or delayed, the employee's absence may be unprotected and treated as unexcused ("no call-no show").

IV. Designation of Family and Medical Leave

The organization will notify the employee in writing or electronically whether the absence qualifies as Family and Medical Leave under this policy, provide the employee with information regarding his or her FMLA rights and responsibilities, and identify and provide the employee with any certification required to support the request for leave. The employee is obligated to provide any required certification to the organization within 15 days. Once the organization receives a complete and sufficient certification from the employee, the organization will notify the employee whether his or her absence will be designated as Family and Medical Leave. If the employee's absence is designated as Family and Medical Leave, the organization will inform the employee of the amount of leave, effective from the first day of absence, that will be counted against the employee's Family and Medical Leave entitlement. If the organization does not have the information from the employee needed to designate the leave as FMLA before or at the time leave commences, it may retroactively designate the leave as FMLA-qualifying upon obtaining such information. If the required information is never provided in response to the organization's reasonable requests, the organization may deny Family and Medical Leave.

V. Reassignment During Family and Medical Leave

If Family and Medical Leave is taken on an intermittent basis or reduced work schedule for foreseeable and planned medical treatment of the employee or a family member or eligible care related to military personnel, the organization may transfer the employee during the Family and Medical Leave to an alternative position with equal pay and benefits which better accommodates the intermittent or recurring leave.

VI. Scheduling Medical Appointments

If the Family and Medical Leave is foreseeable and for planned medical treatment of the employee's or family member's serious health condition, the employee must make a reasonable effort to schedule the medical treatment so as to not disrupt the organization operations.

VII. Medical Certifications

A. Initial Certification:

Employees requesting Family and Medical Leave because of their own or a family member's serious health condition must provide Human Resource Services with complete and sufficient medical certification from a health care provider on the form provided by the organization. When the need for a leave is foreseeable and 30 days' notice to the organization has been provided, the employee must complete and return the medical certification before commencement of the leave. However, when the need for leave is not foreseeable, complete and sufficient certification must be completed and returned to the organization within 15 days. The organization may also require that the employee's

health care provider designate the essential job functions which cannot be performed as a result of the employee's serious health condition.

If the employee's certification is incomplete or insufficient, the organization will notify the employee in writing of the deficiencies and the employee will be given 7 days to submit a complete and sufficient certification. If certification deficiencies are not corrected, the employee's Family and Medical Leave may be denied, any absences considered unexcused and the employee will be subject to disciplinary action, up to and including termination.

If an employee fails to return the completed medical certification within 15 days and has no reasonable excuse, the organization will not consider the absence to be Family and Medical Leave and the employee will be subject to disciplinary action, up to and including termination, for unexcused absences.

If the organization has reason to doubt the validity of the medical certification, it may require (at the organization's expense) that the employee obtain a second opinion from a health care provider designated by the organization. If there is a conflict between the first and second opinions, the organization may also require (at its expense) a third opinion by a health care provider designated jointly by the organization and the employee. The opinion provided by the third health care provider is final.

B. Recertification During The Leave

Employees are also required to provide recertification from their health care provider (at the employee's expense) every 30 days or the minimum duration of the incapacity or treatment, whichever is greater. If the period of incapacity is for more than 6 months or an indefinite period, the employee will be required to submit a recertification every 6 months. The organization may also require recertifications when:

1. the employee requests an extension of leave, or
2. the circumstances set out in the original medical certification change significantly, or
3. the organization receives information that casts doubt on the continuing validity of the medical certification.

If the recertification is not submitted to the organization within 15 days of the request, or as soon as practicable, the organization may deny Family and Medical Leave protection until the recertification is considered submitted. If the employee fails to provide the required recertification, his or her absence will not be protected Family and Medical Leave and the employee will be subject to disciplinary action, up to and including termination, for an unexcused absence.

Employees on Family and Medical Leave may also be required to periodically report to the organization (every 30 days) regarding their intent to return to work upon completion of the leave. If an employee gives unequivocal notice that he or she does not intend to return to work, the employee's leave, entitlement to reinstatement, medical benefits, and employment with the organization will be terminated.

C. Return to Work: Fitness for Duty Certification

Before being reinstated from leave, an employee must submit a medical certification that he or she is fit for duty and able to perform the essential functions of the position, with or without accommodation. The employee's health care provider(s) may also be required to designate the essential job functions, if any, that cannot be performed at the time the employee requests reinstatement. Employees will not be reinstated until this certification is received by the organization.

Information concerning an employee's medical condition or history will not be kept with other employee information and reasonable effort will be made to limit access to and maintain confidentiality of the employee's medical information.

VIII. Reinstatement from Family and Medical Leave

If an employee is medically released (full or partial) by a health care provider, he or she must report to the organization by the *next working day* after being released. Failure to timely report to the organization after being released by the health care provider will subject the employee to dismissal.

The organization will reinstate employees from Family and Medical Leave to their former position provided that the employee seeks reinstatement on or before the expiration of 12 cumulative weeks of leave and can perform the essential job duties (with or without reasonable accommodation). If the employee's former position is not available, the employee will be reinstated to an equivalent position. The organization may make an exception regarding reinstatement of certain highly-compensated salaried employees ("key employees"). Refusing an offer of reinstatement to an equivalent position will be treated as a voluntary resignation of employment. The organization shall notify key employees regarding these limitations on a case-by-case basis.

Employees who do not return to work after 12 cumulative weeks of Family and Medical Leave will be dismissed from employment unless the employee has applied for and has been granted an extension of leave as a reasonable accommodation under the Americans with Disabilities Act (ADA). If an employee is dismissed under this policy, he or she will remain eligible to re-apply for future employment by submitting an application to the organization.

IX. Benefits During Leave

Benefit entitlements based upon length of service will be calculated as of the last paid day prior to the start of the unpaid leave of absence. If an employee has accumulated vacation time, administrative time off (ATO), and/or time in the long-term sick bank, the organization requires that the employee use the paid benefits during a Family and Medical Leave under the organization's policies until the benefits are exhausted, unless state law allows otherwise. The remainder of the Family and Medical Leave would be unpaid. The use of paid benefits will not extend the duration of a Family and Medical Leave. An employee may not receive more than one hundred percent (100%) of regular wages during leave from any combination of employment benefits (e.g.; vacation, sick leave, etc.)

Coverage under the Health Care Assistance Plan will remain in effect during leave if the employee pays his or her portion of plan premiums (opt-in charges). The premiums will be deducted from paid benefits used during the Family and Medical Leave. If paid benefits are not available during the Family and Medical Leave, the employee must arrange for payment of his or her portion of the plan premiums to continue coverage. Employees who fail to pay their portion of the plan premiums within 30 days of the due date will be dropped from coverage for the remainder of the Family and Medical Leave. If the organization pays an employee's portion of the Health Care Assistance Plan premiums while the employee is on Family and Medical Leave, the organization may be entitled to recover the cost of such premiums from the employee.

Benefits will not accrue during the unpaid portion of the approved Family and Medical Leave. However, an authorized Family and Medical Leave does not constitute a break in service. Benefit entitlements based upon length of service will be calculated as of the last paid day prior to the start of the unpaid leave.

X. Special Provisions for Instructional Employees

Instructional employees are those whose principal functions are teaching and instructing students in a class or other similar setting. Individuals fitting this description include teachers, athletic coaches, and special education assistants. It does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists.

If an instructional employee needs Family and Medical Leave on a reduced schedule or intermittent basis that is foreseeable for planned medical treatment and the teacher would be absent for more than 20 percent of the total number of working days over the period the leave would extend, the employer may require the instructional employee to choose to either (1) take leave for a period of a particular duration not greater than the duration of the planned medical treatment, or (2) temporarily transfer to an available alternative position with equivalent pay and benefits that would better accommodate the teacher's periods of absence. If the employee elects to take the leave for a period of particular duration, all of the leave counts against the instructional employee's Family and Medical Leave entitlement. In situations where leave is foreseeable, proper notice must be given to the employer or the employer may delay the taking of leave until proper notice is provided.

If an eligible instructional employee requests a Family and Medical Leave near the end of the academic term, the leave and reinstatement provisions of this policy will apply except under the following circumstances:

- A. If an instructional employee begins a Family and Medical Leave more than five weeks before the end of the academic term, the organization may require that the employee continue on leave until the end of the term if the leave will last at least three weeks and the employee would return to work during the final three weeks of the academic term.
- B. If an eligible instructional employee begins a leave for reasons other than the employee's own serious health condition within the five week period before the end of the academic term, the organization may require that the employee continue on leave until the end of the term if the leave will last more than two weeks and the employee would return to work during the two weeks preceding the end of the academic term.
- C. If an eligible instructional employee begins a leave for reasons other than the employee's own serious health condition during the three week period before the end of the academic term and will last more than five working days, the organization may require that the employee continue on leave until the end of the academic term.
- D. If leave taken is a period that ends with the school year and begins the next semester, leave is taken consecutively rather than intermittently. The period during summer vacation when the employee would not be required to report for duty is not counted against the employee's Family and Medical Leave entitlement.

If the employer requires the teacher to take leave beyond when the employee is ready and able to return to work, this leave cannot be counted against the teacher's 12-week Family and Medical Leave entitlement and the employer must also maintain the employee's health insurance coverage.

Instructional employees seeking reinstatement from a Family and Medical Leave will be returned to their former or equivalent position with equivalent pay, benefits, and other terms and conditions of employment based upon the established written policies and practices of the organization.

