

**ATLANTIC UNION CONFERENCE
of
Seventh-day Adventists®**

**EDUCATION CODE
K-12**



2008

Reorganized and Revised 2006

**Atlantic Union Conference
Office of Education
400 Main Street
PO Box 1189
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Introduction

The Office of Education of the Atlantic Union Conference has been designed to provide a distinctive Adventist Education which will challenge its community of learners to reach their highest potential.

We recognize that to meet and overcome the varied challenges within the Union, leadership and curriculum policies and practices, teaching and learning must be inspiring, empowering. . .

Mission Statement

In an effort to allow all of God’s children “to be taught of the Lord,” the mission of the Office of Education for the Atlantic Union is to provide leadership and coordination for the elementary schools and academies in the union territory by:

**TRAINING TO LEAD
EMPOWERING TO SERVE
INSPIRING TO BE READY**

The Organization of this Code Book:

The Atlantic Union Conference of Seventh-day Adventists Education Code contains policies relating to the establishment and operation of K-12 schools and academies.

The *Code* is based on policies voted by the Atlantic Union Conference Executive Committee and the Atlantic Union Conference Board of Education, K-12. These policies agree with policies approved by the North American Division of Seventh-day Adventists.

Revisions to this *Code* become effective when voted by the Atlantic Union Conference Board of Education, K-12. The Atlantic Union Conference Office of Education will distribute revisions following approval by such Board.

Conferences and schools also develop policies unique to their settings that grow out of and agree with this *Code*. This *Code* is divided into three topical sections with four-digit numbers assigned to the related policies within the topics. Policies of this *Code* should be cited simply by identifying their four-digit numbers.

Definitions of terms that appear throughout the *Code*:

DEFINITIONS

Throughout this *Code*, the following terms have the meanings appearing below unless otherwise specified or revealed by context:

Accountability — means state of being answerable, responsible

Adventists — means Seventh-day Adventist. Adventist® and Seventh-day Adventist® are registered trademarks of the General Conference of Seventh-day Adventists.®

AHS — means Adventist Health System

ARMS — means Adventist Risk Management Services.

Assignment — means the act of allotting personnel tasks, duties or responsibilities

Church — means the Seventh-day Adventist Church.

Code — means *The Atlantic Union Conference Education Code*.

Conference Superintendent — means the Conference's Superintendent of Schools/Vice President for Education.

AUCOEBE — means the Atlantic Union Conference Board of Education, K-12.

AUCOECC — means the Atlantic Union Conference K-12 Curriculum Committee.

AUCOEEC — means the Atlantic Union Conference Executive Committee.

AUCOE — means the Atlantic Union Conference Office of Education.

AUCOEAC — means the Atlantic Union Conference Office of Education Administrator's Council.

Authorization — means the permission to act, as granted by a legislative body or responsible officers to a person, institution, or corporate body.

Certificated — means the title status granted an applicant for a teaching or administrative position based on transcripts of college credits, degrees, certificates, and testimonials to previous experience and character.

Certificated Personnel — means the person employed by the school system for positions requiring educational certification.

Classified Personnel — means the person employed by the school system for positions not requiring educational certification.

Conference Board of Education — means a governing body delegated by the conference Executive Committee to give general oversight and direction to the educational activities of a conference. Individual members have no authority unless it is delegated to them, power being vested in the board only when it acts as a body. It has the authority to select and discharge personnel, and to establish rules, regulations and policies.

Conference School System — means all the Seventh-day Adventist schools, K-12, within the Conference under the jurisdiction of the Board of education.

Constituency — means the boundaries of each conference school system, co-extensive with the boundaries of each conference within the Atlantic Union Conference territory. The SDA Church members in the conference comprise the conference constituency. The local SDA church(es) comprise the local constituency.

Days — means calendar days.

Disability — means as it relates to an individual: A physical or mental impairment that substantially limits one or more major life activities such as caring for one's self, walking, breathing, speaking, hearing, or learning, a record of having such an impairment, e.g., a history of mental illness or cancer, being regarded as having such an impairment, e.g., being misclassified as having a mental retardation or being stigmatized as "disabled" due to severe burns on one's body. The term "**qualified individual with a disability**" means a person with a disability who, with or without reasonable accommodation to his or her disability, can perform the essential functions of the employment position for which the individual was hired.

Discretionary — means the power of free decision, judgment, or undirected choice.

Dismissal — means, (see termination for personnel dismissal.)

- a. Leaving school for the day, i.e., early dismissal before the end of the school day.
- b. A student being asked to withdraw from school.

Employed at Will — means employed for an indefinite term. The employment relationship with an employee, "employed at will" may be terminated by the employing organization at any time, with or without advance notice, for any reason or no reason. Similarly, one employed at will may be transferred or reassigned at any time, with or without advance notice, for any or no reason. Unless otherwise specifically indicated, no provision of this *Code* restricts the plenary discretion of the employing organization with respect to the employment of one employed at will.

Employing Organization — means the conference K-12 board of education, or, in the case of classified personnel, the school board.

Employment Agreement — means a formal agreement, in writing, entered into by an employee and the employing authority, stating the salary to be paid and the length of the term of the agreement, and setting forth the general duties to be performed by the employee.

Executive Session/Closed Session- Executive session/closed session is a board or committee closed to the public. It will exclude visitors, teachers, students, or any other non-voting attendees unless invited by the board.

Financial exigency — means the unforeseen economic situation which, in the conference's judgment, jeopardizes the reasonable operation of a local school.

Conference K-12 Board of Education — includes, with respect to any conference within the Union that currently operates only a K-10 school system, that conference's K-10 board of education.

Mandatory — means containing the nature of a mandate or command; obligatory.

NAD — means North American Division of Seventh-day Adventists, sometimes referred to simply as the North American Division.

NADOE — means the North American Division Office of Education.

NADWP — means *North American Division Working Policy*.

Non-renewal of Employment Agreement — means the decision by the employing organization not to offer employment to an employee for the following academic year and thus to discontinue the employee's service at the close of the current employment agreement.

Principal — means the principal of the elementary school, junior academy, or senior academy, whichever is applicable; the term "principal" also includes the "teaching principal" or "head teacher" of a school that does not have a principal in the traditional sense of that term. (AUCOE K-12 Code #1405)

Probationary — means the status assigned to an employee as a result of unacceptable conduct or influence.

Professional Evaluation — means a process of determining employee effectiveness and providing for professional guidance and assistance, usually performed by an administrator or supervisor, put in written form, and placed in the employee's file.

Provisional — means the status given to a teacher who has been granted an initial period of employment.

Reassignment — means a change in assignment within the school, or school system.

Regular employment — means the status given to educational personnel who have completed certification requirements and have completed satisfactorily the provisional period of employment.

Resignation — means the written request by an employee to terminate employment.

Salaried Classified Personnel — means the personnel for whom teaching certificates are not required, but who qualify for salary rather than hourly pay. Included in this category are administrative employees in business, student services, industrial and service departments and who are exempt under the Fair Labor Act for overtime.

Salary — means a set amount of money paid to an employee on a monthly basis as determined by certification and years of experience in harmony with the Atlantic Union Conference Office of Education Wage Scale.

School Board — means a group of persons elected or appointed by constituent church(es) or the conference executive committee to perform the service of operating the school.

Suspension — means a temporary discontinuance of an employee by the employing organization.

Termination — means a cessation of employment during the employment agreement period. Initiated by the employer for reasons stated in AUCOE K-12 Code #3034.

Transfer — means the relocation of an employee from one school to another.

Union — means the Atlantic Union Conference of Seventh-day Adventists, sometimes referred to simply as the Atlantic Union Conference.

Union Wage Scale — means *The Atlantic Union Conference Wage Scale for K-12 Educational Personnel*.

Wage — means the hourly rate paid to an hour-time classified employee.

Working Days — means, in the case of a twelve-month employee, those days upon which the employee is regularly scheduled to work. In the case of a less-than-twelve-month employee, "working days" means not only those days upon which the employee is regularly scheduled to work but also other days during the summer recess when school is not in session but upon which the employee's employing organization schedules the employee to work.



1000 ADMINISTRATION

1001:06 Atlantic Union Conference of Seventh-day Adventists

(hereafter referred to as Atlantic Union Conference)

1005:04 Atlantic Union Conference Office of Education

Identity—The Atlantic Union Conference Office of Education is an administrative entity operating within a structure authorized by the union conference executive committee. The policy-formulating body for the educational program within the union conference is the union conference board of education which operates under the delegated authority of the union conference executive committee. North American Division policies and guidelines are to be followed in the operation of all K-12 schools.

1010:04 Personnel—The personnel of the Atlantic Union Conference Office of Education, K-12 shall be as follows:

- A. Director of Education.
- B. Associate Director of Education.
- C. Teacher Certification Registrar.
- D. Administrative Assistant or Secretary.

1015:04 Functions—The functions of the Atlantic Union Conference Office of Education are:

- A. To develop and maintain a cohesive program of K-12 education, involving school and conference education personnel.
- B. To develop and administer the union-approved budget for K-12 education.
- C. To provide leadership in acquainting the constituency with the imperatives of Seventh-day Adventist Christian education.
- D. To establish and maintain regularly scheduled education councils.
- E. To advise the union conference board of education on educational policies, standards, practices, and problems.

- F. To cooperate with the North American Division Office of Education in developing and coordinating the curriculum in K-12 schools.
- G. To provide assistance in the supervision of instruction.
- H. To participate with the conference offices of education and academies in providing in-service education programs.
- I. To participate in the program of on-site school evaluations.
- J. To apply North American Division standards as guidelines in processing applications to teach secondary subjects in junior academies.
- K. To act as certification agent for educational personnel.
- L. To process applications for the establishment of new junior and senior academies.
- M. To develop job descriptions for each member of the office of education staff.
- N. To provide leadership in the development and maintenance of a current AUC Code K-12.
- O. To assume responsibility for the development and annual publication of a list of approved textbooks and other curricula materials.
- P. To foster a climate of inquiry and research in which surveys, reports and plans are seen as critical ingredients of the administrative process. To prepare and submit statistical and financial reports as required by the North American Division Office of Education.
- Q. To submit copies of minutes of the union conference board of education and other major councils and committees to the North American Division Office of Education.
- R. To function as registrar for all secondary subjects taught in junior academies.
- S. To function as registrar for secondary schools no longer in operation.
- T. To cooperate with Atlantic Union College in the preparation of elementary and secondary school personnel and to maintain effective working relationships with the College.

- U. To develop and maintain effective working relationships with local and state offices of education and with regional accrediting associations.
- V. To serve as member(s) and/or consultant(s) to Atlantic Union Conference subcommittees in matters pertaining to education.
- W. To serve as ex officio members of the conference boards of education within the Atlantic Union Conference.
- X. To serve as ex officio members of all school boards within the Atlantic Union Conference.

Atlantic Union Conference Board of Education, K-12

1020:03 Identity — The Atlantic Union Conference Board of Education is the policy-formulating body for the K-12 education program. It derives its authority from the Atlantic Union Conference Executive Committee

1025:04 Membership — Members of the Atlantic Union Conference Board of Education are elected by the Atlantic Union Conference Executive Committee on the basis of nominations by the Atlantic Union Conference Office of Education. The Board is to include representation from elementary, junior academy, and secondary school levels. The term of service is to be established on a rotation basis by the Atlantic Union Conference Executive Committee. The term of each elected member is not to exceed three consecutive years.

- A. Ex officio members:
 1. Atlantic Union Conference President, Chair
 2. Atlantic Union Conference Director of Education.
 3. Atlantic Union Conference Associate Director of Education.
 4. Atlantic Union Conference Secretary.
 5. Atlantic Union Conference Treasurer.
 6. North American Division Office of Education personnel as available.
 7. Conference Superintendents of Schools.

8. Conference Presidents or designees.
9. Conference Treasurers.
10. Atlantic Union College President and Department of Education Chair.

B. Other members are to include representation from the following groups: education associates, assistants and/or supervisors; principals, teachers of schools on all levels; and laymen. The term of service for individuals in this category is to be established on a rotating basis by the Atlantic Union Conference Executive Committee.

1030:04 Meetings — The board shall hold a minimum of three meetings each year.

1035:04 Functions — The functions of the Board of Education, K-12, shall include, but shall not be limited to, the following:

- A. To establish policies for the union education code in accordance with NAD policies and governmental laws.
- B. To review progress reports of the education program in each conference.
- C. To recommend admission policies in keeping with denominational philosophy and state laws.
- D. To authorize the establishment of nine- and ten-grade junior academies as recommended by the conference K-12 board of education.
- E. To authorize the teaching of secondary subjects in nine and ten-grade junior academies as recommended by the Atlantic Union Conference Curriculum
- F. To review applications for the establishment of senior academies.
- G. To authorize development of curriculum within the Atlantic Union Conference.
- H. To review progress reports of school evaluations.
- I. To approve salary and wage scales in harmony with the NAD and Atlantic Union Conference Executive Committee actions.

J. To approve a budget for the distribution of K-12 funds.

1040:03 Atlantic Union Office of Education Board of Education, K-12

Executive Committee — The Executive Committee of the K-12 Board shall meet as necessary between the sessions of the Board. It shall operate within the powers delegated to it by the Board. Members will consist of the Union President, Secretary, Treasurer, Director of Education, and the Associate Director of Education.

Atlantic Union Conference Office of Education Administrators' Council (AUCOEAC)

1045:03 Identity — The union education council serves as an advisory body on educational planning and policies for the union conference office of education and board of education.

1050:04 Membership — The membership of the Atlantic Union Conference Office of Education Administrators Council shall include the following:

- A. Atlantic Union Conference Director of Education, Chair.
- B. Atlantic Union Conference Associate Director of Education.
- C. Conference education superintendents and associates.
- D. North American Division Office of Education personnel, as available.
- E. Atlantic Union College President.
- F. Atlantic Union College Vice President for Academic Affairs.
- G. Atlantic Union College Department of Education, Chair.
- H. Senior Academy Principals.
- I. Other persons as designated by the AUCOE.

1055:93 **Meetings** — The Atlantic Union Conference Administrators’ Council shall meet at least twice each year or as called by the Atlantic Union Conference Office of Education.

1060:93 **Functions**

- A. To receive reports and study position papers and recommendations as a basis for initiating, reviewing, and revising policies and proposals to be considered by the Atlantic Union Conference Board of Education.
- B. To study educational innovations, trends, and issues, and to designate and encourage pilot programs in selected schools as recommended by the K-12 Curriculum Committee.

The Atlantic Union Conference Curriculum Committee K-12

Note: this section in 2000's under CC section.....

1065:03 **Identity** — The Atlantic Union Conference K-12 Curriculum Committee is composed of conference, secondary, elementary, and college educational personnel appointed for the purpose of giving direction and guidance on curricula within the Atlantic Union Conference school system.

1070:03 **Membership** — The members of the union conference curriculum committee shall be appointed by the union conference Board of Education upon the recommendation of the union conference office of education and may be composed of:

- A. Director of education, chair
- B. Associate director of education
- C. Chairmen of the sub-committees of the Atlantic Union Conference Curriculum Committees (when applicable)
- D. Educational personnel from the following categories:
 - 1. Academy principals — one
 - 2. Secondary teachers — one per academy
 - 3. Junior academy principals — one
 - 4. Elementary school principals — one

5. Elementary teachers — minimum of one per conference
6. College and university personnel representing secondary and elementary education — minimum of two
7. All conference superintendents
8. Union technology consultant
9. Others by invitation

1075:03 **Meetings** — The Atlantic Union Conference K-12 Curriculum Committee shall meet at least once each year.

1080:04 **Functions** — The Atlantic Union Conference K-12 Curriculum Committee is the central organization within the Atlantic Union Conference Office of Education designed:

- A. To assist in the development and implementation of a distinctive Seventh-day Adventist K-12 curriculum.
- B. To promote curricular innovation.
- C. To review curriculum proposals, projects, and practices.
- D. To identify and research curriculum needs.
- E. To study curriculum suggestions received from the elementary and secondary curriculum committees the elementary and secondary subcommittees.
- F. To establish ad hoc committees for special curriculum studies.
- G. To approve the recommended AUC K-12 textbook list for adoption in elementary, junior academy, and secondary schools.
- H. To structure an effective program of pupil assessment and reporting.
- I. To be responsible for the articulation of the K-12 curriculum.
- J. To review and revise school evaluative instruments.

- K. To recommend graduation requirements for elementary and secondary schools.
- L. To make recommendations to the NAD Curriculum Committee

The Atlantic Union Conference Certification Committee

1085:03 Identity — The Atlantic Union Conference Certification Committee is established to ensure that all educational personnel of the Atlantic Union Conference maintain a current NAD Teacher certificate.

1090:04 Membership — The membership of the Atlantic Union Conference Certification Committee shall include the following:

- A. The Atlantic Union Conference Director of Education, chair.
- B. The Atlantic Union Conference Associate Director of Education, vice chair.
- C. The Atlantic Union Conference Teacher Certification Registrar.
- D. Conference superintendents of schools.
- E. Two elementary teachers (3 year term).
- F. One secondary teacher (3 year term).
- G. One secondary principal (3 year term).
- H. Chair of the department of education, Atlantic Union College, or designee.

1095:03 Meetings — The Atlantic Union Conference Certification Committee does not meet according to a set schedule. Meetings are held as needs arise.

1096:03 Functions

- A. To evaluate certification records.
- B. To resolve questions relating to teacher certification.
- C. To act on appeals made by teachers pertaining to NAD K-12 Certification Requirements.

1100 Conference

Conference Office of Education

1105:04 Identity — The conference office of education is an administrative office operating within a structure authorized by the constituency and/or conference executive committee.

1110:04 Personnel — may include:

- A. Superintendent of Schools.
- B. Associate(s) and/or assistant(s).
- C. Field classroom(s) supervisor(s).
- D. Administrative assistant or secretary.

1115:07 Functions — The administrative and supervisory functions of the conference office of education are the responsibility of the Superintendent of schools:

Administrative Functions include, but are not limited to the following:

- A. To serve as executive secretary and agent of the conference board of education in administering and supervising the conference system of K-12 education in accordance with union and conference educational policies.
- B. In cooperation with the conference treasurer in the preparation of an annual conference education budget which includes items such as salaries and wage-related expenses, school subsidies, provides for professional development of teachers and principals, etc.
- C. To work with the conference treasurer to ensure that schools are audited annually in accordance with General Conference policies and that copies of the audited statements are filed in the conference office of education.
- D. To ensure that monthly financial statements and annual audited statements of academies are sent to the union conference office of education.

- E. To acquaint the constituency with the imperatives of Seventh-day Adventist education.
- F. To establish areas of responsibility for each member of the office of education staff.
- G. To serve as the agent of the conference K-12 board of education to coordinate and implement recruitment, placement, transfer and/or termination, of educational personnel. The superintendent or designee serves as the chair of all school personnel committees. Superintendent and associate superintendent must be present when there is discussion regarding personnel performance.
- H. To be responsible for the supervision and evaluation of educational personnel.
- I. To implement the Atlantic Union Conference wage scale as adopted by the conference Executive Committee.
- J. To assure maintenance and safekeeping of student and employee records.
- K. To gather data and process reports required by the Atlantic Union Conference and the North American Division Offices of Education.
- L. To develop a master calendar for each school year and consider any requests by school boards for variations.
- M. To facilitate the standardized testing program.
- N. To consider for approval requests for overnight or out-of-the-country field trips.
- O. To consider applications for the establishment of new elementary schools in consultation with the conference board of education.
- P. To compile and present requests to the union conference for permission to teach secondary subjects in junior academies.
- Q. To process requests for the establishment of junior and senior academies and to make recommendations to the Atlantic Union Conference board of education.
- R. To work with school boards and provide counsel in areas such as long-range planning, budgeting, school evaluation, provision for teachers'

professional development, facilities, personnel hired locally, compliance with governmental standards regarding asbestos and other hazardous materials, and the establishment of new schools or consolidation of existing schools.

- S. To arrange periodic in-service meetings for school board personnel.
- T. To require all conference K-12 Board of Education members and local school board members to sign a Conflict of Interest Statement.
- U. To provide in-service education for teachers and principals.
- V. To ensure that teachers and principals hold a current North American Division teaching certificate and all schools maintain accreditation.
- W. To provide *The Journal of Adventist Education* to educational personnel.
- X. To encourage conference-wide implementation of union-directed curriculum committee recommendations.
- Y. To provide leadership in the coordination of conference-wide events.
- Z. To participate in curriculum development, pilot studies, research, or experimental programs.
- AA. To encourage the development of an active Home and School Association at each school.

FINANCIAL FUNCTIONS ARE:

- A. To counsel with school administrators in the preparation of annual budgets and to prepare an annual conference education budget which is to include items such as salaries and wage-related expenses, school subsidies, allowances for in-service education, workshops, curriculum development, and contingencies.
- B. To develop an annual K-12 budget in cooperation with the conference treasurer and to submit it for approval and funding to the conference board of education, K-12 and the conference executive committee.
- C. To work with the conference treasurer to ensure that schools are audited annually in accordance with General Conference polices and that copies of the audited statements are filed in the conference office of education.

- D. To ensure that monthly financial statements and annual audited statements of academies are sent to the union conference office of education.

CURRICULA FUNCTIONS ARE:

- A. To approve and evaluate experimental programs in terms of specific needs.
- B. To conduct or participate in pilot studies in cooperation with the North American Division and Atlantic Union Conference Offices of Education.
- C. To initiate and conduct research projects and surveys as needed.
- D. To participate in curriculum studies committees at the conference, union conference, and North American Division levels.
- E. To participate in the supervision and evaluation of education personnel in harmony with employment policies.
- F. To inform schools of current state or federal legislation pertaining to educational requirements.
- G. To provide leadership in the coordination of conference-wide events.

Conference Board of Education

1120:04 Identity —The conference board of education is the body authorized by the conference Executive Committee to supervise the administration of the conference K-12 school system in accordance with the policies adopted by the Atlantic Union Conference Board of Education.

1125:04 Membership — Members of the conference board of education shall be recommended by the conference Office of Education and voted by either the conference executive committee or the constituency in session.

The membership of the conference board of education may include:

- A. Conference president, or his designee: Chair.
- B. Conference superintendent of schools: executive secretary.
- C. Conference secretary.
- D. Conference treasurer.

- E. Conference office of education associates, assistants, and field supervisors.
- F. Three additional members of the conference executive committee.
- G. Atlantic Union Conference Director of Education or designee.
- H. Senior academy principals.
- I. A minimum of eight additional members selected from the following categories: pastors, laity, school board chairpersons, elementary/junior academy principals and certificated teachers representing the K-12 school system. (Members chosen should give evidence of commitment to Seventh-day Adventist beliefs and educational philosophy.)

Board vacancies are filled by the conference Executive Committee. The person filling the vacancy serves only for the remainder of the unexpired term.

1130:03 Meetings — The conference board of education should meet a minimum of twice each year.

1135:03 Functions

- A. Assume general administrative authority for long-range planning of the conference K-12 system.
- B. To approve an adequate, balanced annual budget and recommend same to the conference executive committee for funding.
- C. To review and act on all recommendations of local school boards and the superintendent of education regarding elementary, junior academy, and senior academy personnel, as they pertain to the employment, assignment, transfer and/or termination of education personnel.
- D. To review and approve the wages and salaries of educational personnel.
- E. To review and accept school evaluation reports of elementary schools and junior academies and forward them to the Union K-12 Board of Education.
- F. To adopt a school calendar prepared by the superintendent of schools which meets Atlantic Union Conference and state requirements.

- G. To review and consider for approval applications submitted for the establishment of new schools, the expansion of existing schools to higher grade status, and/or the consolidation of existing schools.
- H. To appoint subcommittees as needed to expedite the work of the conference Board of Education.
- I. To receive and consider applications from elementary schools and junior academies requesting permission to teach secondary subjects as submitted by the superintendent of schools and to make recommendations to the union conference.
- J. To periodically review school board actions of both elementary and secondary schools to ensure compliance with conference, union, and NAD education codes.
- K. To make final decisions on appeals and grievances.
- L. To evaluate facility needs and to project an overall long-range plan for school plant development.
- M. To review and make provision for implementation of curriculum policies approved by the union board of education.
- N. To approve local school operating budgets.

1140:03 Conference Board of Education Executive Committee

The conference board of education should designate an education executive board or committee in order to expedite the transaction of official business between regular sessions. The executive committee of the board shall operate within the powers delegated to it by the board of education, K-12.

1200 Establishment, Organization, and Operation of Schools

- 1205:03** **Establishing a School** — In establishing a school it is the responsibility of the local church to determine its specific goals and objectives in terms of the needs and interests of its constituency and in harmony with policies of the Atlantic Union Conference K-12 Education Code. Basic to all other requirements for the establishment of a school, the church shall:
- A. Give evidence of commitment to Seventh-day Adventist beliefs and educational philosophy.
 - B. Indicate a willingness to assume responsibility for the educational process.
 - C. Assume responsibility for maintaining the physical plant.
 - D. Indicate a willingness to cooperate with other denominational agencies in the achievement of broad objectives of the school and the Seventh-day Adventist Church.
 - E. Assume the financial responsibility for the support of professionally qualified educational personnel appropriate to their positions.
- 1210:04** **The School — Identity** — A school is a group of students pursuing defined courses of study at specific levels and receiving instruction from one or more teachers. Concern for the individual is basic to the Seventh-day Adventist philosophy of education and its emergent objectives. Seventh-day Adventist schools are structured as follows:
- A. **Pre-School** — The Seventh-day Adventist Church believes that every child should receive home education with parental instruction wherever possible prior to enrollment in the formal school program. Day-care and pre-schools are not part of the K-12 program of education. Any exceptions must be granted jointly by the Local Conference Office of Education and Atlantic Union Conference Office of Education.
 - B. **Kindergarten** — A conference-authorized kindergarten is an integral part of the conference system of education and should be sponsored, controlled, and financed as a part of the elementary education program.

- C. **Elementary School** — An elementary school is a unit authorized by the conference board of education and administered by the conference office of education. It offers an organized education program which may be structured in a variety of ways in terms of community needs such as K-6,1-6, K-8, 1-8.
- D. **Nine-grade Intermediate School** — A nine-grade intermediate school is a unit authorized by the conference office of education. It offers an organized education program which is structured to offer grade 9 in combination with and as an extension of grades 7 and 8.
- E. **Junior Academy** — A junior academy is a unit authorized by the union board of education and administered by the conference office of education. The organizational plan for a junior academy is to be based on one of the following options:

1. The multi-grade classroom grades 7 through 9
2. The standard program grade 9
3. The standard program grades 9 and 10
4. The subject alternation program grades 9 and 10.

In selecting one of the options, consideration is to be given to the number of students, the needs of the students, and the ability of the community and the conference to support the program.

- F. **Senior Academy** — A senior academy is a school authorized by the North American Division Board of Education, K-12, to offer an education program to meet the needs of students in grades 9 through 12. It is operated by a school board within the guidelines or constitution of the supporting constituency and in accordance with the policies of the union and conference boards of education.
- G. **Mission School** — A mission school is a denominationally organized and operated school primarily for non-Seventh-day Adventists.
1. Establish the need in the community.
 2. Acquire copies of requirements from the state and local school district.
 3. Prepare a budget which details operational costs.

4. Prepare the facility including the outdoor playground to meet state and local school district requirements.
5. Contact Adventist Risk Management to get Liability Insurance.
6. Secure equipment and supplies.
7. Employ staff.

1215:06 Guidelines for Establishing and Operating a Pre-School

Entrance Requirements

- A. Age - must be three years old by the beginning of the current school year (or as required by the local school district).
- B. Immunizations - must show records of immunizations - in accordance with state and county regulations.
- C. Maturity - must have completed toilet training before admittance to program.

STANDARDS

Selection of personnel can best be determined by the goals, objectives, and design of the program. The number of children enrolled will determine the staff required. Consult the state and local school district regulations for a student/teacher ratio.

PERSONNEL

- A. All Staff members:
 1. Should be members of the Seventh-day Adventist church in good and regular standing.
 2. Should demonstrate a genuine love and concern for children.
 3. Must have clear records upon completion of SORY and CORI background checks.
 4. Must submit character references with application.
- B. Educational Qualifications

1. Teacher should be state and denominationally certified and meet one of the following criteria:
 - a. Hold a bachelor's degree in child development.
 - b. Hold a bachelor's degree in elementary education.
 - c. Have an associate degree in early childhood education.
2. Support staff - must have a high school diploma and demonstrate proficiency in working with children.

C. Competencies - Teachers and Support staff must:

1. Display a commitment to the Seventh-day Adventist philosophy of education.
2. Demonstrate a working knowledge of child growth and development.
3. Apply principles of learning.
4. Grow professionally.
5. Exhibit appropriate management skills.
6. Develop positive interpersonal relationships with parents, staff and children.

STAFF DEVELOPMENT

Each preschool director/teacher is expected to participate in regular in-service training provided by the Conference. He or she is expected to take the courses necessary to maintain current certification requirements.

ADMINISTRATION

The preschool is to be governed by a local school board or church board and the local conference Pre K-12 board.

LICENSING

Each church or school wishing to operate a preschool must secure the necessary license or exemption from their local state and school districts.

FINANCES

Churches or schools wishing to operate a preschool must notify the local Conference office a year before the planned opening. The preschool budget must be submitted at that time. Full time teachers will be paid on the same wage scale as Conference elementary teachers. The pay for part time teachers is to be calculated as a percentage of the full time teacher wage scale according to the individual's education and years of experience. The percentage of full time is based on the number of hours in the classroom compared to the standard school day.

1220:93 Guidelines for Establishing and Operating a Kindergarten

Kindergarten is an extension of the Christian home, providing a safe growing place for young children with activities and expectations that match their creative, cognitive, physical, emotional, spiritual, and social abilities.

- A. The North American Division Office of Education has made provisions for the development of a program for kindergarten education (usually one or two years before the first grade) for children of the Seventh-day Adventist Church where such early education is required or where deemed necessary.
- B. When the local conference authorizes the establishment of a kindergarten, it shall become an integral part of the local conference system of education and shall be fostered, controlled, and financed in the same way as the elementary education program.
- C. A kindergarten is not to be included in the teaching load of a teacher teaching any of the 1-8 grades. An additional qualified person is to be employed for a kindergarten. An exception would be if a certified teacher in early childhood education was hired to teach K-2 provided the class size meets union and state requirements.
- D. The local conference Office of Education will establish standards in accordance with state and local school district system, for kindergarten facilities, equipment, entrance, and the instruction to be given.

- E. Standards of certification for kindergarten teachers are established by the North American Division Office of Education.
- F. Minimum Age: Kindergarten children must be at least five years of age on or before September 30 of the current school year unless state requirements or local school boards (with conference approval) set an earlier entrance date.
- G. Readiness: Physical, emotional, social, and academic readiness varies with children. These must be assessed before admission.
- H. Immunizations: Parents must present for each child updated records of immunizations for communicable diseases before the enrollment process is complete.
- I. Required Documentation: Students enrolling for the first time must submit copies of the following:
 - 1. Official birth certificate
 - 2. Social Security numbers (Bermuda—not applicable)
 - 3. Current immunization records
 - 4. Record of physical examination

1225:03 Guidelines for Establishing K-8 Elementary Schools—

Authorization to operate an elementary school is granted by the conference board of education.

- A. Procedures for Authorization to Operate an Elementary School—
 - 1. Application is made to the conference office of education by the constituent church(es) proposing the establishment of an elementary school.
 - 2. Initial application necessitates a study of the proposal (including building plans), the planned program, and an on-site evaluation of existing school facilities by a committee appointed by the conference superintendent of schools.
 - 3. The recommendation of the on-site evaluation committee shall be submitted to the conference board of education for approval.

B. Criteria for the Establishment and Operation of an Elementary School—

1. A demonstrated educational need not currently met by presently established schools.
2. An adequate physical plant and equipment for an elementary school.
3. Proof of ability to provide adequate financial support.
4. Adequate budget control.
5. Curricular offerings approved by the union conference board of education.
6. A denominationally certificated faculty of sufficient size to provide effective instruction.
7. Adequate curricular materials for the proposed offerings.
8. A prospective continuing enrollment adequate for the financial and curricular needs of an effective educational program.
9. A principal whose teaching assignment is in proportion to the required administrative duties.
10. Teacher load in accordance with the policy of the union conference board of education.
11. Subject offerings and class period time allotments in agreement with policies of the union conference board of education.
12. Specific policies, in agreement with the conference office of education, regarding administration, finance, curriculum, and personnel.

1230:04 Guidelines for Establishing K-9 Intermediate School—

The expansion of an elementary program to include grade nine requires authorization by the conference board of education subsequent to an evaluation by a committee appointed by the superintendent of schools, including representation from the union conference office of education.

- A. Rationale—The purposes for adding a ninth grade to an approved elementary school include provision for:
1. An additional year of Seventh-day Adventist education in the student's home environment.
 2. The potential of reducing expense to the student.
 3. Consideration for the age of the student.
- B. Criteria—When a school is structured in a K-9 pattern, the following criteria will be met:
1. A demonstrated educational need shall exist which is not currently met by already established Seventh-day Adventist schools in the area.
 2. An adequate physical plant shall be provided with sufficient instructional equipment, library, and multi-media materials as defined by the union education code. **(AUCOE K-12 Code #2740)**
 3. It shall be demonstrated by adequate budget control that financial support for the ninth grade will not weaken the school program in grades K-8.
 4. A prospective continuing enrollment is adequate for the operation of a K-9 program.
 5. Where a kindergarten is included in the school organization, a kindergarten teacher should be added with responsibilities for the kindergarten program.
 6. The school may be departmentalized in terms of teacher preparation and special skills.
 7. The curriculum shall be approved by the conference office of education, and the grade 9 offerings shall be an extension of those for grades 7 and 8.

1235:04 Guidelines and Criteria for the Establishment and Operation of a Multi-grade Classroom, Grades 7-9

The multi-grade classroom grades 7-9 is one that is organized to include grade 9 in a classroom with grades 7 and 8. In addition to the General Criteria, **AUCOE K-12 Code # 1205**, the following specific criteria for the multi-grade classroom grades 7-9 are to be met:

- A. A minimum of one full-time teacher or the equivalent is required in a multi-grade classroom which includes grade 9. A maximum of three grades (7-9) may be taught by the upper grade teacher with the enrollment limited to a maximum of 15 students. Teacher assistants shall be provided by the school when the number of students exceeds the above guidelines.
- B. A person assigned teaching responsibility in grade 9 shall hold a valid denominational teaching certificate with a subject endorsement for each course taught, with the exception of P.E. A person holding a certificate with the elementary endorsement or secondary subject endorsement(s) may obtain additional subject endorsement(s) valid for the junior academy by completing nine semester hours in a subject area with specific subjects to be recommended by the Atlantic Union Conference Curriculum, Certification Authorization Committee. Refer to **Teaching Assistants in the Atlantic Union Conference**, sections titled "Instructional Teaching Assistant Responsibilities and Duties," and "Non-Instructional Teaching Assistant," under "Duties of the Teaching Assistant."
- C. The library collection shall have a minimum of 750 volumes with an appropriate distribution throughout using an acceptable classification system.
- D. The annual library expenditure shall be based on the provisions of the **AUCOE K-12 Code #2740**, with acquisitions to be made from the following:
 - 1. Current denominational and secular reference works, i.e. dictionaries, encyclopedias, atlases, Ellen G. White publications, and Bible commentaries.
 - 2. Periodical subscriptions which include appropriate denominational and secular publications.
 - 3. General library books with efforts made to maintain a balance in the collection. (**AUCOE K-12 Code #2740**)

4. Newspaper(s).
 5. Instructional equipment and materials.
- E. For curriculum of multi-grade classroom grades 7-9, see **AUCOE K-12 Code 2216**.

