Additions and changes to the Columbia Union Education Code will be posted under the section to which the update applies. Some changes will cause renumbering within the existing policy. New policies requiring a new number will also be added to the index in the appropriate color. These changes will be color coded as follows:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Color</th>
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<tbody>
<tr>
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<td>Green</td>
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<td>2017-2018</td>
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INTRODUCTION

The Columbia 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 Columbia Union Conference Executive Committee and the Columbia Union Conference Board of Education, K-12. These policies agree with policies approved by the North American Division of Seventh-day Adventists.

The Columbia Union Board of Education retains the right to amend and/or revise any and all education policies at any time when, in its judgment, conditions warrant such change. No existing employment agreement in force at the time such change is made shall be affected until the expiration of said agreement.

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

Local conferences and schools also develop policies unique to their settings that grow out of and agree with this Code. The local conferences and the Columbia Union Conference reserve the right to withhold subsidies from schools, academies, and churches that willfully violate published policies.

This Code is divided into nine topical sections with four-digit numbers assigned to the related policies within the topics. Policies of this Code should be cited simply by identifying its four-digit number. Definitions of terms that appear throughout the Code are included on page 5.

MISSION STATEMENT - NORTH AMERICAN DIVISION

The Seventh-day Adventist Church in North America operates a system of elementary and secondary education that began in 1872. The unique philosophy of Christian education of the Church is based on the Scriptures and the writings of Ellen G. White. All children and youth have been entrusted by the Church to the education system for spiritual nurture and educational excellence.

The primary aim of Seventh-day Adventist education is to provide opportunity for students to accept Christ as their Savior, to allow the Holy Spirit to transform their lives, and to fulfill the commission of preaching the gospel to all the world.

The education program is predicated on the belief that each student is unique and of inestimable value, and on the importance of the development of the whole person. Students are educated to accept service as a way of life, to be sensitive to the needs of the people in the home and society, and to become active members in the Church.
COLUMBIA UNION K-12 EDUCATION CODE
ORGANIZATION AT A GLANCE

1000 – 1499 .............................................................. The Columbia Union K-12 Education Code
1500 – 1999 .............................................................. The Columbia Union Office of Education
2000 – 2499 .............................................................. The Local Conference Office of Education
2500 – 2699 .............................................................. The Local Constituency
2700 – 2999 .............................................................. The Local School Board
3000 – 3999 ......................................................... General K-12 Operating Policies
3000 - General Operating Policies
3500 - Student Discipline and Safety
3700 - General K-12 Curriculum Provisions

4000 – 4499 .............................................................. Early Childhood Education and Care (ECEC)
4500 – 4999 .............................................................. PreK/Kindergarten

5000 – 5999 ............................................................ Elementary Schools
5000 - General Operating Policies
5100 - Curriculum
5200 - Admission & Completion Requirements
5300 - Libraries
5400 - Records & Reports
5500 - Miscellaneous Elementary School Provisions
5900 - K-9 Elementary Schools

6000 – 6999 ............................................................ Junior Academies
6000 - General Operating Policies
6100 - Curriculum
6300 - Libraries
6500 - Miscellaneous Junior Academy Provisions

7000 – 7999 ............................................................ Senior Academies
7000 - General Operating Policies
7100 - Curriculum
7200 - Admission and Graduation Requirements
7300 - Libraries
7400 - Evaluations and Credits
7500 – Co-curricular Activities
7600 - Miscellaneous 9-12/Academy Provisions

8000 – 8999 ............................................................. School Finances
8000 - Accounting Procedures
8500 - Insurance
8600 - Miscellaneous

9000 – 9999 ............................................................. Personnel
9000 - Employment Policies - Non-classified Personnel
9050 - Employment and Employee Records
9100 - Teaching Loads and Duties
9150 - Benefits
9200 - Graduate School
9250 - Leave Policies
9300 - General Financial Policies
9400 - Professional Growth
9500 - Sexual Harassment
9600 - Termination, Suspension, Non-renewal, Reduction in Force
9650 - Conciliation Procedure
9700 - Employment Policies - Classified Educational Employees
TABLE OF CONTENTS