XI. Extension of Leave as a Reasonable Accommodation

Employees who exhaust Family and Medical Leave for their own serious health condition and need additional time off from work for medical treatment of their serious medical condition may qualify for a reasonable extension of leave under the ADA or other applicable laws.

To qualify for a reasonable extension of leave under the ADA, the employee must: (1) request the extension prior to exhaustion of his or her Family and Medical Leave; and (2) provide the organization with a written statement from the health care provider(s) confirming that:

- A. The employee has a physical or medical impairment that substantially limits a major life activity; and
- B. A supplemental leave for a specified duration will allow the employee to return to work and perform the essential function of the job.

In addition, there must be no other reasonable accommodation that would allow the employee to return to work and perform the essential functions of his or her job upon exhaustion of Family and Medical Leave.

The organization will evaluate timely requests submitted by employees on an individualized basis and grant reasonable extensions of leave in compliance with the ADA and other applicable laws.

XII. FMLA Military Leave

The FMLA Military Leave provisions entitle eligible employees with covered family members serving in the military to take two special types of leave:

A. Military Caregiver Leave

Military Caregiver Leave allows eligible employees up to 26 workweeks of job-protected leave in a single 12-month period to care for a covered servicemember who is undergoing medical treatment, recuperation or therapy, is on out-patient status or is on the temporary disabled retired list due to a serious injury or illness that occurred while on covered active duty in the Armed Forces. The employee must be the spouse, child, parent, or next of kin of the covered servicemember.

B. Qualifying Exigency Leave

Qualifying Exigency Leave allows an eligible employee whose spouse, child or parent is called up for deployment to a foreign country to take leave for certain “qualifying exigencies” related to their deployment.

For the purposes of FMLA Military Leaves, “son or daughter” means the employee’s biological, adopted, or foster child, stepchild, legal ward, or a child (regardless of age) for whom the employee stood *in loco parentis*, who is on covered active duty, regardless of the individual’s age.

“Covered active duty” means (a) in the case of a servicemember in the regular Armed Forces, duty during the deployment of the Armed Forces member to a foreign country; or (b) in the case of a servicemember in the reserve component of the Armed Forces (Army National Guard, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve and Coast Guard Reserve) duty during deployment of the Armed Forces member to a foreign country under a call or order to covered active duty.

A “covered servicemember” means: (i) a member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness; or (ii) covered veterans who are undergoing medical treatment, recuperation or therapy for a serious injury or illness and who were members of the Armed Forces (including a member of the National Guard or Reserves) at any time during the five years preceding the date on which the veteran undergoes the medical treatment, recuperation or therapy. The medical treatment, recuperation or therapy must be related to a serious injury or illness (i) which was incurred while in the line of duty on covered active duty in the Armed Forces or (ii) which existed before the beginning of military service, and which was aggravated by service in the line of duty while on covered active duty.

In the case of a member of the Armed Forces (including a member of the National Guard or Reserves), a “serious health condition” means an injury or illness that was incurred by the member in the line of duty on covered active duty in the Armed Forces (or existed before the beginning of the member’s covered active duty and was aggravated by service in the line of duty on covered active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member’s office, grade, rank, or rating.

In the case of a veteran who was a member of the Armed Forces (including a member of the National Guard or Reserves), a “serious health condition” means an injury or illness that was incurred or aggravated by the member in the line of duty on active duty in the Armed Forces and manifested itself before or after the member became a veteran, and is: (1) the continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and which rendered the servicemember unable to perform the duties of the servicemember’s office, grade, rank, or rating; (2) a physical or mental condition for which the covered veteran has received a VA Service Related Disability Rating (VASRD) of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for caregiver leave; (3) a physical or mental condition that substantially impairs the veteran’s ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service or would do so absent treatment; or (4) an injury, including a psychological injury, for which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

Leave to care for a “covered servicemember” who has incurred an injury or illness in the line of duty may be taken for up to 26 workweeks during a 12-month period in a continuous time period, or in intermittent time periods or through a reduced work schedule.

The “single 12 month period” for leave to care for a covered servicemember with a serious injury or illness begins on the first day the employee takes leave for this reason and ends 12 months later.

A “qualifying exigency” means:

1. Short-notice deployment: Leave needed to address issues arising from an employee’s family member’s notification of an impending call or order to covered active duty 7 or fewer calendar days prior to the date of deployment—leave taken for this purpose can be used for a period of 7 calendar days beginning on the date of the military member’s notification.
2. Military events and related activities: Leave needed to attend official ceremonies, programs, or events sponsored by the military related to the covered active duty or call to covered active duty status of the employee’s family member; and to attend family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations,

or the American Red Cross that are related to the covered active duty or call to covered active duty status of a family member.

3. Childcare and school activities: Leave needed to arrange for alternative childcare; to provide childcare on an urgent, immediate need basis (but not on a routine, regular, or everyday basis); to enroll a child in or transfer a child to a new school or day care facility; and to attend meetings with staff at a school or a daycare facility when such meetings are necessary.
4. Financial and legal arrangements: Leave needed to make or update financial or legal arrangements to address the family member's absence and to act as the family member's representative before a federal, state, or local agency for purposes of obtaining, arranging, or appealing military service benefits while the military member is on covered active duty or call to covered active duty status, and for 90 days following the termination of the military member's covered active duty status.
5. Counseling: Leave needed to attend counseling provided by someone other than a health care provider for the employee, a family member and/or a family member's child, provided that the need for counseling arises from the covered active duty or call to covered active duty status.
6. Rest and recuperation: Leave needed to spend time with a family member who is on short-term, temporary rest and recuperation leave during the period of deployment—up to fifteen days of leave may be taken for each instance.
7. Post-deployment activities: Leave needed to attend arrival ceremonies, reintegration briefings and events, and any other official ceremony or program sponsored by the military within 90 days following the termination of a family member's covered active duty status; or to address issues arising from the death of a family member while on covered active duty status.
8. Parental care: Leave needed to care for a military member's parent who is incapable of self-care and when the care is needed as a result of the member's covered active duty (e.g., arranging for alternative care, providing care on an immediate need basis, admitting or transferring the parent to a care facility, or attending meetings with staff at a care facility).
9. Additional activities: Leave needed to address other events arising out of the family member's covered active duty or call to covered active duty status, provided that the employee and the organization agree that the leave will qualify as an exigency and agree to both the timing and duration of the leave.

Leave for a "qualifying exigency" may be taken for up to 12 workweeks within a "rolling" 12-month period in a continuous time period, or in intermittent time periods or through a reduced work schedule.

The 30-day notice requirement for medical-related leaves does not apply to qualifying exigency leave for a military servicemember. However, employees must give the organization notice of the need for FMLA qualifying exigency leave as soon as practicable. In addition, the first time a FMLA Military Leave is requested, the employee will be required to provide a copy of the military member's covered active duty orders, or documentation of the call to covered active duty, and the dates of covered active duty service.

Leaves to care for an injured or ill servicemember, when combined with other types of FMLA-qualifying leave, may not exceed 26 workweeks during the single 12-month period. The amount of leave for which the employee is eligible may be reduced if the employee has taken other Family and Medical Leave during the 12 month period. For example, if an employee takes 10 weeks of Family and Medical Leave for his or her own serious health condition, the employee could still be able to take up to 16 weeks of FMLA Military Leave left to care for a covered servicemember.

If leave is taken on an intermittent basis or reduced work schedule to care for a military servicemember, the organization may transfer the employee during the leave to an alternative position with equal pay and benefits that better accommodates the intermittent or recurring leave schedule.

The same rules that apply to other Family and Medical Leaves also apply to FMLA Military Leave under the FMLA. The employee is required to complete the required certifications applicable to this type of leave within 15 days of requesting FMLA Military Leave.

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SUPPLEMENT C

APPLICATION FOR DESIGNATED SUBJECTS/SERVICE CERTIFICATE

See NAD Certification Requirements booklet.

See next page for Application for Designated Subjects/Service Certificate.

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SOUTHERN UNION CONFERENCE APPLICATION FOR DESIGNATED SUBJECTS/SERVICE CERTIFICATE

Name _____ Educator ID# _____

Conference _____

School _____

GENERAL REQUIREMENTS

The Designated Subjects/Services Certificate is issued to an experienced individual who has demonstrated expertise in specific area(s) and who by experience and training can provide a valuable contribution to the educational program. The endorsed area(s) is/are indicated on the certificate. The designated subjects' certificate is generally issued to part-time or temporary employees who meet the eligibility requirements and are filling a unique school need. In limited instances it may be issued to full-time employees and fully-certificated teachers who meet the eligibility requirements and are qualified to teach a class outside of their areas of endorsement. This certificate cannot be substituted for the Basic, Standard, or Professional Teaching Certificate, or used in a way to circumvent the meeting of the requirements for those certificates.

The following requirements must be met (See pages 18 and 19 of Certification Requirements, K-12):

The application for the Designated Subjects/Services Certificate shall be recommended by the local Conference Office of Education for consideration by the union Conference Office of Education.

Eligibility requirements:

1. Possesses a high school diploma or has passed an equivalency exam as designated by the union Conference Office of Education.
2. Verification of successful and recent experience in the technical skill, trade vocation, or non-vocational subject named on the certificate with a minimum equivalent of five years of experience. One year of the required experience must be within the three-year period immediately preceding the issuance of the certificate. Work experience is defined as paid work experience or its equivalent.
3. Non-vocational subjects that may be considered are computers, music, physical education, art, foreign languages, or Bible.