1240:93 The Standard Program Grade 9

The standard program grade 9 is one in which grade 9 is organized as a separate unit of the educational program. In addition to the General Criteria, **AUCOE K-12 Code 1205**, the following specific criteria are to be met for a standard program grade nine (9).

- A. A minimum of one full time teacher or equivalent is required for the ninth grade. The instructional program may be departmentalized in grades 7-9 in terms of teacher preparation and special skills.
- B. Each person assigned teaching responsibilities in grade 9 shall hold a valid denominational teaching certificate with a subject endorsement for each course taught, with the exception of P.E. A person holding a certificate with the elementary endorsement or secondary subject endorsement(s) may obtain additional subject endorsement(s) valid for the junior academy by completing nine semester hours in a subject area with specific subjects required in the nine semester hours to be recommended by the Atlantic Union Conference Curriculum, Certification Authorization Committee.
- C. The library collection shall have a minimum of 750 volumes with an appropriate distribution throughout using an acceptable classification system.
- D. The annual library expenditure shall be based on the provisions of the **AUCOE K-12 Code #2740**. Acquisitions shall be made from the following:
 1. Current denominational and secular reference works, i.e. dictionaries, encyclopedias, atlases, Ellen G. White publications and Bible commentaries.
 2. Periodical subscriptions which include appropriate denominational and secular publications.
 3. General library books with efforts made to maintain a balance in the collection.

4. Newspaper(s).
 5. Instructional equipment and materials.
- E. For curriculum of standard program grade 9, see **AUCOE K-12 Code 2217**.

1245:04 Guidelines for Establishing Junior Academies 9-10

Authorization to operate a junior academy is granted by the union conference board of education. After initial authorization has been granted, annual progress reports are to be submitted to the union conference office of education. Contingent upon satisfactory annual progress reports, authorization will be continuous.

- A. Procedures for Authorization to Operate a Junior Academy
1. Application is made by the school constituency to the local conference board of education. This application necessitates an on-site evaluation of school facilities and programs by a committee appointed by the union conference director of education.
 2. If approved by the conference board of education, the application will be presented to the union conference office of education for consideration by the union conference board of education.
 3. Schools making application for junior academy status are to meet the following general standards:
 - a. A demonstrated educational need not currently met by presently established schools.
 - b. An adequate physical plant and equipment for a secondary school program, grades 9 and 10.
 - c. Demonstrated financial support for secondary education which will not weaken the elementary school program.
 - d. Adequate budget control.
 - e. Curricular offerings approved by the union conference board of education.

- f. A faculty of sufficient size and training to provide effective instruction.
- g. Adequate curricular materials for the proposed offerings.
- h. A prospective continuing enrollment adequate for the financial and curricular needs of a strong educational program.
- i. Adequate library materials for the size and type of school as defined by the union education code. **AUCOE K-12 Code #2740**

B. Minimum Criteria for the Operation of a Junior Academy—

- 1. A minimum of two full-time teacher equivalents with valid denominational certification shall be employed for the combination junior academy, grades 7 through 10.
- 2. The curriculum shall be structured in accordance with the policies of the union conference board of education.
- 3. Departmentalization of the junior academy program should not be considered below grade 7 in the core subject areas except where the teacher(s) are appropriately certificated.
- 4. Student permanent records shall be kept in accordance with the policies of the union conference board of education.
- 5. For curriculum of standard program grade 9, see **AUCOE K-12 Code 2218**.

1250:04 Guidelines and Criteria for Establishment of Senior Academies, Grades 9-12

Permission to open a senior academy is contingent upon approval of the conference and union conference boards of education and the North American Division Board of Education, K-12.

- A. Application by the proposed constituency is to be submitted to the conference office of education, on the North American Division *Application and Authorization for Senior Academy Status and Application*, for consideration. Those involved in the application and approval process, need to be aware of the meeting dates of boards/committees in order to obtain approval by the desired time.

B. The conference board of education, K-12 reviews the validity of the request. If the board recommends further consideration, the conference superintendent of schools shall request the union director of education to ask the North American Division Office of Education to appoint an on-site evaluation committee including the following members:

1. A representative from the North American Division Office of Education, who shall serve as chair
2. The union conference director of education or designee
3. One (1) out-of-union director of education to be appointed by the chair
4. One (1) out-of-conference church financial administrator
5. One (1) member at large to be appointed by the chair
6. The local conference superintendent of schools, invitee

The travel expenses of the out-of-union director of education, out-of-conference church financial administrator, and one (1) member at large shall be paid by the conference office of education.

C. The on-site evaluation committee shall report its findings to the conference board of education, K-12.

D. The conference board of education, K-12, acts upon the committee's report and submits a recommendation to the conference executive committee.

E. The conference executive committee submits a recommendation to the union board of education, K-12.

F. Union conference board of education approval shall be granted only upon assurance by the conference board of education that the proposed school will, within two years, meet the standards for accreditation approval identified in the *Evaluative Criteria for Seventh-day Adventist Secondary Schools*.

G. If approved by the union conference board of education, the application with supporting data is to be forwarded to the North American Division Board of Education, K-12 for final consideration and action.

- H. Initial approval by the North American Division to operate a senior academy (grades 9 through 12) shall be for a two-year probationary period. By the end of the third year, an evaluation by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities will be conducted.

1260:03 Guidelines for Establishing Mission Schools—

The following guidelines are recommended for the establishment of a mission school:

- A. A mission school may be established to advance the gospel ministry in an area where a church school may not meet local educational needs.
- B. Mission schools are not to compete with existing church schools or serve as substitutes for church schools.
- C. Bible courses are to be given priority in the curriculum, and all students shall be required to complete at least one Bible course each year.
- D. Classes are to be kept small enough to allow teachers to have a personal influence over each student.



2008

1300 The School Constituency and School Board

1305:04 The School Constituency — Definition and Membership

- A. The local school constituency consists of the church or churches that operate the school.
- B. The boarding school constituency consists of the conference membership.
- C. Local and Atlantic Union Conference administrative officers and educational personnel are members *ex officio*.

1310:04 School Constituencies — Meetings

- A. The constituency shall meet annually, or as specified in the school constitution.
- B. Special meetings may be called as needed.
- C. Between conference constituency meetings the boarding school constituency is the conference executive committee.

1315:93 School Constituencies — Functions

- A. To establish and adopt a constitution in harmony with denominational policies which define the principles and guidelines by which the school shall be operated.
- B. To receive reports of the school operation.
- C. To provide adequate financing for the general operating costs.
- D. To approve financial plans for major capital improvements as recommended by the school board.
- E. To consider plans and policies for the operation of the school.
- F. To encourage the organization and maintenance of a Home and School Organization.

1320:04 The School Board —Membership —(Also see **School Board Manual** available through the conference superintendent of schools.)

The school board shall be composed of members of the Seventh-day Adventist Church who represent a cross section of the school constituency. Individuals selected should be supportive of Adventist education. Each board member having school-age children should demonstrate support for Christian education by having their own children enrolled in an Adventist school.

This membership shall include the chairperson, vice-chairperson, secretary (the principal or head teacher), and treasurer (as needed). The school board may assign a recording secretary to free the principal to coordinate agenda items with the chairperson. In addition to the above members, the school board shall include the Home and School leader, the church education secretary, and the senior pastor or his designee of the constituent churches as voting members. Atlantic Union Conference Officers and Office of Education personnel and conference officers and office of education personnel are voting *ex officio* members of the school board. The school board members (other than *ex officio* members) are to be elected by the constituent church(es) in accordance with the school constitution or working policies. The following plan is recommended in the election of school board members and their terms of office:

- A. In order to maintain continuity, members' terms should be staggered.
- B. School board vacancies are filled by the church that made the original appointment. The person filling the vacancy serves only for the remainder of the unexpired term.
- C. A school board operated by a single constituent church should consist of five to seven members; when two or more churches unite to operate a school, seven or more members should comprise the school board.
- D. The principal is the chief administrator and official representative for the school at school board meetings. Teachers within the school, other than the head teacher in a one-room small school, are not members of the school board. They may, however, be invited to attend periodically. The vice principal or a faculty representative may also be designated to the school board.

1330:99 School Board — Meetings — The school board shall meet at a regular time and place at least six times during the school year, and as often as needed during the summer months.

1335:04 School Board — Functions — The functions of the school board are:

- A. To develop a clear, practical set of objectives in harmony with the Seventh-day Adventist philosophy of education.
- B. To recommend to the conference superintendent of schools the employment, assignment, transfer, retirement, and/or termination of certificated educational personnel. Final authority rests with the conference K-12 Board of Education.
- C. To employ classified personnel as needed.
- D. To organize itself in the first meeting of the year in harmony with conference policies and the school's constitution.
- E. To ensure the implementation of policies of the local and Union conferences.
- F. To support the principal (or head teacher) in the administration of the school program.
- G. To assist in implementation of policies in areas of local concern such as:
 - 1. Use of school property.
 - 2. Bus schedules and routes.
 - 3. Purchasing procedures.
 - 4. Tuition and/or other methods of support.
 - 5. Admission requirements (in accordance with state and conference guidelines).
 - 6. Equipment and maintenance of school plant.
 - 7. Textbook purchases (pupil or school owned).
 - 8. Master planning.
 - 9. Curriculum development (in accordance with state and conference guidelines).

- H. To consider the recommendations of the school administration involving major disciplinary cases including those exceeding a three-day suspension and to serve as the final authority in the dismissal of students. School board consideration of dismissal recommendations must be in closed or executive session. **(see AU Code # 1660-1670)**
- I. To support the Home and School Association.
- J. To ensure that official minutes of each meeting of the school board be kept in a permanent file with one copy being sent to the conference Office of Education and, in the case of a secondary school, one additional copy to the Union Office of Education.
- K. To consider appeals regarding the operation of the school.
- L. To participate in the process of school evaluation as scheduled by the conference Office of Education, General Conference Board of Regents, or the regional accrediting association.
- M. To provide for participation in Atlantic Union Conference and conference educational functions including teacher's professional development.
- N. To consider, in counsel with the conference superintendent of schools, a proposed plan of school organization, including a constitution, bylaws, the administrative organization, and a basic curriculum for the school.
- O. To adopt the conference recommended school calendar. Any modifications must receive prior approval from the conference Office of Education.
- P. To adopt a dress code policy and a code of social behavior.
- Q. To review and approve a school bulletin/handbook.
- R. To assume responsibility for the planning and funding of an annual operating budget.
- S. Assume responsibility for planning and funding of capital improvements for major building renovations and expansion of school facilities according to conference guidelines.
- T. To cooperate with the Atlantic Union Conference Office of Education in developing and/or implementing instructional programs and curriculum.

- U. To appoint subcommittees as needed, such as personnel, finance, etc.

1336:99 Responsibilities of the School Board Chairperson

- A. To call and preside over school board meetings.
- B. To prepare the agenda for school board meetings in consultation with the principal.
- C. To be acquainted with parliamentary procedures.
- D. To encourage discussion relevant to agenda items.
- E. To be acquainted with the school program and confer with the principal or head teacher on items pertaining to the operation of the school.
- F. To support the principal or head teacher in the administration of the school.
- G. To act as liaison with individual churches to ensure communication and the presentation of school items pertinent to each church constituency.
- H. To implement school board actions in small schools where a principal or head teacher is not designated.
- I. To communicate with the conference Superintendent of Schools on policy clarification where there is not a full-time principal.
- J. To ensure that there be no discussion of personnel in the absence of the superintendent or their designee. Therefore the board chair must arrange for the superintendent to be present when there is a discussion regarding personnel performance.

1337:99 Responsibilities of the School Board Secretary (School Principal)

- A. To keep a written record of each meeting in a permanent file.
- B. To send copies of each meeting record to the conference Superintendent of Schools within ten days after each meeting. Senior academies must send a copy to the Atlantic Union Conference Office of Education.
- C. To carry on the necessary correspondence for the school board.

- D. To work jointly with the school board chair in the development of the school board agenda.
- E. To file with the conference superintendent of schools the dates for the regular meetings after the first meeting of the year.

1338:99 Responsibilities of the School Board Treasurer (unless other provision is made)

- A. To be responsible for keeping all financial records.
- B. To issue school bills to parents.
- C. To collect tuition.
- D. To pay authorized bills.
- E. To present a complete written financial report at each school board meeting – copies of the budget and monthly financial statements to be sent to the conference Office of Education with academies also sending these reports to the Atlantic Union Conference Office of Education.

1339:93 A Code of Ethics for Seventh-day Adventist School Board Members

- A. The school board assumes responsibility for providing leadership in the school and community. This responsibility requires the school board member to maintain standards of Christian conduct. It must be recognized that the school board member's actions will be viewed and appraised by the constituency, associates, and students.
- B. The school board member subscribes to the following statement of standards:
 - 1. Makes the welfare of students the fundamental concern in decision-making and actions.
 - 2. Fulfills responsibilities with honesty, integrity, and confidentiality.
 - 3. Recognizes the value of quality Adventist education as a determining factor in the future welfare of the church including having one's own children enrolled in a Seventh-day Adventist school.

4. Provides constituency with information regarding the school and its future development.
5. Understands that the authority of the school board is derived from the church or churches comprising the school constituency.
6. Does not neglect a personal obligation to the government or surrender these responsibilities to any other persons, group, or organization.
7. Avoids using position for personal gain.
8. Follows the policies by which the General Conference, Atlantic Union Conference, and conference have indicated Seventh-day Adventist schools are to be administered.
9. Recognizes the parameters of the decision-making authority of a member of the board is only during duly called board meetings, declining to interfere with the legitimate functions of the school faculty and administration.
10. Is required to sign a Conflict of Interest Statement to be provided by the conference Superintendent of Schools, **AUCOE K-12 Code # 3950**.

1340:93 Effective School Board Membership

- A. To attain school board unity, each school board member should:
 1. Subordinate personal interests.
 2. Adhere to the policy-making and legislative functions of the school board.
 3. Accept and support majority decisions of the school board.
 4. Identify self with school board policies and actions.
 5. Refuse to speak or act on school matters independent of the school board.
- B. For proper leadership, each school board member should:

1. Suspend judgment until the facts are available.
 2. Make use of pertinent experiences.
 3. Help identify problems.
 4. Have the ability to satisfactorily determine solutions to problems.
 5. Devote time outside of school board meetings as school board business requires.
 6. Be willing to accept ideas from others.
 7. Have enthusiastic interest in the welfare of the children.
- C. For proper executive function, each school board member should:
1. Understand the desirability of delegating administrative responsibility to the chief executive officer.
 2. Support the executive officer in his authorized functions.
 3. Encourage teamwork between the executive officer and the school board.
 4. Recognize problems and conditions that are of executive concern.
- D. For effective staff and group relationships, each school board member should:
1. Have the ability to speak effectively in public.
 2. Believe firmly in the democratic processes and in the right of all groups to be heard.
 3. Work tactfully and sympathetically with teacher groups.
 4. Understand how groups think and act.
 5. Assist others in working effectively.
 6. Have mature social poise.
- E. For proper personal relationships, each school board member should:

1. Be willing to work with fellow school board members in spite of personality differences.
 2. Display both tact and firmness in relationships with individuals.
 3. Treat patrons and teachers fairly and ethically.
 4. Foster harmonious relationships.
- F. For proper courageous action, each school board member should:
1. Be able to weather criticism.
 2. Maintain firm convictions.
 3. Be willing to take sides in controversies.
 4. Share responsibilities for school board decisions.

1341:03 Home and School Association — An active Home and School Association should be maintained by the parents and teachers of the community for the purpose of advancing the cause of Christian education in the home and school.

1342:04 Church Education Secretary — Each church should appoint a church education secretary to serve in an advisory capacity to the local church board and school board. The education secretary's duties may include:

- A. Maintaining an up-to-date census of all the children and youth of the church.
- B. Assisting in contacting all Seventh-day Adventist homes where there are school-age children or young people to encourage attendance at the local church school, or at a Seventh-day Adventist secondary school, college, or university, and to suggest solutions to possible problems.
- C. Contacting members who have no school-age children, encouraging them to provide financial aid to needy Seventh-day Adventist students.
- D. Maintaining contact with students from the church who are in attendance at Seventh-day Adventist schools away from the home church.
- E. Making sure that all students are actively integrated into the programs of the church.

1400 School Personnel

1405:03 Principal—Elementary and Secondary

The principal of the school is the chief executive officer responsible for both the instructional program and the financial operation of the school.

- A. The principal shall give evidence of commitment to Seventh-day Adventist beliefs and educational philosophy, is a member of the Seventh-day Adventist Church, and is the chief administrator of the school, with responsibilities and functions as designated by the conference Board of Education and local school board policies.
- B. Professional qualifications for this position include appropriate education and administrative certification or annual progress toward that goal.
- C. In small schools, one teacher may be appointed as head teacher in lieu of designation as principal.
- D. Among the major responsibilities of the principal are the following:
 1. To implement, in conjunction with the staff, the operational policies of the North American Division, AUCOE K-12 Code, the conference Board of Education, and the local school board.
 2. In schools with an administrator who teaches half time or less, to formally observe and evaluate the certificated staff in consultation with the superintendent of schools.
 3. To organize school visitation days for all teachers K-12.
 4. To determine teacher load in counsel with the conference superintendent of schools.
 5. To serve as the agent of the school board in equipping and maintaining the school plant.
 6. To provide instructional leadership in consultation with the conference Office of Education.
 7. To develop and maintain, in counsel with the staff, patterns of programming such as class, work, and recreation schedules, as well as any other extracurricular activities.

8. To organize and maintain an accurate and efficient system of records.
9. To accept the responsibility of spiritual leadership of the school.
10. To represent the school as its official spokesperson.
11. To seek to maintain student conduct consistent with Seventh-day Adventist principles of education and discipline in conjunction with guidelines set by the conference Board of Education and specific regulations adopted by the school board.
12. To operate the school within the approved budget.
13. To supply to the conference, Atlantic Union Conference, and North American Division Offices of Education all required reports.
14. To acquaint the constituency with the goals and program of the school through periodic public reports.
15. To arrange orientation programs for new and prospective students.
16. To serve as executive secretary (recording secretary) of the school board.
17. To establish and maintain effective working relationships with public school officials and civic leaders.
18. To acquaint parents and other patrons with policies and procedures relative to the operation of the school.
19. To arrange student registrations.
20. To implement and execute safety education programs such as emergency drills.
21. To facilitate, encourage, and provide opportunities for staff development and professional growth including faculty meetings.

22. To work in conjunction with the local school board in the employment, supervision, and evaluation of classified personnel, including but not limited to teacher assistants (aides), substitutes, maintenance and janitorial staff and others, as necessary.
23. To arrange for the preparation of the annual school bulletin.
24. To organize and supervise the accreditation self-study process.
25. To create a yearly school calendar of events which coordinates with the conference Office of Education school calendar.
26. To create and/or maintain a current faculty/staff handbook.
27. To follow all appropriate state/government educational laws.
28. To verify that immunization records for each student are on file and current.

1411:03 Term—Secondary School Principal

Principals of academies may be elected for up to a three-year term with annual evaluation.

1412:93 Vice-Principal — Secondary

A vice-principal may be designated by the principal in consultation with the conference Superintendent of Schools and ratified by the local school board. The vice-principal assists the principal on a daily basis in the performance of duties specifically assigned by the principal and/or school board. The teaching load of this individual may be reduced in proportion to the administrative responsibilities assigned.

1413:93 Assistant Principal — Secondary

The assistant principal may be designated by the principal in consultation with the conference Superintendent of Schools and ratified by the local school board. The function of the assistant principal is to act as a substitute when the principal is absent. In this capacity, the assistant principal functions as a central person of reference in such matters as student conduct, the temporary replacement of teachers, and various emergencies as may from time to time arise.

1414:04 Vice-Principal— Elementary (Administrative)

The position of vice-principal, elementary (administrative) is one of which the primary responsibilities are 3/4 administrative. Such a person may also serve on a limited basis as a classroom teacher. The inclusion of the position of a limited teaching vice-principal within the structure of the school system must be approved before implementation by the conference Board of Education. This person is to assist the principal in the discharge of designated duties. Responsibilities will be detailed and defined by the school board in consultation with the conference Superintendent of Schools and ratified by the conference Board of Education. The salary for this position will be according to **AUCOE K-12 Code #3300**.

1415:04 Assistant Principal—Elementary

The assistant principal may be designated by the principal in consultation with the conference Superintendent of Schools and ratified by the local school board. The function of the assistant principal is to act as a substitute when the principal is absent. The salary for this position is according to **AUCOE K-12 Code #3300**.

1417:93 Teaching Principal—Head Teacher (Elementary)

In the operation of a small elementary school or junior academy, it is the general practice to appoint a teaching principal who is charged with the responsibility of performing the duties of a principal in addition to the teaching assignments established by the conference Superintendent of Schools in conjunction with the school board. In one- and two-teacher schools, a teacher is to be appointed as head teacher. Responsibilities will be detailed and defined by the conference Superintendent of Schools in consultation with the school board. The salary for this position is according to **AUCOE K-12 Code 3300**.

1418:93 Business Manager

The business manager is the financial officer under the direction of the principal. Primary responsibilities include: financial management, purchasing, financial planning, budgeting, and credit control.

1419:93 Treasurer—Accountant

The treasurer and/or accountant is/are under the direction of the business manager and generally does/do not have managerial or discretionary responsibilities.
Duties:

- A. Treasurer: receives moneys, disburses funds, deposits all organizational funds for safekeeping.
- B. Accountant: records, classifies, and summarizes all business transactions.

1420:93 Residence Hall Dean

The residence hall dean is responsible for:

- A. Maintaining the residence hall (dormitory) as a safe and nurturing environment.
- B. Providing services for the students' spiritual and social maturation.
- C. Serving as parent-counselor to students residing in the residence.
- D. Maintaining open and effective communication between parents, students, and school personnel for residence hall related issues.

1421:04 Director of Industrial and Plant Services

- A. Schools operating industries to provide vocational education and student labor are to employ management skills as needed for the efficient operation of such industries. Industrial managers and assistants are to be selected on the basis of job training and experience and on the basis of their ability to manage student personnel.
- B. Custodial, grounds, and maintenance services shall be administered by qualified individuals designated as heads of service departments.

1422:04 Director of Food Service

The director of food service is the administrative employee responsible for the planning and preparation of nutritious and attractive meals in accordance with Seventh-day Adventist health principles. Responsibilities include:

- A. The proper care of food service facilities and equipment.
- B. The management of personnel required to provide an efficient food service operation.
- C. The financial management of the department.

- D. Complying with all federal and state Department of Health food service requirements and certifications.

1423:93 Director of Health Services

- A. The director of health services is responsible for the organization of a student health care program in accordance with state regulations and the local school board requirements. Complete health records, including records of medical examinations, must be maintained.
- B. The director must hold the appropriate qualifications of a health professional: RN, BSN, Physician’s Assistant, Nurse Practitioner, M.D.

1424:04 Certificated Instructional Personnel

See Certification Requirements K-12.

Instructional personnel include persons employed by the school system for positions requiring certification.

- A. Qualifications
 - 1. Spiritual: Instructional personnel are to be members of the Seventh-day Adventist Church and exemplify high standards of Christian conduct. They are expected to maintain membership in a constituent church and participate in church activities and finances, including tithing.
 - 2. Civic: Instructional personnel, as members of society, will accept the responsibilities and privileges of citizenship, recognize the basic rights of others, be aware of current domestic and international issues, exercise a love of country, and cooperate in efforts to improve social conditions consistent with the principles of the Seventh-day Adventist Church.
 - 3. Professional: Instructional personnel must maintain valid denominational certification applicable to the position held and must be capable of performing their assigned responsibilities as determined by the employing organization.

4. Prospective employees will be required to submit to background checks as required by conference policy and governmental laws.

B. Duties and responsibilities, K-12 schools

General responsibilities of instructional personnel include areas such as, but not limited to, the following:

1. Provide a dynamic environment with emphasis on Christian living and effective learning.
2. Establish and maintain effective classroom organization.
3. Assume responsibility for professional self-improvement.
4. Participate in church and community activities.
5. Develop effective relationships with parents, patrons, and colleagues.
6. Conduct parent-teacher conferences per policy and as needed.
7. Secure and maintain records required by the school administration and the conference Office of Education.
8. Maintain the School Register and Scholarship Record for Seventh-day Adventist Schools, K-10 and/or the Scholastic Record/Academy.

These books provide for keeping attendance and scholastic records. Particular care should be given to keeping these books current as they are a legal record. Schools that are using computer software record-keeping programs need to have teachers keep a daily attendance and grade book in the classroom along with a computer system, or a fail-safe method needs to be set up to ensure an accurate report of daily absences/tardies from the classroom. Progress reports shall be distributed promptly at each grading period.

At the end of the final grading period(s), all classroom attendance and grade records should be signed and dated (hard copy or computer copy) and sent to the superintendent of schools (K-10) or given to the school registrar (senior academies) for storage. Any corrections to a recorded attendance record or to a grade need to be

dated and initialed by the teacher.

Note: The K-10 Daily Register provides space for recording additional information beyond attendance and grades. If a school or conference is using a software program for attendance and grades, the superintendent will determine how much of this information is needed and how it will be transmitted to the conference.

The K-10 Daily Register and the senior academy Class Record Book/disk should not be taken from the classroom, except in an emergency such as fire. If a computer record is being kept in the classroom, a weekly backup disk should be made.

9. Requires a written excuse from parents or guardians of the pupils in all grades K-12 for each case of absence or tardiness to school, and for each case when a student requested dismissal before the close of the daily session. Written excuses should be kept on file at least until the end of the school term. (See **AUCOE K-12 Code #1681** for academy attendance.)
10. Participate in Home and School Association activities where applicable.
11. Implement the operational policies of the North American Division, AUCOE K-12 Code, the conference Board of Education, and the local school board.
12. Be present on campus not less than 30 minutes prior to the opening of the school day and remain for at least 30 minutes following the close of the school day or as stipulated by the school administration and conference office of education.
13. Cooperate with the administration in caring for school property.
14. Provide parents with a progress report that includes the status of their child's academic performance, social development, and work ethic. The progress report will be distributed a minimum of each mid-term prior to the permanent report card.

C. Professional ethics

1. Seventh-day Adventist instructional personnel have the personal responsibility to:

- a. Give evidence of commitment to Seventh-day Adventist beliefs and educational philosophy, is a member of the Seventh-day Adventist Church and have their school age children enrolled in an Adventist school.
- b. Adopt and promote a lifestyle that incorporates principles and practices consistent with standards of the Seventh-day Adventist Church.
- c. Recognize the right to equality of opportunity for all.
- d. Look upon teaching in a Seventh-day Adventist school as a Christian ministry.
- e. Strive for excellence in teaching methods and techniques, always for the purpose of rendering more effective service to the students.

2. Seventh-day Adventist instructional personnel have a responsibility to colleagues to:

- a. Give encouragement and moral support.
- b. Give due recognition to lines of authority, to duties and responsibilities assigned to other staff members, and to the functions of administrators.

3. Seventh-day Adventist instructional personnel have a responsibility to the students to:

- a. Recognize the obligation to meet promptly and faithfully all appointments with classes, with individual students, and with student groups.
- b. Cultivate positive relationships with students, avoiding undue familiarity.
- c. Allow students the freedom to express their views and the assurance of careful and objective consideration of opinions expressed by them.
- d. Hold in professional confidence the opinions, needs, weaknesses, and failures of students.

- e. Refrain from discussing their personal problems with students.
4. Seventh-day Adventist instructional personnel have a responsibility to the school to:
- a. Demonstrate loyalty to the school in which they are employed by observing its regulations and policies.
 - b. Participate in the activities and programs sponsored by the school, and accept and carry out such responsibilities as may be assigned.
 - c. Refrain from discussing confidential or official information with unauthorized persons.

1426:93 Kindergarten Teaching Load

Two daily sessions (morning and afternoon) of kindergarten shall be considered a full-time load for a kindergarten teacher. When a school has only one partial-day session, additional duties, equivalent to those of other faculty members, shall be assigned by the administrator if the teacher is to be considered full-time.

1428:06 Pupil-Teacher Ratio, Grades K-8 and Multi-grade Classroom Grades 7-9

Six grades are the maximum load for an elementary school teacher. It is recommended that the maximum load for elementary teachers be four grades if first grade is included.

Recommended maximum pupil-teacher ratios are given in the chart below. Ratios lower than these may be needed when a classroom has a large number of students needing extra assistance to learn. When the maximum number of students is exceeded, an additional teacher should be hired.

	No teacher assistant	With full-time teacher assistant
1 teacher: 6 grades--with 1 st grade	12	18
1 teacher: 6 grades--no 1 st grade	15	20

1 teacher: 4 grades-grades 1-4	15	20
1 teacher: 4 grades-no 1 st grade	16	22
1 teacher: 4 grades-grades 5-8	16	22
1 teacher: 3 grades-grades 7-9	20	25
1 teacher: 2 grades-with 1 st grade	18	22
1 teacher: 2 grades-no 1 st grade	22	27
1 teacher: 1 grade-1st grade	20	24
1 teacher: 1 grade-grades 2-8	22	27
1 teacher: Kindergarten	16	22
1 teacher: Kindergarten and grade 1	12	18
1 teacher: 7 or more grades	(must have teacher assistant)	12

1436:04 Classified Personnel — Personnel employed by the school system for positions that do not require certification.

A. Qualifications

1. Spiritual: Classified personnel are to be members of the Seventh-day Adventist Church and exemplify high standards of Christian conduct. They are expected to maintain membership in a constituent church and participate in church activities and finances, including tithing.
2. Civic: Classified personnel, as members of society, will accept the responsibilities and privileges of citizenship, recognize the basic rights of others, be aware of current domestic and international issues, exercise a love of country, and cooperate in efforts to improve social conditions consistent with the principles of the Seventh-day Adventist Church.

3. Professional: Must be prepared and capable to perform their assigned responsibilities as determined by the employing organization.
4. Prospective employees will be required to submit to background checks as required by conference policy and governmental laws.

Categories

A. Administrative salaried personnel

Salaried classified administrative personnel are employees for whom professional certification is not generally required.

B. Hour-time personnel

Classified hour-time employees are individuals who are not involved directly in school administration, classroom instruction, or industrial and plant service management. In this category are included employees such as teaching assistants and secretaries. Other employees, such as bookkeepers and registrars who do not perform an administrative role as defined in the **AUCOE K-12 Code #3106**, may also be included in this category. Employment policies pertaining to classified personnel are detailed in **AUCOE K-12 Code #3108**.

C. Non-certificated instructional personnel

Non-certificated instructional personnel include paraprofessionals who serve as teacher assistants.

Assignments may include, but are not limited to, the following:

1. Assisting students.
2. Supervising students in the classroom.
3. Preparing, distributing and/or collecting instructional materials.

D. Non-certificated Non-instructional Personnel

Non-certificated non-instructional personnel include those employed to serve as auxiliary staff. At the secondary level registrars or attendance clerks are included unless the employee qualifies as an administrative employee.

Assignments may include, but are not limited to, the following:

1. Office duties
2. Clerical work
3. Library work
4. Playground supervision
5. Lunchroom monitoring
6. Before and after-school supervision

1440:06 School Volunteers —

Includes personnel approved by the school system for positions that may or may not require certification or individuals whose labor or service is requested by and donated to the school, and who are under the school's direction or supervision. Reimbursement of expenses does not negate volunteer status. (Caution should be used to ensure compliance to labor laws.)

It is the responsibility of the school administration and/or school board to determine by appropriate screening that all volunteers represent the standards of the Seventh-day Adventist Church in word, dress, conduct and Christian influence. Steps should also be taken to ensure that the volunteers will properly accomplish their assigned tasks. (Please note the resources on the NAD website.)

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1505:04 Budget and Operating Policies for Secondary Schools

- A. Since the fundamental necessity of operating an educational system free from debt is recognized, every school board shall be held to a policy of operating within its income.
- B. The management of every academy receiving union or conference subsidy shall prepare operating and capital improvement budgets by April 15 of each year and have same approved by their respective local school boards. These budgets are to be presented and approved by the local school board at an annual audit.
 - 1. Provision shall be made by the local school board for adjusted operating budgets following registration to meet income deviations resulting from enrollment increase or decrease.
 - 2. Budget control shall be the responsibility of the principal.

1506:04 Budget Planning for K-10

Three procedures are to be followed to assist the schools in budget planning:

- A. The constituent churches of the local day school should develop their budgets for the fiscal year July 1 to June 30 in order that the schools may develop their budgets based on salary changes and allowances.
- B. All schools K-10 are to prepare school budgets and present them to the conference Office of Education each year for approval by the conference board of education.
- C. Any changes in conference financial policies must be shared with local school boards at least one month prior to the conference's deadline for school budgets.

1507:93 Accounting Manual for Secondary Schools.

Uniform financial procedures and forms are available from the General Conference Auditing Service in the Atlantic Union Conference office. Monthly operating statements must be regularly prepared and made available to the local school board members. Copies should be sent to the conference superintendent of schools, and the Atlantic Union Conference Office of Education.

1508:04 Academy Monthly Statements

All union academies and junior academies should send a copy of their monthly financial statements to the Atlantic Union Conference Office of Education.

1509:93 Budget Comparisons

All elementary and secondary schools are requested to show a budget comparison in their monthly financial statements.

1510:93 Accounts Receivable/Payable

- A. A reserve for bad and doubtful accounts must be established for Accounts Receivable that exceeds ten percent of the total student charges for the year.
- B. All commercial accounts in the schools should be carried on a 30-day basis. Accounts payable on the balance sheet at the close of the year should not exceed eight percent of the year's business.

1512:93 Audit of Secondary School Accounts

An annual audit under the direction of the General Conference Auditing Service is required each year. Copies of the audited report are to be filed with the principal, the business manager, the academy accounting office, the local school board chairman, the conference Office of Education, the conference president, the conference treasurer, the Atlantic Union Conference Office of Education, and the Atlantic Union Conference treasurer.

1514:93 Audit of Elementary and Junior Academy School Accounts

Annual audits should be conducted in each school under the direction of the conference treasurer.

1516:93 Banking of Funds

All organizations shall promptly deposit in the bank account all funds received. No amount of funds beyond that covered by insurance should be on hand at any time. All funds received should be deposited on Friday to clear the vault for the weekend and over holidays.

1518:04 Petty Cash Itemized Record

The teacher should keep an itemized record of the receipt and expenditures of all money entrusted to him/her. It is well to have petty cash records audited at least once a year. All funds are to be held in trust by the school treasurer. It is unwise for the teacher to handle money except where circumstances make it absolutely necessary; in such cases a small petty cash fund may be entrusted to the teacher. However, disbursement records should be carefully maintained.

1520:93 Closing of Accounting Books

All schools in the Atlantic Union Conference shall close accounting books on June 30. Academy treasurers and/or accountants are requested to remain at their posts until the books are closed.

1522:04 Collection of Accounts And Transcript Release–K-12

A. Settlement Days

A specified settlement day shall be set each month after which no student will be admitted to classes unless his/her bill has been paid or he/she has made satisfactory arrangements with the school management.