Introduction .................................................................................................................. 2
NAD Mission Statement ................................................................................................. 2
Code Organization at A Glance ....................................................................................... 3
Definitions ..................................................................................................................... 5
The Columbia Union K-12 Education Code (1000-1499) .............................................. 6
The Columbia Union Office of Education (1500-1999) ................................................ 7
The Local Conference Office of Education (2000-2499) ................................................. 14
The Local Constituency (2500-2699) ........................................................................... 23
The Local School Board (2700-2999) ........................................................................... 24
General K-12 Operating Policies (3000-3999) ............................................................... 31
  General Policies (3000) ......................................................................................... 31
  Student Discipline and Safety (3500) ..................................................................... 41
  General K-12 Curriculum Policies (3700) ............................................................. 46
Early Childhood Education and Care (4000-4499) ....................................................... 50
Kindergarten (4500-4999) .......................................................................................... 51
Elementary Schools (5000-5999) ............................................................................... 54
  General Operating Policies (5000) ...................................................................... 54
  Curriculum (5100) ............................................................................................... 55
  Admission & Completion Requirements (5200) .................................................... 56
  Libraries (5300) ................................................................................................. 59
  Records & Reports (5400) ................................................................................... 60
  Miscellaneous Policies (5500) ............................................................................. 62
  K-9 Schools (5900) ............................................................................................ 63
Junior Academies (6000-6999) .................................................................................... 65
  General Operating Policies (6000) .................................................................... 65
  Curriculum (6100) ............................................................................................... 67
  Libraries (6300) .................................................................................................. 68
  Miscellaneous Policies (6500) ............................................................................ 69
Senior Academies (7000-7999) ................................................................................... 71
  General Operating Policies (7000) .................................................................... 71
  Curriculum (7100) ............................................................................................... 72
  Admission and Graduation Requirements (7200) ............................................... 74
  Libraries (7300) .................................................................................................. 78
  Evaluations and Credits (7400) ......................................................................... 78
  Co-curricular Activities (7500) ........................................................................... 79
  Miscellaneous Policies (7600) ............................................................................ 81
School Finances (8000-8999) ..................................................................................... 83
  Accounting Procedures (8000) ......................................................................... 83
  Insurance (8500) ............................................................................................... 86
  Miscellaneous (8600) ......................................................................................... 88
Personnel (9000-9999) ............................................................................................... 89
  Employment Policies: Non-classified Personnel (9000) ....................................... 89
  Employment and Employee Records (9050) ....................................................... 95
  Teaching Loads (9100) ....................................................................................... 98
  Benefits (9150) .................................................................................................. 106
  Graduate School (9200) ..................................................................................... 111
  Leave Policies (9250) ........................................................................................ 115
  General Financial Policies (9300) ..................................................................... 118
  Professional Growth (9400) ............................................................................. 124
  Sexual Harassment (9500) ................................................................................ 127
  Termination, Suspension, Non-renewal, & Reduction of Force (9600) ............... 135
  Conciliation Procedure (9650) .......................................................................... 139
  Classified Educational Employees (9700) ............................................................ 143
Appendix ...................................................................................................................... 150
Index ............................................................................................................................ 189
DEFINITIONS

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

"Adventist" means Seventh-day Adventist.

"ARMS" means Adventist Risk Management Services.

"Church" means the Seventh-day Adventist Church.


"Conference Superintendent" means the local conference's Superintendent of Schools/Vice President for Education.

"CUBOE" means the Columbia Union Conference Board of Education, K-12.

"CUCC" means the Columbia Union Conference K-12 Curriculum Committee.

"CUEC" means the Columbia Union Conference Executive Committee.

"CUOE" means the Columbia Union Conference Office of Education.

"CUSAC" means the Columbia Union Conference School Administrators' Council.

"Days" means calendar days.

"ECEC" means Early Childhood Education and Care

"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.

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

"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.

"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 (see 9110-C).

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

"Union Wage Scale" means The Columbia Union Conference Wage Scale for K-12 Educational Personnel.

"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 is open for business.
The Columbia Union K-12 Education Code

1000 Mission Statement

Each school will develop a mission statement based on its unique needs and the provisions of this Section.