DESIGNATED SUBJECT/SERVICE QUALIFYING EXPERIENCE

EDUCATION AND/OR TRAINING REQUIRED

YEARS OF WORK EXPERIENCE

High school diploma or equivalent.....	plus 5 years
One year of occupational preparation appropriate or related to teaching field	plus 4 years
Two years of occupational preparation appropriate or related to teaching field	plus 3 years
Three years of occupational preparation appropriate or related to teaching field.....	plus 2 years
Baccalaureate degree with a major in or related to teaching field.....	plus 2 years
Completion of an apprenticeship or similar program in accordance with industry and labor standards	plus 2 years

APPLICANT'S QUALIFYING EXPERIENCE

Education level: High School/Equivalent____ College/Training Years 1____ 2____ 3____ 4____ 5____ Degree____

Years of work experience in non-vocational subject area (check one): 2____ 3____ 4____ 5 or more____

Requesting endorsement in: _____

Signature of Applicant and Date

Signature of Principal and Date

Signature of Superintendent and Date

RENEWAL OF DESIGNATED SUBJECTS/SERVICES CERTIFICATE

The Designated Subjects/Services Certificate shall be issued for: **1-Year** _____ **2-Years** ____ **3-Years** _____. Specific requirements for renewal shall include professional development activities (**PDA**) and/or academic credits (**AC**) to improve pedagogy or subject area expertise and will be determined at time of issuance. Requirements will be arranged through the Conference Office of Education and approved by the union Conference Office of Education.

Renewal PDA: _____ **Hours** _____

Renewal AC: _____ **Hours** _____

FOR SOUTHERN UNION OFFICE OF EDUCATION USE ONLY

Date application received from Conference _____ **Date of action** _____ **Term of Certificate**

Signature of SUCOE Director or Designee

A RESUME OF EXPERIENCE AND TIME SPENT IN EXPERTISE AREA MUST ACCOMPANY THIS APPLICATION.

Revised 7/2013

Supplement E

Distance Education Policies, Standards, and Guidelines K-12

**North American Division
Office of Education**

**Technology and Distance Education Committee
K-12
January 2002**

Distance Education Policies, Standards, and Guidelines
K-12

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North American Division Distance Education K-12

I. Philosophy

Seventh-day Adventist education is deliberate in providing a Christ-centered curriculum. The policies, standards, and guidelines for distance education courses support this premise. Distance education courses actively engage students in a manner that strengthens their relationship with Christ.

Adventist distance education is student-focused and utilizes principles of best practice. Students are engaged in active learning enabled by instructors who select a variety of appropriate teaching strategies, modes, media, and assessment.

II. Rationale

Distance education finds its place in the Adventist educational system by providing access to quality Christ-centered education, regardless of time or geographical boundaries, and by supplementing existing school programs.

III. General Policies for Distance Education Programs

- A. Institutions involved in distance education programs must carefully consider learner needs, community expectations, and local financial resources.
- B. Schools offering distance education programs must comply with North American Division (NAD), union, and local Conference educational policies.
- C. The host institution must provide adequate technology resources, physical facilities, appropriate staffing, and access to technical assistance to support its electronically-offered courses.
- D. It is the responsibility of the credit-granting institution, rather than the provider, to ensure that all academic and ethical standards conform to the Adventist philosophy of education.
- E. Students enrolled in distance education courses must meet the same academic prerequisites as students enrolled in face-to-face courses.
- F. Credit-granting institutions must keep accurate and up-to-date records of all distance education courses offered, and all students enrolled.
- G. Measures to ensure the integrity of the transcript must be in place for distance education and face-to-face courses, with no distinction in the grade reporting process.
- H. Institutions offering distance education courses must be appropriately accredited or be affiliated with an appropriately accredited institution.
- I. Institutions may not grant credit beyond the grade level for which they are accredited.
- J. Student information, including personal data, grades, etc., must be secure.
- K. Institutions offering distance education must provide an orientation required for students, parents, faculty, and on-site supervisors to ensure a successful learning experience.
- L. Students, parents, and teachers must sign an acceptable use policy that addresses ethics, morals, and legal liabilities associated with online environments.

IV. **Standards for Distance Education**

A. Course Development

1. Courses developed shall be Christ-centered and student-focused.
2. Courses developed shall be faith-driven and mission-oriented.
 - a. For example, courses should reflect:
 - b. Balance and wholeness as part of a healthy lifestyle
 - c. Values/moral development
 - d. Caring, learning environment
 - e. Integration of Biblical principles
 - f. Joyful service to God and others
3. Courses developed shall focus on thinking processes.
For example, courses should reflect:
 - a. Mastery of foundational knowledge
 - b. Application of higher-order thinking processes
 - c. Reflection on learning processes and experiences
4. Course development design shall address the relational basis of learning.
 - a. Interaction between learner and content
 - b. Interaction between learner and other learners
 - c. Interaction between learner and teacher
 - d. Interaction between learner and self (reflection)
 - e. Interaction between learner and the community (includes service)
 - f. Interaction between learner and the Master Teacher
5. Courses developed shall create stimulating learning experiences. For example, courses should reflect:
 - a. Instructional variety
 - b. Engaging design
 - c. Relevance to real-life experiences
6. Courses developed shall address the individuality of learners.
 - a. For example, courses should reflect:
 - b. Cultural diversity
 - c. Learning styles

- d. Multiple intelligences
 - e. Levels of academic performance
7. Courses developed shall incorporate appropriate assessment processes.
For example, assessment processes should be:
 - a. Built on expected outcomes
 - b. Directly connected to course objectives
 - c. Varied and appropriate, including authentic assessment
 8. Courses developed shall incorporate appropriate support services and learning materials.
For example, development should address:
 - a. Utilizing a qualified development team
 - b. Access to library resources for students
 - c. Planning for technical support services
 - d. Thorough documentation including instructor's manual
 - e. Provision for lab kits, materials lists, textbooks, manipulatives, etc.
 9. Courses developed shall follow the NAD curriculum guides. (It is the responsibility of the credit-granting institution to validate this alignment.)
 10. Courses developed shall provide outcomes consistent with face-to-face course offerings.
 11. Courses developed shall comply with laws pertaining to intellectual property rights.
 12. Courses developed for distance education shall be contracted in a manner that clearly states the ownership of the intellectual property.
 13. Course developers shall be guided in textbook selection by the NAD approved textbook list.
(Textbooks may be optional for some courses.)

B. Technology

1. Server hardware for course engines
 - a. The technology configuration shall meet the "recommended configuration" suggested by the software publisher. It is advisable to develop the technology configuration in consultation with the software vendor.
(Purchasing minimum requirement hardware may cost more due to shorter upgrade cycles.)
 - b. Fault tolerance (redundant servers, RAID hard drive arrays, uninterruptible power supplies (UPS), redundant power supplies, etc.) shall be provided for servers.
 - c. Reliable backups (tape drive) shall be in place and regularly maintained.
 - d. Servers shall be secured from internal and external vulnerability.
 - e. Institutions outsourcing application and server services shall address the following:
 - i. Does the vendor provide fault tolerance?
 - ii. Does the vendor provide adequate security measures?
 - iii. Are the services easily accessible to teachers constructing/teaching courses?

- iv. Will the vendor sign a service level agreement satisfactory to the institution?
 - v. Can the vendor grow to meet future needs of the institution?
 - vi. Can the vendor provide performance references from current customers?
- 2. Client hardware (user end)
 - a. Computers and peripherals shall be able to perform the tasks required for the teacher/student to participate successfully in class.
 - b. The technology configuration shall meet the “recommended configuration” suggested by the software publisher. It is advisable to develop the technology configuration in consultation with the software vendor.
 - c. The teacher’s hardware shall incorporate appropriate levels of fault tolerance.
 - d. Client software/hardware shall be reliable in order to ensure uninterrupted participation.
- 3. Connectivity standards
 - a. The method chosen to connect to the Internet shall provide a reliable connection that is fast enough to facilitate timely downloads/uploads and connection to the server.
 - b. Bandwidth to the server shall be great enough to support the number of students enrolled in the class. (Broadband connections are recommended where available.)
 - c. Internet service provider (ISP) agreements shall be carefully negotiated and specific as to the level of service. This includes amount of connect time, space available on the server, and compensation for failure of service.
 - d. Each student involved in distance learning courses shall have individual access to a computer for instruction, as well as for completion of individual assignments and research.
 - e. Both adult supervision and appropriate filtering software shall be provided while students are online.
- C. Instruction
 - 1. Instructors shall hold denominational teaching credentials with appropriate endorsements.
 - 2. Instructors shall have experience or specific training in distance education delivery.
 - 3. Instruction of distance education courses shall be considered part of, not an addition to, the teacher’s regular class load.
 - 4. Instruction shall focus on developing the student’s relationship with Christ.
 - 5. Instruction shall be faith-driven and mission-oriented.
 - 6. Instruction shall encourage mastery of foundational knowledge and independent thinking.
 - 7. Instruction shall address the multiple aspects of relational learning.
 - 8. Instruction shall engage students in a variety of learning experiences that are relevant to life.

9. Instruction shall address the individuality of learners, including the diversity of culture, learning styles, multiple intelligences, and levels of academic performance.
10. Instructional processes shall include clear communication for distance education and classroom procedures.
11. Instructors shall provide students with relevant and timely feedback.
12. Instructors shall provide a variety of appropriate assessments.
13. Instruction shall include access to a variety of learning resources appropriate to the subject and
14. mode of delivery.
15. Instructional processes shall include feedback from students, peers, and supervisors.
16. Instructors shall honor laws pertaining to copyright and intellectual property rights.