B. When a student transfers or graduates from eighth grade or junior academy, the cumulative folder and all transcripts should be forwarded to the conference office of education. The conference office of education issues all transcripts and forwards all cumulative folders for these students.

C. Amount of Uncollected Accounts Allowable

The net amount of the student accounts receivable allowed in the balance sheet at the end of the year shall not exceed ten percent of the total student charges for the year. For the amounts exceeding ten percent, a reserve for doubtful accounts shall be established.

D. Transfer of Students Owing Accounts

One Seventh-day Adventist school should not accept a student from another Adventist school without financial clearance from the first school.

1524:07 Evaluation Team Members' Expenses

A. Elementary school accreditation expense

The expense of travel for members of an evaluation team shall be paid by the individual's employing organization.

B. Academy accreditation expense:

1. NAD, Union Directors and Conference Superintendents expenses are paid by individual travel budgets.
2. Atlantic Union Conference Office of Education gives the day academy \$1000 or boarding academy \$2000 the year of evaluation, pays for the airline ticket of visiting committee members from Bermuda and provides a meal for the visiting committee.
3. Local Conference office of education (from which the teacher is employed) covers the expenses of classroom substitutes for teachers serving on the visiting committee.
4. The host Conference provides a meal for the visiting committee.
5. Academy pays the hotel, travel, per diem and gratuities for principals and teachers serving on the visiting committee. In addition, the academy provides a welcome meal.

1530:04 Finance Control

The following lines of financial control are recommended:

A. Elementary Schools

The principal and school board should work together to prepare the budget. It is then their responsibility to submit it to the conference K-12 Board of Education for approval. Once approved, the principal and school board are responsible for monitoring the budget.

B. Conference-Operated Academies

A conference officer should be appointed the chairman of the academy

finance committee, and the superintendent should be a member. This committee should meet regularly throughout the year.

1536:93 All Churches Expected to Support a School

Since there is need for a broader base of financing the K-12 education system of the Church, and the Spirit of Prophecy clearly supports the principle that all members should be encouraged and counseled to participate in such support, it is recommended that every Seventh-day Adventist church become a supporting member of a Seventh-day Adventist church school and that each conference in cooperation with the Atlantic Union Conference develop implementation procedures to accomplish this goal.

1538:04 Financing K-12 Schools

Since the duty of providing Christian education falls on every church member, upon parents and non-parents alike, it is recommended that a combination of the following plans for raising funds for a K-12 school be incorporated in the church.

A. Tuition Plan

The tuition plan is sometimes misunderstood and consequently misjudged. It has several points of merit, one of which is that in establishing a tuition rate for each of the grades and pupils in the school, a definite relationship may be established between the cost of educating a pupil and the tuition rate. Another value of the tuition plan is its fairness. Because of the relationship between the tuition rate and the cost per pupil, patrons are better able to evaluate personal financial responsibility.

1. Tuition rates should be set by the governing board in harmony with the conference recommendations.
2. It is the duty of the church/governing board to provide funds beyond the tuition and conference subsidy necessary for the successful operation of the school.
3. It is the responsibility of the church, the school and the conference to assist Seventh-day Adventist children who may be deprived of the privilege of attending church school because of financial inability.
4. The formula to determine maximum percentages which may be charged for the tuition of those attending the school, including constituents, non-constituents, and non-SDA students, is set by each local school board.

5. A definite plan should be followed for regular and prompt collection of tuition.

B. Subscription or Pledge Plan (not for secondary schools)

In the subscription plan, the parents and patrons of the school are solicited to make pledges to meet the expenses of the school. Because subscriptions are usually made on the basis of the school need or the parent, patron, or church member's interest in the school or his willingness or ability to pay, there is no relationship between the cost of education and the tuition rate. Usually the subscriptions are payable monthly over a 12-month period. Points to observe in using the subscription plan:

1. Subscriptions are solicited from all members of the church, beginning with parents and patrons.
2. A careful and accurate record is to be kept of every subscription.
3. A regular plan for payment of subscriptions is to be adopted and carried out.

C. Temple Plan

The 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.

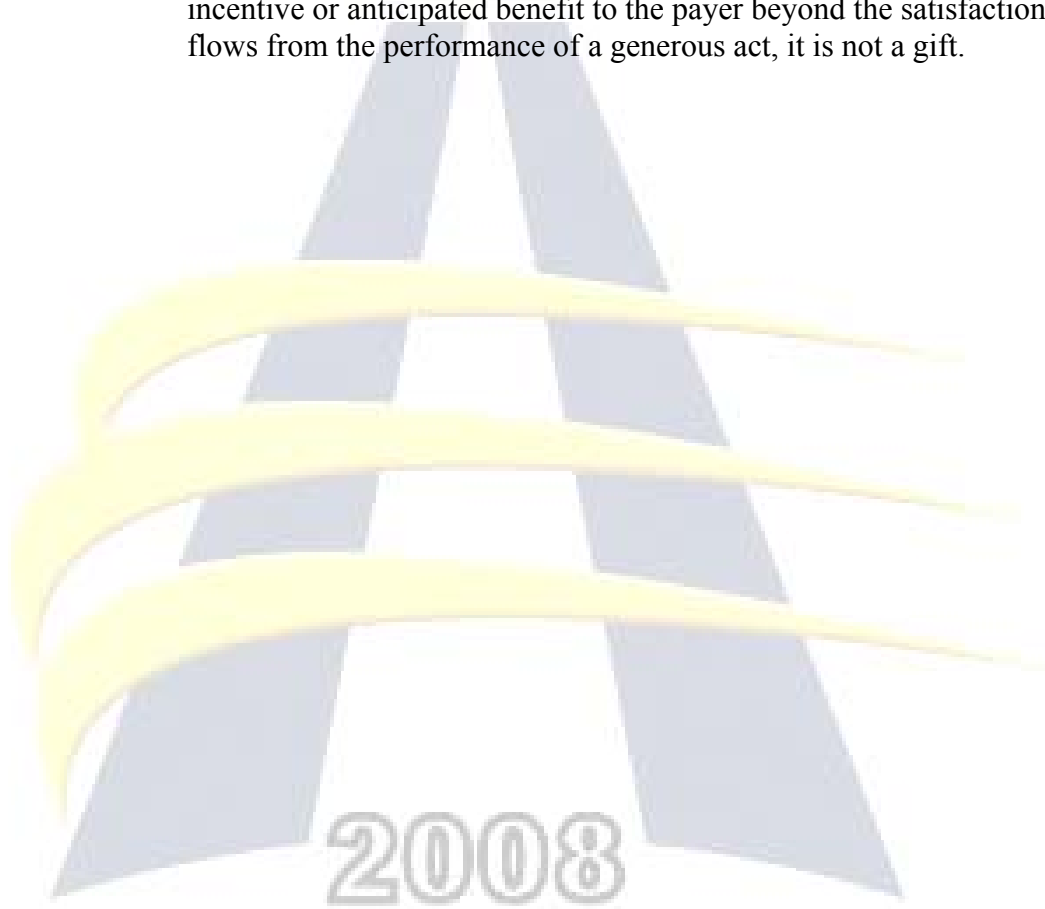
This apparently makes the Temple Plan ineffective. The members whose children attend school would not be able to claim a tax deduction for the amount of donation to the school up to the extent of the reasonable value of the tuition for their children. Any person who does not have children attending school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

It is considered that the adoption of the Temple Plan would have a tendency to confuse the issue without any increased tax benefits.

Therefore it is recommended that the Temple Plan not be used in providing a financial program for church schools in the USA. It is suggested that a better plan to follow is the usual tuition supporting system payable by those parents who have children in 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.

It has been held by the United States Tax Court and confirmed by the First Circuit of the United States Court of Appeals that parents who donate money to a private tax-exempt school to which they send their children cannot claim the donation tax-exempt up to the extent of reasonable value of the tuition for their children. The court defined a gift as a voluntary transfer of property by the owner to another without consideration therefore and stated that if a payment proceeds primarily from the incentive or anticipated benefit to the payer beyond the satisfaction which flows from the performance of a generous act, it is not a gift.



1540:04 Financial Assistance to Students

- A. Tuition assistance to students unable to meet the full tuition is given upon recommendation of a small student aid committee appointed at the beginning of each year to fix rates for all pupils requesting aid. It is recommended that the church leaders such as pastor or elder, church treasurer, school treasurer, and church education secretary be members of this committee. In secondary schools this function could be carried out by the finance committee.
- B. The work of a student aid committee should be to review the financial aid applications from parents requesting tuition. This should be done in a confidential manner.

1544:04 Borrowing of Funds

See **NAD Working Policy P 15 65** for complete coverage regarding borrowing funds for building projects.

1546:04 Buildings and Grounds—Expansion and Improvements

For all building and major expansion and improvement see NAD P 15 65.

1548:04 Capital Fund Raising Projects

Before any capital project is undertaken in any school, and before any fund raising is begun, a complete survey of the project, together with the contemplated plans for the program, shall be formally submitted to the governing board for its approval.

1550:04 Insurance Policy

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

- A. Each school shall annually survey its fire insurance to guarantee against over and under-insuring.
- B. Each school shall prepare a plot of its property designating each building so that no buildings are left off the insurance list, and so that proper identification can be made when necessary.

- C. The secretary-treasurer of the local and Atlantic Union conferences and the treasurers of the various institutions shall be responsible for holding the insurance policies covering the properties in their fields or institutions.
- D. Schools shall require adequate student accident insurance for all students enrolled.
- E. Worker's Compensation Insurance shall be carried for all employees.
- F. General liability insurance shall be carried in amounts recommended by the North American Division.
- G. Employers' Liability Insurance shall be carried on all employees, including teachers and students, who are not covered by the Worker's Compensation Insurance.
- H. 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 for its objective the elimination of the cause and source of accidents and fire.
- I. When insuring denominational properties, all denominational properties shall be insured with companies of sound financial standing and working policies, with A-grade ratings. It is suggested that consideration be given to GENCON Risk Management Services.
- J. All insurance must be purchased with the approval of the conference treasurer.
- K. It is recommended that the conference secure proper insurance coverage of all volunteer laborers. This includes donated labor involved in the construction of school buildings.

1554:04 Local School Amortization of Moving Costs for Teachers

The moving and transportation expenses of elementary and intermediate teachers shall be paid by the conference under the following plan:

- A. When the school retains the teacher three years, there is no charge to the church school for moving the teacher.
- B. When the school retains the teacher two years, the school will reimburse the conference one-half of the moving and transportation of the teacher.

- C. When the school retains the teacher one year, the school will reimburse the conference 100 percent of the moving and transportation of the teacher.
- D. When the change or transfer of a teacher is recommended by the conference superintendent and approved by the conference board of education, the school will be exempt from any moving and transportation costs.

1556:93 Amortization of Moving Expense

The moving expense of denominational workers shall be amortized as follows:

- A. Any organization calling a worker who has rendered less than two full years of service to his employing organization shall make 100 percent reimbursement for the worker's last move to the territory of that organization. In case the worker has rendered more than two but less than three full years of service, the reimbursement shall be 50 percent, and for less than four years, 25 percent. Any exception to this may be worked out on the administration level.
- B. It shall be the responsibility of the calling organization to ascertain whether there are any unamortized expenses pertaining to the worker being called.
- C. In the case of the workers called for overseas service, employing organizations are encouraged to waive the provisions of this policy.
- D. In the case of a worker being called from the General Conference, the principles outlined in paragraph A above shall be followed and applied to any move which has been made within the past four years involving a distance greater than 500 miles.

1558:04 Indebtedness of Transferred Employees

When an employee transfers to another organization and has outstanding indebtedness with the former organization, including health care institutions, the following procedures are to be followed:

- A. Full Disclosure on Indebtedness

The calling organization shall be responsible to obtain full information regarding the employee's financial responsibilities to the current employer. Any indebtedness information not communicated at the time of the transfer or within 30 days of confirmation of the call will not be the

responsibility of the calling organization.

B. Home Loans

The former organization shall continue to carry home loans for up to six months, with the new organization making payroll deductions and sending the payments to the former organization. During this six-month period, the employee must dispose of the property or refinance. In case of termination during this six-month period, any settlement shall be applied to the loans with the former employing organization.

C. Unamortized Moving Expense and Educational Loans

The calling organization is responsible to assume unamortized moving expenses which include preliminary trips, duplicate housing allowances, duplicate automobile licenses and fees, educational loans and unamortized educational expenses.

1560:93 Housing Assistance

A. Denominationally-owned Housing

Housing provided by the denominational employer should be charged to the employee at current community rates.

B. Employee-owned Housing

When an employee purchases housing, he accepts the full responsibility involved in home ownership. The employee should, however, counsel with the employing organization as to the appropriate geographical area for the employee's new home that will best serve the employee's needs and the needs of the employing organization.

C. Special Locating Allowance

1. When an employee is moved from one location to another, and because of the conditions of the employee's lease, failure to sell or rent the employee's home, or other significant cause, the employee is required to pay housing expenses both at this 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 were habitable. The allowance may be granted under normal conditions for up to three months.

2. In unusual circumstances when the employee has not been able to sell the home at the employee's former location and evidence is presented indicating that the asking price for said home has been no greater than 100 percent 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. 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 has not been greater than 95 percent of the appraisal during this period and an attempt has been made to rent the home. Any rent income shall be deducted from this allowance.
4. For further information on housing assistance, contact the conference treasurer.

1562:04 Salary Payment of Elementary Teachers

- A. In harmony with the General Conference recommendation, elementary teachers are paid by the conference treasurer on a plan whereby the school agrees to send salary funds promptly each month to the conference treasurer, who assumes the responsibility of including the teachers' salary checks in the regular conference payroll.
- B. To assure a clear understanding between the school and the conference regarding payment of the teachers' salary, instruction should be given by the conference to the school covering the following points:
 1. The exact amount due from the school each month.
 2. The amount of subsidy being given by the conference.
 3. The date of each month on which the payment from the school is due at the conference office.

1570:04 Reimbursements of Union Conference Funds

Reimbursement from the Atlantic Union Conference funds for any educational project or program is made usually to and/or through the conferences unless otherwise indicated.

1576:93 Student Activity Funds

All student activity funds are to be handled through the business office and held in trust. This includes all funds earned by programs and student activities.

1578:04 Student Tithe — Secondary Boarding Students

- A. Students are encouraged to return a tithe on student labor earnings.
- B. Students shall return their tithe to the conference through the church where the school is located. (It is recommended that they transfer their membership to the academy church during their attendance.)
- C. The conference will return to the boarding school an amount equal to 50 percent of the student tithe paid to the conference for students employed.

1580:93 Student Wage Rates

All student wages, hours, and working conditions are to comply with the regulations of the state and federal laws.

1582:04 Subsidies — Academy

Subsidies to day and boarding academies are determined by each conference executive committee.

1584:04 Subsidy — Elementary

The conference shall subsidize each elementary school toward the teacher's salary and allowances, the percentage to be determined by the conference committee.

- A. Eligibility for Subsidy
 - 1. Submission of exact budget by the school board to the conference
 - 2. Close adherence to all Atlantic Union Conference and conference educational policies and curriculum.

3. Meeting at least the minimum requirements for buildings and equipment.
 4. New schools or schools of doubtful financial strength may be requested to deposit with the conference an amount equal to the cost of operation for two months, to be held in reserve for the last two months of the school year.
- B. Before a church may open school for a new year, all previous obligations to the conference for teachers' salaries and expenses and all previous obligations to the Adventist Book Center must be cared for by the opening date of the new school year, or a plan must be in place to meet obligations.

1588:93 Tuition Discounts

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

1592:93 Church/Government Relationships (See NAD Working Policy HR 05.)

A. Position Statement

Religious liberty is best achieved, guaranteed, and preserved when church and government respect each other's proper areas of activity and concern. Some services provided by the church and by the government may overlap. In some instances it is proper that Church institutions receive remuneration from the government. The Church and its institutions may also accept from the government certain limited benefits, such as tax exemption, and police and fire protection.

The Bible contains examples of gifts from government to religious enterprise. The Seventh-day Adventist Church has benefited in many countries from the acceptance of various forms of government aid. It is also recognized that pitfalls do exist. Though the Bible does not specifically prohibit the acceptance of gifts from the government, such aid should be shunned when its acceptance would violate applicable law, would lead to excessive control by or entanglement with the government, would lead to dependence on the government, or in any other way would compromise the integrity of the Church or reduce its ability to design programs and curricula to fulfill its gospel commission.

The Church recognizes that individual members may receive assistance from government programs flowing directly to the benefit of parent or child. Church institutions may properly receive these funds. Programs that require cooperation between the government and the Church or Church institution must not contradict the fundamental principles of Church/Government Relationships as stated in the **NAD Working Policy HR 05**.

Limited gifts of land, property or equipment, and government grants in support of operations, research, maintenance, capital improvements or services may be received when the spirit, intent and provisions of this policy have been complied with fully.

B. Freedom of Religion

The Seventh-day Adventist Church and its institutions must diligently safeguard and persistently support the principles of "Free Exercise" and "No Establishment" of religion. Prior to a conference or institution applying for or benefiting from any new government programs not specifically covered under the **NAD Working Policy HR 05**, the enabling legislative provisions, along with the institution's application, shall be submitted and processed in harmony with the following guidelines:

1. The program is to be evaluated and approved by the union conference committee and then submitted to the North American Division PARL Committee for review and approval.
2. The review and approval process by the North American Division PARL Committee will be accomplished within sixty (60) days after receiving the request.
3. The North American Division Committee (NADCOM) may review any requests submitted to the NAD PARL Committee.

C. Primary Objectives must be maintained

1. Every institution of the Church—educational, medical, publishing, etc.—is an instrument vital to the realization of Church aims and is operated for that purpose.
2. All involvements of church institutions with governments, businesses, societies and individuals which would inhibit the achievement of religious objectives shall be avoided.

3. Only such support for church institutions and programs as will aid in reaching institutional objectives without subverting their distinctly spiritual goals shall be considered or accepted.

If support jeopardizes the unique purposes of the Seventh-day Adventist Church, its policies, or the emphases of a church institution or the position of the general church body, adjustments must be made to safeguard the purposes of the institution. Failing this, the support must be terminated.



1600 General School Administration Policies

1605:04 Home Visitations

Teacher-parent-student relationships can be enhanced by an "every student" home visitation program which will provide opportunities to become acquainted with parents and the home environment.

1606:93 Parent-Teacher Conferences

Parent-teacher conferences are encouraged in which the various progress report forms, standardized tests, and the insights of the teacher and the parent may be studied. The school should schedule a minimum of two parent-teacher conferences (following the first and third grading periods) for each student in grades K-8 each school year.

1607:04 Annual School Calendar

- A. The minimum number of school days in the school year shall consist of 180 days. A school day is defined as a day in which there are a minimum of four hours of teacher-pupil contact, excluding lunch.
- B. Any change in the number of days or in what qualifies as a school day is left to the discretion of the superintendent of education.

1608:93 Student Health Records

Each student's health record, including the medical examination report and immunization record, is to be maintained in accordance with regional regulations and denominational policy. Records should be kept up to date.

1609:03 Student Medical Examinations

A physical examination is required to be part of the registration process for all students entering elementary or high school for the first time. This requirement should be in compliance to local, state, and school district regulation.

1610:04 Immunizations

Immunization requirements of the respective governments apply to Seventh-day Adventist schools. Proof of immunization must be presented to the school as part of the application process before a child is registered. It is the responsibility of the principal or school nurse to enforce these regulations and to ensure that an up-to-date record is maintained for each student.

Parents who conscientiously object to immunizations must obtain exemption from state health authorities and provide written proof of exemption before the student can be admitted.

1615:04 Contagious Diseases

No child with an infectious or contagious disease can be allowed to remain in school. The child as well as other susceptible household occupants should not be permitted to return to school until there is a medical clearance or until school authorities are satisfied that a threat no longer exists.

1616:04 Blood Borne Pathogens

Every school is expected to comply with governmental regulations regarding blood-borne pathogens. The Atlantic Union Conference Department of Education can supply a booklet on the requirements.

1618:07 Administering Prescription Medications

Teachers should not diagnose a health condition or administer any over the counter or prescription medication.

1. Medication that has been prescribed by a physician and must be taken by the student during the school day must be administered by a school nurse or other designated school personnel.
2. The medication must be delivered to the school by the parent or guardian in the original container bearing the full pharmacy label.
3. It must be accompanied by written consent from the parent or guardian of the student requesting the school to carry out the instructions of the physician.
4. Schools must comply with local state and governmental regulations and any changes to this policy must be documented and reviewed by legal counsel.

1620:99 Health Facilities and Services

- A. Each school should provide for a room for students who become ill during the school day. This facility should include a cot and blankets as well as adequate first aid supplies.
- B. Health education should be a part of the health services program.

1621:07 First Aid

- A. At least one teacher in every school must have a current First Aid and CPR certificate.
- B. Each classroom should have access to a first aid kit. (See AUC Code 1618:04)
- C. When going on field trips or excursions, each group is required to carry a first aid kit.

1625:04 Health-Safety Legal Policies

Schools will promote and maintain a safe environment based on trust and respect. Undue teasing; threatening language; bullying; harassment; coercion; violence (with or without a weapon*); or possession, use, or distribution of illegal drugs will not be tolerated. School personnel must take action to secure student safety, including calling the police, if applicable. Incidents are to be reported immediately to an administrator. Appropriate disciplinary action will take place according to the school's code of student behavior and may include the following:

- A. An evaluation process, such as a psychological evaluation.
- B. Written statements, such as apologies and intentions.
- C. Community service plan, appropriate time compensation in redemptive activities.
- D. Behavior plan and contract, designed to meet the needs of the student and school.
- E. Meeting with the school board, parents, and students.

*A weapon is any article designed to be used, or which is used, to inflict harm and/or to intimidate another.

School personnel may authorize inspections of students' lockers, purses, backpacks, automobiles or other belongings in the interest of student and/or

faculty and staff safety.

Substance Abuse Policies—Each school board, in cooperation with the administration and faculty, should develop clearly stated substance abuse policies.

Environmental Concerns—Each conference board of education, K-12, or academy board, will develop a procedure for monitoring compliance with the Environmental Protection Agency (EPA) laws and regulations related to protecting the environment and the health of students and teachers, including asbestos regulation compliance. In states or provinces with environmental policies that are different from federal laws, the state or provincial regulations must also be followed.

Student Safety—In each school, the board and administration are required to conduct regular fire, tornado, and other emergency drills in accordance with local, state, or provincial laws. Regular safety inspections of all school buildings and equipment are to be conducted.

Student Insurance—Each conference and academy shall provide adequate student accident coverage in accordance with Risk Management guidelines.

Child Abuse Policies—Any employee or volunteer at the school who suspects child abuse or neglect must report that suspicion to the area's legally appointed child protection agent within a specified period of time as stated by law.

When it is necessary to report a suspected instance of child abuse, the local school administrator and conference superintendent of education shall be notified. In making these reports and notifications, confidentiality shall be maintained. Educational personnel are reporting agents not investigating agents when dealing with cases of suspected child neglect or abuse.

Sexual Harassment--Sexual harassment is a form of harassment that involves unwelcome sexual advances, requests for sexual favors or other verbal, written or physical conduct of a sexual nature when:

- A. Submission to such conduct is made either explicitly or implicitly.
- B. Submission to or rejection of such conduct by a student is used as the basis for retaliation.
- C. Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creates an intimidating, hostile or offensive environment.

Improper Conduct—Improper conduct by administrators, teachers, staff

members or students, includes but is not limited to:

- A. Any requests (even subtle suggestions), demands or treats for sexual favors or activity;
- B. Unwelcome sexual flirtation or propositions;
- C. Unnecessary or inappropriate touching of a sexual or abusive nature (e.g., patting, pinching, hugging, repeated brushing against another person's body, etc.)
- D. Displays of sexually suggestive pictures, drawings, cartoons or objects;
- E. Unwelcome or derogatory statements related to gender, race, color, national origin, or disability (for example, kidding, teasing, degrading jokes or offensive comments or tricks);
- F. Demeaning or degrading comments about an individual's appearance;
- G. Denying/limiting an individual the opportunity to participate in activities on account of gender, race, color, national origin, age or disability;
- H. Requiring an individual to perform more difficult tasks or less desirable work assignments.

Reporting Incidents — Individuals who believe that they have been harassed should immediately take the following steps:

- A. Make it clear that such conduct is offensive and should be stopped immediately; and
- B. Report the incident to the school administrator or the conference superintendent of schools. The initial report should be followed by a written statement describing the incident and identifying potential witnesses.

Third-Party Reports — Individuals who are aware of incidents of potential harassment toward others are to report such incidents to the school administrator or the conference superintendent of schools.

Investigation — Complaints of harassment shall be promptly handled and maintained in confidence to the extent possible.

Discipline—A violation of this policy may result in discipline, up to and including expulsion or the extent of the personnel policy AUC Code 3600);

Prohibition of Retaliation—The Atlantic Union Conference prohibits retaliation against individuals complaining of harassment.

1635:04 Student Hygiene, K-12

Neatness and personal cleanliness are required of each student. If these standards are not met, contact the parent or guardian to make necessary changes acceptable to the school administration.

1640:93 Student Discipline

Discipline is designed to be redemptive, remedial, and corrective rather than punitive.

1645:04 Disciplinary Authority

The principal and school board are 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 cared for by the principal and/or the school government committee. Disciplinary procedures do not include corporal punishment.

1650:93 Detention of Students

A. Day School

Students may be detained in school for disciplinary or other reasons for not more than one hour after the close of the regular school day. Parents are to be notified of this action prior to the detention.

B. Boarding Academies

Detention of students for disciplinary or other reasons shall be at the discretion of the administration.

1655:93 Corporal Punishment

Corporal punishment **must not** be used as a method of discipline.

1660:93 Suspension of Students

A. K-10

A student may be suspended for repeated offenses when other procedures have not been effective. Evidence of prior corrective measures and parental/guardian notification should be on file in the student's folder. In the case of a serious overt act or violation of school regulations, the principal may suspend a student from school although there has been no prior deviant behavior. Parents/guardians must be notified immediately of the suspension. A suspension should be effective until the parents/guardians appear at the school to discuss the conditions for re-admission. Suspended students cannot leave the school without permission from parent or guardian, or without being accompanied by an authorized adult. The period of suspension should not exceed three days without school board approval. Suspension should not exceed two weeks. A teacher may temporarily suspend a student from class. In multi-grade schools the procedures for suspension should be discussed by the staff prior to the opening of the school term. Suspension from school should be made by the principal, head teacher, or teacher in a small school.

B. Senior Academy

A student may be suspended as determined by the school's disciplinary committee. The suspension is not to exceed two weeks.

1665:93 Dismissal of Students

The school board is the ultimate authority in the dismissal of students upon the recommendation of the principal. As a general rule, dismissal is used only when other means of correction fail to effect a change in conduct.

1670:93 Reporting Student's Withdrawal from School

Following the withdrawal of any student who is required by state law to be enrolled in school, the principal is to report to the local school district, if required by law, that the student has withdrawn from school.

1680:93 Permission to Leave Campus During the School Day

A. K-10

No student shall be permitted to leave the campus at any time during the regular school day without the permission of the principal (in case of an emergency) or written request from the parent/guardian.

B. Senior Academy

Each academy will determine its own policy pertaining to campus leaves.

1681:93 Attendance

A. K-10

Follow attendance information in Daily Register.

B. Senior Academy

Excuses for absence or tardiness should be kept in the files of the attendance officer. Excuse for absence or tardiness should be written only by persons designated by the administration. The attendance program is to be directed by a central officer for the academy.

1682:93 Competition

The promotion of competitive contests, with emphasis on rivalry and pride of performance, is contrary to Christian principles. Opportunity should be provided for student participation in activities and projects based on the concept of Christian cooperation and service. If rewards and incentives are used, these should be based on participation or on criteria obtainable by all participants.

1683:93 Major Fundraising Projects

Fundraising projects must have local board approval.

1684:93 Safety Drills

Fire, earthquake, and other emergency drills are required during the first week of school until satisfactory proficiency is attained, and once a month thereafter. Drills must be properly recorded in the Daily Register indicating time and day of drill.

1685:03 Student Permanent Records

- A. The permanent record for each student is to include information on scholarship, attendance, (health, in a separate folder). These records should be kept in a fireproof safe or vault and are to be available only to authorized personnel, parents, and students.
- B. School Registers and Scholarship Records
Every *School Register and Scholarship Record* is to be kept up-to-date. At the conclusion of the school year, the completed book is submitted to the conference education office for permanent storage.
- C. Report of Junior Academy Grades
Grades for students in grades 9 and 10 are submitted to the Atlantic Union Conference education office on the form called *Report of Junior Academy Grades*.
- D. Cumulative Folders–Elementary
Cumulative folders for elementary students are kept at the school until the student leaves. At that time, the folders are sent to the conference education office for permanent storage. Cumulative folders for students who are moving from an elementary school to an academy within the conference may be sent directly to the secondary school.
- E. Cumulative Folders–Secondary
Cumulative folders for secondary students are kept at the secondary school.

1686:03 Records of Discontinued Secondary Schools

The Atlantic Union Conference Office of Education is responsible for the preservation of all records of discontinued secondary schools. If a new school succeeds one that is discontinued, the old records are to be transferred to the new school. Otherwise, such records are to be transferred to the union Office of Education.

1687:93 Student Supervision

- A. Day School
 - 1. The teacher shall be present in his/her classroom not less than 30 minutes prior to the opening of the school day and is to remain for at least 30 minutes following the close of the school day.

2. Students are to be under authorized adult supervision at all times while they are present on the school grounds.
3. Teachers may not leave the school campus during the school day unless arrangements are made with the administrator. In one-teacher schools, these arrangements are to be made with the school board chairman.

B. Boarding School

Adequate supervision will be provided for by the administration.

1688:93 Pre-school Week(s) Responsibilities

- A. Day School—The teacher should report to the principal or school board chairman on the day appointed and be prepared to give attention to the following duties during the pre-school period:
1. Get acquainted with available school equipment and textbooks.
 2. Arrange for ordering of pupils' textbooks and school supplies, if this has not been done previously.
 3. Prepare for the first week's classes.
 4. Send mailing and/or e-mail address and telephone number to the conference superintendent of schools.
 5. Make the classroom pleasant and attractive in appearance.
 6. See that everything at the school building is in readiness for opening on time, including a chalkboard copy of a temporary daily program.
 7. Work with school board members and church pastors to encourage 100% enrollment of the children of the church.
 8. Update the cumulative folders where necessary.
 9. Complete the temporary section of the school register.
 10. Meet with the school board if applicable.
 11. Plan to meet with the church on Sabbath if applicable.

B. Boarding School

The teachers should report to the school on the day appointed and be prepared to give attention to duties as outlined by the administration.

1689:93 Record of Receipts and Expenditures

A. K-10

Funds are held in trust by the school treasurer. It is unwise for a teacher to handle money and should be avoided as much as possible. When a teacher has to handle funds, a small petty cash fund may be established. The teacher must keep an itemized record of receipts and expenditures.

B. Senior Academies

All monies handled by academy personnel must be in accordance with academy financial policies.

1690:04 Sexual Harassment —Student to Student

A. Environment

It is important to maintain a Christ-centered school environment characterized by human dignity, Christian courtesy, and individual respect. Sexual harassment should never be a part of that environment.

Sexual harassment can take place between members of the same sex as well as members of the opposite sex, and any individual may be a victim or perpetrator of sexual harassment.

An awareness is to be maintained regarding the kinds of conduct which may be construed as sexual harassment so that such problems can be avoided and/or eliminated from the school environment. Schools are not to tolerate acts of sexual harassment or to tolerate retaliatory behavior in response to an employee or student's complaint of harassment. In like manner, specious or false claims of sexual harassment are not to be tolerated. Such actions will result in a timely review and if warranted, disciplinary action.

In addition to being in violation of policy, sexual harassment constitutes illegal educational discrimination under Federal and State statutes, the 14th Amendment of the U.S. Constitution and Title IX of the Education

Reform Act Amendment of 1972.

B. Definition

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, regardless of where it occurs, when:

1. Such conduct has the purpose or effect of interfering with a student's academic performance or social life or creating an intimidating, hostile, offensive work/study environment.
2. Submission to such conduct is made either explicitly or implicitly a condition of a student's social, spiritual, academic program.

C. Examples of such behavior include, but are not limited to:

1. Making threats of a sexual nature.
2. Touching or grabbing of a sexual nature.
3. Unwelcome sexual advances, gestures, contact or jokes of a sexual nature, comments, subjecting students to ridicule, slurs, or other derogatory actions of a sexual nature.
4. Displaying sexual pictures, photographs, cartoons, graffiti.
5. Making improper or suggestive comments about a person's anatomy.

D. Reporting

1. Each school shall designate an investigative officer for sexual harassment complaints. If for any reason the designated officer cannot conduct the investigation, the local administration in consultation with the local governing board, shall appoint a qualified investigator.
2. Students are encouraged to contact the administration if they have questions about harassment policy or if they have specific concerns about what constitutes sexual harassment.
3. Students who believe they are being sexually harassed by another student should:

- a. Tell the student to stop in clear language.
- b. Report the incident(s) to a teacher or administrator.
- c. Keep detailed records in a safe place of the harassment, including dates, time and places, as well as names of witnesses and other relevant information.
- d. Report additional incidents as they occur.

E. Guidelines

Upon receiving a complaint, the teacher or administrator shall:

1. Inform parents and guardians with legal custody when students are involved.
2. Follow federal and state laws as well as the guidelines and procedures of local governing boards.
3. Work cooperatively with all parties involved.
4. Maintain appropriate documentation.
5. Conduct a confidential investigation as far as possible. (Certain actions of sexual wrongdoing require immediate notification to appropriate state and local officials.)
6. Conduct separate meetings with all parties to obtain pertinent facts. (Many states forbid educational institutions to arrange face-to-face meetings between the parties.)
7. Seek resolution.
8. Seek input from parents and local guardians when possible.
9. Inform parties of appeal procedures.
10. Assume that the accused is innocent until charges are substantiated. (A teacher or student may be temporarily removed from the situation until the investigation is completed.)

F. Disciplinary Action

Sexual harassment constitutes an infraction of student policies and becomes grounds for disciplinary action including (1) verbal warning, (2) written warning, (3) suspension and/or (4) dismissal. Successive violations are grounds for progressively severe disciplinary actions. Gross violations will result in immediate dismissal.

G. Responsibility

The responsibility for the effectiveness of this sexual harassment policy rests with all personnel and students. The leadership of the school shall strive to create a work/study environment free from sexual harassment. Employees/students are to be encouraged to voice concerns and/or complaints for discussion and timely resolution. Any staff or student who fails to support such an environment is a liability to the school and could be subjected to appropriate disciplinary action, dismissal of a student or termination of an employee.

The responsibility of reporting to local and state officials rests with each educator, pastor, and others, as outlined in the mandatory reporting laws of each state.

1695:07 Reconciliation Process

A. Purpose

On occasion disagreements may arise in which the principles based on Matthew 18 and I Corinthians 6 are suggested for resolving these disagreements.

It is understood that the objective is to resolve the disagreement on an informal basis first and then on a formal basis if such efforts do not succeed. The goal of the process is to help strengthen the school and further the education of children. At no step of the process shall legal counsel be present. If at any step the disagreement evolves into a personnel issue, the superintendent must be involved.