1005 Equal Employment Opportunity

Consistent with both the principles of the Church, applicable laws, and provisions of Code 9000, Adventist schools do not discriminate in employment policies and practices on the basis of race, color, national origin, gender, age, disability, marital status, or other basis prohibited by law.

1010 Goals for Adventist Schools

Among the goals for Adventist schools are that each student will:

1. Demonstrate acceptance of God and His Word through conversion, using the Bible as a basis for a friendship with Jesus Christ and a guide in all of life.

2. Desire to know, live, and share the basic tenets of the Church.

3. Develop self-worth and interpersonal skills needed for meeting the responsibilities of family and responding with sensitivity to the needs of others.

4. 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.

5. Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.

6. Secure, within the context of a Biblical perspective, decision-making and problem-solving skills based on scientific, mathematical, and historical knowledge.

7. Acquire optimum competency in verbal and nonverbal communication, in the use of information technology, and in effective communication of one’s faith.

8. Acquire and responsibly use Christian principles of stewardship, economy, and personal management.

9. Develop an appreciation for God’s creation and human expression while nurturing individual ability in the fine arts.

10. Develop a strong work ethic and an appreciation for the dignity of service, along with an increasing awareness of career options and opportunities as they relate to one’s personal involvement in the mission of the Church.

1015 The Adventist School as an Integral Part of the Church

Adventist schools are an integral part of the Church in many ways, including:

1. MISSION: The fundamental and mutual oneness of mission is instruction, baptism, and redemption of the youth.

2. GOVERNANCE: Local school boards and local conference/Union boards of education are to be composed of Adventists who:
   a. represent a cross-section of the respective constituency, supportive of Adventist education, and
   b. are lay members of the Church or Church employees

3. PARTICIPATION: Educational employees will be active members of the Church and committed to its educational program.

4. EMPLOYMENT: Terms and conditions of employment are established and regulated by policies that cover all denominational employees.

5. TITLE: The local conference corporation holds title to school buildings and property.
1500 Philosophy of Decision-making

General policies related to personnel management and curriculum development require direction from the NAD, Union, and local conference offices of education. Other areas of decision-making will generally be made at the lowest possible administrative level.

1505 Administrative Organization of the Union Educational Program

The Union constituency has established the education program offered in the Union. The constituency delegates oversight to the CUEC and authorizes the establishment of an office of education and the election of a vice president for education to serve as team leader for education administrators within the Union.

The CUEC elects the associate directors of the CUOE. It also appoints the CUBOE and delegates to the CUBOE authority and responsibility for carrying out the Union's K-12 education program.

1510 Columbia Union Conference Board of Education (CUBOE)

The CUBOE formulates education policies, meets at least twice yearly, and operates under authority delegated by the CUEC.

A. CUBOE Membership

The CUBOE will have forty-two members, including:

1. Ex Officio Members
   a. Executive Secretary, Columbia Union Conference, chair;
   b. Vice President for Education, Columbia Union Conference, executive secretary
   c. President, Columbia Union Conference
   d. Treasurer, Columbia Union Conference
   e. Associate Directors of Education, Columbia Union Conference
   f. President, Washington Adventist University
   g. President, Kettering College of Medical Arts (or designee)
   h. Available NADOE personnel
   i. Local Conference Presidents
   j. Local Conference Superintendents

2. Appointed Members

   Appointed members are recommended by CUOE and voted by the CUEC for two-year terms based on a school-year calendar. Lay persons from local conferences will be selected on the basis of nominations submitted to the CUOE by the conference K-12 board of education. An attempt will be made to appoint members from a wide variety of local conferences:

   a. One layperson from each conference
   b. Two elementary or junior academy teachers
   c. One secondary teacher
   d. One elementary or junior academy principal
   e. Two senior academy principals
   f. One local conference secretary
   g. Two local conference treasurers

3. A quorum will be fifty percent of the CUBOE’s voting members.

B. CUBOE Functions

The CUBOE’s functions include:

1. To consider agenda items recommended by CUSAC.
2. To develop and annually update this Code, the basic authority for educational practice in all Union K-12 schools.
3. To be the ultimate authority in determining the terms of accreditation to be granted to each elementary and junior academy following the school evaluation, and to pass on to the NAD Commission on Accreditation its actions relative to all voted terms of accreditation after such evaluations.
4. To approve the certification of junior academies.
5. To approve K-12 textbook adoptions.