V. **Guidelines for Distance Education**

A. **Course Development**

1. Applications for development proposals for NAD-approved courses should be made to the NAD TDEC K-12 and include:
 - a. Names of developers and specialty designations
 - b. Course outline
 - c. Prerequisites
 - d. Mode of delivery (synchronous, asynchronous, mixed)
 - e. Technology required
 - f. Materials list
 - g. Date available
2. Courseware development teams should include:
 - a. Content specialists
 - b. Course design specialists
 - c. Technology specialists
3. Course developers should choose an established course-authoring software and delivery system.
4. Piloting and evaluation of courseware should be ongoing during development.
5. Course design should provide a clear and consistent format for submission of distance education course work.
6. An instructor's manual should be supplies for each course developed.

B. **Technology**

1. Course-authoring software selected should be user friendly and provide features necessary to support engaging design and effective instruction.
2. Courseware should provide a high quality and consistent user interface for:
 - a. Intuitive, effective navigation
 - b. Uniform, comprehensive framework
 - c. Access to student support links
 - d. Clear and concise technical instruction

- C. Instruction
 - 1. Distance education instruction should incorporate accepted best practices.
 - 2. Instructors should avail themselves of courses and/or training that models exemplary distance learning instructional methods.
 - 3. Distance education instruction should give special attention to:
 - a. Advanced planning
 - b. Building relationships with students
 - c. Development of a learning community
 - d. Clear procedures and expectations
 - e. Protocols for student and teacher interaction
 - f. Contingency plans for equipment failure
 - g. Timely feedback to students
 - h. On-camera performance, if applicable
- D. Institutional Support
 - 1. Comprehensive preplanning and ongoing evaluation are essential elements of a successful distance education program. The planning process should include the following:
 - a. Needs assessment
 - b. Budgetary considerations
 - c. Available distance education programs
 - d. Network infrastructure (internal and external connectivity)
 - e. Continuous technology renewal
 - f. Time lines
 - g. Personnel allocation
 - h. Related support services
 - i. Program evaluation with action plans
 - j. Planned collaboration
 - 2. Distance education courses/programs should be selected from the North American Division Office of Education (NADOE) approved providers list.
 - 3. A brochure describing distance learning should be made available to all participants. Frequently Asked Questions (FAQ) should be included.
 - 4. Registration procedures should be clearly defined, published, and user friendly.
 - 5. Students enrolled in off-site distance education secondary courses should be encouraged to affiliate with the nearest Adventist academy.
 - 6. The credit-granting or host institution for off-site distance education courses should provide face-to-face registration services and orientation for students enrolled in such courses.
 - 7. To facilitate healthy socialization, schools and distance education programs should encourage social, spiritual, and academic connections between distance education students and the participating school.
 - 8. Prior to admitting a student to a distance education course, the institution should determine whether the student has met the prerequisites to enroll in the course, and inform the prospective student regarding:
 - a. Required access to technologies
 - b. Technical competency requirements

- c. Program costs, time frame, and related policies
 - d. Institutional support services, online resources, and other media
 - e. Guidelines for interactions with the faculty and fellow students
 - f. Potential for increased time required for independent learning, as well as the challenges of a technology-based environment
- 9. Distance education course instructors should have access to necessary and appropriate student and parent information.
 - 10. Institutions should carefully consider teacher course loads and other responsibilities in planning the assignment of distance education courses.
 - 11. Institutions should provide training for their distance education instructors that models exemplary distance learning instructional methods.
 - 12. Institutions should provide training and support for on-site distance education teachers and supervisors in the following areas:
 - a. Specific technology and software
 - b. Clerical
 - c. Resource development
 - d. Support materials and instructors' manuals
 - e. Appropriate in-service and follow-up
 - f. Observation and supervision
 - g. Coaching

VI. Glossary

Asynchronous: Asynchronous distance education is a mode of delivery that allows students to access instruction at any time. Some asynchronous courses may have a schedule for completion of course requirements.

Client hardware: The client hardware is the computer and peripherals that students and teachers use to access distance education courses.

Course engine: The course engine is the software used to develop and deliver distance education courses.

Courseware: Courseware is the course content and design delivered through a particular software platform.

Credit-granting institution: The credit-granting institution is the NAD approved institution that validates the course, awards the credit, and provides the transcript for a particular course.

Distance education: Distance education is an alternative form of instruction where teachers and students may be separated by location and/or time.

Face-to-face (f2f): Face-to-face instruction is that which occurs where students and instructors are physically present in the same classroom.

Fault tolerance: Fault tolerance is the implementation of measures to ensure uninterrupted operation of equipment and technical services required to deliver distance education courses.

Host institution: The host institution is the entity through which the distance education program is delivered to the students.

Provider: The provider is the group or organization that supplies the distance education courseware.

Server: The server is a specially equipped computer that hosts the applications that enable the delivery of distance education courses.

Synchronous: Synchronous distance education is a mode of delivery that requires students and teachers to be connected at the same time for instruction.

Upgrade cycle: The upgrade cycle is the period of time defined by an institution's technology plan during which hardware and software will be replaced with current technology.

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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 worship, 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) 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.***

Supplement I

Guide to the Teaching of Literature in Seventh-day Adventist Schools

“The great aim of the teacher should be the perfecting of Christian character in himself and in his students.”

Council to Parents and Teacher p. 68

- I. **Literature selected in Seventh-day Adventist schools should . . .**
 - A. Tend to draw the reader to Christ.
 - B. Lead to the development of the whole person.
 - C. Give a comprehensive view of the universe
 - D. Help solve fundamental problems.
 - E. Answer questions on the origin, nature, and destiny of humankind.
 - F. Emphasize the true, the honest, and the beautiful.
 - G. Give primary emphasis to character-building.
 - H. Transmit the spiritual ideas, beliefs, attitudes, and values of the Church.
 - I. Encourage students to be thoughtful, law-abiding citizens and loyal, conscientious Christians.

- II. **The study of secular literature, carefully guided and studied with a sober regard to the positive principles set forth in Holy Scripture and emphasized in Ellen G. White’s writings, is legitimate for Seventh-day Adventist schools. However, it should . . .**
 - A. Be serious art that will lead to significant insights into human nature and will be compatible with Adventist values.
 - B. Avoid sensationalism and maudlin sentimentality.
 - C. Not be characterized by profanity or other crude and offensive language.
 - D. Avoid elements that give the appearance of making evil desirable or goodness appear trivial.
 - E. Avoid simplified, excitingly suspenseful, or plot-dominated stories that encourage hasty and superficial reading.
 - F. Be adapted to the maturity level of the group or individual.

- III. **Fictional literature should NOT be . . .**
 - A. Addictive.
 - B. Sentimental, sensational, erotic, profane, or trashy.
 - C. Escapist, causing the reader to revert to a dream world and to be less able to cope with problems of everyday life.
 - D. A distraction from serious study and devotional life.
 - E. Time consuming and valueless.

- IV. **Teachers of literature in Seventh-day Adventist schools should . . .**
 - A. Choose materials and teaching methods designed to encourage the development of students into mature Christians, committed to the search for wisdom and truth and concerned with the physical and spiritual well-being of humanity.

- B. Assist students in discovering the present-day relevance of Biblical literature and the writings of Ellen G. White.
- C. Include materials that sharpen perceptions, provide fresh insights, and challenge values that students have accepted or held without critical examination.
- D. Include literature which reflects and nourishes the ethnically diverse character of our society.
- E. Consider the Adventist constituency of the school, the homes from which the students come, and most importantly the students themselves when choosing material.
- F. Provide optional acceptable reading to those whose interpretation of the Spirit of Prophecy or Biblical principles differ from those given here.
- G. Adapted from the Guide to the Teaching of Literature in Seventh-day Adventist Schools prepared by the Department of Education, General Conference of Seventh-day Adventists

Supplement K

GUIDELINES TOWARD A SEVENTH-DAY ADVENTIST PHILOSOPHY OF MUSIC

Introduction

As in literature and other modes of communication, the worst and the best also comes through to the hearer through the media of music. While what has been considered good music swings to one end of the pendulum, what has been considered bad is increasingly weighing more heavily in the opposite direction. The latter has become so pronounced that church leaders, educators, and laymen have expressed their concern to the church for some positive direction in this area.

In an attempt to help clarify the church's position on music, a special committee consisting of a wide range of musicians and others met for almost a week and produced the following guidelines as a basis for the use of music in the various facets of the church program. The statement was also approved by the Annual Council of the General Conference in 1972.

"Music is often perverted to serve purposes of evil, and it thus becomes one of the most alluring agencies of temptation. But, rightly employed, it is a precious gift of God designed to uplift the thoughts to high and noble themes, to inspire and elevate the soul." *Education*, p. 167

Statement

The Seventh-day Adventist Church has come into existence in fulfillment of prophecy to be God's instrument in a worldwide proclamation of the Good News of salvation through faith in the atoning sacrifice of God's Son and of obedience to His commands in preparation for our Lord's return. The lives of those who accept this responsibility must be as distinctive as their message. This calls for total commitment by each church member to the ideals and objectives of the church. Such commitment will affect every department of church life, and will certainly influence the music used by the church in fulfillment of its God-given commission.