B. Procedures

1. Step One

The parties involved shall attempt to resolve the disagreement on an informal basis. This will normally include a good faith effort to resolve the issues personally, privately, and in an atmosphere of confidentiality.

2. Step Two

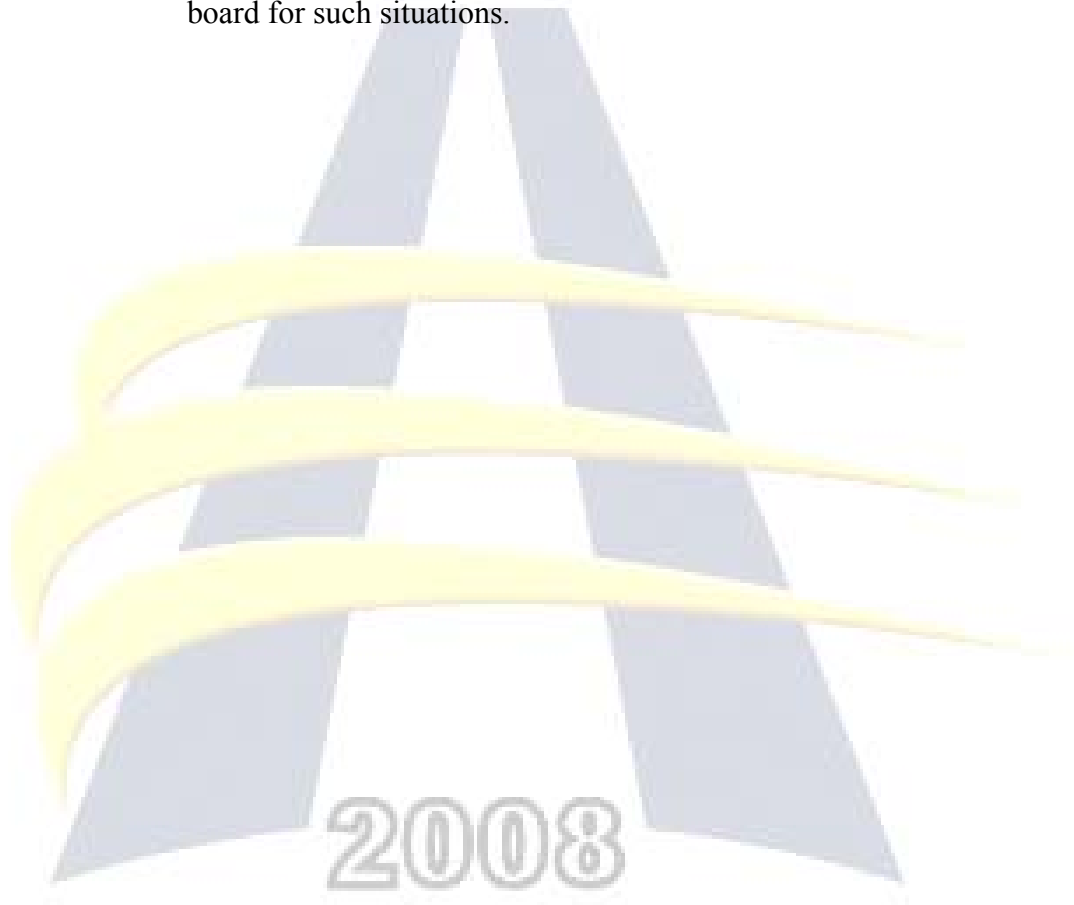
If the disagreement is not resolved, the school principal/head teacher will be asked to help resolve the disagreement on an informal basis.

3. Step Three

If the disagreement is not resolved, the school principal/head teacher will contact the school board chair, who will attempt to solve the disagreement on an informal basis.

d. Step Four

If the disagreement is still not resolved, the school board chair will convene a formal meeting of either the personnel committee or school board in executive session depending on procedures adopted by the school board for such situations.



1800 Administration of Students

1805:04 Nondiscrimination Policy

Schools operated by the Seventh-day Adventist churches in the Atlantic Union Conference admit students of any race to all the rights, privileges, programs, and activities generally accorded or made available to students at its schools, and make no discrimination on the basis of race, color, ethnicity, country of origin, or gender in the administration of educational policies, application for admission, scholarship or loan programs, and extracurricular activities. All local boards/committees of education shall administer all educational and financial policies on a non-discriminatory basis.

1810:04 Application Form

- A. Application forms available from the conference office of education or the school are to be completed by all students applying for admission. These are to be reviewed by the admissions committee. A cumulative record from the previous school attended should be requested as a part of the admissions documents for all students transferring from other schools.
- B. The conference office of education or the school provides the form which is to be used for requesting student records.
- C. Students who enter school without a cumulative record should have created for them which includes information that is available.

1811:04 Student Recommendation

Students should be referenced as part of the admission process.

1812:06 Special Needs

Seventh-day Adventist schools generally do not have the specialized personnel and/or necessary resources to accommodate students with special needs. Therefore, a school may not be able to accept students who have physical, mental, or social/behavioral disabilities or specific learning needs. In considering the acceptance of a student with special needs, the school must determine in consultation with the parent(s) and careful study of student evaluations and test results whether the student can benefit from the accommodations the school can make. Should an agreement be reached between the parents and the school, the

school should prepare a written document, which the parents sign, detailing the parents' acknowledgement of the school's limitations and their acceptance of the services that the school can provide and the school's commitment to deliver those services to the best of its ability in light of its limitations in special education staffing, facilities, and other resources.

1813:07 Student Pregnancy

The following suggestions are to serve as guidelines for the student(s) facing parenthood while enrolled. The school board is the final authority as to the exit and possible readmission of the student(s).

A. Prior to Delivery:

1. Confirm the information with student(s) and their parent(s).
2. If both of the students are enrolled in your school, be sure to apply decisions equitably.
3. Take action to avoid sensationalism or misunderstanding among students and parents.
4. Consider appropriate exit date(s) for involved students based on circumstances.
5. Discuss with students/parents various educational options that may be available to continue their studies.

B. After the birth:

1. Should students request enrollment, a conference with parents and students is required.
2. Outline expected program if accepted for re-admission.
3. Limit baby's time on-campus.
4. Hold returning students accountable for all school regulations.

1815:04 Unpaid Accounts from Previous School

A student who is applying for admission but who has an unpaid account at the school attended previously must make *satisfactory arrangements* for payment before being enrolled, remembering that records need to be sent from that school. It should be verified that such arrangements have been made with the previous school. Questions relevant to unpaid balances from a previous school should be on the application form.

1820:06 Entrance Age

A. Kindergarten

Kindergarten children must be at least five years of age on or before September 30 of the current school year unless governmental requirements or school boards (with conference approval) set a different entrance date.

B. First Grade

Students entering first grade must have attained the age of six years on or before September 30 of the current school year unless governmental requirements or school boards (with conference approval) set a different entrance date.

1830:04 Transfer Students

A. Grade Placement

1. Transfer students for whom cumulative records from a non-accredited home study, school, or home school are not available may be given curriculum assessment before admission to the school as an aid in determining grade placement. The conference superintendent of schools in conjunction with the principal may be consulted regarding grade placement.

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2. For transfer students from accredited schools and home study, student report cards may be used as an aid in determining grade placement.
- B. It is recommended that new students not be accepted during the last (fourth) marking period, with the exception of students who are relocating.

1840:04 Admission for Academies

The student entering the Seventh-day Adventist secondary school must give evidence of having completed elementary school through the eighth grade. This evidence must be in the form of official transcripts, diplomas, or progress reports.

1845:06 Secondary Admission from a Non-accredited Program

When a secondary student applies from a program that is not recognized by the Atlantic Union Conference K-12 Board of Education, this procedure is to be followed:

- A. The instructor will test the student in each subject in which credit is desired.
- B. The Test of Achievement and Proficiency (TAP) or other placement examinations are to be administered to help in determining grade placement.
- C. The administration in consultation with the instructor, will then determine placement of the student.

1850:06 Admission of Non-Adventist Students

Seventh-day Adventist schools are operated primarily for children of Seventh-day Adventist parents or sponsors. Non-Adventist students may be considered for admission on the following basis:

- A. Availability of school facilities and staff

- B. Character, academic achievement, attitude, and home background of the applicant.
- C. Willingness of the parent and student to be exposed to Seventh-day Adventist philosophy.

1860:06 Student Records

- A. Student Accounts
Schools are to develop and enforce a written policy regarding delinquent accounts. It is recommended that during the registration process a parent/guardian sign an agreement to abide by the policy. It is recommended that enforcement occur month-by-month.
- B. Student Transcripts
Schools are advised to send a student's transcript upon receiving a written request from a parent/guardian (or the student, if age 18).
- C. Student's Right of Privacy/Confidentiality
Student records should contain only the information necessary for the process of education. A student's cumulative folder must be available for review by the student and his/her parents if the student is under 18 years of age. It must not be accessible to unauthorized persons. Official records will be forwarded to another school or a prospective employer at the written request of the student or his/her parents if the student is under 18 years of age. Records pertaining to a student's physical, mental, emotional, and/or behavioral health should be kept separate from academic records and should be released only at the student's written request or a parent's request if the student is under 18 years of age.

1870:93 Labor Laws and Work Permits

All employing organizations shall comply with governmental regulations governing the employment of minors.

1900 The Home and School Association

1901:07 A Home and School Association should be established everywhere there is a church school. Its purpose is to unite homes, church(es), and school in their endeavor to provide Seventh-day Adventist education. Consult the Home and School Association Handbook for information about objectives, organization, officers, meetings, and activities.

<http://circle.adventist.org/browse/resource.phtml?leaf=177>



2000 Curriculum

2005:04 Definition of Curriculum

- A. For the Seventh-day Adventist system of education, *curriculum* is defined as all learning opportunities, both formal and informal, planned and guided cooperatively by the home, school, church and community. With some common learnings as a core, it is a dynamic, evolving, emerging plan for the education of children and youth in terms of their physical, mental, spiritual, and social needs, in a continuously changing local, national, and world community. It implies experience, which is the internalization of activities engaged in by the learner. Attempts are made 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.
- B. The curriculum at all levels reflects the Seventh-day Adventist philosophy and objectives of Christian education, an awareness of the principles of human growth and development, and the process of encouraging, guiding, and sustaining the learners as they seek to understand themselves, to relate to their fellow human beings, and to honor their Creator.
- C. The effective curriculum has input from groups of qualified individuals representing conferences, union conferences, and NAD levels of educational leadership. However, the role of teachers is paramount, not only in terms of methodology but also in the selection, revision, and evaluation of learning opportunities appropriate for the students they teach.
- D. To achieve a balanced and appropriate curriculum, satisfactory answers must be found to questions such as:
1. Do the educational goals and objectives reflect the beliefs and values contained in *Journey to Excellence*?
 2. Are current issues and events studied and assessed in terms of their implications for the Seventh-day Adventist Christian and his church?

3. Has the teacher learned to identify desirable and undesirable non-intentional learnings (hidden curriculums)?
 4. 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 it?
 5. Has the individual learner been considered to the extent that provision is made to meet his interests, needs and capabilities?
 6. What arrangements exist for the diagnosis and accommodation of learning disabilities?
- E. 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 the *Journey to Excellence* document. Materials, methods, and content will be flexibly designed and executed in an effort to promote the divergent, specialized potential of every learner and to maintain respect for the uniqueness and worth of each individual.
- F. Broad areas of curriculum shall include religion/witnessing, communication/technology skills, physical and life sciences, mathematics, social studies, health, physical education, practical or applied arts, and fine arts, within the context and relationship of career development and character building—physical, spiritual, social, emotional.
- G. Curriculum materials prepared under the sponsorship of and adopted by the Atlantic Union Conference and North American Division Offices of Education are basic to the structure for learning experiences, K-12.

2008

2010:99 JOURNEY TO EXCELLENCE

Journey to Excellence is an official document of the North American Division Office of Education that outlines the goals and essential learnings of every K-12 program developed in the entire Division. The goals and essential learnings will determine all aspects of curriculum development.

Any program undertaken as a result of the *Journey to Excellence* document must be approved by the curriculum committee of the Atlantic Union before implementation.

2012:99 GOALS FOR CURRICULUM IN SEVENTH-DAY ADVENTIST SCHOOLS

The following goal statements have been established to support the unique philosophy of Seventh-day Adventist education.

Each student will demonstrate the following:

- A. Acceptance of God and His Word
- B. Commitment to the Church
- C. Family and Interpersonal Relationships
- D. Responsible Citizenship
- E. Healthy Balanced Living
- F. Intellectual Development
- G. Communication Skills
- H. Life Skills
- I. Aesthetic Appreciation
- J. Career and Service

2015:99 ESSENTIAL CORE ELEMENTS FOR CURRICULUM IN SEVENTH-DAY ADVENTIST SCHOOLS

The following essential elements build on the goal statements that have been established to support the unique philosophy of Seventh-day Adventist education. These elements, expressed as student outcomes, provide the basis for curriculum design and instructional planning.

Each student will demonstrate the following:

- A. **Acceptance of God and His Word** -- The student will surrender his whole life to God through conversion; use the Bible as a basis for a relationship with Jesus Christ and a guide in all areas of life.

Essential Elements

1. Accept God as the Creator, Redeemer, and the Source of knowledge and wisdom.
2. Have a developing knowledge of God's Word.
3. Accept Christ as one's personal Savior as affirmed through baptism.
4. Acknowledge the power of prayer and its role in making decisions.
5. Value God-inspired writings and created works as sources of His revelation.
6. Identify and use God-given spiritual gifts.
7. Understand the appropriate roles of law and grace in salvation.
8. Discover enjoyment in the study of God's Word.
9. Voluntarily maintain personal devotions.
10. Value and participate in corporate forms of worship.
11. Accept God's Word as the basis for making decisions in the daily experiences of life.
12. Apply biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.

- B. **Commitment to the Church** – The student will desire to know, live out, and share the basic tenets of the Seventh-day Adventist Church.

Essential Elements

1. Participate actively in the offices and functions of the local church.
2. Understand the structure and operation of the Seventh-day Adventist Church.
3. Become involved in the Global Mission of the Seventh-day Adventist Church.
4. Participate in the witnessing, outreach, and soul-winning activities of the local church.
5. Understand the doctrines of the Seventh-day Adventist Church.
6. Appreciate the rich heritage and providential development of the Seventh-day Adventist Church.
7. Evaluate and exhibit life-style choices consistent with those of Seventh-day Adventist Christians.

- C. **Family and Interpersonal Relationships** – The student will develop a sense of self-worth with skills in interpersonal relationships needed for meeting the responsibilities of family membership, and will respond with sensitivity to the needs of others.

Essential Elements

1. Develop effective interpersonal skills in family and other relationships.
2. Recognize God's ideal for the family as the basic unit of society.
3. Develop a sensitivity for the diversity in others.
4. Acquire knowledge, attitudes and skills essential to meeting family responsibilities whether living alone or with others.
5. Reflect Christian principles through refinement in taste, decorum, language, dress, and courtesy.

6. Develop a sense of self-worth in harmony with Christian ideals.
7. Understand sexuality and its expression in the context of God's ideal.
8. Develop the attitudes and behaviors necessary for successful marriage and parenting.

D. **Responsible Citizenship** – The student will develop an understanding of multi-cultural diversity and historical heritage, and a working knowledge of governmental processes, while affirming a belief in the dignity and worth of others and a responsibility for one's local, national, and global environments.

Essential Elements

1. Understand, accept and respect the diversity of others.
2. Exhibit concern and sensitivity for other peoples and cultures.
3. Assume civic responsibility in one's local, national, and global community.
4. Have an awareness of the role of the Christian as a member of a global community.
5. Understand the functions of governments and their impact on individuals and society.
6. Analyze current events in the light of history and prophecy.
7. Assume an active role in nurturing and preserving one's environment.

E. **Healthy Balanced Living** – The student will accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.

Essential Elements

1. Recognize that a healthy lifestyle is a key to quality living.
2. Engage in regular exercise for sustained health.

3. Understand the relationship of wellness to an optimum relationship with God.
4. Avoid at-risk behavior in the interest of preserving God-given health.
5. Value cooperation, teamwork, and sportsmanship.
6. Apply Christian principles to recreation and sports.
7. Achieve a balance in work, leisure, social, and spiritual activities.
8. Realize the impact of emotions on spiritual, physical, social, and intellectual growth.

F. **Intellectual Development** – The student will adopt a systematic, logical approach to decision-making and problem-solving based on a body of scientific, mathematical, and historical knowledge, within the context of a biblical perspective.

Essential Elements

1. Broaden intellectual abilities through the study of God’s Word.
2. Use critical and creative thinking skills in decision-making and problem-solving.
3. Develop intellectual competence in natural sciences and mathematics, arts , social sciences, and applied arts.
4. Develop effective ways to learn, to study, to locate, and to organize information.
5. Understand how intellectual processes are influenced by a healthy life-style.
6. Relate thinking skills to “real world” experiences.

7. Integrate Bible-based principles throughout the whole range of thorough and intellectual development.

8. Apply the principle of lifelong learning.

G. **Communication Skills** –The students will acquire optimum competency in verbal and nonverbal communication, in the use of information technology, and in effective communication of one’s faith.

Essential Elements

1. Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language.

2. Use communication skills in ways that enhance one’s Christian witness.

3. Understand how sensitivity to the feelings of others affects communication.

4. Communicate effectively with other cultures and language groups.

5. Use media to enhance communication.

6. Employ language in ways that edify and uplift.

7. Make appropriate choices when encountering all forms of media communication.

H. **Life Skills** –The student will function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.

Essential Elements

1. Develop responsible decision-making skills.

2. Utilize effective communication skills.

3. Recognize, develop, and maintain positive self-esteem.

4. Appropriately manage one’s personal finances.

5. Acquire skill in the use of computers and other forms of technology.
6. Develop basic home-management skills.
7. Interact effectively in groups.
8. Develop conflict resolution skills.
9. Manage time effectively.

I. **Aesthetic Appreciation** – The student will develop an appreciation of the beautiful, both in God’s creation and in human expression, while nurturing individual ability in the fine arts.

Essential Elements

1. View God as the Author of beauty both in His creation and in human expression.
2. Employ Christian principles as a basis for creative appreciation and expression.
3. Appreciate the creative and performing arts.
4. Develop artistic talents to their fullest potential.
5. Develop self-confidence through practice and public performance.
6. Use aesthetic expression as a means of communication and service.

J. **Career and Service** –The student will develop a strong work ethic and an appreciation of the dignity of service, along with an awareness of career options and opportunities, as they relate to one’s personal involvement in the mission of the church.

Essential Elements

1. Develop a strong Christian work ethic which respects the dignity of labor.
2. Develop an awareness of career options and opportunities as they relate to the mission of the church and to the changing world.

3. Recognize the role of useful work in achieving and maintaining self-worth and self-development.
4. Develop practical work skills that will enhance employability.
5. Experience the joy of serving others.
6. Identify the match between one's talents and career options.



2100 Curriculum Committees

2105:04 North American Division Curriculum Committee— Definition

The North American Division Curriculum Committee, a standing committee appointed by the North American Division Board of Education K-12, studies and plans for curriculum needs from kindergarten through twelfth grade. Its purpose is to develop and update the curriculum to ensure that each discipline is distinctively Seventh-day Adventist.

2106:04 North American Division Curriculum Committee— Membership

The members of this committee are nominated by the NAD Office of Education staff and appointed by NADCOM and shall be composed of the following:

NADOE Associate Director of Education for Curriculum; Assistant Director of Education for Secondary Education, co-chairs; and NAD Vice President for Education.

- A. Union conference directors/vice presidents for education and associate directors or directors of education. Union offices of education with a one-person department may appoint an additional representative.
- B. One representative from each college/university department or school of education appointed by the union offices of education.
- C. A representative from Home Study International/Griggs University.
- D. The General Conference Associate Director of Education with advisory responsibilities for North America shall serve in an advisory capacity.

2107:04 North American Division Curriculum Committee—Meetings

This committee shall meet at least once a year.

2108:04 North American Division Curriculum Committee—Functions

The functions of the NAD Curriculum Committee may include the following:

- A. Be responsible for the development, articulation, and revision of the K-12 curriculum throughout the North American Division.
- B. Review recommendations, proposals, projects, curriculum materials and practices received from union curriculum committees and union offices of education.
- C. Provide for North American Division Office of Education-initiated curriculum development through summer workshops staffed by personnel and based on the North American Division Office of Education summer workshops formula.
- D. Outline the tasks and proposed timetable for framework development and/or revision of textbooks and curriculum materials.
- E. Assign special tasks to union curriculum committees.
- F. Encourage and coordinate the exchange and sharing of curriculum materials developed by the various unions.
- G. Conduct periodic needs assessment to determine curriculum needs and priorities.
- H. Provide for in-service workshops for new textbooks and curriculum materials.
- I. Classify curriculum materials submitted to the NADCC.
- J. Coordinate division-wide selection and adoption of textbooks not published by the Seventh-day Adventist Church.

2110:04 Atlantic Union Conference K-12 Curriculum Committee- Definition

The AUC K-12 curriculum committee gives direction and guidance regarding curriculum within the union educational system.

**2111:99 Atlantic Union Conference K-12 Curriculum Committee–
Membership**

The members of the union conference curriculum committee shall be appointed by the union conference Board of Education upon the recommendation of the union conference office of education and may be composed of:

- A. Director of education, chair
- B. Associate director of education
- C. Chairmen of the sub-committees of the Atlantic Union Conference Curriculum Committees (when applicable)
- D. Educational personnel from the following categories:
 - 1. Academy principals — one
 - 2. Secondary teachers — one per academy
 - 3. Junior academy principals — one
 - 4. Elementary school principals — one
 - 5. Elementary teachers — minimum of one per conference
 - 6. College and university personnel representing secondary and elementary education — minimum of two
 - 7. All conference superintendents
 - 8. Union technology consultant
 - 9. Others by invitation

2112:99 Atlantic Union Conference K-12 Curriculum Committee Members–Terms of Office

The term of office, with appointment on a rotating basis, may be for a three-year term or for a period designated by the Atlantic Union Conference Board of Education.

2113:93 Atlantic Union Conference K-12 Curriculum Committee - Meetings

Meetings of the Atlantic Union Conference K-12 Curriculum Committee shall be held annually. Additional sessions may be called by the Atlantic Union Conference Office of Education as needed.

2114:06 Atlantic Union Conference K-12 Curriculum Committee-Functions

- A. Assist in the development and implementation of a distinctive Seventh-day Adventist K-12 curriculum.
- B. Promote curriculum innovation.
- C. Review curriculum proposals, projects and practices.
- D. Identify and research curriculum needs.
- E. Establish ad hoc committees for special curriculum studies.
- F. Approve the elementary and secondary textbook lists.
- G. Structure an effective program of pupil assessment and reporting.
- H. Develop appropriate performance objectives for the various subject areas or disciplines and grade levels.
- I. Develop procedures to assure the articulation of the K-12 curriculum.
- J. Make recommendations to the NAD Curriculum Committee.
- K. Review recommendations from the elementary and secondary curriculum subcommittees.
- L. Review recommendations from the small schools committee.

**2120:04 Conference Curriculum Committee
Definition**

The conference curriculum committee is a standing committee which gives direction and guidance regarding curriculum at the conference and school level.

Members are appointed by the conference board of education upon recommendation of the superintendent of education and may be composed of:

- A. Superintendent of schools, chair
- B. Associate superintendent(s)
- C. Elementary and secondary classroom teachers
- D. Elementary and junior academy principals
- E. Curriculum committee chairs of senior academies

2121:04 Conference Curriculum Committee–Meetings

The conference curriculum committee shall meet at least once a year.

2122:04 Conference Curriculum Committee–Functions

Among the functions of the conference curriculum committees are the following:

- A. To explore and identify ways of organizing resources for the purpose of improving learning opportunities.
- B. To provide leadership in conducting in-service education.
- C. To structure an effective program of pupil assessment.
- D. To explore ways of achieving an articulated curriculum in designated subject areas. (Resource personnel for this program should include representation from K-16.)
- E. To expand the concept of schooling through the medium of distance learning, extension and/or correspondence courses and to develop procedures for applications and acceptance of credit for such courses.

- F. In cooperation with the union conference curriculum committees, to provide leadership for and maintenance of an ongoing program of curriculum development with extensive teacher and other church member involvement.
- G. To implement curriculum policies of the Atlantic Union Conference Board of Education.
- H. To initiate, encourage, and evaluate innovative programs in terms of specific needs.
- I. To conduct pilot studies in cooperation with the NAD and union conferences offices of education.
- J. To initiate and conduct research projects and surveys as needed.
- K. To make recommendations to the union K-12 curriculum committee.

2130:93 School Curriculum Committee—Membership

School curriculum committees should be organized in consultation with the conference office of education.

- A. The personnel of a school curriculum committee will vary from school to school as schools differ in size, staff strengths, and curriculum offerings.
- B. The membership should include: the principal, representation from the teaching staff, guidance counselor personnel, and where possible, members of union and/or conference curriculum committees. Conference superintendents/supervisors may serve as ex officio members.
- C. The composition of the committee should be such that it will provide a comprehensive study of all facets of the school curriculum.

2131:93 School Curriculum Committee—Functions

Among the functions of the school curriculum committee are the following:

- A. To study, identify, and implement the curriculum policies found in the **NAD Working Policy**, "K-12 Education Policies," and in the **AUCOE K-12 Code**.
- B. To develop a statement of philosophy and objectives which is in accord with the NAD and Atlantic Union Conference statement, and to identify those particular aspects of philosophy and the unique objectives which meet the needs of the school constituency.
- C. To provide in-service opportunities and to assist teachers in writing objectives and meeting curriculum guidelines in their classroom.
- D. To study materials for possible use in the school curriculum.
- E. To make recommendations to the conference office of education in areas relating to curriculum development or recommended changes and innovative proposals.
- F. To identify ways of making the curriculum Christ-centered through approaches that integrate faith and learning.
- G. To study and review a variety of teaching techniques (methods or strategies) that may be used effectively in the various disciplines.
- H. To suggest a variety of activities that will help students transfer their learning into life's experiences.
- I. To initiate and evaluate experimental programs in terms of specific needs.

2200 Curriculum –Subject Areas

2205:06 Guidelines Governing Curriculum Offerings

- A. It is the responsibility of the conference Office of Education to be informed of current national/state/country requirements which affect the curriculum and to inform schools of these requirements. These requirements must be met when determining the course offerings.
- B. Notwithstanding the state curriculum requirements, in accordance with the curriculum guides prepared by the NAD, the adopted courses of study for the various academic programs shall include learning opportunities in the subject areas listed under each program.
- C. The course offerings listed include both required and elective courses.
- D. The curriculum must be approved by the conference and union K-12 board.
- E. Authorization for electives courses will be based on:
 1. School facilities and equipment
 2. Teacher availability, including the following factors:
 - a. Number of teachers
 - b. Teacher certification, including endorsements
 - c. Total teaching load
 - d. Other duties and responsibilities
 3. Appropriateness of the course for the grade level(s)
- F. The following guidelines regarding specialized areas must also obtain:
 1. Biology must be taught as a laboratory course.

2. Technical education courses should be offered to ninth-grade students when qualified staff and adequate facilities are available. However, the requirements can be met at the senior academy level.
- G. Teachers are encouraged to use flexible scheduling to integrate the subject areas and thereby heighten student retention. Creative scheduling may accommodate successful intermingling of the core areas with the elective areas.

2210:06 Elementary Subject Areas

In accordance with the curriculum guides prepared by the NAD, the adopted course of study for grades K-8 shall include learning opportunities in the following areas:

- A. Bible/Religion — Instruction which has as its basic purpose the revelation of God and the development of a saving relationship with Him. The Bible, denominational textbooks, and the writings of Ellen White are the basic materials to be used.
- B. Witnessing/Service — Instruction that places special emphasis on social and spiritual responsibility. The practice of service for others must be a part of each student's education.
- C. Communication/Language Arts — Instruction in reading and the skills of listening, speaking, spelling, handwriting, reference and study. Also included is the study of the English language; composition; critical evaluation of media forms; and the study of and appreciation for literature.
- D. Fine Arts — Instruction in art and music which includes opportunities for the development of aesthetic appreciation, skills of creative expression, and use of creative imagination within the context of Adventist principles.
- E. Mathematics — Instruction in values; problem-solving; number systems, operations and arithmetic; measurements; algebraic and geometric concepts; logic and reasoning; relations and functions; probability and statistics.
- F. Physical Education — Instruction designed to promote desirable physical development, motor skills, interpersonal skills and life-long healthy life styles.

- G. Practical Arts — Instruction and participation in hands-on activities, which may include family and consumer sciences and AY honors.
- H. Science and Health — Instruction in natural sciences and health which seeks to lead students to a knowledge of and respect for God as Designer, Creator, and Sustainer of His orderly universe.
- I. Social Studies — Instruction in the social studies which enables students to develop an awareness of God's hand in the affairs of mankind; to evaluate and preserve their national and Christian heritage while developing an appreciation for others' cultures; to understand and promote Christian principles of justice in order to understand the forces of good and evil as they relate to men and nations; to develop skills of critical analysis; to develop a life-style of social, ethnic, and cultural values consistent with Seventh-day Adventist beliefs.
- J. Technology Literacy — Instruction which includes opportunities for development in the competent use of technology.
- K. Keyboarding- Instruction in keyboard competencies as outlined in the A U document Requirements for Keyboarding, 2002.

2215:06 K-9 Intermediate School Curriculum

- A. The course offerings for grade 9 shall be an extension of those for grades 7 and 8 and shall include the following:
 - 1. Religion, 3 years
 - 2. Language Arts, 3 years (Communication skills including developmental reading and spelling)
 - 3. Social Studies, 3 years
 - 4. Mathematics, 3 years
 - 5. Science-Health, 3 years
 - 6. Physical Education, 3 years
 - 7. Fine Arts — Depending on resource people available, applied and appreciation courses in music and art may be offered. These may be taught as mini-courses, with varying time lengths.

8. Practical Arts — Depending on the resource people available, courses such as the following may be offered: family studies (home economics), mechanical drawing, woodwork, gardening, auto mechanics, keyboarding, office practices or computers.

B. Credits and Grading

The conferences will accept on a pass/fail basis the following credits from students completing the ninth grade in an approved ninth-grade intermediate school:

1.	English (including reading and spelling)	10 semester periods
2.	Bible	10 semester periods
3.	Pre-algebra/math	10 semester periods
4.	9 th or 10 th grade social studies	10 semester periods
5.	Non-lab science	10 semester periods
6.	Physical Education	<u>5</u> semester periods
		55 semester periods

Additional credits may be recorded for other classes taught, up to a total of 65 semester periods.

If the teacher has denominational endorsement for junior academy subjects and instruction is taken from the ninth-grade intermediate curriculum and directed only to the ninth grade, specific letter grades and credits may be recorded for those subjects.

2216:04 Multi-grade Classroom Grades 7-9 Curriculum

- A. The course offerings for the multi-grade classroom Grades 7-9 shall include the following:

1. Religion I
2. English I
3. Mathematics
4. Physical Education
5. Social Studies
6. Keyboarding

7. Elective(s) including fine or practical arts
- B. A maximum of one additional course may be taught by the full-time teacher.
- C. Additional course(s) may be offered if taught by a certified person other than the regular full-time teacher. Authorization for elective course(s) will be based on:
1. Teacher certification, including subject endorsement.
 2. Total teaching load and assignments in both elementary and secondary grades.
 3. Other duties and responsibilities.
 4. School facilities and equipment.
 5. Appropriateness of the course for the grade level.

2217:04 Standard Program Grade 9 Curriculum

The course offerings for the Standard Program, Grade 9, shall include the following:

1. Religion I
2. English I
3. Mathematics
4. Social Studies (Option — Science)
5. Physical Education
6. Keyboarding
7. Technology Literacy
8. Elective(s):

- a. A maximum of two credit courses may be offered by the regular full-time teacher for grade nine.
- b. Additional courses may be offered if taught by certified persons other than the regular full-time teacher.

2218:04 Standard Program Grades 9 and 10 Curriculum

The course offerings for the Standard Program, Grades 9 and 10, shall include the following:

1. Ninth Grade
 - a. Religion I
 - b. English I
 - c. Mathematics
 - d. Physical Education
 - e. Social Studies
 - f. Electives:
 - (1) Fine Arts
 - (2) Applied Arts
 - (3) Keyboarding
 - (4) Career Development
 - (5) Computer
2. Tenth Grade
 - a. Religion II
 - b. English II
 - c. Laboratory Science

- d. Social Studies
- e. Mathematics
- f. Physical Education
- g. Health
- h. Electives:
 - (1) Fine Arts
 - (2) Applied Arts
 - (3) Business Education
 - (4) Career Development
 - (5) Computer

2219:04 Subject Alternation Program, Grades 9-10 Curriculum

- A. The courses in the Alternation Program, Grade 9-10, are to be alternated on the following schedule:
 - 1. Odd year (school year ending with odd numbers.)
 - a. Religion I
 - b. English I
 - c. English II (See B below)
 - d. Social Studies
 - e. Mathematics
 - f. Physical Education
 - g. Electives:
 - (1) Applied Arts

- (2) Fine Arts
- (3) Keyboarding
- (4) Computer Applications
- (5) Career Development

2. Even Year (school year ending with even numbers.)

- a. Religion II
- b. English I (See B below)
- c. English II (See B below)
- d. Laboratory Science
- e. Mathematics
- f. Physical Education
- g. Health
- h. Electives:
 - (1) Fine Arts
 - (2) Applied Arts
 - (3) Computer
 - (4) Career Development
 - (5) Driver Education
 - (6) Business Education
 - (7) Social Studies

B. When approval is granted, a small school may offer English I and English II during the same period but as separate subjects.

2220:04 Senior Academy Subject Areas—Grades 9-12

The adopted course of study for grades 9 through 12 should include instruction in the following areas:

- A. Bible/Religion — Instruction which has as its basic purpose the revelation of God and the development of a saving relationship with Him. (The denominational textbooks, together with the Bible and the writings of Ellen White, are the basic materials to be used.)
- B. Witnessing/Service —A program which places special emphasis on the social and spiritual responsibility of service to others. (Twenty hours per school year of community service/witnessing service experiences should be designed to elevate practice to a level with theory and to enhance positive interpersonal relationships.)
- C. Career Education — Instruction which stresses the development of the whole person as he relates to the world of work with emphasis on discovering career interests and developing good work ethics.
- D. Communication/Language Arts — Instruction in reading; the skills of listening, speaking, spelling, handwriting, reference and study; study of and appreciation for literature.
- E. Business/Computer Education —Instruction in computer proficiency and business education subjects.
- F. Fine Arts — Instruction in art and music which includes opportunities for the development of aesthetic appreciation, skills of creative expression, and use of creative imagination.
- G. Second Languages — Instruction designed to develop facility for understanding, speaking, reading, and writing a particular language. (The study shall also be concerned with the social and cultural backgrounds of the people.)
- H. Health, Physical Fitness and Recreation — Instruction and participation in activities designed to promote physical development, motor skills, healthful living and life- long wellness habits.