6. To provide for an ongoing program of curriculum development based on standing curriculum committees supported by *ad hoc* steering committees (K-16), study groups in specific disciplines, workshops, and other professional groups.

7. To receive an annual report from the ECEC Associate Director of Education.

C. Executive Committee of CUBOE

For the purpose of dealing solely with perfunctory approvals, i.e., overseas travel, junior academy reviews/approvals, when CUBOE is not in session: CUBOE shall have an executive committee that meets at the discretion of the CUBOE chair, addressing agenda items recommended by the Vice President for Education. Actions taken by the executive committee will be brought to the K-16 CUBOE at its next regularly scheduled meeting for ratification. Committee membership shall consist of the following:

1. Chair (CUBOE, ex-officio)
2. Vice President for Education
3. Union Associate Directors (3)
4. Conference Superintendent (1)
5. Conference Associate Superintendent (1)
6. Academy Principal (1)

Appointed members shall be replaced at the start of each new quinquennium. Interim vacancies shall be filled by CUBOE. The executive committee is empowered to employ technological means (webcast, tele/video conferencing) to conduct its work.

1515 Columbia Union Conference Office of Education (CUOE)

The CUOE operates within a structure authorized by the CUEC, which is its constituent body, to carry out administrative and planning functions concerned with K-12 education. The approval of financial policies and budgets for Union educational activities is the responsibility of the CUEC in accordance with the NADWP.

A. CUOE Personnel

CUOE personnel must be professionally qualified for their positions by maintaining education and experience (see Code 9040-B).

The CUOE may include:

1. Vice President for Education
2. Associate and/or Assistant Directors of Education
3. Registrar
4. Secretaries

B. CUOE Administrative and Supervisory Functions

The CUOE will be responsible:

1. To develop and maintain a cohesive program of education involving school and local conference education personnel in keeping with the policies of the CUBOE and the NADOE.
2. To provide leadership in developing and updating this Code.
3. To foster a climate of inquiry and research in which local conference administrators and educators use surveys, reports, and plans as critical ingredients of the educational process.
4. To establish and maintain a regularly scheduled CUSAC.
5. To act as certification agent for all credentialed educational personnel within the Union.
6. To advise the CUEC on educational matters, policies, standards, and procedures.
7. To participate in a program of on-site school evaluations.
8. To assist local conference offices of education in initiating, conducting, and coordinating in-service education programs.
9. To prepare and submit statistical and financial reports required by the NADOE.
10. To process applications for opening junior academies and to make recommendations to the CUBOE.

11. To process applications for opening senior academies, and, after favorable action by the CUEC, to make recommendations to the NADOE.

12. To apply NAD guidelines in processing applications to teach secondary subjects in junior academies, and to submit such applications to the CUBOE for authorization.

13. To maintain effective working relationships with Washington Adventist University and Kettering College of Medical Arts.

14. To work with the Washington Adventist University Department of Education in ensuring the quality of teacher preparation.

15. To provide leadership in acquainting the constituency with the necessity of Adventist education.

16. To develop and maintain effective working relationships with local and state departments of education and with regional accrediting associations.

17. To serve as member(s) or consultant(s) to Union subcommittees in matters pertaining to education.

18. To ensure that Union K-12 schools are providing an education that meets the objectives of the curriculum guides adopted by the NAD and the Union.

19. To prepare, for publication and distribution, the annual publication of approved textbooks and other curriculum materials, K-12.

20. It is the responsibility of the union and conference offices of education to implement regularly scheduled programs of conference and K-12 school evaluations, utilizing instruments developed by the North American Division on Accreditation.