Music is one of God's great gifts to man and is one of the most important elements in a spiritual program. It is an avenue of communication with God and "is one of the most effective means of impressing the heart with spiritual truth." *Education*, p. 168 Dealing as it does with matters of eternal consequence, it is essential that music's tremendous power be kept clearly in mind. It has the power to uplift or degrade; it can be used in the service of good or evil. "It has power to subdue rude and uncultivated natures; power to quicken thought and to awaken sympathy, to promote harmony of action and to banish the gloom and foreboding that destroy courage and weaken effort." *Ibid.*, pp. 167, 168

Those, therefore, who select music for the distinctive purposes of this church must exercise a high degree of discrimination in its choice and in its use. In their endeavors to meet these ideals, more than human wisdom is needed. Turning then to revelation for guidance, the following general principles are revealed:

The Music should:

- A. bring glory to God and assist us in acceptably worshiping him. (1 Corinthians 10:31)
- B. ennoble, uplift, and purify the Christian's thoughts. (Philippians 4:8; Patriarchs and Prophets, p. 594)
- C. effectively influence the Christian in the development of Christ's character in his life and in that of others. (Manuscript 57, 1906)
- D. have a text which is in harmony with the scriptural teachings of the church. (Review and Herald, June 6, 1912)

- E. reveal a compatibility between the message conveyed by the words and the music, avoiding a mixture of the sacred and the profane.
- F. shun theatricality and prideful display. (Evangelism, p. 137; Review and Herald, November 30, 1900)
- G. give precedence to the message of the text which should not be overpowered by accompanying musical elements. (Gospel Workers, pp. 357, 358)
- H. maintain a judicious balance of the emotional, intellectual, and spiritual elements. (Review and Herald, November 14, 1899)
- I. never compromise high principles of dignity and excellence in efforts to reach people just where they are. (Testimonies, Volume 9, p. 143; Evangelism, p. 137)
- J. be appropriate for the occasion, the setting, and the audience for which it is intended. (Evangelism, pp. 507, 508)

There is much that is spiritually uplifting and religiously valid in the music of the various cultural and ethnic groups; however, the musical tastes and practices of all should conform to the universal value of Christ-like character, and all should strive for oneness in the spirit and purpose of the gospel which calls for unity rather than uniformity. Care must be exercised that worldly values in music which fail to express the high ideals of the Christian faith be avoided.

The above principles will serve as effective guidelines in the choice and use of music for the varied needs of the church. Certain musical forms, such as jazz, rock and their related hybrid forms, are considered by the church as incompatible with these principles. Responsible persons involved in the church's broad-ranging music activities, either as leaders or performers, will find little trouble in applying these principles in some areas. Certain other areas are much more complex, and a more detailed discussion of the factors involved follows.

I. Church Music

A. Music in the Worship Service

Worship should be the primary and eternal activity of mankind. Man's highest end is to glorify God. As the worshiper comes to the house of God to offer a sacrifice of praise, let it be with the best possible music. Careful planning of every musical element of the service is essential so that the congregation is led to be a participant and not a spectator.

The hymns used for this service should be directed to God, emphasizing praise and utilizing the great hymns of our heritage. They should have strong, singable melodies and worthy poetry. The pastor should take a keen interest in increasing the quality and fervor of congregational singing. "Singing is seldom to be done by a few." --*Counsels on Health*, pp. 481, 482 Christian experience will be immeasurably enriched by the learning and use of new hymns.

Where there is a choir, meaningful anthems chosen from master composers of the past and present, sung by dedicated and well-prepared musicians, will add much to the service and assist in elevating the quality of worship.

Instrumental music, including organ and piano, should harmonize with the lofty ideals of worship, and be chosen carefully from the best materials consistent with the ability and training of the player. The instrumentalist responsible for accompanying congregational singing has an especially great responsibility to set the right standard in all his contributions, be they

preludes or postludes, offertories or other voluntaries, or accompaniment of hymns. He is in a unique position to raise the

level of worship music in his church. If in the service there should be vocal solos or other special music, preference should be given to material with scriptural texts and music that is within the singer's range of ability, and be presented to the Lord without display of vocal prowess. The communication of the message should be paramount.

B. Music in Evangelism

Music used in evangelism may also include gospel music, witness music, or testimony music; but there should be no compromise with the high principles of dignity and excellence characteristic of our message to ready the people for the second coming of Christ.

The music chosen should:

1. direct the hearer to Jesus as the Way, the Truth and the Life.
2. prepare the way for the presentation of the message from God's Word, or continue its appeal, evoking a response from the hearers.
3. be played and sung by those whose lives are consistent with the message they bear.
4. be a vehicle for the deep impression of Bible truth which will inspire a positive change in the life.
5. be presented in a carefully planned, orderly manner.
6. be simple and melodic, and presented without emphasis on personal display.
7. give precedence to the preaching of the Word both in emphasis and in allotment of time.
8. maintain a balanced appeal to the emotion and intellect and not just charm the senses.
9. be understandable and meaningful in content and style for the largest possible cross section of the audience.

C. Music in Youth Evangelism

In the field of youth witnessing, most of the above suggestions apply. Consideration also needs to be given to certain aspects that are unique to this area.

Young people tend to identify closely with the music of the contemporary youth culture. The desire to reach these youth where they are with the gospel of Christ sometimes leads to the use of certain questionable musical idioms. In all these idioms, the element which brings the most problems is rhythm, or "the beat."

Of all the musical elements, rhythm evokes the strongest physical response. Satan's greatest successes have often come through his appeal to the physical nature. Showing keen awareness of the dangers involved in this approach to youth, Ellen G. White said: "They have a keen ear for music, and Satan knows what organs to excite, to animate, engross and charm the mind so that Christ is not desired. The spiritual longings of the soul for divine knowledge, for a growth in grace, are wanting." -- *Testimonies, Volume 1*, p. 497. This is a strong indictment of the way in which music may be put to a use that is in direct opposition of God's plan. The previously mentioned jazz, rock and related hybrid forms are well-known for creating this sensuous response in masses of people.

On the other hand, we have many traditional folk music idioms which have been respected as legitimate branches of the musical stream. Some of these are acceptable as vehicles for expressing the Christian witness. Other, which might find acceptance in a Christian secular atmosphere, may be inappropriate for bearing the Savior's name. Still others may fall completely outside the Christian's experience. It must be clear, then, that any form of "folk"

musical expression must be judged by the same principles as all other types discussed in this document.

"Higher than the highest human thought can reach is God's ideal for His children." --*Education*, p. 18.

Those who strive for this high ideal and who lead in youth witnessing will find guidance through prayerful study of music by the aid of the Holy Spirit.

In addition to the problem of rhythm, other factors affect the spiritual qualities of the music:

- a. Vocal Treatment--The raucous style common to rock, the suggestive, sentimental, breathy, crooning style of the night club performer and other distortions of the human voice should be avoided.
- b. Harmonic Treatment--Music should be avoided that is saturated with the 7th, 9th, 11th, and 13th chords as well as other lush sonorities. These chords, when used with restraint, produce beauty, but when used to excess distract from the true spiritual quality of the text.
- c. Visual Presentation--Anything which calls undue attention to the performer(s) such as excessive, affected bodily movement or inappropriate dress, should find no place in witnessing.
- d. Amplification--Great care should be exercised to avoid excessive instrumental and vocal amplification. When amplifying music there should be a sensitivity to the spiritual needs of those giving the witness and of those who are to receive it. Careful consideration should be given to the selection of instruments for amplification.
- e. Performances--The primary objective in the performance of all sacred music should be to exalt Christ rather than to exalt the musician or to provide entertainment.

D. Music in the Home

1. Music education and appreciation should begin early in the life of the child through:
 - a. The introduction to great hymns and gospel songs in the informal happy experience of family worship.
 - b. The establishment of right listening habits through home audio equipment which includes carefully selected music.
 - c. Attendance with the family at music concerts with standards conforming to those outlines in this document.
 - d. The proper example and influence of parents.
2. Family singing and participation in family music instrumental ensembles should be encouraged.
3. Experiments in writing poetry and some compositions might be encouraged.
4. A home music library of wisely selected materials should be established.
5. It must be recognized that Satan is engaged in a battle for the mind and that changes may be effected imperceptibly upon the mind to alter perceptions and values for good and evil. Extreme care must therefore be exercised in the type of programming and music listened to on radio and TV, especially avoiding that which is vulgar, enticing, cheap, immoral, theatrical, and identifiable with trends in the counter culture.

E. Music in the School

1. In preparing and presenting music for religious functions, school administrators and teachers should work with the students in a way that will uphold the musical standards of the church.
2. Witnessing and fold music groups going out from campuses should receive sponsorship and guidance from those appointed by the administration, be they music faculty members or others.
3. Directors of radio stations on Seventy-day Adventist campuses, and those who are responsible for the selection of music played over institutional public address systems, should choose music that is in conformity with the philosophy of music as expressed in this document.
4. Music teachers in school ensembles and in private teaching activities should make positive efforts to teach music literature that may be used in church and in soul-winning activities.
5. Because one of the primary objectives of school music appreciation courses is to teach discrimination in the light of divine revelation, instructors in these classes on all educational levels are urged to include information in the art of making qualitative value judgment in the area of religious music.
6. Efforts should be made by the local church and Conference to close the culture gap. To this end the trained music personnel of the schools should be used in musical training and activities so that the lofty ideals of worship be effectively promoted.
7. Musical presentations in Seventh-day Adventist educational institutions should conform to the standards of the church. This applies to local talent as well as to visiting artists, ensembles, and music on entertainment films.