- I. Mathematics —Instruction designed to develop mathematical understanding, operational proficiency, insight into problem-solving procedures, and development of skills relevant to the world of work.
- J. Practical Arts — Instruction in areas such as: home arts, industrial arts, and agriculture, for general education or pre-vocational or occupational training.
- K. Science — Instruction in biological and physical sciences with emphasis on basic concepts, theories, the processes of scientific investigation, and with appropriate applications of the interrelationship and interdependence of the sciences. (Basic to this approach is a growing understanding of the relationship of scientific methods and theories to biblical concepts and principles.)
- L. Social Studies — Instruction in world history, United States history, and local, state and national government with consideration of the mission of the Church, the fulfillment of Bible prophecy, contemporary societal issues, contributions of ethnic groups, and the American legal system.
- M. Other Studies — Instruction in such other studies as authorized by the governing board in counsel with the Atlantic Union Conference Office of Education.

2230:04 Graduating Class—Senior Academy

The graduating class is composed of seniors who prior to graduation will have:

- A. Earned a minimum of 220 semester periods. See "Graduation Requirements" in Curriculum section of **AUCOE K-12 Code**.
- B. Placed all credits from other schools on file in the registrar's office.
- C. Removed all incompletes.
- D. Completed all correspondence work and submitted final grades to the school registrar according to academy regulations.
- E. Completed 20 hours of community service for each year of attendance at the academy.

2300 Co-Curricular Activities

2305:06 Co-Curricular Activities K-12—Definitions

Co-curricular activities are those school-sponsored student activities, different from regular classroom instruction, which require administrative provision and organization.

2306:93 Philosophy for Co-Curricular Activities

- A. Co-curricular activities must match and reflect the philosophy of Seventh-day Adventist education. Therefore, co-curricular activities:
1. Must afford opportunity for students to become involved in leadership roles, decision-making, following guidelines and working with others.
 2. Must provide for distribution of leadership roles throughout the student body.
 3. Must not become so involved that the time taken in planning and conducting them overshadows the purpose for which they are being conducted.
 4. Must not become a detriment to a student's work, scholastic program or health.

2307:93 Standards for School-Sponsored Public Functions

Public functions such as student rallies, fund raising, graduation, and all other activities for which the school bears direct or indirect responsibility shall:

- A. Be conducted in accordance with recognized principles of proper decorum.
- B. Conform to the standards and principles of the Seventh-day Adventist Church.

- C. Be free from all coarse and objectionable features in subject and in presentation.

2308:99 Cultural Diversity and the School Program

Recognition of and appreciation for various cultures with emphasis on the brotherhood of man should be an integral part of the school program.

2309:04 Patriotic Activities

Each school is to conduct patriotic activities such as a flag salute, learning the national anthem and other patriotic songs, and commemoration of national holidays including the birthdays of national leaders.

2310:04 Spiritual Programs

The spiritual component of the school program with its broad applications is the central factor justifying the existence of Seventh-day Adventist schools. This spiritual component is an essential part of the educational process contributing vitally to the all-around development of the mature student and should, therefore, be made an integral part of the schedule and curriculum for each school. Spiritual activities should be so organized as to ensure opportunity for participation by each student.

The tone of the entire school day should give evidence of the spiritual objectives of the school. Not only will the Bible classes have a prominent place in the daily schedule, but all classes and activities will integrate faith and learning.

2315:06 Adventist School Co-Curriculum Items

The close relationships between religion and education and between church and school are the basic foundation of the schools established and operated by the Seventh-day Adventist Church. Religious activities are an essential part of education, contributing vitally to the development of the individual, and are therefore an integral part of the school program. These activities should be organized to encourage maximum student participation.

A. Daily Worships (2315:99)

Each school day must begin with a devotional period and prayer.

B. Chapel/Assembly Services (2315:93)

Chapel services must be planned to create a positive spiritual atmosphere. All chapel programs should include a devotional period.

C. Weeks of Spiritual Emphasis (2315:93)

Week of Spiritual Emphasis must be conducted during each semester.

D. Spirit of Prophecy Emphasis (2315:93)

Each school should utilize the materials which have been prepared by the General Conference Department of Education in cooperation with the Ellen G. White Estate to acquaint the students with the work and role of the Spirit of Prophecy in the Seventh-day Adventist Church.

E. Baptismal Class (2315:93)

A baptismal class should be organized each year to give students the opportunity to prepare for baptism and to review the beliefs of the Seventh-day Adventist Church.

F. Student Prayer Groups (2315:04)

Time should be provided for regularly organized prayer groups with voluntary attendance as an integral part of the school program.

G. AJY Society/ Pathfinder Clubs—Optional (2315:06)

Each school may conduct an AJY society, emphasizing the students' participation in progressive class work and missionary activities.

2320:06 General Co-Curricular Activities

A. Off-campus activities.

Any school sponsored activity (see **AUCOE K-12 1730:93** for criteria for choosing sponsors) where the student leaves the school grounds, including but not limited to:

1. School Trips.
 - a. Class Trips.
 - b. Music Festivals.
 - c. Prayer Conferences.
 - d. Leadership Conferences.
 - e. Mission Trips.
 - f. School Tours.
 - g. School Outings, e.g., ski trips, picnics.
2. Witnessing Activities.
3. Field Trips — School-sponsored activities outside the classroom designed as effective correlated educational experiences.
4. Field, Environmental, and/or Outdoor Schools — School or conference-sponsored curricula designed to emphasize nature, science, and environmental education.
5. Recruitment/Marketing.

B. On-campus activities.

Activities involving students which are conducted without leaving the campus including, but not limited to:

1. School Clubs.
2. Career Days.

3. School Publications.
4. Student Association Activities.
5. Track and Field Days.
6. Campus Beautification.
7. Public Performances.
8. Class Activities.
9. School Festivals.

2325:93 Approval for Co-Curricular Activities

A. On- and Off-Campus Day Activities

Teachers must receive approval for proposed plans from the school administration prior to suggesting or discussing plans with students or parents. Local school board approval may also be required. (See local board policies.)

B. Overnight Activities

Schools that are planning overnight off-campus activities must secure approval from the school board and conference superintendent of schools. In the case of boarding schools, the administration and staff will grant this approval.

C. Out-of-conference Tours and Activities

Out-of-conference activities involving visits to other schools must be approved by the boards of the respective schools and by the respective conference superintendents.

Out-of-conference activities not involving visits to other schools and/or churches must be approved by the school board and conference superintendent of schools.

2326:93 Out-of-Union Tours

- A. Any out-of-union conference activities must be approved by the school board and the conference board of education.

- B. Mission projects outside the Atlantic Union Conference must be approved by the local school board, the conference board of education and the Atlantic Union Conference Board of Education or the executive committee of the Atlantic Union Conference Board of Education. A written request on the required form must be submitted by the deadlines given on the form. Each group making a mission trip must be completely self-sustaining while at the location of its project.

2327:93 Out-of-Country Activities

- A. All out-of-country activities must comply with North American Division and General Conference of Seventh-day Adventist Educational Guidelines. (Available on NAD website.)
- B. All tours abroad must have prior approval of the local school board, the conference board of education and the Atlantic Union Conference Board of Education or the Atlantic Union Conference Board of Education Executive Committee.
- C. Notification of approved tours shall be submitted to the General Conference Department of Education four months in advance of the tour. Information to be supplied to the General Conference includes: name of sponsoring organization, name of governing board or committee that has approved the tour and date of approval, full travel itinerary including name of tour, schedule of dates, locations, name of tour director or directors, list of SDA churches and institutions to be visited, if any.
- D. Detailed arrangements are to be made by the sponsoring organizations with those who will be involved in the area to be visited.
- E. The touring group should be culturally sensitive while upholding church standards at all times in conduct, Sabbath observance and attire.
- F. The political sensitivity of the area visited should be considered before, during, and after the activity. Great caution should be exercised in reporting or writing about the tour.
- G. Groups and individuals should be advised of their personal responsibility for expenses incurred while visiting denominational institutions and/or personnel. No tour groups or individuals should expect denominational institutions or organizations to care for their entertainment gratis.

- H. Individual participants must provide proof of adequate insurance for personal liability, injury, accident, or sickness.
- I. All tours must have complete liability coverage, as determined by the General Conference Risk Management Services, to protect the denomination from liability risks. It is recommended by the General Conference Risk Management Services that sponsoring institutions or organizations require all participants to sign an "Assumption of Risk Form" and all travel agents to sign a "Travel Agent's Indemnity Agreement." These forms are available from the Legal Services Division of Risk Management Services.
- J. Denominational employees or their families are not to sponsor, without organizational approval, any tours or activities outside the continental United States, even though the tour may be taken during the employee's vacation.

2328:93 Insurance Regulations

A. Students:

Every student participating in an off-campus activity must be properly covered with student accident insurance.

B. Vehicles:

The school administration is responsible for verifying that insurance coverage is carried on all school vehicles and on private vehicles carrying students on school outings, field trips, etc., according to Atlantic Union Conference policy. (See **AUCOE K-12 #3852**)

2330:93 Off-Campus Activities Criteria

A. School Days:

1. Class, Club, and Student Association Activities shall be limited to one school day. Senior class trips should not exceed three school days and should be organized so that each student can participate.
2. Athletic Teams, Music Organizations, and any other promotional groups shall be limited to no more than three school days.

3. Field, Environmental, Outdoor Schools, and Mission Trips shall be limited to no more than five school days during any school year for any one grade, class, or organization.
4. Community service days shall be limited to a maximum of four days per school year.

Additional days which involve a weekend or a regularly scheduled vacation day may be granted in addition to the specified days previously outlined.

B. Supervision:

Each off-campus activity and tour is to be planned, organized and conducted so as to ensure the health and safety of students. This will be determined by grade and gender of students, as well as the type of activity.

1. Supervisors are those individuals who are present with and take responsibility for the health and safety of the students.
 - a. Employee Supervisors are those employed by the local institution sponsoring the activity.
 - b. Non-Employee Supervisors are all supervisors not employed by the local institution sponsoring the activity.
2. School administrators must have, prior to an activity, confirmation that any supervisor who may be left alone with students has submitted to a background check.
3. The following adult-to-student ratios should be observed:
 - a. One adult for no more than five primary grade students (K-2).
 - b. One adult for every eight middle grade students (grades 3-6).
 - c. One adult for every ten junior high grade students (grades 7-10).
 - d. One adult for every twelve students for senior academies.
 - e. For overnight trips, more adult supervisors are required.

- f. If there are mixed gender student groups there must be mixed gender supervisors.
- 4. Denominational employees or their families are not to sponsor, without organizational approval, any tours or activities outside the continental United States even though the tour may be taken during the employee's vacation.

2335:04 Class Trips

- A. No school/class trip (e.g., eighth grade or senior) should exceed three school days.
- B. Financial provision must be made that allows all students the opportunity to go on the school/class trip should they wish to participate, regardless of their personal financial situation.

2340:93 Field Trips, Field Schools, and Environmental Schools

Field Trips and Outdoor Schools

Field trips and outdoor schools must be integral to a class's academic curricula.

Requests for day trips are to be made to the principal and/or board no later than one month prior to the activity. Requests for overnight trips within a conference must be made three months prior to the trip.

Documentation required for approval must include details showing compliance with each of the following areas:

- A. Purpose of trip
- B. Itinerary
- C. Number of days required
- D. Transportation arrangements
- E. Insurance coverage of individual students, supervisors, and vehicles
- F. Safety requirements and provisions, e.g., carrying students' emergency contact numbers and a first aid kit

G. Housing accommodations (if overnight)

H. Parental permission

2345:04 Safety and Insurance Regulations

It will be the responsibility of the school administrator or a designated representative to ensure that the following policies are adhered to: **(Also see AUCOE Code 1621:04.)**

A. Safety regulations

1. When possible, transportation for school-sponsored, off-campus activities shall be by bus.
2. All drivers are required to observe all state regulations pertaining to the safe operation of their vehicles. Adequate supervision, not including the driver, must be present in each bus or van.
3. When private vehicles are used for school activities, there must be an adult, authorized by the school administration, driving each vehicle.
4. All school owned vehicles used in the transportation of students must be properly maintained and be in safe operating condition. The school board is responsible for the following:
 - a. All vehicles must meet governmental and insurance regulations.
 - b. All vehicles must be regularly serviced and checked for safety.
 - c. All vehicles must be kept clean.
 - d. Regular and substitute drivers must be properly licensed.

B. Insurance Regulations:

1. Students

Every student participating in an off-campus activity must be properly covered by student accident insurance. Copies of signed medical release forms must be available at all times during the trip.

2. Vehicles

The school administration will be responsible to verify that adequate insurance coverage is carried on all vehicles (school or private) used in transportation of students. The following minimum limits are required:

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

See AUCOE K-12 Code #3852.

2350:93 On-campus Activities

A. Faculty sponsors

All student-led organizations and activities shall be under the direct supervision of the principal and/or the designated faculty sponsor(s) for each.

B. Student officers for all co-curricular activities must meet the following qualifications and standards:

1. Officers must meet the school's specified standards of citizenship, scholarship, reliability, cooperation, and leadership.
2. Officers' lifestyles must be in harmony with the standards of the Seventh-day Adventist church and school.
3. Officers should have leadership preparation for their responsibilities.

C. School Organizations and Activities

Each school shall develop programs which allow many students to be engaged in leadership roles.

D. Student Association

A student association may be organized in a manner best suited to the students and faculty of the school. The student association is expected to be in harmony with the philosophy and objectives of the school.

1. The following factors should be considered:
 - a. Membership shall be open to all students, faculty, and staff members.
 - b. When possible, two sponsors shall be appointed by the administration.
 - c. A constitution shall be developed and subsequently approved by the administration and faculty/staff of the school.
 - d. Major activities of the organization are to be approved by the administration and faculty/staff of the school.

2360:93 School Publications

A. Student leadership

School publications are to be in harmony with the philosophy and principles of the school. These publications are to be the product of student leadership under the direction and counsel of the faculty/staff and administration.

B. Staff sponsors

1. A member of the faculty/staff should be assigned to advise, give direction, and be responsible for each student publication.

2. A faculty/staff member should be responsible for the editing of the publication to ensure that it meets Christian standards in words, pictures, and ideas.

C. Authorization

Authorization for any publication must be from the administration and school board.

Annuals/yearbooks are authorized based on:

1. Approval by the local board.
2. Approval by the school administration of the editorial plans and the budget prior to any editorial work being undertaken.
3. Approval by the school finance committee prior to beginning of printing.
4. Publication funds, cash, or the equivalent in advertisement contracts, must be in hand before printing commitments are made.

2365:93 Student/Class Organizations

All student organizations and student-conducted cultural, social, and recreational activities must be under direct supervision of the school staff. A faculty sponsor must be appointed for each organization or activity.

For class organizations each school shall provide an acceptable plan which will include details of the organization, qualifications for holding office, functions, and financial policies.

- A. The purpose of class organizations shall be to provide for religious and social activities, to foster school spirit, and to give opportunities for leadership.
- B. All classes may be organized at any time during the year with faculty direction and under specific regulations.
- C. Sponsors should be selected according to a plan developed by the administration and staff.

- D. Any student with unsatisfactory class work, grades, or citizenship may, at the discretion of the faculty or government committee, be disqualified from being considered for any class office.
- E. Class officers should meet the same requirements as those of student body officers.
- F. Clubs and special groups may be organized as student and staff interests, needs, and abilities may warrant. To obtain authorization for such an organization:
 - 1. Administration and staff approval must be acquired.
 - 2. Purposes, objectives, or goals must be clearly stated, and these purposes must be in harmony with the philosophy and objectives of the school.
 - 3. Officers must meet the standards required of student body officers or class officers.

2370:04 Athletic Program

A. Intramural Sports

It is strongly recommended that team sports and other athletic activities should be limited to intramural activities. These activities and sports involve only students and teams of the same institution. The rationale is that the inherent hazards of competitive rivalry have the potential to be exaggerated in varsity sports. Also that the commitments of time, personnel and finances are usually disproportionate to the number of individuals able to participate. The following is recommended for an intramural sports program:

- 1. Membership on teams should be changed as the intramural program changes from one sport activity to another throughout the year. The physical education teacher or designee should be in charge of the intramural sports program.
- 2. Intramural activities should be open to all students with appropriate medical clearance.
- 3. Faculty members should be encouraged to participate and/or assist in the supervision of the activities.

B. Varsity Sports

Should a school desire to engage in varsity sports, approval of the local school board is necessary. The NAD has published “*Guidelines for Athletics in Seventh-day Adventist Institutions*” which should be studied and used as a model for varsity sports. According to the *Guidelines*, “We should be known for our outstanding sportsmanship and should display Christian principles in our play. Our schools, players, and spectators must learn that sport is not an activity in which we suspend Christian values but one that is transformed by such values.”

The mission statement for such athletic programs as given in the *Guidelines* reads:

“The mission of the athletic program is to provide a setting in which students can experience the joy of movement through the medium of sport in a Seventh-day Adventist, Christ-centered environment as they engage in activities that promote the development of the whole person physically, mentally, spiritually, emotionally, and socially.”



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2400 Administration of Curriculum

Policies and Requirements for Determining Academic Credit

2405:93 Definition of Semester Period of Credit

- A. The semester period system for reporting course work credit may be used at the secondary level.
- B. A one-semester period of credit is defined as the credit granted for one 40 minute class period or its equivalent, meeting one day a week for one semester. Ten semester periods are the equivalent of 1 Carnegie unit of credit.

2410:93 Credit for Lab and Practical Courses

- A. The maximum credit given for any class is 10 semester periods.
- B. Vocal and Instrumental Organizations: Semester period credits are granted for music organizations on the same basis as that used for granting credit in other subject areas.
- C. Private Lessons: Five semester periods are granted for a minimum of 30 half-hour lessons per year, or one half-hour lesson per week for one school year. The credit may be prorated according to the number of lessons if there are more or less than the 30-35 lessons per year.
- D. Credit for physical education is to be computed on the same basis as regular classes.

2420:06 General Curriculum Policies

2421:06 Minimum Number of School Days

The minimum number of school days in the school year shall consist of 180, except where local law requires a greater number. (See AU Code 1607 for more detail.)

2422:04 Class Time Requirements

- A. Core classes are to be a minimum of 200 minutes per week, not to include passing time, with instructional time being a major portion, and clerical activities kept to a minimum.
- B. Lab classes are to be a minimum of 240 minutes per week. Lab classes are identified as:
 - 1. Science classes:
 - (a) biology
 - (b) chemistry
 - (c) physics
 - (d) others approved by the Atlantic Union Conference Office of Education
 - 2. Applied/practical arts classes
The laboratory classes are not to include passing time and should average one lab period per week. Instructional time should constitute a major portion of the lab time. Clerical activities should be kept to a minimum.

2423:99 Subject Alternation Schedule

Certain subjects in the elementary school may be taught on a two-grade alternating basis. These include religion 5-8, social studies 1-8, health/science 1-8, and spelling 5-8. The pattern of alternation is indicated by the term "odd year," which designates a school year ending in an odd number (e.g., 2000-2001), and "even year," which designates a school year ending with an even number (e.g., 2001-2002). Schools that are large enough to make it unnecessary to combine two grades are not required to follow the alternation schedule. For an outline of the alternation plan, consult the current **Atlantic Union Conference K-8 Textbook List**.

2424:93 Minimum School Day

A minimum school day consists of at least four hours of teacher-student contact excluding lunch period. Up to eight minimum days, apart from early closure on Fridays, may be scheduled for the year. Schools that dismiss early on Fridays must ensure that the guidelines governing the length of the school week are adhered to.

2425:07 Length of School Week

The school week shall include a minimum of number of hours of classroom instruction each five-day week, exclusive of the lunch period, according to the following table. Any exceptions to the minimum time requirements must be approved by the conference office of education.

Grades K-2	26 hours
Grades 3-4	28 ½ hours
Grades 5-8	31 hours

2426:93 Secondary Teacher Load

Five subject preparations per day with six to seven teaching periods will generally constitute a teaching load for junior academy and secondary teachers. (Total number of student contacts should also be considered). In a departmentalized program, the major elementary subject areas and secondary subjects shall be considered equivalent when determining teacher load. When possible each teacher may be given the equivalent of one preparation period per day. Supervisory and co-curricular duties in addition to the teaching load will be assigned by the school administration as part of the professional responsibility of a teacher.

2430:06 Placement of New Students

- A. Placement of new students may be determined by the results of the following:
1. progress reports/report cards
 2. transcripts
 3. school developed placement criteria
 4. norm referenced placement tests
 5. teacher developed exams
 6. portfolios
- B. Any change in grade placement shall be made during the first **45 days** of attendance.

2431:04 Retention of Students

- A. The school and the classroom teacher should do everything possible to avoid retaining students. Therefore, the decision for retention must be based on the student's earning a failing average of the year's grades in two or more core subjects. The decision to retain the student must be accompanied by the teacher's documentation of the student's deficiencies.
- B. Consideration to retain the student at a given level involves periodic counseling with the student and the parents. **Parents should be apprised of the possibility of retention as early in the school year as possible in order to ensure understanding and cooperation.** Before a decision is made to retain a student, the teacher must:
1. Consult with and have written approval of the principal and superintendent of schools.
 2. Notify the parent in writing by the end of the third quarter and secure the parent's signature on the documentation, which will be placed in the student's cumulative folder.
 3. Recommend a plan of intervention to facilitate student success during the year of retention. This plan should be monitored by the principal throughout the next year.
- C. To accommodate student success and progress, the school will allow the student to avoid retention by demonstrating to the satisfaction of the superintendent, the principal, and the teacher before the next academic year begins through re-assessment procedures that he or she has satisfied the deficient standards. If the school does not provide summer instruction, it is the parent's responsibility to arrange for instructional support to enable the student to have a satisfactory result during the re-assessment.
- D. Any further specifics regarding retention may be developed by each conference superintendent of education.

2435:04 Elementary Acceleration

Acceleration is the completion of more than one grade of study within a given school year. The general practice for a student is to complete one grade each year. A broad program of horizontal enrichment is recommended for the academically gifted student. Only in exceptional cases is acceleration advisable. In any event, the classroom teacher must consult and gain approval from the principal and the

conference superintendent of schools before accelerating a student.

The following criteria are to be considered before acceleration of a student:

- A. Chronological age
- B. Emotional, physical, and social development
- C. Scholastic achievement as determined by:
 - 1. National standardized achievement scores currently used by the Atlantic Union Conference. On a complete test battery, a student is expected to have a score at the 93rd percentile or above in all subject areas.
 - 2. The recommendation of the classroom teacher, attesting to the following:
 - a) The student's exceptional ability to reason and to express ideas logically
 - b) The student's advanced academic progress

2438:05 Secondary Acceleration of Study

- A. Normally, four years of maturation are needed for graduation. Attendance at summer school, pursuing correspondence courses, or carrying more than a normal class load during the school year or extra study should be regarded as enrichment of the pupil's educational opportunities rather than as a way of leaving school earlier unless the student meets the requirements to accelerate.
- B. The following policies and procedures are to govern the identification and acceleration of academically gifted students.
 - 1. Identification of, enrichment programming for, and placement of academically gifted students are to be decided upon after careful study by the faculty, or a committee chosen by them.
 - 2. On a complete standard achievement test battery, an eligible student must have no individual test score below the 90th percentile.
 - 3. In regular core subjects during the full time of the secondary program, the eligible student must have a grade-point average of 3.75.

4. Requests for acceleration are to be made by the end of the fourth quarter of the freshman year.
5. The student should demonstrate the following personal competencies:
 - a. Develops and expresses ideas logically and fluently.
 - b. Assumes responsibility and perseveres in effort.
 - c. Exhibits intellectual curiosity and mental alertness.
 - d. Shows self-initiative and ability to do independent study.
 - e. Exhibits the appropriate balance between the physical, mental, spiritual, and social life components.
 - f. Demonstrates physical and emotional maturity.
6. In addition to the factors listed above, a test similar to the California Test of Personality may be used to guide the committee in its decision.
7. The placement of gifted students must have the approval of the administration and the conference superintendent of schools.
8. The decision to accelerate must be clearly documented. A letter of request to accelerate, signed by the parents, must be submitted during the second semester of the freshman year in order to provide adequate time for reviewing student qualifications and planning of the alternate academic program. Final acceptance into an acceleration program will be made at the end of the first semester of the sophomore year. This will allow time for review of the grades earned during the freshman year, summer school and one semester of the sophomore year, prior to initiation of the acceleration.
9. Any student in an accelerated program is held to the same completion schedule as other students in the same year level. All course requirements must be completed by graduation time.

2440:04 Reporting Attendance

Citizenship and attendance records must be kept and maintained.

All pupils are expected to be punctual and regular in attendance. The attendance records of a student who is tardy more than 20% or absent more than 15% of the time for a school grading period should be referred to the school board.

Emergencies, sickness, death in the family, and court appearances are considered the only legitimate excuses for absences. Written excuses should be required for all absences and tardies. These should be kept on record until the end of the school year. A pupil who is absent as many as seven days out of a grading period, for whatever cause, may receive incomplete grades unless it is evident to the teacher that his work has been satisfactorily made up.

2442:93 Opening and Closing Reports

- A. School opening reports are to be completed and sent to the conference Office of Education by the close of the third week of school.
- B. School closing reports are due at the conference office of education within five days after the close of the school year.
- C. In one-teacher schools, the teacher is to send the report directly to the conference office of education. In all other schools, the teacher is to submit the report to the principal, or head teacher, who will in turn send it to the conference office of education. Consult the school register for further details.

2443:04 Elementary School Register

The School Register is a legal document. Each teacher is required to keep a school register, which is provided by the conference office of education. This could be a hard copy or a software program. The superintendent of education will determine what pupil information is needed in the education office. It is recommended that for attendance both a hard copy and a computer record be maintained.

2444:99 Elementary Cumulative Records

A cumulative record folder, which may be obtained from the conference office of education, must be kept up-to-date for each student in the school. Instructions for its use are contained on the record folder. These records should not be taken off the school premises except for emergencies and only with the approval of the school principal and the superintendent.

2445:93 Junior Academy Transcripts

Transcripts for secondary credit courses taken at a junior academy are issued by the Atlantic Union Conference Office of Education.

2450 Grades

2451:07 Elementary Pupil Progress Reports/Grade Reports

Elementary schools should use the Student Progress Reports provided by the conference office of education. Through these reports information should be provided regarding the student's progress in the subject areas, attendance, citizenship, and social relationships. Letter grades are the accepted means of reporting student progress in the conventional school curriculum.

- A. Elementary grades kindergarten through two will use the following grades:
 - E — Excellent
 - S — Satisfactory
 - N — Needs Improvement
 - U — Unsatisfactory
- B. Grades three through eight will use the five letter grades—A, B, C, D, and F. Letters S and U will be used for non-core subject. Core subjects are Bible, math, language arts, social studies, and science.
- C. Grades nine through twelve will normally use the following letter grades—A, B, C, D, F, and I for Incomplete.

2452:93 Pass/Fail

A student may be issued a pass/fail grade when he/she cannot complete a course in the usual manner and time. (Requests for a pass/fail grade must be made to the Atlantic Union Conference Office of Education with a copy going to the conference superintendent of schools, accompanied by a physician's statement.) While the student earns credit for a pass/fail subject, a pass/fail grade is not computed in the GPA.

Elective courses may be offered on a pass/fail basis only on approval of the conference superintendent of schools.

2453:04 Grade-point Average System

The four-point system is used to determine the grade-point average. It is as follows: A=4, B=3, C=2, D=1, and F=0. Pluses and minuses may be used as follows: A+=4.0, A- =3.7, B+=3.3, B=3.0, B- =2.7, C+=2.3, C=2, C-=1.7, D+=1.3, D=1.0, D- =.7, F=0.

2454:99 Timely Reporting Periods

For all academic levels, the Student Progress Reports must be distributed within seven school days after the close of each nine-week period.

2455:93 Basis for Nine-Week Period Grades and Semester Grades

The class grade book must be maintained on a weekly basis. Grades must be recorded for each student in every subject. A minimum of two entries per week per core subject must be recorded to determine nine-week period grades and semester grades. Nine-week period grades and semester grades are based on, but not limited to, daily quizzes, chapter and unit tests, projects, homework, and final tests.

2456:04 Junior Academy Grade Reports

The principal in junior academies must send semester grades for grades nine and ten students to the Atlantic Union Conference Office of Education within 5 days after the end of each semester.

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2500 GRADUATION REQUIREMENTS

Successful completion of the requirements for graduation is determined by the coverage of the academic standards outlined in the NAD curriculum guides.

2505:04 Eighth Grade Completion Requirements

To complete the requirements for graduation from grade eight, students must earn passing grades in the following required subject areas:

- A. Bible/Religion
- B. Witnessing/Service
- C. Mathematics
- D. Language Arts (English, Handwriting, Reading, Spelling) Physical Education
- E. Science/Health
- F. Social Studies
- G. Fine Arts
- H. Practical Arts (usually taught at grade 7 level or above), Technology Literacy
- I. Keyboarding

2510:06 Academy Completion Requirements

At the academy level, students may complete the requirements for either the General Diploma, the College Preparatory Diploma or the College Preparatory Honors Diploma.

Regional graduation requirements may necessitate some schools configuring these diplomas differently. Therefore, the graduation requirements listed in this Code constitute minimum requirements which must be fulfilled. Any exception must be approved by the Atlantic Union Conference K-12 Board.

2511:05 General Diploma Requirements (Minimum)

A minimum of 22 credit hours and a 2.0 GPA is required for this diploma. Any exception to the GPA must be approved by the school's academic standards committee. The following minimum requirements in the subject areas must be completed:

- A. Bible/Religion: 4 credit hours, or 1 credit for each year of attendance in a Seventh-day Adventist academy or junior academy.
- B. Language Arts (English): 4 credit hours.
- C. Fine Arts: 1 credit hour.
- D. Health: $\frac{1}{2}$ credit hour (or as required by state).
- E. Physical Education: 2 state-mandated requirement credit hours or the equivalent for each year in attendance, as defined by the school curriculum committee.
- F. Mathematics: 2 credit hours (or meet state requirements).
- G. Business/Computer Education: 1 credit hour.
- H. Science: 2 credit hours in 2 lab sciences.
- I. Social Studies: 2 credit hours (or meet state requirements).
- J. Electives: $3 \frac{1}{2}$ credit hours to complete the minimum of 22 credit hours.

- K. Community Service: 20 clock hours per year of attendance.

2512:05 College Prep Diploma Requirements (Minimum)

A minimum of 26 ½ credit hours and a 2.5 GPA is required for this diploma.

- A. Bible/Religion: 4 credit hours, or 1 credit hour for each year of attendance in a Seventh-day Adventist academy or junior academy.
- B. Language Arts (English): 4 credit hours.
- C. Fine Arts: 1 credit hour.
- D. Modern Language: 2 credit hours .
- E. Health: ½ credit hour (or as required by state).
- F. Physical Education: 2 state-mandated requirement credit hours or the equivalent for each year in attendance, as defined by the school curriculum committee.
- G. Mathematics: 3 credit hours (Algebra required or meet state requirements).
- H. Science (Laboratory): 3 credit hours (laboratory science required).
- I. Social Studies: 3 credit hours (or meet state requirements).
- J. Business/Computer Education: 2 credit hours.
- K. Electives: 2 credit hours to complete the minimum of 26 ½ credit hours.
- L. Community Services: 20 clock hours per year.

2513:05 College Preparatory Honors Diploma Requirements (Minimum)

- A. College Preparatory Diploma requirements listed above.
- B. Minimum cumulative GPA of 3.25.

- C. At least two credit hours of honors class work that could entail, for example, ½ credit tutorials, seminars, projects, portfolios, or any combination (can be used for electives under the College Prep Diploma).
- D. Research project which includes written and presentation portions (or approved alternative), which is above and beyond the requirements for any courses that the student is taking or has taken. The school's academic standards committee should set up a time line and criteria to be met by the student for the research project and presentation.
- E. Total credit hours required for graduating with an Honors Diploma are 26½.

2514:93 Residence Requirements

To qualify for graduation, the student must be in attendance at a school for at least the entire semester prior to graduation. Exceptions for valid transfers must be approved by the appropriate faculty committee(s).

2515:93 Correspondence Courses for Secondary Credit

- A. Limitations on the number of correspondence courses, and the approval of such, are to be established by the school administration and board. Regulations may be governed by factors such as the following:
 - 1. The number of current course offerings in the school.
 - 2. The individual needs, interests, and abilities of the learner.
 - 3. Conflicts and problems in scheduling.
- B. Correspondence courses should be taken only from accredited correspondence schools. Home Study International is recommended.
- C. Appropriate deadlines should be set up for the completion of correspondence courses.

2520:93 General Condition of Graduation

The student must maintain satisfactory citizenship and attendance.

2525:93 Completion of Course Requirements

All course work required for graduation must be completed before the student may participate in graduation exercises or receive a diploma.

2530:93 Graduation Honors

The designation of valedictorian and salutatorian of a graduating class is at the discretion of the conference. Honors should be recognized according to the following classifications:

Highest honors = 3.90 — 4.00

High honors = 3.75 — 3.89

Honors = 3.50 — 3.74

2535:93 Other Graduation Honors

Graduation honors may be based on factors other than academic achievement.



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2600 Standardized Tests

2605:06 Introduction:

Comprehensive standardized tests provide a measurement of growth in skills. They provide information which can be used to improve instruction. The interpretation of these measurements is useful to the extent that it results in better decisions which directly affect pupils. Such decisions might include the selection of learning objectives, learning procedures and modification of the learning environment.

Appropriate uses and misuses for a specific test are listed in the testing manual and should be consulted by those administering and interpreting the tests.

2610:04 Standardized Tests

The Iowa Test of Basic Skills (ITBS) is the standardized test to be administered in the fall of each year in grades 3 through 10.

2620:04 Test of Achievement and Proficiency (TAP)

The TAP is a standardized test required of grades 9 and 10, and optional for grades 11 and 12.

- A. The Test of Achievement and Proficiency (TAP) provides a measurement of fundamental skills. It provides information which can be used in improving instruction. The interpretation of these measurements is useful to the extent that it results in better curriculum decisions which directly affect pupils. Such decisions might include the selection of objectives and learning procedures, modification of the learning environment, and what is to be done to address the various needs of individual students.
- B. Specific purposes of the Test of Achievement and Proficiency (TAP)
 - 1. To determine the developmental level of the pupil in order to better adapt materials and instructional procedures to individual needs and abilities.
 - 2. To identify specific qualitative strengths and weaknesses in a pupil's educational development.

3. To indicate the extent to which individual pupils have the specific readiness skills and abilities needed to begin instruction or to proceed to the next step in a planned instructional sequence.
4. To identify strengths and weaknesses in group (class) performance which have implications for changes in curriculum, instructional procedures, or emphasis.
5. To set academic expectations for pupils and to measure progress toward suitable individual goals.
6. To report performance in the basic skills to parents, constituencies, staff and board members in objective, meaningful terms.

Note: The individual administering these tests should consult the testing manual for the proper uses and misuses of the test results.

- C. Any standardized tests administered other than the TAP, PSAT, ACT, and SAT should have the approval of the school board and conference superintendent.

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2700 Curriculum Resources

2705:06 Textbooks

Approved textbooks must be used in all SDA schools.