II. Secular Music

Music "rightly employed, . . . is a precious gift of God, designed to uplift the thoughts to high and noble themes, to inspire and elevate the soul." *Education*, p. 167

The Seventh-day Adventist lifestyle demands that the individual Christian exercise a high degree of discrimination and individual responsibility in the selection of secular music for personal use, solo, or group performance. All such music should be evaluated in the light of the instruction given in Philippians 4:8: "Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things." He will also keep in mind the warning given by Ellen G. White in *Testimonies to the Church, Volume 1*, p. 497:

"I was shown that the youth must take a higher stand, and make the Word of God the man of their counsel and their guide. Solemn responsibilities rest upon the young, which they lightly regard. The introduction of music into their homes, instead of inciting to holiness and spirituality, has been the means of diverting their minds from the truth. Frivolous songs and the popular sheet music of the day seem congenial to their taste. The instruments of music have taken time which should have been devoted to prayer. Music, when not abused, is a great blessing; but when put to a wrong use, it is a terrible curse."

The Christian will not sing songs that are incompatible with the ideals of truth, honesty and purity. He will avoid elements that give the appearance of making evil desirable or goodness appear trivial. He will try to avoid compositions containing trite phrasing, poor poetry, nonsense, sentimentality, or

frivolity which lead away from the counsel and teachings found in scripture and in the Spirit of Prophecy.

He will consider music such as blues, jazz, the rock idiom, and similar forms as inimical to the development of Christian character, because it opens the mind to impure thoughts and leads to unholy behavior. Such music has a distinct relationship to the permissiveness of contemporary society. The distortion of rhythm, melody, and harmony as employed by these styles and their excessive amplification dulls the sensibilities and eventually destroys the appreciation for that which is good and holy.

Care should be exercised when using a secular tune wedded to sacred lyrics so that the profane connotation of the music will not outweigh the message of the text. Moreover, the discerning Christian, when selecting any secular music for listening or performing which is not included in the above categories, will subject such music to the test of the principles given in the general principles outlines in this Philosophy of Music.

The true Christian is able to witness to others by his choice of secular music for social occasions. He will, through diligent search and careful selection, seek out that type of music which will be compatible with his social needs and his Christian principles.

"There must be a living connection with God in prayer, a living connection with God in songs of praise and thanksgiving." --E. G. White, Letter 96, 1898; (*Evangelism*, p. 498)

Supplement M

Home Schools

I. HOME SCHOOL GUIDELINES

A. Statement

The Southern Union Conference supports home schooling for families who elect to use this form of Adventist Christian education. Since registration regulations vary by state, the local Conference does not register home schools, nor serve as an umbrella organization for state registration. However, the local Conference offices of education are encouraged to make materials and services available to all Adventist home schoolers. Home schools are not considered part of the Conference formal school structure (NAD FEA 34), and may not be conducted in church facilities.

B. Relationship between church schools and home schools

Local church school boards or administration are encouraged to cooperate with home schools where applicable. Areas of cooperation may include such things as field trips; school programs; testing; sharing of school books and materials; and participation in P.E., music, art, or certain academic classes. Achievement testing services may be provided to home schoolers for the grades being tested at the school. Tests will be administered by the church school as a part of its regular testing program. This may not meet state testing requirements for home schoolers.

When home school children participate in school activities or instructional programs, the policies of the school relating to matters of organization, conduct and discipline shall apply. The home school students are considered guests of the church school.

Home school students will be required to provide evidence of medical/accident insurance coverage and pay any fees or assessments set by the local school board for participating in activities. Students may not be enrolled in the school part-time as an “umbrella” to avoid registration with the state as home schoolers, or to receive assignments to complete at home in lieu of regular school attendance as required by law.

C. Transferring students

Students transferring into Conference schools from home schools shall be assessed and placed as appropriate to allow adequate adjustment. Home schoolers transferring into secondary schools must meet the requirements addressed in Code 1601.

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Supplement O

CRISIS MANAGEMENT

One of the maxims of crisis management is that you cannot prepare for a crisis once it has started, therefore, every organization should prepare in advance for a crisis.

I. **Crisis Typology**

A. Possible Crises

1. Layoffs or institution closing
2. Employee, administrator, pastor, volunteer, or student accused of sexual misconduct, abuse, theft, or other crime
3. Property arson or vandalism
4. Natural disaster or terrorist attack
5. On-site hostage situation or attack
6. Death of employee or student
7. Law or media investigation of the organization or employee
8. Litigation against the organization or employee
9. Confrontation between organization and government
10. Unauthorized use of organization name in negative advertising campaign
11. Media confuses organization with another organization
12. Employee engages in illegal activity (i.e., polygamy, murder, domestic violence, embezzlement)
13. Escalating conflict

B. Triggers/Indicators

1. Major gatherings (i.e., graduations, class trips, retreats, road trips)
2. Disgruntled employees, parents, or students
3. Layoffs, dismissals, suspensions, poor evaluations
4. Overwork and extreme exhaustion that could cause accidents or conflicts
5. Lack of financial accountability, regular evaluations, or procedural reviews
6. Outdated equipment and dilapidated buildings
7. Failure to review and practice safety procedures regularly
8. Lack of a communication infrastructure and regular communication within the organization; or misinformation

II. **Preparation**

The following steps should be taken to prepare for a crisis:

A. Designated Officer

Appoint an individual responsible for initiating crisis management procedures. This person may be separately designated for education.

B. Crisis Team

Determine the composition and establishment of a crisis management team. The North American Division recommends that the superintendent of education, the executive secretary, and the communication director be part of every crisis management team. Teams also should include people from the affected school: the pastor, the principal, the chair of the school board.

(A relationship between these people and the accused may indicate a potential conflict of interest; if so, they should be rescued.)

Of course, a legal adviser should be part of the team. Adventist public relations professionals from within the Conference also can help the crisis management team.

C. Spokespersons

Select and train individuals to communicate officially for the organization in crisis situations.

D. Church/School Protocols

Establish and communicate procedures for handling crisis situations to all school personnel and board members.

E. Media Relations

Encourage all schools to develop relationships with local media long before there is a crisis. The best prevention to help media be sympathetic during a crisis is to be friends before the crisis occurs. Methods to develop these relationships could include:

Invite media to visit the school.

Take students to radio or TV stations for field trips.

III. Stages of a Crisis

There are several phases of a crisis — before the crisis, during the crisis, and after the crisis. Here is a summary of what to do during each stage:

A. Before the Crisis

A crisis is unpredictable, but not unexpected. There are trigger events, indicators that something is wrong, and situations or settings that should put you on alert. Unless you are experiencing a crisis situation, you are perpetually in this phase:

1. Plan for crisis and prepare suggested materials
2. Watch for warning sign and take the concerns expressed by others seriously
3. Stay on top of developing situations, don't brush them off
4. Designate and train a crisis management team and a spokesperson
5. Establish reliable communication vehicles (email list, speed fax)

B. During the Crisis

Chaos, confusion, fear, and lack of control all characterize the initial crisis situation. This is the time to take action and work to establish control of the situation (read additional details on pages 12 and 13):

1. Determine the level of crisis, what actions to take, and how to respond
2. Seek counsel and determine when to speak and when to be silent
3. Manage the crisis by following established guidelines, cooperating with authorities, and keeping relevant target audiences informed
4. Don't allow the crisis to spiral out of control or continue indefinitely

5. Determine the crisis climax and begin to move the organization toward normal operations
- C. After the Crisis

Things are calming down and getting back to normal; people are grieving and moving on. Now is the time to turn the grieving into a healing and learning phase:

1. Evaluate actions and procedures to determine what worked well or did not
2. Debrief with crisis management team, employees, authorities, and consultants
3. Prepare report/case study for administrators
4. Update crisis plan

IV. What to Do When the Media Calls

Nothing can substitute for good relationships with the media that have been developed over the years. However, when the crisis occurs, it is not a good time to initiate contacts with the media. Instead efforts should be made to keep reporters out of the school building and away from contacts with students and school personnel. The following key principles are summarized from the *Crisis Management Guide* available on the Southern Union Conference website.

A. For the local school principal or teacher, or for the local pastor:

1. What to say to the reporter
 - a. Offer to have the appropriate spokesperson call the reporter back soon
 - b. Ask about deadlines
2. What to say to the Conference education superintendent
 - a. Review the situation at the school
 - b. Give the reporter's name and phone number
 - c. Make certain the superintendent knows the reporter's deadlines

B. For the local Conference Crisis Management Team:

1. Designate a spokesperson, and take steps to keep others from talking with the media.
2. Don't ever say, "No comment." That makes the church and school look guilty in the eyes of the media audience.
3. Confine any public comments - even things said to church members - to explanations of policy and statements of fact.
4. Some things are always appropriate to say:
 - a. You will cooperate fully with the authorities
 - b. You are saddened at the allegations
 - c. You feel sympathy for the child and his or her family
 - d. You are concerned for the person who has been accused
 - e. Say that the church has a clear policy against sexual misconduct. Offer to give a copy of the misconduct policy to the reporter.
5. Several things should never be said:
 - a. Don't discuss the facts of the events

- b. Don't give an opinion about guilt
 - c. Don't say anything disparaging about the student
 - d. This isn't a time to include "puffery" about how good the school is
-
- 6. If you don't know much about the situation, you can always say: "We know very little about this situation, but we will cooperate with the authorities in any way we can to help bring about resolution."
 - 7. Bring the Crisis Management Team together as soon as possible to plan what you will say in this specific instance.
 - 8. Never go into an interview without knowing what message points you want to make sure the reporter understands.
 - 9. You may be talking to the reporter, but your messages will be read and heard with great interest by parents and others close to the situation.
 - 10. Don't stretch the truth. Of course you would never lie, but don't even stretch the truth.
 - 11. Do not be afraid to contact the Union and/or Division communication offices for assistance.
They would rather be involved in situations too small to be a crisis than to be left out of a true crisis.
 - 12. Consult with the union or North American Division Communication Departments as needed

For additional information and forms, i.e. message points, do's and don'ts, interview preparation form, what to say/what not to say form, daily log form, consult the *Crisis Management Guide* available on the Communication Resources page of the Southern Union Conference website

Supplement Q

TEACHER INSTALLATION SERVICE

I. Purpose of installation and consecration

- A. To impress the teacher with the dignity of his calling.
- B. To impress upon the teacher that he is more than a teacher, and that he is a co-worker with Christ in preparing the students for citizenship in the earth made new.
- C. To impress upon parents and students alike the dignity of the teacher's calling and their responsibility to honor the teacher.
- D. To impress the church membership, students and parents that the teacher is an employee as much as is the ordained pastor.

II. Suggested installation and consecration service to be held on the Sabbath just before the beginning of the school term:

- A. Organ Prelude
- B. Ministers and teacher(s) file on to rostrum and are seated, then bow their heads for a few moments of silent prayer
- C. Opening Hymn: One that will fit the theme of the service
- D. Scripture Reading: Perhaps Psalm 1
- E. Prayer
- F. Special Music: Anthem or song by school children
- G. Sermon: No longer than 20 minutes, and on a topic suitable for the occasion
- H. Installation and Consecration:
 - 1. **Minister to Teacher:** Inasmuch as you have accepted the invitation to teach and are soon to enter into the duties of this important work, I want to ask you in the presence of God and this congregation the following:
Do you promise faithfully to discharge all of your duties as a Christian teacher according to your abilities and in harmony with instruction from God's Word and the Spirit of Prophecy?
Teacher to Minister: I promise to do my best.
 - 2. **Minister to Congregation:** Dearly Beloved, I heartily admonish you through Jesus Christ, who has graciously sent this teacher to our school, that you look upon her/him and honor her/him as one sent by God and faithfully assist her/him in the performance of her/his duties. Send your children to school regularly; teach them to obey their teacher. Do this for the sake of God, that His name may be glorified in our school by our children. Can we count on your cooperation?
Congregation: We are determined to cooperate to make this school year successful.
 - 3. **Minister to Children:** May God give you students willing hearts to obey your teacher. Study to show thyself approved unto God and resist not the discipline imposed upon you by your teacher. Be an example always so that your teacher's work among you

may become an everlasting blessing to everyone. Are you willing to accept this challenge?

Children: We accept the challenge you have given us.

4. **Minister Gives Charges As Follows:** Go, then, and faithfully perform thy work among the lambs of Christ, the children of His church, committed to thy care. Assist the minister of the Word and Shepherd of the whole flock in feeding them the Word and its sound doctrine.

Assist the parents in bringing up their children in the nurture and admonition of the Lord. Take heed that thou doest so, not by constraint, but willing; not for filthy lucre, but of a ready mind; not as being desirous of vain glory, but in simplicity of heart, seeking only the glory of God and being an example both to the children and to the whole congregation. And when the Chief Shepherd shall appear, thou shalt receive a crown of glory that fadeth not away.

The Lord bless thee from on high and make thee a blessing both to the school and to the church, that thou mayest bring forth much fruit and that the fruit may remain unto eternal life.

AMEN

- I. Prayer of Consecration by the Minister
- J. Special Music or Closing Hymn in harmony with topic presented
- K. Benediction
- L. Organ Postlude

SUPPLEMENT S

SOUTHERN UNION CONFERENCE OFFICE OF EDUCATION CRITERIA FOR NCPSA AND MSA-CESS CO-ACCREDITATION

Co-accreditation Applicants:

The following documents outline the necessary steps to receive co-accreditation through National Council for Private School Accreditation (NCPSA), which all Seventh-day Adventist schools are members of (by virtue of being a part of the Adventist Accrediting Association), and Middle States Association Commissions on Elementary & Secondary Schools (MSA-CESS). The application for the Southern Union makes clear your intentions for co-accreditation, that your board and Conference are supportive of this decision and that your Conference views your school as qualifying for co-accreditation.

The Southern Union Office of Education for Secondary Schools will strive to make the process of receiving co-accreditation as smooth and seamless as possible by working with the different entities involved in the process so schools will only have to work with the Southern Union rather than trying to maneuver their way singly through the process. The Secondary Office will collect the following paperwork by October or February of each year for those schools wishing to pursue co-accreditation with MSA-CESS for the following school year and send them in at one time with the endorsement of the Southern Union. Once you have applied you will receive an "Application for Cooperative Accreditation from MSA-CESS via the Southern Union that will need to be completed and returned to the Southern Union. Once all schools have returned their "Application for Cooperative Accreditation" they will be sent in to MSA-CESS for processing.

For answers to questions or clarity please call or email Keith

Hallam. Cell 253-350-0709
Email khallam@southernunion.com



REQUEST FOR NCPSA/AAA and MSA-CESS CO-ACCREDITATION

SCHOOL NAME: _____

ADDRESS: _____

TYPE OF PROGRAM REQUESTED: __K-8 ____K-10 ____K-12 ____9-12

CONFERENCE: _____

BOARD APPROVAL DATE: _____

DATE SUBMITTED: _____

DATE: LAST EVALUATION _____ NEXT EVALUATION _____

SIGNATURE: _____
(School Board Chair)

SIGNATURE: _____
(Principal)

I certify that the school meets all of the SUCOE criteria for NCPSA and MSA-CESS co-accreditation as listed on the checklist on the following page.

CONFERENCE APPROVAL: _____
(Superintendent) (Date)

REQUESTED EVALUATION DATE: _____

ALTERNATE DATE: _____

=====

SUCOE ACTION:

APPROVED _____ UNAPPROVED _____

DATE: _____ SIGNATURE: _____



Southern Union Conference Office of Education
Checklist criteria for NCPSA/AAA/MSA-CESS co-accreditation application

- ____1. The finances of the school are current with the conference.
- ____2. Current, credible accreditation is maintained with Adventist Accrediting Association.
- ____3. Written "mission" and "vision" statements are articulated and followed and has a current board approved school improvement plan.
- ____4. There is a sound school program that includes:
 - ____a Facilities are adequate and have the required square footage.
 - ____b. Facilities that are well maintained
 - ____c. Facilities that have received approval from Adventist Risk Management
 - ____d. Effective administrative leadership

- _____e. A stable faculty and staff
 - _____f. Instructional personnel that **ALL** have current certification by SUCOE
 - _____g. Personnel that receive salary and benefits according to SUC wage scale
 - _____h. A constituency that provides adequate and consistent financial support
 - _____i. Complete records and filing systems that are maintained and protected
- _____5. The School has an ongoing Technology Master Plan that:
- _____a. Involves **ALL** teachers and learners in the use of current equipment
 - _____b. Uses age-appropriate, current software and provides internet access
- _____6. A written plan exists for student services, academics, guidance, careers and health.
- _____7. Appropriate services are provided to identify and refer students with special needs

Application for Accreditation

Middle States Association of Colleges and Schools

Form D – NCPSA

NCPSA Member

Association

Initials _____

We, the legally constituted officials of _____

(Name of School) in the State of _____, hereby express our official approval of the policies,

standard, criteria, and regulations governing membership and accreditation in the Middle States Association of Colleges and Schools.

- We approve the application of the above school for accreditation in the Association; and if given favorable consideration, we agree to conform to all requirements.
- We understand that to remain in good standing with MSACS - we must maintain accreditation in good standing with the NCPSA member association.
- We understand that if for any reason accreditation is dropped from the NCPSA member association that the MSACS accreditation will also be dropped or discontinued by MSACS.
- We understand that the submission of the annual list of accredited schools from the NCPSA member associations will constitute renewed acceptance of all MSACS standards established for schools of this class and will indicate the desire of the governing board to have the school continue accreditation by Middle States Association of Colleges and Schools.

Signed:

President of the Board

Secretary of the Board

Date

I accept the responsibility placed upon me by the Board of Education to pursue and maintain the membership of this school in both the NCPSA member association and the Middle States Association of Colleges and Schools.

Signed:

Chief School Officer/Superintendent

Date:

School:

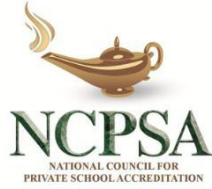
Address:

City/St/Zip:

Upon completion of Form D, send it and a \$50 processing fee to NCPSA Member Association for their authorization.

Mail to NCPSA, P.O. Box 13686, Seattle, WA 98198-1010 (Phone 253-874-3408, Fax 253-874-3409)

APPLICATION PROCEDURES For ACCREDITATION
With MIDDLE STATES ASSOCIATION Under the NCPSA-
MSA COOPERATIVE AGREEMENT



The following information gives you a step by step approach to apply for accreditation with the Middle States Association Commissions on Elementary & Secondary Schools (MSA-CESS) through the NCPSA Cooperative Accreditation Agreement.

STEP 1 Forms and fees for schools requesting MSA-CESS before their next evaluation.