These lists may be accessed at the following internet links:

Elementary:

<http://www.atlantic-union.org/education4.htm>

Secondary:

<http://www.nadadventist.org/linkto/redirect/http://nadeducation.adventist.org/>

2710:04 Authorization for Alternate Textbooks K-12

If a school desires to use textbooks other than those listed in the Atlantic Union Conference Textbook Lists, arrangements are to be made as follows:

- A. A proposed alternative is to be submitted to a local school study group (curriculum committee, administrative committee, etc.), including a written evaluation of the alternative, for preliminary study.
- B. The principal must file a general request with the conference office of education submitting a preliminary outline of the textbook to be adopted. The principal must submit with the request a plan and rationale for the textbook change.
- C. The superintendent of schools will submit the request to the Atlantic Union Conference K-12 Curriculum Committee for consideration. Proposals must be submitted to the Atlantic Union Conference K-12 Curriculum Committee no later than one year prior to the school year in which the textbook is to be implemented.
- D. If the proposed textbook change is approved by the union curriculum committee, the union director notifies the conference superintendent.
- E. The superintendent of schools will notify the principal of the approval or disapproval.

2715:06 Religion Textbooks, Grades K-12

SDA textbooks or those approved by the NAD K-12 Board of Education are required for use in all Bible classes, K-12.

2720:06 Science/Health, Grades 5-8

SDA textbooks or those approved by the NAD K-12 Board of Education are required for use in all Science/Health classes, 5-8.

2730:06 Supplementary Materials

2731:06 The Bible

The Bible should be included as an integral component of every course, clearly establishing Christ as the origin and center of all knowledge.

2735:93 Spirit of Prophecy Materials

Each school should utilize the materials which have been prepared by the General Conference Department of Education in cooperation with the Ellen G. White Estate to acquaint the students with the work and role of the Spirit of Prophecy in the Seventh-day Adventist Church.

2740:99 Library and/or Instructional Media Center

- A. Each school shall make provision for a library which provides a collection of appropriate books and other instructional materials which are selected, organized and furnished for services to students and teachers. At the academy level, the space allotted should be large enough to accommodate an entire class for special assignments.
- B. The library collection may be maintained in each classroom and/or in a central location.

2742:93 Librarian and/or Instructional Media Specialist

- A. Schools with an enrollment of more than 200 students shall employ a librarian who devotes at least one-half time exclusively to library services. Schools with an enrollment of less than 200 students shall employ a part-time librarian who devotes at least one-third of the school day exclusively to library services.
- B. The librarian shall meet the certification requirements for librarians as outlined in the **NAD Certification Requirements** booklet.

2743:04 Library Record System

The library holdings should be organized and maintained using an acceptable classification system. School libraries should be using a library computer software system that is affordable, user friendly, and adequately meets the standards of a properly run library.

In a junior academy where a formal library is not possible, adequate facilities for room libraries should be provided with the materials organized using centralized procedures.

2744:99 Library Budget

Budgetary allocations for books, periodicals, and media software shall be made on the basis of \$35 annually for each student enrolled. One half must be spent on books, magazines, etc. The other half may be spent on multi-media learning materials.

A list of new books and magazine subscriptions to be purchased is to be compiled by the librarian, with the participation of the faculty and a library committee.

These allocations do not include funding for hardware or library supplies.

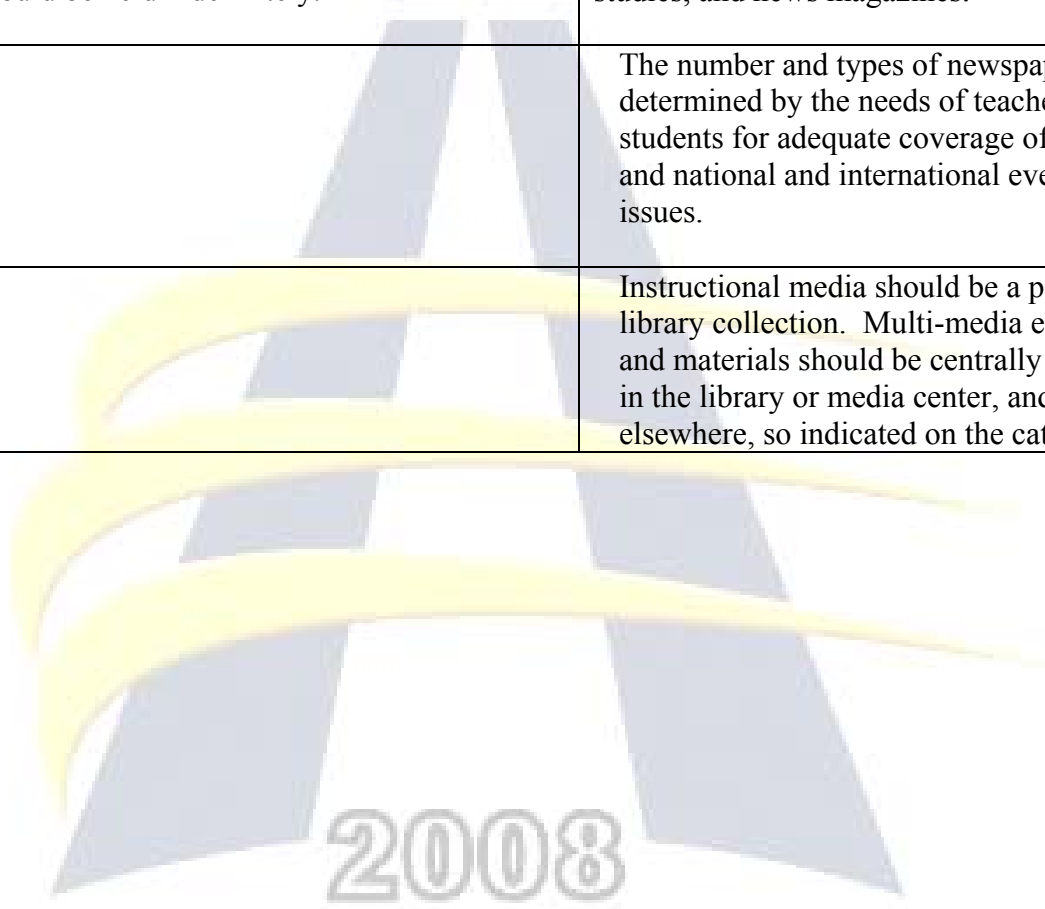
2745:04 Library Collection

- A. The library collections must be reevaluated on a regular basis to assure that they meet the current needs of the school program. This process will involve discarding and replacing out-of-date materials.
- B. The library reference materials may be in the form of hardback books or computer software but should be no older than five years.

C. The collection shall include:

Elementary School	Secondary School
General Works and Reference Books	
<p>For one/two teacher schools</p> <p>A minimum of 500 titles, exclusive of textbooks, with an appropriate distribution throughout the library classification system.</p>	<p>A minimum of 5,000 titles, including paperbacks and exclusive of textbook duplicates, with an appropriate distribution throughout the library classification system to meet the scholastic cultural, and spiritual needs of the school.</p>
<p>For three or more teacher schools</p> <p>A minimum of 750 titles, exclusive of textbooks, with an appropriate distribution throughout the classification system</p>	
<p>A school offering the 9th grade shall have a minimum of 750 books in addition to reference books. An additional 500 carefully selected titles, or a total of 1,250 books, exclusive of reference works, for grades 9 and 10 are to be provided in schools authorized to offer the 10th grade. Library books should be evenly distributed throughout the subject areas. There should be at least 50 titles suitable for collateral reading in each subject area being taught.</p>	
<p>The collection should include adequate resource and reference materials including: encyclopedias (not more than five years old) (<i>World Book</i> or <i>Compton's Encyclopedia</i> recommended), dictionaries, atlases, Bible concordances, Bible dictionaries, Ellen G. White books: <i>Index to the Writings of E. G. White</i> (three volumes) and the <i>Seventh-day Adventist Bible Commentary</i>.</p>	<p>Current reference materials, including but not limited to unabridged dictionaries, encyclopedias (not more than five years old), almanacs, yearbooks, world atlases, Bible atlases, Bible dictionaries and concordances, the <i>Seventh-day Adventist Bible Commentary</i>, <i>Conflict of the Ages Series</i>, <i>The Testimonies to the Church</i> (9 volumes), <i>Education</i>, <i>Ministry of Healing</i>, <i>Christ's Object Lessons</i>, <i>Messages to Young People</i>, <i>Thoughts From the Mount of Blessing</i>, <i>Steps to Christ</i>, <i>The Adventist Home</i>, <i>Child Guidance</i>.</p>
Magazines/Periodicals	
<p>Five denominational and five secular magazines appropriate to the age and interest level of the students are to be provided. The Seventh-day Adventist magazines should</p>	<p>The following formula is to be used to determine the minimum number of periodical subscriptions for the library:</p>

<p>include titles such as <i>Vibrant Life</i>, <i>Listen</i>, and <i>The Review</i>. The secular magazines should be distributed in appropriate science, social studies, and news magazines.</p> <p>Provision should be made for preserving back issues for permanent use. Five years is the usual time to hold back issues, except for <i>National Geographic Magazine</i>, which should be held indefinitely.</p>	<p>(a) Up to 100 students: 25 subscriptions (b) 101 - 200 students: 35 subscriptions (c) 201 plus students: 40 subscriptions</p> <p>The subscriptions should include denominational titles, such as <i>Vibrant Life</i>, <i>Listen</i>, and <i>The Review</i> and secular titles distributed in appropriate science, social studies, and news magazines.</p>
	<p>The number and types of newspapers shall be determined by the needs of teachers and students for adequate coverage of local, state, and national and international events and issues.</p>
	<p>Instructional media should be a part of the library collection. Multi-media equipment and materials should be centrally catalogued in the library or media center, and if stored elsewhere, so indicated on the catalog system.</p>



2800 Curriculum Development

2805:04 Levels of development in the NAD

The following model of curriculum development illustrates the curriculum task at each level of the Seventh-day Adventist educational system. However, it should be understood that there is an overlapping of tasks and that various levels of the organization may contribute to each other.

- A. Thrust: General Conference Task
The thrust of Seventh-day Adventist education includes a statement of philosophy, goals, and objectives of the Seventh-day Adventist curriculum, K-12. The statement identifies the basis or frame of reference from which Seventh-day Adventist education begins, the direction it pursues, and the expanse of the total curriculum.
- B. Framework: (Structure) NAD Task
Framework includes the content, concepts, and skills to be taught, K-12. In some instances the subject or discipline calls for careful sequencing. The structure correlates the subject area with biblical principles, thus providing a basic Seventh-day Adventist curriculum.
- C. Textbooks and Educational Materials: NAD Task
Denominational textbooks are written where it is necessary to establish a unique Seventh-day Adventist curriculum, where it is economically feasible, and where to fail to do so would weaken the thrust of Adventist education. This is a North American Division task involving specialists from the field.
- D. Curriculum Guides: NAD and Atlantic Union Conference Task
This is an outline of the content and concepts of a discipline, K-12. They include recommended textbooks, significant goals and objectives, a variety of learning experiences, teaching aids, and evaluative techniques. The curriculum guide incorporates the concepts of the North American Division framework, but it may also add special requirements for the schools within the Atlantic Union Conference and specify textbooks as well as other learning materials. The Atlantic Union Conference Office of Education should assume a major role of implementation, orienting conferences and schools in the use of new curriculum materials.

- E. **Course Outline: Conference and School Task**
A course outline is a guide prepared by teachers as an aid to teaching in a given subject or area of study for a given grade or combination of grades. It should include the aims of the course, the expected learning outcomes, and the scope and nature of the materials being studied.

Key Learning has been designed (2000) by the Curriculum Committee of the NAD, for consulting with and distribution to parents and interested persons in subject area content approved by the NAD.

2810:93 Procedures for Implementation of New Curriculum Material

When curriculum materials have been developed by the Atlantic Union Conference Curriculum Committee, they will be submitted to the NAD Curriculum Committee for approval. Should the NAD Curriculum Committee approve the materials submitted, it will pass on the recommendation to the NAD Board of Education, K-12. When the NAD Board of Education K-12 has adopted the curriculum materials, the materials become policy and are added to the **NAD Working Policy, "K-12 Education Policies."** Once adopted, the Atlantic Union Conference Office of Education is responsible for the implementation of the new curriculum materials.

2815:93 Approval of Innovative and/or Alternative Programs, K-12

- A. The following are types of activities which require approval of the conference superintendent of schools and school administrators:
1. Adjustments in schedules in which the basic time requirements are altered.
 2. Setting up in-service sessions for staff members.
 3. Major tours and extended (overnight) field trips.
 4. Outdoor classes or nature classes in which school is conducted at a location other than the school campus.
 5. Adoption of any endeavor calling for extraordinary expenditures.
- B. The following are types of activities or proposals which require conference and/or Atlantic Union Conference approval:
1. Schedules that set aside basic time requirements.
 2. Course plans that set aside the required textbooks.

3. Adoption of special pupil progress reports.
 4. Use of mini-courses designed to take the place of the prescribed curriculum.
 5. Individual school-based minimum performance levels.
 6. Adoption and implementation of a curriculum or instructional plan or endeavor calling for entire school or significant segment of the school program.
 7. Adoption and use of certain supplementary materials.
 8. Adoption of special teaching methods.
- C. Annual evaluation reports are to be submitted to and approval obtained from the conference superintendent of schools and/or the Atlantic Union Conference Office of Education for innovations and/or alternative programs to be authorized as an on-going program.

2820:04 Procedures for Establishing Innovative/Alternative K-12 Programs

- A. The curriculum of the Seventh-day Adventist schools in the Atlantic Union Conference is the responsibility of the Atlantic Union Conference Board of Education in harmony with the guidelines provided by the NAD Office of Education.
- B. In the interest of an orderly change in curricular design and in order to provide opportunity for controlled experimentation, schools wishing to implement an alternative curricular program may do so under the following conditions:
1. Principal and/or head teacher files a general request with the conference Office of Education for approval, submitting a preliminary outline of the program to be followed. The written request must include definitive plans outlining basic factors such as:
 - (a) The rationale
 - (b) Objectives
 - (c) Materials and experiences to be used to meet the objectives
 - (d) Budget estimate
 - (e) Time factor (length of trial period)

- (f) Description of course or activity
 - (g) Evaluation plans
2. Upon approval by the conference office of education, the principal submits the written request to the school operating board for approval.
 3. The conference superintendent of schools will submit the approved request to the Atlantic Union Conference K-12 Curriculum Committee for consideration. Proposals must be submitted to the Atlantic Union Conference K-12 Curriculum Committee **no later than one year prior to the school year in which the program is to be implemented.**

Major deviations from the adopted curricular design must have the approval of the conference office of education in counsel with the Atlantic Union Conference K-12 Curriculum Committee.

4. During pilot or experimental stages, periodic evaluations of the program shall be made by the conference Office of Education and/or the Atlantic Union Conference K-12 Curriculum Committee and the Atlantic Union Conference Office of Education.
5. Upon review of the documentation attesting to the success of the experimental program, the Atlantic Union Conference Office of Education will present the program to the K-12 Board for approval.

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3000 EMPLOYMENT: POLICIES AND FINANCES

3000 Certificated Personnel

3005:04 Authority to Employ

- A. The conference K-12 board of education derives its authority from the conference executive committee. The employer of all certificated personnel is the conference K-12 board of education. The employment, assignment, transfer, retirement, non-renewal of contract, suspension and termination of certificated personnel shall be by authority of the conference K-12 board of education.

- B. The conference superintendent of schools, in consultation with the local school boards, shall make recommendations on matters relating to the employment of certificated personnel to the conference K-12 board of education.

3008:93 Employee Records

- A. Employee Service Records
 - 1. An up-to-date service record is to be maintained for each employee on the approved form. This permanent record is to be kept in the conference office for all K-12 employees. It is the responsibility of the conference executive secretary to see that these records are up to date. He/she may choose to delegate this authority to the superintendent. A copy of the employee's service record should be given to the employee every two to three years to assure its accuracy.

 - 2. Full-time employees of educational institutions who have the option to be off duty during the summer period or an equivalent amount of time during the school year will normally be granted 1 year of service credit for the period July 1 to June 30, if they serve during the full school year. In most cases, employees who are employed at least half time during the school year shall also be eligible for proportionate service credit during the period July 1 to June 30. (**See NAD Working Policy Z 15 15.**)

B. Certification Records

The Atlantic Union Conference Office of Education is responsible for the certification records of all K-12 education personnel and has been authorized by the NAD Office of Education to issue all teaching certificates. It is the teacher's responsibility to make sure that all transcripts of college credits, degrees and certificates are forwarded to the Atlantic Union Conference Certification Registrar.

3010:93 Conditions of Employment

A. Certification

Personnel with responsibility for classroom instruction or supervision of instruction should hold a valid denominational certificate with endorsement(s) for the position held. It is the responsibility of teachers and administrators to obtain, maintain, and/or upgrade their certification. All who hold conditional certificates are required to secure a minimum of six semester hours (or nine quarter hours) of course work during each year which will apply toward the requirements for the Basic, Standard, or Professional teaching certificate. (The requirements are detailed in the manual titled **Certification Requirements, K-12 for NAD Seventh-day Adventist Schools.**)

B. Church Membership

An employee shall be a member of a Seventh-day Adventist Church within the employing conference and constituency of the school. Exceptions for membership in a non-constituent church are to be made by the conference board of education. The employee shall accept and adhere to Seventh-day Adventist doctrines and beliefs, provide a positive Christian role model and demonstrate a concern for the spiritual and moral development of students so that the unique philosophy of Seventh-day Adventist education is reflected throughout the curriculum and the total school program.

C. Tithing

Tithing is a basic Biblical principle which speaks to a person's relationship with the Creator. Seventh-day Adventist denominational employees are to be models in every facet of their lives. Such employees will demonstrate an exemplary commitment to the Lord and the principle of tithing.

Tithing, like other basic beliefs and practices of the Church, becomes a condition of employment for all employees. Consequently, at the time of employment each individual shall be informed in writing of this requirement which includes the expectation of tithing. Employees shall also be informed that their tithing practices are subject to annual review.

If it is determined that an employee is not tithing, the superintendent/principal of the employing organization shall discuss the matter with the employee in the spirit of pastoral concern. The employee shall be reminded that tithing is a condition of continued employment.

3015:04 Employment Agreements

- A. In most circumstances, employees are required to sign employment agreements. Following an initial determination to employ by the conference K-12 Board, an offer of employment will be given to an individual. The individual will receive a document entitled "Employment Agreement" which must be signed and returned to the superintendent of schools or principal. Employment agreements signed by both the employee and employer will constitute binding agreements for the period of time specified. Failure to return the employment agreement within 15 days of issuance constitutes a rejection of the offer of employment and/or a voluntary resignation. Until the signed employment agreement is received by the conference, the conference in its discretion may revoke the offer.
- B. In most cases, notification by the employer of intent not to renew an employment agreement will be submitted in writing to the employee no later than April 1.
- C. The employment agreement will specify its duration, either a ten-month or 12-month agreement. (See **AUCOE K-12 Code #3316.**)

Teachers are required to be at their assignment for ten months of the year; however, their salaries are pro-rated over 12 months.

3016:93 Ten-Month Employment

Ten-month, full time employment entitles the teacher to one year of service credit. (See AUCOE K-12 Code #3008.)

3017:93 Teacher Provisional Employment Status

- A. An employee with less than three years of full time educational experience in a position which requires a certificate shall be classified as provisional. Provisional teachers are employed under a one-year employment agreement which may or may not be renewed for the following academic year.

To be eligible for re-employment, those teachers with less than a Basic Certificate must complete six semester hours each year toward certification.

- B. Provisional Status may be granted to an employee
1. Who holds a Conditional or Basic Certificate.
 2. Whose employment agreement is renewed annually on the basis of performance and certification requirements.
 3. Who has less than a Basic Certificate but completes six semester hours towards certification which is necessary for re-employment.
 4. Who allows certification to expire.
- C. In general, an employee on Provisional Status will receive a minimum of two written professional evaluations annually as follows:
1. One written evaluation per semester based on at least one supervisory visit by the principal, the superintendent of schools, or designee.
 2. An evaluation conference between supervisor and teacher based on each written evaluation.
 3. Copies of each written evaluation will be given to the employee and the superintendent of schools. If copies of the evaluation are not received, the employee should submit a written request for the documents.

D. Employment of the Provisional Employee

1. The employment of the Provisional Employee may be terminated at will by either party at the end of the agreement period.
2. Upon completing three years of satisfactory teaching, as determined by professional evaluation and the recommendation of the superintendent of schools, an employee on Provisional Status may be placed on Regular Status if all eligibility requirements are met as specified in **AUCOE K-12 Code #3018**.
3. A first-time educational employee of the Atlantic Union who has more than three years of experience may be classified as Provisional for a period of one to three years at the recommendation of the superintendent and at the discretion of the conference K-12 Board of Education.

3018:04 Regular Employment Status

A. Regular Status may be granted to an employee who:

1. Meets the basic conditions of employment (**AUCOE K-12 Code #3010**).
2. Completes a minimum of three years of full time teaching.
3. Holds a valid denominational Standard or Professional certificate.
4. Gives evidence of competent performance as determined by professional evaluation.

The granting of Regular Status is a function of the conference K-12 Board upon recommendation by the superintendent of schools.

B. Evaluation of an employee on Regular Status should include:

1. A minimum of one professional written evaluation per year based upon at least one supervisory visit by the principal, superintendent of schools, or designee.
2. An evaluation conference with the teacher by the principal and/or office of education personnel based on the written evaluation.

3. A copy of each written evaluation shall be given to the teacher and the superintendent of schools.

C. Reappointment of Regular Status Personnel

An employee who holds Regular Status is not subject to annual reappointment. Teachers on Regular Status will not be terminated except for cause as defined in **AUCOE K-12 Code #3034**.

Regular employees may be subject to change of employment status, non-renewal of contract, or termination under the procedures outlined in **AUCOE K-12 Codes #3034 and 3042**.

3020:04 Probationary Employment Status

- A. Probationary Employment Status is a restriction placed on an employee by the conference K-12 board of education at any time during the contract year, limited to a reasonable period of time for the employee to overcome an identified problem.
- B. An employee can be placed on Probationary Status for the following reasons:
 1. Unsatisfactory professional performance as determined by the conference K-12 board of education and the superintendent, at their discretion, based upon professional written evaluation, or
 2. Unsatisfactory personal conduct or adverse influence as determined by the conference K-12 board of education and the superintendent, at their reasonable discretion.
- C. The superintendent of schools and/or principal, in counsel with the school board and employee, shall develop a plan for professional growth or counseling to be implemented as follows:
 1. The employee shall receive a copy of the plan for professional improvement and/or corrective actions to be taken.
 2. In most cases, the plan of correction will be formally presented to the employee within 30 days after the conference K-12 board of education approves the recommendation placing the employee on Probationary Status.

3. The probationary period will be a minimum of 90 days (3 months) and a maximum of one school year, although the probation may be renewed at the discretion of the conference K-12 board of education, at the recommendation of the superintendent.
4. The principal and/or office of education personnel will exercise reasonable diligence in assisting the employee to meet the improvements requested by providing supervision. Ultimately, however, the responsibility for improvement rests with the employee.

D. Evaluation of the Probationary employee should include the following:

1. When possible, a minimum of one administrator-employee conference each probationary period based on a written evaluation by the superintendent and/or principal or designee.
2. Copies of each written evaluation are to be given to the employee, superintendent, and principal. If copies of any evaluation are not received, the employee should request copies of the document(s).

E. Upon completion of the probationary period the superintendent of schools, in counsel with the principal and school board, will recommend the employee be returned to Regular Status (**AUCOE K-12 Code #3018**), be subject to non-renewal of contract procedures (**AUCOE K-12 Code #3034**), or terminated (see **AUCOE K-12 Code #3038**). The conference board of education acts upon the recommendation.

The superintendent of schools shall inform the employee in writing of the action of the conference K-12 Board of Education, including the right of appeal (see **AUCOE K-12 Code #3042**). Notification will be mailed to the employee by certified mail in most cases.

3021:93 Assignments

A. Assignments Within a Conference

1. Initial assignments or reassignments within the conference school system are made by the conference K-12 board of education upon the recommendation of the conference superintendent of schools in consultation with the school boards.

2. Certificated personnel who accept employment in a denominational entity are committing themselves to a career in denominational teaching and not to any individual school. Therefore, they are subject to transfer within the conference school system as the needs of the system dictate.
3. Transfers to another school will be made in harmony with the procedures outlined in **AUCOE K-12 Code #3021**.

B. Assignments Within a School

1. Assignments within the school will be made by the school administrator in consultation with the conference superintendent of schools.
2. Employees may be subject to reassignment within a school when it is believed to be in the best interest of the school, provided such a reassignment does not adversely affect the salary of the employee under the current agreement and the employee is in compliance with all terms of the employment agreement and the Atlantic Union Conference K-12 Code. Reassignment shall be based upon the professional qualifications of the teacher.
3. It is understood that all teaching reassignments will be within the parameters of the conference K-12 educational program.

3022:93 Transfers

A. Authority for Transfers

Authority for transfer of certificated personnel shall be by action of the conference K-12 board of education in consultation with the conference superintendent of schools. Reasons for transfers shall be submitted in writing to transferees upon their request.

B. Voluntary Transfers

Any time prior to the renewal of an employment agreement, the certificated employee may request a transfer, which may or may not be granted at the discretion of the conference K-12 Board of education and superintendent.

C. Administrative Transfers

1. An administrative transfer may be initiated in one of the following ways:
 - (a) By the conference superintendent of schools in consultation with the local school board.
 - (b) By written request from the local school board submitted to the conference office of education no later than March 1, when in the opinion of said board the best interests of either the students, school, or employee will be served by such a transfer. This must be done before the employment agreement is issued.
 - (c) By the conference K-12 board of education as recommended by the conference superintendent of schools.
2. In order for a transfer to be effected a vacancy must exist and there must be a mutual agreement between the school boards involved.
3. Administrative transfers may be made for reasons such as, but not limited to, the following:
 - (a) Insufficient enrollment at the school where the employee is assigned.
 - (b) Lack of funds with which to operate the school or compensate the employee.
 - (c) Unsatisfactory performance by the employee in his current position as indicated by professional evaluation.
 - (d) The need to utilize the skills of the employee in the staffing of a new school.
 - (e) A need for specialized services elsewhere.
 - (f) Conflicting personnel relationships that adversely affect daily operations.

4. In the event that a transfer cannot be effected because a teaching position for which an individual is qualified is not available, the employing organization will make a reasonable effort to assist the employee in securing other denominational employment where appropriate. When a bona fide offer within the spirit of the above statement is presented to the employee which, in turn, is declined by the employee, the employing organization may or may not aid the employee in further securing denominational employment. This may not preclude further effort on the part of the employing organization, but no obligation is implied by such voluntary assistance.

3030:93 Discontinuance of Employment

Discontinuance of employment shall mean the cessation of employment by resignation, non-renewal of employment agreement, or suspension/termination.

3032:07 Resignation

A. End of Employment Agreement Year

A certificated employee not intending to accept an offer of employment for the succeeding year shall indicate such intent in writing as early as possible, but no later than February 1, to the superintendent of schools and principal.

B. During the Employment Agreement Year

1. Resignation during the employment agreement year shall not be valid until accepted by the conference K-12 board of education. Failure to resign in harmony with the procedures listed below violates the employment agreement.
2. The following procedures shall be followed:
 - (a) A letter of resignation stating reasons must be submitted to the conference superintendent of schools and the principal.
 - (b) The conference K-12 board of education shall respond in writing, either accepting or rejecting the resignation. If the resignation is accepted, the employer shall have at least 30

days to obtain a suitable replacement.

3. Upon resignation for any reason during the school year, salary is paid through the last full working day. Repayment of prepaid summer salary and unamortized expenses will be required before the employee is relieved of any obligations under the employment agreement.
- 4.

3034:07 Non-renewal of Employment Agreement

- A. Non-renewal of employment agreement will be by action of the conference K-12 board of education, in consultation with the local school board for reasons such as, but not limited to:
 1. Insufficient enrollment or funds to support the employee's position. (Every effort will be made by the employing organization to transfer and relocate employees thus affected.)
 2. Employee's failure to correct or overcome a problem area during a probationary period as determined by the conference K-12 board of education and the superintendent, at their discretion.
 3. Employee's inability to fulfill required responsibilities because of physical, mental, or emotional factors with or without reasonable accommodation. (Check with a legal consultant in your state before making a final decision based on this reason. States may vary on this non-renewal action.)
 4. Employee's incompetence as determined by the conference K-12 board of education and the superintendent, at their discretion.
 5. Employee's indifference to pupil welfare or safety as determined by the conference K-12 board of education and the superintendent, at their discretion.
 6. Employee's lack of cooperation with administration or supervisors.
 7. Employee's failure to comply with conference policies and regulations as determined by the conference K-12 Board of education and the superintendent, at their discretion.

8. Employee's unprofessional conduct and/or violations of professional ethics as determined by the conference K-12 Board of education and the superintendent, at their discretion.
 9. Employee's failure to secure a government work permit/work visa affects the eligibility for employment.
- B. Non-renewal of contract proceedings must comply with procedures for Discontinuance of Employment, as specified in **AUCOE K-12 Code #3042**.
 - C. Notification by the employer of intent not to renew a contract will be submitted in writing to the employee by April 1, whenever possible.
 - D. An individual whose employment is discontinued by non-renewal of employment agreement may qualify for severance pay if eligibility requirements as specified in **AUCOE K-12 Code #3048** are met.

3036:93 Suspension

- A. Suspension is the immediate removal of a certificated employee from all duties. In most circumstances, the suspension of an employee will not affect salary. A decision to suspend an employee may be made by the school board or school administrator in consultation with the superintendent of schools. The conference superintendent of schools may also suspend in consultation with the school administrator and/or the school board chair.
- B. An employee shall be suspended when the school board, the school administrator, and/or the superintendent determine that there is reasonable evidence of conduct which would give cause for termination. In most cases, the employee will be notified in writing of suspension and right to a hearing at a reasonable time and place designated by the employing organization. Failure to appear for the hearing at the time and place designated by the employing organization normally will result in the implementation of termination procedures.
- C. An employee suspension normally will not exceed 30 days, pending investigation of specific charges, as specified in **AUCOE K-12 Code #3038**.
- D. The type of investigation will be determined by the conduct under investigation.

- E. As a result of the investigation the employee may be reinstated or terminated. The decision to reinstate or terminate an employee will be made by the Conference K-12 Board. (See **AUCOE K-12 Code #3042.**)

3038:93 Termination

- A. Termination is discontinuance of salary and employment at any time by the employing organization. An employee may be terminated for, but not limited to, the following reasons:
1. Failure to satisfactorily meet a correctional plan specified under Probationary Status. (See **AUCOE K-12 Code #3016.**)
 2. Immoral or unsatisfactory personal conduct inconsistent with the principles of the Seventh-day Adventist Church.
 3. Committing, aiding, advocating or being convicted of any crime that is a felony; or any crime involving moral turpitude, either a misdemeanor or felony.
 4. Failure to maintain the accepted standards of the Seventh-day Adventist Church.
 5. Advocating, practicing or teaching beliefs or philosophy contrary to the basic tenets, standards and doctrines of the Seventh-day Adventist Church including the Spirit of Prophecy.
 6. The use of alcohol, tobacco, harmful drugs and narcotics or misuse of any other controlled substance.
 7. Social and/or behavior problems which indicate an unfitness to instruct or associate with children and youth.
 8. Insubordination — persistent violation of, or refusal to cooperate with governing administrators.
 9. Membership in any organization known to be advocating the overthrow of the government by force or subversion.
 10. Indifference to pupil welfare or safety.
 11. Jeopardizing the students' learning environment, health and safety.

12. Failure to correct or overcome a problem area during a probationary period.
 13. Failure to comply with conference policies and regulations.
 14. Unprofessional conduct and/or violations of professional ethics **(See AUCOE K-12 Code #1424:04.)**
- B. Termination proceedings must comply with procedures as specified in **AUCOE K-12 Code #3042.**
- C. An individual whose employment is discontinued by termination proceedings may be eligible for termination pay if he meets eligibility requirements as specified in **AUCOE K-12 Code #3048** of this document.

3040:93 Declaration of Financial Exigency

- A. Financial Exigency is an unforeseen economic situation or event which jeopardizes the reasonable operation of a local school. It is cause for the school board to request the conference K-12 board of education to declare financial exigency for the school. The financial condition of the church and the school will be taken into consideration whenever financial exigency is determined.
- B. To declare a financial exigency the following procedures must be followed:
1. The school board, at a duly called meeting with a representative from the conference office of education present, may, by a 2/3 vote of board members present and voting, request the conference K-12 board of education to consider a declaration of financial exigency.

2. The school board will submit the following documents to the conference K-12 board of education:
 - (a) A conference study and audit of the financial position of the constituent churches and school.
 - (b) Alternative resources of marketing, recruiting and fundraising, including a youth census and survey.
3. Upon request and receipt of the required documentation by the superintendent of schools, the conference K-12 board of education must consider the request within 15 days.
4. If the conference K-12 board of education declares a financial exigency, all employee employment agreements for that school will be renegotiated within 30 days.
5. Reasonable effort will be made by the employing organization to transfer and relocate employees thus affected. The employee will not forfeit severance pay provision if he meets eligibility requirements as specified in **AUCOE K-12 Code #3048**.

3042:07 Procedures for Non-Renewal of Employment Agreement, Termination, Change of Employment Status

- A. Procedures will apply to the following situations:
 1. Termination of certificated personnel.
 2. Change of employment status from Provisional or Regular to Probationary.
 3. Non-renewal of contract (except for those on Provisional Status).

Hereinafter, any of the above cases are referred to as "such actions."

B. Procedures

Termination of a teacher/school administrator may be initiated from the Superintendent, K-12 Board, or a recommendation from the local administration or School Board.

1. If initiated by the principal or the school board chair, they shall notify the superintendent of schools of any allegation as listed

under 3038:93. The superintendent or designee must be present if the local school board gives consideration to the case.

2. If the allegation is moral or sexual misconduct or a violation of professional ethics the process will follow NAD Working Policy D80.
3. For allegations not included in #2 the superintendent or designee will present to the employee a written statement setting forth the reason(s) for the proposed action. The employee will be given an opportunity to address the designated committee appointed time prior to any final proposed recommendation to the: executive committee, conference discipline committee, or conference K-12 board of education. Failure of the employee to attend the meeting constitutes a waiver of this privilege.
4. The conference K-12 board of education must act upon the recommendation of the school board before such action becomes effective. The employee and a representative for the school board will be given an opportunity to address the conference K-12 board at a mutually agreeable time prior to any final action. Failure of the employee to request a meeting with the conference K-12 board constitutes a waiver of this privilege.
5. Written notification of the final action by the conference K-12 board of education shall be given to the employee by the superintendent of schools or designee and will inform the employee of his right of appeal:
 - (a) In actions involving non-renewal of contract, notification is to be made prior to April 1.
 - (b) In actions involving termination, the written notification is to include the effective date for discontinuance of salary.

C. Appeal Procedure

An employee may appeal the decision of the conference K-12 board of education in writing to the conference executive committee within fifteen (15) working days following the date of the decision. A request for appeal will be considered at the next duly called meeting of the conference executive committee following receipt of the appeal. The decision voted by the conference executive committee is to be communicated in writing to the conference K-12 board of education. The conference K-12 board of education shall make final disposition of the case based upon the

recommendations of the conference executive committee. If possible, the final disposition shall be within thirty (30) days from the date of the appeal, at the duly called meeting of the conference K-12 board of education.

D. Application of Grievance Procedures

Inasmuch as these procedures are similar to the grievance procedures set forth in **AUCOE K-12 Code #3700**, the general provisions of Sections 3702 and 3704 shall apply where applicable.

3046:93 Suspension or Revocation of a Teaching or Administrator's Certificate

A. Reasons for Suspension or Revocation of Teaching or Administrator's Certificate:

1. Any cause that is grounds for termination, (see **AUCOE K-12 Code #3038**).
2. Resignation without employer's consent.
3. Resignation and failure to repay money owed the employer.

B. Procedure for Suspension or Revocation of Certificate

1. The superintendent of schools shall notify the employee in writing of the proposed suspension or revocation of a certificate and of the opportunity to meet with the conference K-12 board of education regarding the matter.
2. The superintendent of schools shall submit the recommendation for suspension or revocation of certificate to the conference K-12 board of education.
3. On conference K-12 board of education approval, a formal request with supporting documentation shall be sent to the Atlantic Union Conference Office of Education.
4. The Director of Education shall give notice to the employee including the right to a hearing by the Atlantic Union Conference Board of Education.
5. The Atlantic Union Conference Board of Education shall have the final decision, including the length of time of suspension or revocation.

C. Procedure for Reinstatement

The employee may submit a request for reinstatement of certificate to the Atlantic Union Conference Office of Education after 90 days have elapsed since the final decision. The Atlantic Union Conference Board of Education may or may not grant reinstatement of the certificate.

3048:07 Termination Settlements

A. Eligibility

All full-time certificated employees who have been employed at least two years may be granted termination pay, providing the employee is not eligible for benefits from the Retirement Plan on the day of termination from employment. The termination pay policy may apply to the following:

1. Employees whose employment is discontinued by non-renewal of employment agreement or termination, or who are counseled to resign by the employing organization and who have not been offered employment by another denominational organization at comparable remuneration, and who will not be eligible for benefits from unemployment insurance or Workers' Compensation.
2. The surviving spouses or dependent children of employees who have died while in active service, or the surviving dependent parent(s) of unmarried qualifying employees who have died in active service. This assistance is in addition to that which is provided by the Employee Survivor Benefit policy.
3. Employees who serve until or after the age of 65 but who are not eligible for retirement benefits because of having entered denominational service after their 55th birthdays.

B. Ineligibility

Employees and/or surviving dependents not eligible for termination pay are those who:

1. Voluntarily resign from their employment, or terminate while on a leave of absence or immediately following a leave of absence.
2. Are unwilling to accept an appropriate transfer.

3. Are eligible for other unemployment benefits as provided by the employer, such as state unemployment insurance.
4. Are terminated for conduct involving moral turpitude, misdemeanor or felony.
5. have failure to secure a government work permit/work visa. See Code 3034:07-9

C. Service Record (check with NAD Policy)

The termination settlement (payment of severance) shall be noted in the employee's service record but does not cancel any part of his service credit unless such settlement exceeds the provisions of this policy. If an employee who has received termination re-enters denominational service at a later date, any further termination settlement would be based on service accrued since the date of the previous settlement or on the retirement allowance policy as in **NAD Working Policy X 40 40**.

D. Termination Amount

Termination shall be in an amount or amounts equal to 25 percent of one month's remuneration without additional allowances for each year of full time service or major fraction thereof. No more than 20 years of full time service shall be counted. Years above 20 will be calculated at the 20 year rate. (See **NAD Working Policy X 40 30**.)

E. No Service Credit

Severance shall not add service credit to the employee's record (**NAD Working Policy X 40 20**).

F. Health Care Benefits

The ex-employee and dependents (i.e. spouse and dependent children) may be eligible for continued hospitalization and medical benefits provided that such assistance shall be granted only in case of illness or accident. Non-emergency medical, dental and optical care are specifically excluded. This assistance shall continue for a period of two months or until the ex-employee has obtained health-assistance coverage, whichever comes first, or as required by state/prevaling law. It is the responsibility of the ex-employee or dependent to inquire as to whether such assistance is being continued. (See **NAD Working Policy X 40 50**.)

G. Employing Organization Pays

Severance payments are the responsibility of the employing organization. As a condition of receiving severance, the employee must sign a statement provided by the employing organization releasing the employer from any future liability.

3056:93 Remuneration

The salary rates for certificated personnel are determined annually by employing organizations in accordance with the Atlantic Union Conference Wage Scale and in compliance with applicable Federal and state laws. A certificated employee may be offered an agreement requiring either 10 or 12- months assignment. The following payment plans have been adopted for use in the Atlantic Union Conference. **No local school board has the authority to vary the salary rate of the Atlantic Union Conference K-12 adopted wage scale.**

A. 12-Month Assignment

Certificated personnel employed on a 12-month assignment will receive monthly salary payments based on established annual salary rates. For details see **AUCOE K-12 Codes #3300-3302.**

B. 10-Month Agreement

Certificated personnel employed on the 10-month assignment plan will receive 12 monthly payments, according to **AUCOE K-12 Codes #3300-3302.**

C. Salary Criteria

Salary increments within the steps established in the policy are based on certification status and years of service.

3058:03 Salary Adjustment Due to Certification Status Change

A. Salary Change Due to Upgrading Certification

Placement on the Wage Scale will be determined by the employee's certification status at the time the contract is issued. If an employee's certification status is raised and the certificate issued by October 31, the employee may be eligible, as determined by the superintendent, for increased salary retroactive to July 1. Should a new certificate be issued

by the Atlantic Union Conference after October 31 of the current year, any increase in salary will become effective the month following such issuance.

- B. A lapse of certification may result in the following action:
1. First year, salary will be frozen.
 2. Second year, salary will be reduced to base salary (83 percent) according to the wage scale.
 3. Third year, employee will be terminated.

No retroactive pay adjustment will be made for the period during which the teaching certificate has lapsed.

3060:04 Competitive Employment

All full time employees shall refrain from any additional employment, either denominational or non-denominational, which has the effect of diminishing their influence and/or infringing on the time, devotion and efficiency of the work to which they are assigned.

3062:93 Allowances and Benefits for Full Time Certificated Employees

In addition to salary, certain allowances and benefits may be granted to qualifying employees. Details regarding the allowances are provided in the **Atlantic Union Education Code K-12** in the sections listed below:

- A. Mileage, Authorized School Travel 3812, 3814, 3818
- B. Workshop and Convention Expense 3814, 3816, 3818, 3820
- C. Survivor Benefit Plan 3822
- D. Medical Assistance 3824
- E. Adoption Expense 3826
- F. Moving Allowance 3840
- G. Tuition Assistance to Children 3870
- H. Schooling 3875

- I. Leaves 3068
- J. Vacation Policy 3066
- K. Holidays 3066

Administrators only:

- L. Secondary Principal Insurance Deductible Allowance 3830
- M. Administrative Travel 3812, 3818

3064:93 Allowances and Benefits for Part-Time Certificated Employees

A. Half Time—An employee who works less than full time may qualify for prorated salary based on the amount of time worked and the allowances and benefits specified below.

1. Prorated service credit according to classes taught during the school year.
2. Vacation time based on prorated classes taught.
3. Holiday pay for holidays which fall during the normal school year, based on prorated classes taught.
4. Sick leave based on prorated hours of employment.

Half Time—Allowances or benefits not granted:

1. Tuition assistance for dependent children.
2. Health care assistance.
3. Termination or severance pay.
4. Remuneration for family and medical leave.
5. Any other allowances and benefits not specifically granted above.

B. Less Than Half Time—An employee who works less than half time may qualify for the following allowances and benefits:

1. Salary will be prorated on the number of classes worked based

upon a full teaching load for that particular school.

2. Holiday pay for holidays which fall during the normal school year, based on prorated classes taught.

Less Than Half Time—Allowances and benefits not granted:

1. Service credit does not accrue for purposes of determining retirement benefits or for any other purpose; however, the percentage of full-time equivalency worked should be recorded on a service record for administrative purposes.
2. Health care assistance.
3. Tuition assistance for dependent children.
4. Vacation time.
5. Sick leave.
6. Termination or severance pay.
7. Any other allowances and benefits not specifically granted above.

3066:03 Period of Employment, Vacations, and Holidays

A. 10-Month assignment

1. Those employed on a 10-month assignment will be given vacation time and holidays as designated by the school calendar issued by the conference office of education. An employee on a 10-month assignment receives a monthly amount which reflects the vacation policy as indicated below under the 12-month assignment. See **AUCOE K-12 Code #3300-3302** for specified dollar amounts.
2. Those employed for the school year as designated by the school calendar issued by the conference office of education are considered to be on a 10-month assignment.

B. 12-Month Assignment

Those employed on a 12-month assignment accrue and are granted vacation time as follows:

Years of Employment	Vacation Time Per Year of Full-Time Service	Vacation Time Accrued Per 38-Hr. Week
During first 4-year period	2 weeks	1.4575 hours
During next 5-year period	3 weeks	2.1863 hours
After 9 years of service	4 weeks	2.9151 hours

1. A work week differing from the 38 hours will require a recalculation of the accrual time rate.
2. Employees who work an average of 50% or more but less than 100% of the organization's normal work week shall accrue vacation time on a prorated basis.
3. Employees are expected to work during regular school vacation periods.
4. Vacations for 12 month employees should be approved by local school board and conference office of education.

C. Unused Vacation Time--12-Month Employees

It is intended that vacations be taken each year. However, at the request of the employee and with the approval of the employing organization, unused vacation time may be carried over from one year to the next for an accumulated vacation not to exceed six weeks. An employee who retires, resigns, is terminated or laid off, or whose employment agreement is not renewed will be paid for any accrued unused vacation time at the time of the employee's departure. An employee who transfers will be paid for accrued, unused vacation time. Payment of accrued unused vacation may be negotiated by the conferences involved in the transfer of the employee.

D. Holidays

The number of paid holidays granted in any one year shall be specified by the Atlantic Union Conference, and any leave taken beyond that shall be treated as a part of the annual vacation.

3068:03 Leaves

The Atlantic Union Conference makes provision for leaves, which include bereavement, illness, child care, jury duty, and voting. Leaves for any other purpose must be approved by the employing organization.

A. Bereavement

1. A leave of up to five working days with no loss of salary may be granted to an employee in case of death in the immediate family. The immediate family is defined as the parents, brothers/sisters, children, grandchildren, and grandparents of either the employee or spouse. In unusual circumstances, additional time may be granted at the discretion of the employing organization.
2. Cases involving other near kin may require special consideration. Such cases shall be evaluated on an individual basis by the employing organization.

B. Sick Leave

1. The employing organization should accurately keep records of employee sick and personal leave.
2. When an employee is sick or impaired to the extent of being unable to reasonably perform all regular duties or would expose others to illness or injury, the employee is not to report to work.
3. All anticipated absences must be reported as early as possible to the principal. Where there is no principal or head teacher, anticipated absences should be reported to the board chair.
4. Sick leave is granted only in the case of personal illness or injury of the employee or immediate family members, as defined in **AUCOE K-12 Code 3068:03 A 1**. Illness that necessitates more than five working days' absence should be documented by a health care professional.
5. The employing organization will consider unusual cases on an individual basis.

6. Elective medical, dental or surgical appointments should be scheduled so as not to interfere with the regular work schedule. Where this is impossible, such time shall be taken as sick leave.
7. Below is a summary of sick leave policy from **NAD Working Policy D 65**; however, some specifics might vary among conferences:
 - (a) Sick leave time will accrue based on 2.93 hours for a 76-hour (two week) pay period.
 - (b) Up to 60% of the accrued sick leave time will be made available for short-term illnesses and medical/dental appointments. The balance will be available for long-term sick leave. (Atlantic Union Conference uses a 50/50 formula.)
 - (c) The first three (3) work days of any illness or time off with pay for medical/dental appointments will be charged to the **short-term sick leave bank**. Short-term sick leave may be carried over from one year to the next up to a maximum of 76 hours. Any excess over the 76 hours may be transferred to the extended sick leave bank.
 - (d) Beginning with the fourth (4th) work day of an illness, time off with pay will be charged to the **extended sick leave bank** until those hours have been exhausted. The employee must be under a physician's care and submit a physician's statement to qualify.

Extended sick leave time may be accrued up to a maximum of 1000 hours (26 weeks) and may not be transferred to the short-term sick leave bank. Extended sick leave is not to be converted into paid leave or considered to be paid out at the time of termination.

- (e) Employees returning to work part-time after an extended leave must have a physician's written approval. The actual time worked is paid at the regular rate. The balance is paid from the extended sick leave bank as long as hours are available.
- (f) Pregnancy leave shall be granted on the same basis as extended sick leave and paid from the accrued extended leave sick bank until those hours have been exhausted. This leave is also granted to employees who adopt children. Eligible employees are to request Family and Medical Leave of Absence leave (See **AUCOE Code** below). An employee may be paid under this policy whether or not she plans to return to work at the end of the pregnancy leave.
- (g) At the time of termination or transfer, short-term sick leave may be paid to the employee. Accrued time shall not be transferred to the new denominational employer; however, extended sick leave may be reported to the new employer at the time of transfer. No payment is to be made to the employer or to the employee for extended sick leave hours.
- (h) In the case of an industrial accident which is covered by Workers' Compensation insurance, full pay less compensation pay will be granted for a period equal to unused sick leave time.

C. Family and Medical Leave of Absence

The following is a summary of the major provisions of this leave. **NAD Working Policy D 67** explains its provisions and stipulations in full.

A family and/or medical leave of absence shall be defined as an approved absence of an eligible employee for up to twelve weeks within a twelve-month period under particular circumstances that are critical to the life of a family. Leave may be taken for the following reasons:

1. Birth of an employee's child and to care for a newborn child
2. Placement of a child with an employee for adoption or foster care
3. Need for an employee to care for a child, spouse, or parent who has a serious health condition

4. A serious health condition resulting in an employee's inability to perform the functions of his/her position.

Family and/or medical leaves are unpaid except where eligible employees have accrued extended sick leave benefits available. Those extended sick benefits cannot be used to lengthen the Family and/or Medical Leave.

To be eligible for this leave an employee must have been employed by the employer for at least twelve months in total and must have worked at least 1250 hours during the twelve-month period preceding the leave. All full-time teachers and all non-exempt employees are deemed to meet this requirement.

An employee who takes this leave will be able to return to the same job or a job equivalent in status, pay, and benefits, or one which requires substantially equivalent skill, effort, responsibility and authority.

D. Personal Leaves

Leaves for personal reasons other than those provided by policy must be approved by the employing organization. Such a leave will require an adjustment in the remuneration of the employee. Personal leave days, if issued by the employing organization, should not be used to extend vacation time or regular holidays.

E. Jury Duty

Employees selected for jury duty should accept this responsibility as required of a contributing citizen and should notify the principal and/or superintendent of schools as soon as possible. Employees will be granted time off upon presentation of written evidence of a call for jury duty. The employing organization will pay the employee for the first three days, or parts thereof, of jury service, and thereafter the difference between his regular net pay and the compensation provided to him by the government.

F. Voting

Whenever possible, employees should arrange to vote on their own time. However, if time off is necessary in order to vote, the employing organization will grant up to two hours time off after the opening of the polls. An employee taking time off to vote must provide the principal or superintendent with at least one day's written notice.

3070:04 Retirement

Full and complete details regarding the requirements for retirement and the SDA Retirement Plan are stated in the booklet *The Seventh-day Adventist Retirement Plan (USA)* published by the North American Division and can be obtained from the NAD Retirement Office or the employee's local employing organization. (See also **NAD Working Policy X 45.**)



3100 Classified Personnel

3102:07 Authority to Employ

A. Employer

In the employment of classified personnel the local school board is the employing organization. The conference office may provide payroll services for classified personnel, but this is not to be construed as accepting any responsibility for their employment, assignment, termination, or salary and allowances. When payroll services are provided by the conference office, the local school will be billed for salary, retirement contributions (if employee qualifies for retirement benefits), Social Security contributions, and allowances and benefits as specified by the local board.

B. Employment Guidelines

Since all local schools are part of the Seventh-day Adventist school system, they will follow the employment guidelines for classified personnel as set forth in this document.

C. Recommendation for Status Change

The principal/head teacher will recommend classified personnel to the school personnel committee-for recommendation of employment, assignment, or termination. In schools without a personnel committee, classified personnel will be recommended for employment, assignment, or termination, to the school board acting as the personnel committee. See Code 1336:07 J.

D. Employer Intention Not to Re-employ

An employer who intends not to re-employ a full-time classified employee for the ensuing year is to indicate such intent in writing to the employee prior to April 1 of the current employment agreement year.

E. Employee Intention Not to Accept Employment

A full-time classified employee who intends not to accept employment for the ensuing year in the school where presently employed is to notify the employing organization in writing of such intent prior to April 1 of the current school year.

3104:93 Conditions of Employment

Included in the conditions of employment are:

- A. Membership in a Seventh-day Adventist Church within the constituency of the school wherever possible.
- B. Belief in the doctrines of the Seventh-day Adventist Church and demonstrated support of these beliefs through personal living.
- C. The practice of returning a tithe through a constituent church.

3106:93 Salaried Classified Personnel

- A. A salaried classified employee is one that is employed full time in a management or supervisory position as defined by the Federal Fair Labor Standards Act.
- B. Remuneration for a salaried classified employee consists of salary and the allowances and benefits for which the employee qualifies. The following statements on salary and allowances apply to those who are paid in harmony with the Atlantic Union Conference Wage Scale and are employed by the local school board. These statements may also be used as guidelines by local school boards in the employment of salaried classified personnel in order to ensure compliance with Federal and state wage and hour laws.
 - 1. Remuneration for a salaried classified employee is based on the wage scale adopted by the Atlantic Union Conference and is determined annually by the local school board after consideration of the following factors:
 - (a) Years of employment.
 - (b) Level of experience or expertise.
 - (c) Responsibility/workload.
 - (d) Job description.
 - (e) Cost of living area.

2. The employment of salaried classified employees may be discontinued at the end of the school year. Authorized documentation and professional evaluation are to be submitted with reasons therein for non-renewal of employment agreement. Reasons for discontinuance of employment may include, but are not limited to, the following:

- (a) Insufficient enrollment.
- (b) Lack of adequate funds.
- (c) Employer's inability to effect a transfer as detailed in **AUCOE K-12 Code #3020**.
- (d) Employee's inability to perform the essential functions of the job because of physical, mental, or emotional factors.
- (e) Employee's incompetence as determined by appropriate evaluation.
- (f) Employee's indifference to pupil welfare.
- (g) Employee's lack of cooperation with administrators or supervisors.
- (h) Employee's failure to provide a positive Christian role model and/or uphold the doctrines and the generally accepted standards of the Seventh-day Adventist Church.
- (i) Employee's failure to comply with the conference policies or regulations.

3. Procedures for Non-Renewal of Employment Agreement of Classified Full-Time Salaried Personnel

- (a) The principal, or the school board chair, shall notify the school board of any such proposed action.
- (b) The principal, or the school board chair, must present to the employee a written statement, setting forth reason(s) for the proposed action, and the employee shall have an opportunity to address the school board prior to the action's becoming final.

- (c) The employee shall be given written notification of the final school board action, including reasons for such action:
 - (1) Involving non-renewal of employment agreement; notification is to be made prior to April 1.
 - (2) Involving termination; the written notification is to include effective date for discontinuance of salary.

The written notification will inform the employee of the right of appeal.

- 4. The employment of salaried classified personnel may be discontinued during the school year by suspension and/or termination. The reasons for termination include, but are not limited to:
 - (a) Immoral or unsatisfactory personal conduct not in accordance with the principles of the Seventh-day Adventist Church.
 - (b) Committing, aiding, advocating, or being convicted of any crime that is a felony or any crime involving moral turpitude, either a misdemeanor or felony.
 - (c) Persistence in advocating, practicing, or teaching beliefs or philosophy contrary to the basic tenets, standards, and doctrines of the Seventh-day Adventist Church.
 - (d) The use of alcohol, tobacco, marijuana, or misuse of any other dangerous drugs.
 - (e) Social and/or moral problems which make the employee unfit to instruct or associate with children and youth.
 - (f) Insubordination -- persistent violation of, or refusal to cooperate with the school administration and local school board policies.
 - (g) Membership in any organization advocating the overthrow of the government by force or subversion.
 - (h) Employee's inability to fulfill required responsibilities because of physical, mental, or emotional factors.

- (i) Employee's incompetence as determined by appropriate evaluation.
- (j) Employee's indifference to pupil welfare.

3108:93 Hour-Time Classified

- A. An hour-time classified employee is one who is employed in a non-teaching or non-supervisory position such as secretary, bus driver, custodian, industrial or plant service worker, or teacher assistant (aide) and who is paid on an hourly rate. These employees are considered “at will,” which means that either the employer or employee can terminate the employment without the requirements of cause subject to a two-week notice.
- B. There are two employment plans for hour-time classified employees:
 - 1. Full-Time Employment
A full-time employee is one who works at least 38 hours per week or a minimum of 1,950 hours per year.
 - 2. Part-Time Employment
A part-time classified employee is one who works less than 38 hours per week or less than the minimum of 1,950 hours per year.
- C. Wages for an hour-time classified employee are determined annually by the school board after consideration of the following factors: (Refer to **AUCOE K-12 Code #3300** as a guide.)
 - 1. The job classification.
 - 2. Prevailing community rates for a comparable position unless the community rate exceeds the maximum on the wage scale.
 - 3. The number of working hours per week.
 - 4. The number of weeks of the work agreement.
 - 5. Cost of living area.
- D. Hour-time classified employees hired by school boards receive only those allowances and benefits specified by the employing board.

- E. Hour-time classified workers are not eligible for severance pay.

3110:03 Benefits for Hour-Time Classified Employees

Following is a brief description of some of the benefits that full-time hour-time classified employees may be eligible for if specifically stated by their employing board.

- A. An employee survivor benefit plan is available to all **full-time** denominational employees. (See **AUCOE K-12 Code #3822.**)
- B. A full-time employee is eligible for health care benefits from the employing organization in accordance with the denominational health care assistance policy. (See **NAD Working Policy X 22**)
- C. All full-time hour-time employees are eligible for the number of paid holidays in each fiscal year as specified by the Atlantic Union Conference. If employment is required on a holiday, arrangements are to be made with the employing organization for appropriate compensation.
- D. It is not standard policy to defray the cost of moving hourly-paid classified employees.
- E. The Seventh-day Adventist denomination has a retirement benefit plan which is available to qualifying employees who are paid through the conference or senior academy payroll.

In order for classified employees of K-12 schools to be eligible to receive retirement credit, their local employing school board must agree to contribute an amount of their salary specified by NAD to the retirement fund.

Full and complete details regarding the requirements for retirement and the SDA Retirement Plan are stated in the booklet *The Seventh-day Adventist Retirement Plan (USA)*, published by the North American Division which can be obtained from the NAD Retirement Office or the employee's local employing organization. (See also **NAD Working Policy X 45.**)

Part-time employees may build up service credit if they work at least 1,000 hours per year.

- F. A full-time hourly-paid classified employee who has been employed for a minimum of 60 days is eligible for sick leave pay. This policy is applicable only to the employee for personal illness. Absence with pay is limited to the equivalent of ten total working days annually for bona fide illness.
- G. All employees are eligible for social security benefits as stipulated by the Federal Government. Contributions are shared by the employer and employee as mandated by law.
- H. Vacation Pay, 12-Month Assignment
Those employed on a 12-month assignment are granted vacation time as follows:

Years of Employment	Vacation Time Per Year of Full-Time Service	Vacation Time Accrued Per 38-Hr. Week
During First 4-Year Period	2 Weeks	1.4575 Hours
During Next 5-Year Period	3 Weeks	2.1863 Hours
After 9 Years of Service	4 Weeks	2.9151 Hours

If an employee takes off the vacations and holidays during the school academic year, this counts as ten working days of accrued vacation time.

3112:99 General Provisions for Classified Employees

- A. Employment Agreements

Any agreement to employ by the church or its institutions implies that the employee will practice tithing in harmony with **NAD Working Policy D 55 20**.

B. Termination Notice

A two-week termination notice is required from either the employee or the employer when the employment of an hour-time employee is terminated for any cause. A summary notice of termination of employment may be given for causes as listed under **AUCOE K-12 Code #3038**.

C. Payroll Records

Payroll records must accurately identify time worked as well as credit time for vacations, sick leaves and holidays.

D. Employee Service Records

1. An up-to-date service record is to be maintained for each employee on the approved form. This permanent record is to be kept in the conference office for all K-10 employees, and in the academy office for all academy employees. It is the responsibility of the conference secretary to see that these records are kept up to date. He may choose to delegate this authority to the superintendent and to the academy principal. **A copy of the employee's service record should be given to the employee every two to three years to assure its accuracy.**
2. A record should be kept for all classified employees regardless of hours worked. However, credit towards retirement will count only for those who have accumulated at least 1,000 hours during a given year and are paid through the conference or senior academy payroll.

E. Personnel Files

Employers should keep the following information in each employee's personnel file: name, address, date of birth, job title/description, rate of pay and other compensation, waivers if applicable, and any disciplinary records. If there is disagreement with any information in the file, the employer and the employee mutually may agree to remove or correct it. Forms that identify an employee's alien status (I-9 form) should be kept separately, as well as any forms which identify an employee's receipt of Workers' Compensation. Personnel files should be kept following employment termination.

Employee personnel files must be made available under the following conditions:

1. Written request of at least 24 hours.
2. Inspection to be made during working hours.
3. Employer, or designee, present for the inspection.
4. Employer will make copies of materials for employee upon written request.



3300 WAGE SCALE

3300:03 Wage Scale Percentages for Education Personnel

CLASSIFICATION OF EMPLOYEE	PRE BA	BA/BA NOT CERT.	YEARS OF SERVICE BS/BA/MA CERTIFIED					
Teacher			1	2	3	4	5	6
	60	75+						
**Basic			83	87	89			
Standard						91	93	95
Professional						96	98	102
▲ PRINCIPAL — ELEMENTARY & JUNIOR ACADEMY — TWO TO FIVE TEACHERS								
Basic			87	89	91			
Standard						92	94	96
Professional						97	99	102
Administrative						98	100	102
PRINCIPAL — ELEMENTARY & JUNIOR ACADEMY, SECONDARY WITH SIX OR MORE TEACHERS — VP AND ASST. PRINCIPAL (VP SALARY TO BE SET ON THE BASIS OF CERTIFICATION AND EXPERIENCE)								
Basic			92	93	95			
Standard						96	97	98
Professional						98	100	102
Administrative						99	101	102
TREASURER								
BS/BA			83	86	89	92	94	97
MBA (check NAD policy for definition)			87	89	92	95	97	102
ACCOUNTANT/AC CLERK								
Accountant			76	79	84	89	93	96
Accountant Clerk			56	60	64	68	72	76
REGISTRAR/LIBRARIAN								
Pre BA			58	62	65	70	74	78

BA/BS (No Certification, max of 83%)		75*	83	87	89	91	93	95
MA/MLSs						96	98	102
SCHOOL COUNSELOR								
Standard			83	87	89	91	93	95
Professional						96	98	102
			1	2	3	4	5	6
DIRECTOR OF FOOD SERVICES								
Certificated/HIEFFS			69	73	77	80	85	89
BA/equivalent			81	85	87	89	92	95
MA/Equivalent			87	90	93	95	99	102
HEALTH SERVICES								
AS/RN			75	79	82	86	89	92
BS/RN			85	88	91	94	97	99
RESIDENT HALL DEAN								
***Standard			83	85	87	90	92	95
***Professional			87	89	92	95	97	102
CAMPUS INDUSTRY								
****Maintenance Director			67	71	76	80	85	90
Industrial Head			79	83	87	91	95	99
DEVELOPMENT DIRECTOR								
No certification			80	83	87	89	91	93
BA/BS/ASPA			83	86	89	92	94	97
MA/Acced.			87	90	93	96	98	102

*The conference may grant up to 83%.

*Will receive the annual COLA increase but remain at 83 until certification is acquired.

**Conference may begin an MA graduate at a step higher than the bachelor.

▲ In a large one room school a conference may give special consideration to one teacher

***Or equivalent experience

****Boarding Academies should follow Teacher's Wage Scale, Day Academies, Community rates.

3302: 04 Wage Scale Notes

A. Wage scale for certificated personnel is based on:

1. Degree
2. Years of service
3. Certification

B. Pre-BA

The designation of pre-BA does not indicate that teachers without degrees may be hired. The designation is for the teacher who was hired in the past without a degree.

C. Baccalaureate Degree

Educational personnel with a baccalaureate degree but without certification will be paid at the 83% rate of the Teacher's Wage Scale **AUCOE K-12 Code #3300**. One condition of reemployment will be the satisfactory completion of a minimum of six semester hours of course work per contract year toward fulfillment of certification requirements.

D. Advancement

After completing certification requirements, educational personnel will advance to their proper step according to certification and years of service.

E. Non-SDA College Graduates

Teachers graduating from non-SDA colleges without teaching experience who have satisfied all professional education requirements for the standard certificate with the exception of specific church requirements such as Religion, Philosophy of Adventist Education, etc., will be paid at Year 1, under Years of Service, on the ten-month annual salary. One condition of reemployment will be the satisfactory completion of a minimum of six semester hours per employment agreement year with all requirements being met within three calendar years. Upon completion of these certification requirements, the teacher will be advanced to the appropriate salary step commensurate with the certificate held and years of teaching experience.

F. Experienced Teachers Without Certification

Experienced teachers who have not met the specific denominational certification requirements will be placed on the Wage Scale in accordance with the degree held and years of teaching experience. They will be given three years in which to meet such requirements without being penalized financially providing they complete a minimum of six semester hours of course work per year. They should complete all requirements within three calendar years.

G. Designated Subject Certification

Teachers with designated subject certificates may be paid at Year 1 of the ten-month annual Wage Scale during their first year of teaching and thereafter be advanced according to years of training and experience to a maximum of Year 4. An employee teaching with a designated subject certificate may be paid on the Teacher's Wage Scale for only the percentage of total work load time at which the teaching assignment is computed.

H. Cost of Living Adjustment (COLA)

Please refer to NAD X10 25 and the current scale.

I. Vacation Base Rate Plan -

Years of Employment	Vacation Time Per Year of Full-Time Service	Vacation Time Accrued Per 38-Hr. Week
During First 4-Year Period	2 Weeks(10 working days)	1.4575 Hours
During Next 5-Year Period	3 Weeks(15 working days)	2.1863 Hours
After 9 Years of Service	4 Weeks(20working days)	2.9151 Hours

J. Failure to Renew Denominational Certificate

Failure to renew denominational certification results in the following consequences:

1. First year, salary will be frozen.
2. Second year, salary will be reduced to 83%.
3. Third year, the teacher will be terminated.

3304:93 Annual Salary — Begins and Ends

In harmony with NAD policy, the fiscal year in the Atlantic Union Conference Office of Education, July 1 to June 30, shall constitute the employment agreement period for all conference-employed education personnel. Under this employment agreement, salaried educational personnel shall be paid bi-weekly or monthly according to the policy of the employing organization in harmony with the Atlantic Union Conference Board of Education Wage Scale.

3308:93 Retroactive Pay — Certification Change

A. Pay Increases

The employment agreement with the teacher shall provide for payment on the basis of certification. Any increase in monthly salary payment will become effective the month following the recording of transcript data in the Atlantic Union Conference Office of Education.

B. Procedure for Pay Rate Change

Teachers will receive retroactive pay from the beginning date of the employment agreement for summer work when there is:

1. A certification or step change.
2. Certification information from the AUCOE registrar in the superintendent's office on or before October 31 of the current year.

3400 Nondiscrimination Policy

School boards shall, officially and in practice, abide by the following policies relating to employment.

3404:04 Equal Employment Opportunities

Equal employment opportunities shall be afforded to all employees of the conference. The conference will not discriminate against any employee or applicant because of race, color, ethnic background, country of origin, age or gender (except where age or gender are bona fide occupational qualifications), physical or mental disability, weight, height, marital or veteran status. This policy applies to all phases of the employment relationship, including recruitment, hiring, transfer, promotion, demotion, layoff, termination, benefits, and compensation.

3405:04 Nondiscrimination Employment Exception

For Seventh-day Adventists, the free exercise of religion includes the right to operate educational institutions that are distinctively Adventist. The creation and maintenance of such institutions require that they be staffed only by those individuals who are in complete harmony with the beliefs and practices of the church. Hence, in the employment of personnel for its educational institutions, one of the occupational qualifications for any position is for the individual to be a Seventh-day Adventist, committed to the program of the church. Inasmuch as the personal life and the professional identity of an individual are inseparable, all employees are expected to conform to the standards of conduct that are in harmony with Seventh-day Adventist principles.

3410:04 Promotion

Decisions regarding the promotion of employees will be based upon the qualifications of individuals to perform the essential functions of the positions for which they are being considered.

3500 Disabilities Act (ADA)

3502:93 Disabilities Act (ADA)

The Atlantic Union Conference does not discriminate against any qualified individual with a disability in regard to job application procedures, the hiring or discharge of employees, employee compensation, advancement, job training, and other terms, conditions, and privileges of employment. The conference will make all employment decisions without regard to an individual's disability, an individual's relationship with a disabled person, or an individual's need for reasonable accommodation for a disability. This policy is in compliance with the Americans With Disabilities Act, signed into law on July 26, 1990 and effective July 26, 1992.

3504:93 Definition

The term "disability," as it relates to an individual, means:

- A. A physical or mental impairment that substantially limits one or more major life activities such as caring for one's self, walking, breathing, speaking, hearing, or learning.
- B. A record of having such an impairment, e.g., a history of mental illness or cancer.
- C. Being regarded as having such an impairment, e.g., being misclassified as having a mental retardation or being stigmatized as "disabled" due to severe burns on one's body.

The term "qualified individual with a disability" means a person with a disability who, with or without reasonable accommodation to his or her disability, can perform the essential functions of the employment position for which the individual was hired.

3506:93 Reasonable Accommodations

Reasonable accommodation to the known physical or mental limitations of the employee will be provided throughout the employee's term of employment unless the accommodations impose an undue hardship (i.e., are significantly difficult, expensive or disruptive) on the operations of the conference.

Accommodations suitable for individual employees will be determined on a case-by-case basis by the school in consultation with the individual involved. The school encourages any individual who believes that he or she requires an accommodation for a disability to inform the principal or the superintendents of schools.



3600 Misconduct/Harassment

3605:93 Definition

Harassment

A. Working Environment

The Atlantic Union Conference recognizes its responsibility to all employees to maintain a working environment free from harassment. It endeavors to achieve this environment through educating employees that harassment violates the law and will not be tolerated by the Union. The Atlantic Union Conference also endeavors to prevent harassment by publishing this policy, by developing appropriate sanctions for misconduct, and by informing all employees of their right to complain of harassment.

To maintain a work environment free of harassment and assist in preventing inappropriate workplace conduct, the Atlantic Union Conference expects each Union organization to take the following actions:

1. Develop a harassment policy and complaint procedure (See Grievance Policy 3700 for complaint procedures);
2. Designate an individual to serve as the person to whom complaints of harassment can be made in addition to the principal/head teacher;
3. Supply each employee with a copy of the harassment policy and complaint procedure; and
4. Have each employee acknowledge receipt of this policy and complaint procedure, which will be maintained in the employee's personnel file.

B. Personal Conduct

Employees of Atlantic Union Conference are to exemplify the Christ-like life and should avoid all appearances of wrongdoing. They should not engage in behavior that is harmful to themselves or others and casts a shadow on their dedication to the Christian way of life. Employees should respect and uplift one another. Employees should never be placed in a position of embarrassment, disrespected or harassed because of their gender, race, color, national origin, age or disability. To do so would be a

violation of God's law and civil laws' protection of human rights and governing workplace conduct.