- ☐ Complete the MSA-CESS Membership Application Form and MSA-CESS Standards Review which accompany these instructions.
- ☐ Make three copies of the Application Form and two copies of the Standards Review.
- ☐ Assemble the following items for submission with the MSA-CESS Application:
 - 1) Copy of the most recent Visiting Committee Accreditation Report
 - 2) Copy of the most recent Certificate of Accreditation
 - 3) Copy of the letter from the NAD Commission on Accreditation that specifies the month/day/year that the current term of accreditation expires.
 - 4) Check for \$300 Application Fee made payable to Middle States Association
 - 5) Check for \$50 Application Fee made payable to NCPSA
 - 6) Make photocopies of both checks.
- ☐ Submit the assembled documents (#1-3) and \$300 check along with the original MSA-CESS Application Form and MSA-CESS Standards Review via U.S. postal service to:

Jeanne Gallagher, MSA-CESS
Middle States Association
3624 Market Street, 2 West
Philadelphia, PA 19104

STEP 1 Forms and Fees *(Continued)*

- ☐ Submit one copy of the MSA-CESS Application Form and the check for \$50 to:
NCPSA
P. O. Box 13686
Seattle, WA 98198-1010

- ☐ Submit one copy of the MSA-CESS Application Form and a copy of the MSA-CESS Standards Review and photocopies of both checks to:
Commission on Accreditation
NAD Office of Education
12501 Old Columbia Pike
Silver Spring, MD 20904

- ☐ Maintain a copy of all submitted documents and photocopies of checks on file at school.

**Membership Application
Form for
For MSA-CESS Co-Accreditation with NCPSA Member
Associations**

Middle States Association Commissions on Elementary and Secondary
Schools

3624 Market Street, 2-West -- Philadelphia, PA 19104-
2680

Phone: (267) 284-5053 FAX: (610) 617-1106

E-mail: info@ces-msa.org Website:
www.middlestates.org

School Information: School Name (as it should appear for all official listings,
documents and correspondence).

Address (Use best address for mail delivery, with zip + 4 addresses.):

Contact (If Outside USA, include country and city codes.):

Phone: _____ FAX: _____

E-mail: _____

Head of School (Full name and job title): _____

Grades to be accredited: _____ Enrollment in these grades: _____

Type of School (Choose only one): Independent _____ Religious _____ Public _____

Organization: Is this school under the supervision of a district or church group (diocese or conference) with other
schools or does it stand alone? _____ YES, group member _____ NO, stands alone

If YES, then give information about the district, diocese or Conference information:

Organization Name: _____

Address: _____

Name & Title of Head of Group Head: _____

*** **Standards:** I have reviewed the attached Middle States Association Standards for Accreditation and hereby attest that the school complies with the 12 Standards.

Head of School Signature: _____ Date signed: _____

MSACESS Standards Review

Adherence to the Middle States Standards for Accreditation

Name of School

Name of Principal / Headmaster

The Principal / Headmaster will read, note compliance or noncompliance with all of the twelve standards of MSACESS; and sign/date their statement on the previous application page. Any mark of non-compliance should have a statement of explanation attached.

MSACESS Standards for Accreditation

☐ COMPLIANCE ☐ NON-COMPLIANCE

1. STANDARD: Philosophy / Mission

The school has a clearly written & actively implemented statement of philosophy/mission that conveys the general & specific purposes of its educational program, expresses expectations for quality, & serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school's philosophy/mission & understand & accept it. This document is aligned with the community served & is reviewed periodically by stakeholder representatives.

☐ COMPLIANCE ☐ NON-COMPLIANCE

2. STANDARD: Governance and Leadership

The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance & leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance & leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations & long-term planning.

☐ COMPLIANCE ☐ NON-COMPLIANCE

3. STANDARD: School Improvement Planning

The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

☐ COMPLIANCE ☐ NON-COMPLIANCE

4. STANDARD: Finances

Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school's ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school's operations.

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COMPLIANCE

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NON-COMPLIANCE

5. STANDARD: Facilities

School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate & adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation & meet all applicable laws including health & safety code requirements.

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6. STANDARD: School Climate and Organization

The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age/developmentally-appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

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7. STANDARD: Health and Safety

A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health & safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

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COMPLIANCE

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NON-COMPLIANCE

8. STANDARD: Educational Program

The educational program consists of a carefully planned and well-executed curriculum that includes appropriate academic standards, solid pedagogy, and assessment, all based on research and best practices. The educational program is aligned with the school's mission, approved by the governance, sufficiently financed, and periodically reviewed by stakeholders. It is developed to address the needs of all students and is designed to foster and challenge student learners at all levels. Effective policies and procedures are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained. Written curriculum guides are current, functional, available, and in use. They define scope and sequence of the educational program as well as program objectives and reflect sound approaches to teaching and operations.

☐ COMPLIANCE ☐ NON-COMPLIANCE

9. STANDARD: Assessment and Evidence for Student Learning

The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid & reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected & is accurately, clearly, & systematically reported to the school community..

☐ COMPLIANCE ☐ NON-COMPLIANCE

10. STANDARD: Student Services

The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, & philosophy/mission appropriate.

☐ COMPLIANCE ☐ NON-COMPLIANCE

11. STANDARD: Student Life and Student Activities

The school provides access to non-discriminatory student activities that are age and developmentally appropriate to supplement the educational program. A balance of academic, social, co- or extra-curricular, and service activities is maintained. Student activities are selected to foster intellectual, cultural, & social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction & encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance & leadership, & appropriate to the school's philosophy/mission.

☐ COMPLIANCE ☐ NON-COMPLIANCE

12. STANDARD: Information Resources and Technology

Information resources, materials, & technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students & staff to broaden & extend their knowledge and skills. Access to appropriate information resources & technology is provided for students and staff. Appropriate instruction is offered to develop student & staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

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SUPPLEMENT U

LIBRARY/INFORMATION RESOURCES

Section A - Dewey Decimal Classification **Categories for Reference/Nonfiction and Visuals**

Dewey Decimal Classification(DDC) summaries-

<https://www.oclc.org/en/dewey/features/summaries.html#ten>

Section B – Electronic Resources

Electronic Journals & Resources:

Dewey Decimal Classification (DDC) summaries -

<https://www.oclc.org/en/dewey/features/summaries.html#ten>

American Association of School Librarians - <http://www.ala.org/aasl/>

Booklist Online - <https://www.booklistonline.com>

Booklist Magazine - www.ala.org/booklist

Libraries Unlimited - <https://www.abc-clio.com/LibrariesUnlimited.aspx>

Mackin Community - <http://www.mackincommunity.com/library-transformation/>

School Library Journal - www.slj.com

State Book Awards - <https://www.mackin.com/hq/browse-titles/state-book-awards/>

Teacher Librarian Magazine - <http://teacherlibrarian.com/>

Technology & Learning - <https://www.techlearning.com/>

THE Journal - <https://thejournal.com/Home.aspx>

State Electronic Databases:

Alabama – Alabama Virtual Library <http://www.avl.lib.al.us/> - helpdesk 256-971-7487 or 800-338-8320 – avlhelpdesk@asc.edu – Free to all Alabama residents.

Carolina NC – North Carolina WiseOwl http://www.ncwiseowl.org/AZ_List.htm - NCWiseOwl Toolkit
<https://ncdpi.instructure.com/courses/1276>

Carolina SC – South Carolina Virtual Library <http://www.scdiscus.org/> 803-545-0201
discusoffice@statelibrary.sc.gov

Free to all South Carolina residents

Georgia – GALILEO (Georgia Library Learning Online) 706-583-2007 - <http://www.galileo.usg.edu>

Florida – Florida Electronic Library - <https://www.flelibrary.com> 800-245-6631 info@flelibrary.org

Southeast Florida Library and Information Network (SEFLIN) 561-208-0984 - <http://SEFLIN.org>

Tampa Bay Library Consortium - <http://tblc.org> (serves central Florida - Citrus, Desoto, Glades, Hardee, Hernando, Highlands, Hillsborough, Indian River, Lake, Manatee, Okeechobee, Orange, Osceola, Pasco, Pinellas, Polk, Sarasota, and Saint Lucie).

Kentucky – Kentucky Virtual Library <https://www.kyvl.org/> 844-400-5985 kyvl@ky.gov

Mississippi - <http://magnolia.msstate.edu/>

Tennessee – Tenn-Share - <http://www.tenn-share.org/> - 615-669-8670. Free to all Tennessee residents.

School Libraries Listserv - <http://www.lm-net.info/>

Library listservs are usually maintained by library associations and organizations. Its subscribers are typically members of that organization, or librarians with a vested interest in the listserv's goals or approved topics of discussion. Below is a selected list of some of the best and most popular listservs related to the field.

School Librarians/Media Specialists

- LM_NET (for school library media specialists worldwide)
- IASL-LINK (International Association of School Librarianship; for members only)

Acquisitions and Cataloging

- ACQNET (acquisitions)
- AUTOCAT (cataloging)
- COLLDV-L (collection development)
- GSAFD (providing subject access to works of fiction)
- LIBLICENSE-L (licensing digital information)
- SERIALST (serials processing)

International Librarianship

- International Librarianship Discussion Groups/Listsers

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A - Family Medical Leave Act (FMLA)

C - Application for Designated Subjects/Service Certificate

E - Distance Education Policies, Standards and Guidelines, K-12

G - Guidelines for Interscholastic Sports and Competition

- I - Guide to the Teaching of Literature
- K - Philosophy of Music
- M - Home Schools
- O - Crisis Management
- Q - Teacher Installation Service
- S - Criteria for AAA/MSACS Co-Accreditation
- U - Library/Information Resources



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