C. Sexual Harassment

Sexual harassment is a form of harassment that involves unwelcomed sexual advances, requests for sexual favors or other verbal, written 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 an individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

D. Improper Conduct

Improper conduct by the employer, co-workers and, in some instances, non-employees includes, but is not limited to:

1. Any subtle or other pressure or request for sexual favors or activity, including any suggestion that an applicant's or employee's giving in to or rejecting sexual advances will have an effect on that person's employment or terms of employment;
2. Unwelcome sexual flirtation or propositions;
3. Unnecessary or inappropriate touching of a sexual or abusive nature (e.g., patting, pinching, hugging, repeated brushing against another person's body, etc.);
4. Displays of sexually suggestive pictures, drawing, cartoons or objects;
5. Threats or demands for sexual favors;
6. Unwelcome or derogatory statements related to gender, race, color, national origin, age or disability (for example, kidding, teasing, degrading jokes or offensive comments or tricks);

7. Demeaning or degrading comments about an individual's appearance;
8. Denying an employee the opportunity to participate in training or education on account of gender, race, color, national origin, age or disability;
9. Limiting opportunities for promotion, transfer or advancement on account of gender, race, color, national origin, age or disability; or
10. Requiring a protected employee to perform more difficult tasks or less desirable work assignments in order to force them to retire or resign from employment.

E. Reporting Incidents

Employees who believe that they have been harassed should immediately take the following steps:

1. Make it clear that such conduct is offensive and should be stopped immediately; and
2. Report the incident to the principal/head teacher/school board chairperson or to the designated person of the school to whom complaints can be made. The initial report should be followed by a written statement describing the incident and identifying potential witnesses.

F. Third-Party Reports

Employees who are aware of incidents of potential workplace harassment towards others are to report such incidents to the principal/head teacher/school or the designated person to whom complaints can be made.

G. Retaliation

The Atlantic Union Conference prohibits retaliation against employees complaining of harassment.

3614:93 Investigation

Complaints of sexual harassment shall be investigated promptly. The determination of whether or not a particular action constitutes sexual harassment shall be made from the facts on a case-by-case basis. On determining whether

alleged conduct constitutes sexual harassment, the supervisor or appropriate official shall look at the record as a whole and the totality of the circumstances, such as the nature of the sexual overtures and the context in which the alleged incident occurred.

3615:93 Disciplinary Action

If it is determined that an employee has engaged in conduct prohibited by this policy, the school/conference will take appropriate action which may include disciplinary action up to and including termination.

3616:04 Prohibition of Retaliation

The Atlantic Union Conference prohibits retaliation against employees complaining of harassment.

**3617:04 Sexual Misconduct in Church Relationships Involving
Denominational Employees and Approved Volunteers—Model
Procedures**

See NAD Working Policy D 80.

Sexual Misconduct in Church Relationships

Sexual misconduct is a violation of Christian principles. Sexual misconduct is never condoned by the Seventh-day Adventist Church. Employees and volunteers are entrusted with sacred responsibilities which include refraining from sexual misconduct. It is expected that persons functioning in these roles will not engage in such behavior.

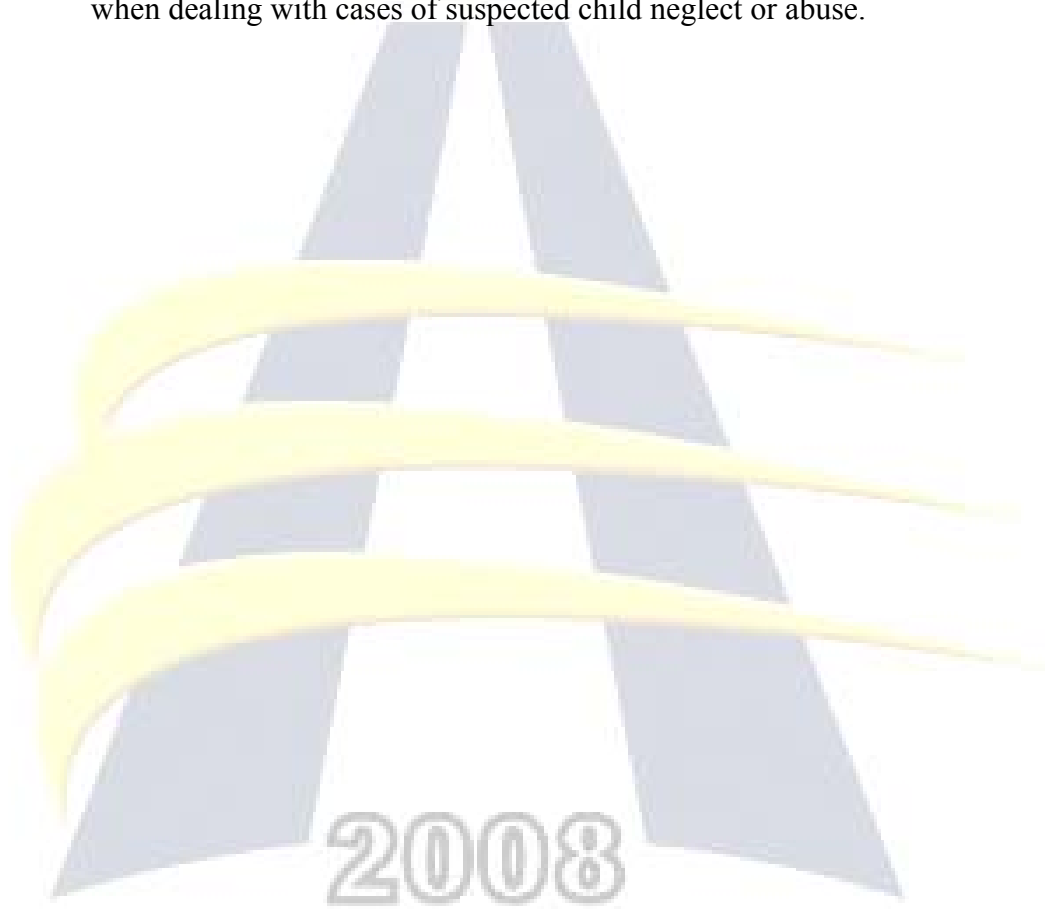
The school and its values are compromised by improper actions of employees and volunteers. The school/volunteers responds to situations where the fitness of a person for service to the school is questioned due to accusations of sexual misconduct. The Church also seeks to advance the healing and integrity of all persons influenced by its ministry.

The procedure as outlined in NAD Policy D 80 will be applied in response to allegations regarding misconduct.

3618:06 Child Abuse or Neglect Reporting Policy

Any employee or volunteer at the school who suspects child abuse or neglect must report that suspicion to the area's legally appointed child protection agent within a specified period of time as stated by law governing the local school.

When it is necessary to report a suspected instance of child abuse, the principal/head teacher and the conference superintendent of education shall be notified. In making these reports and notifications, confidentiality shall be maintained. Educational personnel are reporting agents, not investigating agents when dealing with cases of suspected child neglect or abuse.



3700 Grievance Policy

3702:07 Purposes

The purpose of this grievance 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.

Christians should make every effort to avoid tendencies that would divide them and bring dishonor to their cause. Reconciliation of differences should be possible without recourse to civil litigation. 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.

Inasmuch as these are collegial proceedings, at no step of the grievance procedure shall the grievant, the school, or the conference be represented by legal counsel. See NAD Policy BA 45-50

3704:93 Definitions

A. A "grievance" shall be any claimed misinterpretation, inequitable application or violation of the policies or regulations of the school, the conference, Atlantic Union Conference, the General Conference, or state and Federal laws that apply to private schools. Separate procedures which are provided for actions related to non-renewal of employment agreement, termination and change of employment status must be exhausted before the grievance policy becomes applicable.

B. Grievant

"Grievant" refers to any employee who has a grievance as defined in Section A above.

C. Administrator

"Administrator" refers to the principal of the school; or to the superintendent of schools for those schools which do not employ a principal because of the school size; or to the superintendent of schools for a principal who is the grievant.

3706:04 Grievance Procedure

A. Step One

An employee with a grievance shall first discuss it with the immediate administrator (principal/superintendent) in an informal conference within 15 working days of the incident.

B. Step Two

1. If the employee is not satisfied with the results of the informal conference, the employee may present the grievance in writing to the next level administrator within ten working days following the informal conference referred to in Step One.
2. The written statement should contain a clear, concise statement of the grievance, including the date(s) of the incident(s), the circumstances involved, the decision rendered at the informal conference, and the specific remedy sought.
3. The administrator shall reply in writing to this formal complaint within ten working days, indicating a decision based on the information regarding the grievance.

C. Step Three

If the decision contained in the written response from the next level administrator is not satisfactory to the grievant, the employee should counsel with the principal or conference superintendent of schools.

If the decision contained in the written response from that administrator is not satisfactory, the grievant may appeal the decision by requesting, in writing within five working days following receipt of the decision, that the matter be referred to the school board. A request for appeal is to be honored at the next duly called meeting of the school board, not to exceed 30 days following the request of appeal. The decision voted by the local school board is to be communicated in writing to the grievant within five working days following the board meeting.

D. Step Four

If the decision contained in the written response from the school board is not satisfactory to the grievant, the employee may appeal the decision in writing to the conference board of education within five working days following receipt of the decision. A request for appeal is to be honored within 30 days following receipt of the appeal. The decision voted by the conference board of education is to be communicated in writing to the

grievant within five working days following the board meeting.

E. Step Five

If the decision contained in the written response from the conference board of education is not satisfactory to the grievant, the employee may appeal the decision in writing to the conference executive committee within five working days following receipt of the decision. A request for appeal is to be honored within 30 days following receipt of the appeal. The decision voted by the conference executive committee is to be communicated in writing to the grievant, school board chairman, principal, and superintendent of schools within five working days following the committee meeting. The conference superintendent of schools or designee must be present when the grievance is considered.

F. Step Six

If the decision contained in the written response from the conference executive committee is not satisfactory to the grievant, the employee may appeal the decision in writing to the conference conciliation committee within five working days following receipt of the decision. A request for appeal is to be honored within 30 days following receipt of the appeal. The decision voted by the conference conciliation committee is to be communicated in writing to the grievant, school board chairman, and principal within five working days following the committee meeting. The conference superintendent of schools or designee must be present when the grievance is considered.

G. Appeal

If the decision contained in the written response from the conference conciliation committee is not satisfactory to the grievant, the employee may appeal the decision in writing to the Atlantic Union Conference Conciliation Committee within five working days following receipt of the decision. A request for appeal is to be honored within 60 days following receipt of the appeal. The decision voted by the Atlantic Union Conference Conciliation Committee is to be communicated in writing to the grievant, Atlantic Union Conference President, conference president, school board chairman, and principal within five working days following the committee meeting. The conference superintendent of schools, or designee, must be present when the grievance is considered. The decision by the Atlantic Union Conference Conciliation Committee is final and binding.

3800 Payments to Educational Personnel

3802:04 Payment of Substitute Teachers

Substitute teachers' wages shall be determined by the conference. Substitute teachers may not be hired without a background check and the consent of the conference K-12 board of education. The payment for substitute teachers is made through the conference in order that payroll records may be kept.

3804:04 Long Term Illness/Substitute Teacher Payment Plans

For the first four weeks of illness, the conference and the local school each pay one-half of the substitute salary expense. A long-term temporary assignment is defined as twenty or more consecutive teaching days. Extended illness beyond twenty or more teaching days is handled as follows:

- A. From 20 to 29 teaching days of illness, the conference pays 75% and the local school 25% of the substitute teacher's salary.
- B. From 30 teaching days and beyond, the cost of providing a substitute teacher shall be referred to the conference K-12 board of education for resolution.
- C. Teachers on long-term substitute teaching assignments should be paid according to the Wage Scale, **AUCOE K-12 Code #3300** at the 83% level.
- D. The conference superintendent of schools, in consultation with the conference K-12 board of education, may employ qualified persons on a long-term temporary basis to fill positions of regularly credentialed employees absent from service.

3806:93 Bus Drivers

Operating boards shall make every effort to secure non-teaching bus drivers for the daily route.

3810:93 Advances to Workers

Advances to workers should be limited to earnings and budget allowances that may be due. All advances are to be taken care of in the current month's settlement.

3811:04 Holiday Gifts

Denominational organizations may wish to recognize the service of employees by granting an annual holiday gift. This gift shall not exceed \$100.00 per year. (NAD Working Policy X 12) This gift will vary with NAD-voted adjustment.

3812:94 Administrative Travel Budgets

- A. An administrative travel budget of 1,000 miles per month is to be granted to academy principals at the approved conference mileage rate.
- B. Special mileage may be paid as authorized mileage for trips outside the worker's constituent area and is paid at the approved conference mileage rate.

3814:93 Conventions/Meetings, Authorized Conference Travel Expense

The following is the expense policy for conference-sponsored convention meetings, authorized travel expense, and per diem:

- A. All authorized transportation for educational personnel attending teachers' conventions shall be paid by the employing organization.
- B. Travel and per diem rates will apply to educational personnel and authorized delegates only.
 - 1. Car pool arrangements should be made by the employing organization.
 - 2. Drivers shall receive the current approved conference mileage rate.

3. Educational personnel shall be allowed actual room expense of an overnight stop for distances greater than 500 miles.

3816:93 Workshops - Union and Division

- A. Special committee meetings (except AUOEBE), curriculum development workshops, etc., called by the Atlantic Union Conference Office of Education involving educational personnel from the conferences shall be cared for as follows:
 1. The Atlantic Union Conference will pay the travel expenses to and from the meeting and the per diem and housing for the time involved in the meeting.
 2. For those whose permanent residence is in the immediate area of the workshop, a noon meal per diem only will be provided.
 3. The employing organization will continue the participant's salary and allowances.
- B. For NAD workshops, the NAD will care for the travel, per diem, and housing of the participant, except for Atlantic Union Conference office personnel. The employing organization will continue the teacher's salary and allowances.
- C. For meetings called during the school year, the Atlantic Union Conference will pay for the substitute teacher(s), except for AUOEBE and AUOECC according to policy.

3818:93 Auto Mileage Rates

The current mileage rate will apply for authorized trips.

3820:93 Subject Area Workshops – Elementary/Secondary

The employing organization shall be responsible for any authorized expenses in connection with teachers' conventions and subject area workshops.

3822:03 Employee Survivor Benefit Plan

- A. Survivor Benefits

An employee survivor benefit shall be paid to the survivor(s) of full-time denominational employees who die while in active service or who are still

on the denominational payroll, and/or to the survivor(s) of the spouse thereof, or a benefit for a dependent as defined in the Health Care Assistance Policy.

This benefit shall also be available during a period of one year immediately following the beginning of retirement benefits provided the employee went directly into retirement from active service. Benefits provided on behalf of unmarried employees without surviving dependents shall be paid to the estate of the deceased unless there is a designated beneficiary who will be responsible for applying the benefit as needed to the final illness and funeral expenses.

B. Benefit Provisions

See **NAD Working Policy X 35 10**

3824:93 Medical and Dental Expense Assistance

Any benefit program is subject to an ongoing process of change arising from economic, competitive, and demographic factors. The purpose of this statement of philosophy is to establish general principles to control and shape this process of change as it relates to the Health Care Assistance Policy for employees of Seventh-day Adventist organizations. The statement of purpose and philosophy applies to non-AHS denominational organizations. (See **NAD Working Policy X 22 05.**) Employees are to contact their employing organization for details of the Medical Expense Assistance Plan.

3826:03 Adoption Expense

Full-time employees may be granted assistance of 75 percent of the medical and legal expense 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 and shall be limited to one allowance per child.

3828:93 Auto Accidents Covered by Insurance

A. Basis for Adjustments

The following is the basis of accident and/or Workers' Compensation insurance adjustments to employees who are covered by insurance policies, the premiums on which have been paid by the employing organization.

1. In making the adjustment it is recognized that it is the right of the employee or his beneficiary to receive the full amount of insurance settlement granted by the insurance company covering death or permanent disability.
2. From those portions of the insurance settlement covering salary and medical expense, the employee shall at the time of insurance settlement first reimburse his employing organization for the money advanced for salary and medical expense during the employee's illness.
3. Should the amount granted as salary by the insurance company during the period of illness be less than the denominational salary for that same period, the employing organization shall reimburse the employee up to denominational salary for the period during which the employing organization is responsible for the payment of salary.
4. The portion of medical expenses not covered by the insurance settlement shall be subject to application of the regular Health Care Assistance Policy.
5. Should the employee receive from the insurance settlement for salary and medical expense more than the employing organization has advanced for said items, he shall refund to the employing organization only the amount originally advanced by that organization.
6. This basis of settlement does not affect any additional insurance policies the employee carries for which he has paid the premiums.
7. **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
Medical Payments	5,000
Comprehensive	**100 Deductible
Collision	**500 Deductible
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 X 30 15 for reimbursement of deductible, etc.)

- 8. Employees whose job requires less frequent use of their automobile are not eligible for automobile insurance assistance. Nevertheless, for their protection and the denomination's, they should maintain the same minimum level of bodily injury liability protection as is required for employees receiving automobile insurance assistance. (NAD X 10 15.2)

B. Personal Insurance

If an employee elects to take additional accident insurance coverage under the policy provided by his employing organization and the employee carries the increased premium expense, the additional benefits of the policy covered by the added premium shall accrue to the benefit of the employee personally.

C. Shared Premiums

When the employee and the employing organization share in the basic premium of an accident insurance policy, the foregoing provisions shall apply but on the same percentage basis as the premium cost is divided, except that death or permanent disability portions of such settlement shall accrue in full to the individual employee or his beneficiary. (See **NAD Working Policy X 28 10.3**)

3830:04 Accident Insurance Deductible Allowance for Academy Principals

The availability of this benefit to academy principals is determined by the local conferences.

3834:04 Transfer and Retirement Gifts

Employees who serve in conference offices and institutions and who transfer to another denominational organization, resign, or retire may be granted a farewell gift, calculated as a percentage of the remuneration factor rounded off to the nearest \$5, according to the following schedule of service in that organization:

Remuneration Scale Percentage	Percentage Per Year	Maximum Percentage
102% and above	4.0% per year of service	20%
98% to 101%	3.0% per year of service	15%

Below 97%

2.0% per year of service

10%

Employees who receive a termination settlement are excluded from this provision.

This gift is taxable income. **(NAD Working Policy - Appendix)**

3840:04 Moving Allowance

The moving and transportation expenses of full-time salaried educational employees are paid by the employing organization under the following provisions. This includes those workers on their first move into a field, either from college or from prior employment. This does not apply to voluntary local moves.

A. Household Goods

The employee's household goods are moved by the employing organization when the employee accepts a call to a new school, or when the employing organization requests that the employee move. Assistance is limited to the ordinary personal household effects and such other items as the employee uses in his or her work. Additional amounts to cover equipment used by the employee at work may be authorized by the conference or institutional officers.

A flat amount rounded up to the nearest \$10 to cover packing and other moving costs as follows: Employee—16.5 % of the Remuneration Factor; Spouse—16.5 % of the Remuneration Factor. A single parent with dependent children may be granted 33% of the Remuneration Factor as a moving allowance.

B. 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 expense 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.

C. Maximum Assistance

The foregoing allowances shall be limited to two per family even though both spouses are employed.

D. 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.

E. Mobile Home

The actual expense of moving a mobile home in which the employee lives, up to 75% of the basic commercial rate for 15,000 lbs. of household goods by moving van, is allowed.

F. Per Diem and Lodging Allowance

This allowance is granted to the employee, spouse and each accompanying child and depends on whether those listed are entertained en route and on the current NAD reimbursement scale in place at the time of the move.

The employee will be paid as follows:

1. Per diem allowance for the day of loading, the day or days in transit (based on 500 miles per day by the most direct route), and the day of unloading.
2. Actual motel expense after loading and prior to unloading of the employee's household goods, based on 500 miles per day by the most direct route while in transit.

3844:93 Moving Policy – Retired Worker

A. When an employee who has given 30 years or more of denominational service retires, the employing organization may arrange to pay the moving expense on a reasonable amount of household goods and pay the employee's transportation expense, including mileage, tolls, motel, and per diem by most direct route, based on 500 miles per day as indicated in **AUCOE Code #3840**, to the place of the employee's choice in the North American Division.

B. An employee who has served less than 30 years may be paid a proportionately less amount. The amount of moving expense reimbursement shall be decided by the employing organization. This arrangement is to be made within a period of one year after the employee's retirement, unless some other definite arrangement is approved by the

conference committee/academy board, and is limited to one move only.

3850:04 **Teacher Per Diem**

The per diem for educational personnel to travel to conventions and other authorized appointments is based on to the current travel reimbursement and per diem policy in place at the time of travel.

3852:04 **Auto Insurance**

Educational personnel whose job requires frequent use of their automobiles may be eligible for automobile insurance assistance. There is also automobile insurance coverage required as a condition of employment for these individuals. This same coverage is also recommended for employees whose job requires less frequent use of their automobiles. See **NAD Working Policy X 30 15** for complete details.

3854:93 **Occupying School-Owned Homes**

Employees of educational institutions may be required to occupy school-owned houses and apartments as a condition of their employment where school-owned housing is available.

3860:06 **Graduate Education**

It is the responsibility of the teacher to obtain and maintain basic or standard certification prior to matriculation in other educational programs.

3861:07 **Summer School**

Summer school in the Atlantic Union Conference strengthens the quality of education in the local school system. This benefit is contingent on employment for the coming school year. Full-time/Part-time instructional employees and school administrators are eligible for summer education at Atlantic Union College.

A. Authorization

1. Employees who plan to take undergraduate or graduate courses at Atlantic Union College must obtain authorization from the conference Office of Education.
2. It is the intention for teacher education to be received at Atlantic Union College. Any exception must be granted by the conference K-12 board of education.

B. Required Attendance

1. Certification: conditional, expired and/or expiring
All employees with a conditional, expired and/or expiring certificate are required to secure additional college or university credits during the summer which will apply toward obtaining and/or renewing the Basic or Standard certificate.
2. One condition of re-employment will be the satisfactory completion of a minimum of six semester hours of course work per employment agreement year toward fulfillment of certification requirements. If less than six hours are needed for certification, that number may be completed to satisfy the employment agreement.

C. Reimbursement

1. Atlantic Union College — Undergraduate or Graduate
Employing organizations will reimburse the employee who takes a minimum of six semester hours during the summer session at Atlantic Union College as follows:
 - (a) One round-trip
 - (b) An amount equal to the dormitory room rental fee (based on double occupancy) according to the length of the course; i.e., six hours taken in four weeks = four weeks' dorm rent.
 - (c) Tuition
 - (d) Food and books — no reimbursement
2. Non-SDA Institutions
Employees authorized by the conference K-12 board by those attend non-SDA institutions when an educational program is not offered at AUC will receive reimbursement from employing organization for tuition **only**.
3. Correspondence
Employees authorized to take courses from Griggs University will be reimbursed for tuition.

If a course desired by the employee is not available from Home Study International, courses may be taken from another accredited correspondence school with reimbursement as above. Course will only be paid for if course (or equivalent) is not offered by Atlantic Union College.

4. Minimum Grade

Employee expecting reimbursement for course work will be required to show proof of grade not lower than C before reimbursement is made.

D. Approved Campuses

1. Atlantic Union College

(a) Certification for elementary and secondary teachers

(b) Masters of Education program

2. Griggs University—certification for elementary and secondary teachers

3862:93 Summer School for Transferring Teachers

A teacher from another union conference newly employed in the Atlantic Union Conference who is currently enrolled in a study program elsewhere, may, upon conference Board of Education approval, be permitted to complete the work where enrolled if a transfer would entail hardship or a loss of credit. In such a situation the teacher is to receive benefits from the employing organization.

3863:04 Schooling Within the School Year

A. Authorization

Employees who plan to attend AUC, a local institution, or take an on-line or correspondence course for certification/graduate degree purposes during the school year must obtain approval from the conference K-12 board of education. No employee may receive tuition benefits without prior approval.

B. Maximum Courses Allowed

No more than one course per semester will be allowed unless approved by the conference K-12 board of education.

C. Reimbursement

1. Institutions other than correspondence schools

Employees authorized to attend institutions other than correspondence schools will receive reimbursement for tuition only from employing organizations as follows: one-half of the tuition fees not to exceed one-half of the current tuition rate at AUC.

2. Correspondence

Employees taking courses from Home Study International/Griggs University will be reimbursed for tuition as follows:

Employee pays 50%
Employer pays 50%

If a course desired by the employee is not available from Home Study International/Griggs University, courses may be taken from another approved/accredited correspondence school with reimbursement as above.

3. Minimum Grade

Employees expecting reimbursement for course work will be required to show proof of a grade not lower than C before reimbursement is made.

3870:04 Tuition Assistance for Children of Employees

A. Adventist Education

Salaried and regular full-time employees are **required** to support the church's philosophy of Adventist education by enrolling their children in Seventh-day Adventist schools through senior high school. Any exceptions must be authorized by the conference K-12 board of education.

B. Eligible Employees

Employing organizations shall provide assistance with tuition expense to denominational employees classified as regular and full-time for their children who are enrolled in denominationally owned and operated schools on the elementary, secondary, or liberal arts college levels, or technical or professional schools on the undergraduate levels, or a fifth

year of college or graduate work required to secure teaching credentials.

C. No Assistance

No tuition assistance is provided to children of employees who are not exempt from Federal and state/provincial wage and hour laws and who are employed by denominationally owned but unrelated business operations (as defined by the Internal Revenue Service).

D. Discontinuation

Tuition assistance for non-exempt employees was discontinued on January 1, 2003. The phase out period was not to exceed five years. (NAD X 24 05)

E. Students Eligible for Tuition Assistance

To be eligible for tuition assistance the student must be:

1. An unmarried dependent of the employee.
2. Less than 24 years of age unless the student has given compulsory military service, volunteer service for the Church, or has 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.

F. Students Eligible in Divorce and Remarriage Situations

To be eligible for tuition assistance the student must be:

1. Under the custody of a divorced employee and eligible to be claimed as a dependent on the employee's tax return.
2. Under the custody of the ex-spouse of the employee and eligible to be claimed as a dependent on the employee's tax return.

G. Students Not Eligible for Tuition Assistance

An unmarried child not under the custody of the employee and not eligible to be claimed as a dependent on the employee's tax return is not eligible for assistance. The controlling committee may make an exception if the employee has assumed full responsibility for a child's educational expenses in a denominational school.

H. Level of Assistance

The organization employing the parent of the student may provide assistance of up to 70 percent of the tuition and all required fees for dormitory students, and up to 35 percent for those not in the dormitory. The assistance on the academy or college level should be calculated on the gross charges for tuition and required fees, according to the current bulletin, before family or other discounts granted by the school. In cases where an employee's church provides a subsidy to cover the differential between constituent and non-constituent tuition rates, the tuition assistance from the employer shall be based on the net tuition expense to the employee. This shall not include charges for private music lessons except where such lessons are required for credit toward music majors or minors, in which case the above percentages may be applied on the basis of the tuition ordinarily charged for an equivalent number of credit hours.

I. Professional Programs

Assistance provided for professional programs in medicine or dentistry for students who have not completed their undergraduate studies shall be based on, and shall not exceed, the normal tuition costs for a maximum number of semesters or quarters as listed in **NAD Working Policy X 24 05-8**.

J. Limitation on Assistance

Assistance shall continue until an undergraduate course of studies is completed or for a maximum of nine semesters or thirteen quarters of undergraduate studies. An additional two semesters or three quarters may be granted only to complete work necessary to secure teaching credentials. Special assistance may be granted by controlling committees for valid programs that require a fifth year for graduation, such as architecture.

K. Summer Sessions

Students who attend summer sessions shall be eligible for tuition assistance. Such attendance shall not count against the maximum semesters or quarters referred to in paragraph H, above.

L. Attending School Outside the Territory

Assistance may not be granted for children attending schools outside their territory unless exceptions are authorized by the employing organization.

M. Method of Payment

Assistance for students enrolled in an academy or college shall be made directly to the school. Organizations providing assistance shall make the appropriate arrangement for students attending elementary and intermediate school.

N. Split-Organization Assistance

When both employee and spouse are 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 the assistance and dividing the cost may be mutually agreed on by the organizations concerned. Only one tuition assistance shall be provided per student.

O. Attending Schools Outside the NAD

Children independently attending denominationally owned and operated schools located outside North America may be granted assistance amounting to 70 percent of the actual tuition provided the amount of the assistance is not greater than the amount they would receive if attending their home college.

P. Adventist Colleges Abroad students will receive tuition assistance based on the cost of tuition at the campus where they are registered.

Q. Tuition assistance for studies through Home Study International/Griggs University is given after the course has been completed. Tuition assistance is also provided on credits that are earned through the College Level Examination Program (CLEP). The assistance on both is 35 percent whether or not the student is residing in a school dormitory.

R. Exceptions

This policy is intended to apply only to employees' 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 privately operated Seventh-day Adventist schools if the school is approved by the union conference 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 the student's area.

3875:04 Amortization of Graduate Study Expense

- A. Educational personnel on leave of absence for graduate study who receive salary benefits and financial assistance towards graduate study expense, such as tuition, fees, research, etc., will be responsible for any unamortized balance in the graduate study expense account should they leave denominational employment. One school year of service is considered to amortize the expense of a summer study leave.
- B. When an educational employee with an unamortized graduate expense account is called to another denominational organization, the two organizations will agree in writing whether this amount is to be paid in one sum or over a period of time. The agreement will precede processing the official call to educational personnel.

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3900 General Personnel Policies

3905:93 Professional Development

School personnel are expected to continuously study the basic principles of Christian education and to engage in professional activities intended to broaden knowledge, improve techniques, and increase skills in interacting with people.

3910:93 Professional Memberships

Certificated employees are expected to be members of at least one professional organization.

3915:93 Teacher Visitations

Teacher visitation to other schools, for individual teachers in accordance with specific teacher needs, may be authorized by the principal or conference superintendent of schools.

3920:06 Calls and Transferring of Education Workers

- A. An educational institution or conference that may have an interest in placing a call to an educational employee employed by another denominationally operated K-12 school or college/university shall observe the following procedure:
1. 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.
 2. 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.
 3. 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.

4. If the employee has signed an employment agreement for the next school year with his/her 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.
- B. A secondary teacher in one of the regular twelve-grade academies, after receiving a year's leave for graduate study (or financial assistance for three summers of graduate study in harmony with regular policy), cannot be called by another employing organization within three years, except by agreement with the institutional boards involved, which shall include provision for the unamortized portion of the allowance granted.
- C. An elementary school or junior academy teacher, after receiving financial assistance for three quarters (or equivalent) of graduate study in harmony with the regular policy, cannot be called by another employing organization within three years, except by mutual agreement between the conferences involved, which shall include provision for the unamortized portion of the allowance granted.
- D. See "Calling Employees for Intradivision Service" within the North American Division. (**NAD Working Policy D 30 and FG 05.**)
- E. These regulations do not apply in cases of appointment to interdivision service.

3921:93 Teachers' Transfer Date

The period of employment for teachers transferring to another conference or school shall end June 30, unless otherwise agreed upon by the negotiating organization.

3922:93 Transfer of Teacher During Summer

If a teacher transfer occurs during the summer (as permitted by the former employing organization), salary and summer school expenses, if any, are to be assumed by the calling organization. The former organization will carry the salary until a transfer date is agreed upon by the two organizations.

3925:93 Accountant's Transfer Date

A school accountant may not transfer to a new assignment until all school funds of the concluding year have been reconciled, accounts closed, and a year-end statement produced. Such accountant should be available at the expense of the school during a General Conference audit.

3930:93 Service Records

An up-to-date service record for each teacher must be kept on file in the conference office. When a teacher transfers to another school these records are to be forwarded to the new employing organization.

3940:93 Teaching Certification

- A. The North American Division Office of Education establishes certification requirements for educational personnel. Implementing the certification policy is the responsibility of the NAD Office of Education. It delegates to the Atlantic Union Conference Office of Education the authority to issue certificates on its behalf to educational personnel who meet the requirements.

All teaching certificates for Atlantic Union teachers are issued through the Atlantic Union Conference Office of Education.

- B. Only official transcripts will be accepted for certification purposes. It is the responsibility of the teacher to see that official transcripts are sent to the Atlantic Union Conference Office of Education.
- C. Certificates may be revoked or suspended by the Atlantic Union Conference Office of Education for any cause which would have indicated a refusal to grant same.
- D. Just causes for revocation, when supporting affidavits are presented to the Atlantic Union Conference Office of Education, include the following: apostasy, incompetence, moral turpitude, cruelty, general neglect of professional responsibilities, failure to return a faithful tithe, or other failure to maintain the basic principles of the Seventh-day Adventist Church. The certificated employee may request a hearing before the case is decided.
- E. A teacher whose certification has been revoked or suspended may make application to the Atlantic Union Conference Office of Education for its reinstatement.

3945:04 Tithing

- A. Tithing is a basic Biblical principle which speaks to a person's relationship with the Creator. Seventh-day Adventist denominational employees are to be models in every facet of their lives. Such employees will demonstrate an exemplary commitment to the Lord and the principle of tithing.

Tithing, like other basic beliefs and practices of the Church, becomes a condition of employment for all employees. Consequently, at the time of employment each individual shall be informed in writing of this requirement which includes the expectation of tithing. Employees shall also be informed that their tithing practices are subject to annual review.

If it is determined that an employee is not tithing, the president/principal of the employing organization shall discuss the matter with the employee in the spirit of pastoral concern. The employee shall be reminded that tithing is a condition of continued employment.

3950:04 Conflict of Interest

- A. Statement of Policy

All trustees, officers, and employees of denominational organizations have a duty to be free from the influence of any conflicting interest when they represent the organization in negotiations or make representations with respect to dealings with third parties, and they are expected to deal with all persons doing business with the organization on a basis that is for the best interest of the organization, without favor or preference to third parties or personal considerations. See **NAD Working Policy P 35**.

A conflict of interest arises when a trustee, an officer, or an employee of the organization has such a substantial personal interest in a transaction or in a party to a transaction that it reasonably might affect the judgment the employee exercises on behalf of the organization. The employee is to consider the best interest of the organization and follow the established policies.

- B. Conditions Constituting Conflict of Interest

Although it is not feasible in a policy statement to describe all the circumstances and conditions that might potentially be considered conflicts of interest, the following situations are potentially in conflict and therefore should be avoided:

1. Engaging in outside business or employment which permits encroachment on the denominational organization's call for the full services of its employees even though there may not be any other conflict.
2. 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.
3. Engaging in any business with or employment by a non-denominational employer that is a supplier of goods or services to the denominational organization.
4. Making use of the fact of employment by the denominational organization to further outside business or employment, or associating the denominational organization or its prestige with an outside business or employment.
5. Owning or leasing any property with knowledge that the denominational organization has an active or potential interest therein.
6. Lending money to or borrowing money from any third person who is a supplier of goods or services or a trustor or who is in any fiduciary relationship to the denominational organization or is otherwise regularly involved in business transactions with the denominational organization.
7. Accepting 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 in connection with work for the denominational organization other than the compensation agreed upon between the denominational organization and the employee.
8. Making use of any confidential information acquired through employment by the denominational organization for personal profit or advantage, directly or indirectly.

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