Union and conference K-12 boards of education shall review evaluation reports and recommend terms of accreditation to the NAD Commission on Accreditation for K-10 and K-8 schools respectively. Review of K-12 and 9-12 secondary schools is a function of the NAD Commission on Accreditation which approves terms of accreditation for all schools, K-12, as the authorized agent of the Association of Seventh-day Adventist Schools, Colleges, and Universities in North America.

Data to indicate the recommended term of accreditation for K-8 schools is sent by the conference to the union conference office of education. The union conference will include the recommended term of accreditation for K-10 schools and forward all information to the North American Division Commission on Accreditation. (See also Code #2000-C-36)

21. To actively promote and support the professional growth of educational leaders, i.e., CUSAC, to attend regularly-scheduled meetings of the Association of Seventh-day Adventist School Administrators.

22. To identify and promote implementation of “best practices” in all aspects of Adventist education.

23. To annually aggregate and report all pertinent data regarding the opening, operations, and closing, of all ECEC centers in the Columbia Union.

24. To assign chairs for junior academy evaluations, working, collaboratively with respective conference offices of education.

1520 Columbia Union Conference School Administrators’ Council (CUSAC)

CUSAC will serve as an advisory body on all education matters to the CUOE and CUBOE. CUSAC will meet at least twice yearly.

A. CUSAC Membership

CUSAC members will include:

1. Vice President for Education, Columbia Union Conference, chair
2. Associate Directors for Education, Columbia Union Conference; vice-chairs
3. Local Conference Superintendents
4. Local Conference Associate Superintendents
5. President, Washington Adventist University
6. Chair, Department of Education, Washington Adventist University
7. Senior Academy Principals
8. Available NADOE personnel
9. Two (one each from a small and large school) principals and one junior academy principal chosen by the CUOE.
10. One ECEC representative chosen by the CUOE.

B. CUSAC Functions

CUSAC will be responsible:

1. To review and implement the goals and objectives of Adventist education.
2. To study position papers and make recommendations for the purpose of initiating, reviewing, and revising policies to be considered by the CUBOE.
3. To review school accreditation schedules.
4. To develop and recommend to the CUBOE criteria for operating schools within the Union.
5. To study requests for upgrading schools to junior or senior academy status and to approve the teaching of specific secondary subjects at junior academies.
6. To make recommendation for authorizing junior academy status to the CUBOE and senior academy status to the CUEC.
7. To study educational innovations, trends, and issues, and to designate and encourage pilot programs in selected schools.
8. To consider recommendations from other departments of the Church as they may affect education.
9. To annually review and recommend to CUBOE the terms of accreditation advanced by respective evaluation visiting committees for all elementary and junior academies scheduled for revisits or full evaluations.

C. Term of Office

At-large appointees to CUSAC shall serve for a term of 30 months (2.5 Years) and shall not serve for more than two consecutive terms.

1525 Columbia Union Curriculum Committee (CUCC)

The CUOE and CUCC will work with the NAD in developing curriculum that will include:

1. Developing a specific statement of philosophy.
2. Establishing and maintaining an ongoing program of curriculum development.
3. Developing supplementary materials to address unique needs of the Columbia Union K-12 schools through the Columbia Union Conference Curriculum Committee.
4. Encouraging the integration of faith and learning across the curriculum.
5. Ensuring that the unique Adventist philosophy of education is infused throughout the curriculum.
6. Promoting active participation of children and youth in the total Church program.

A. Functions of the CUCC

The Columbia Union Conference Committee is established to do the following:

1. Explore ways of achieving a seamless and coordinated curriculum.
2. Assist in implementing a distinctly Adventist curriculum.
3. Introduce curriculum, textbooks, and materials developed and recommended by the GC, NAD and CUOE.

4. Submit to the NAD Curriculum Committee curriculum concerns of local conferences and the Union.

5. Promote curricular innovation.

6. Establish ad hoc committees for special curriculum studies.

7. Review curriculum proposals, projects, and practices as submitted from ad hoc committees and other sources.

8. Research curriculum needs.

9. Be responsible for coordinating, articulating and in-servicing the curriculum.

10. Explore and identify ways of organizing resources for the purpose of improving learning opportunities.

11. Review the goals and objectives of the NAD curriculum guides and identify strategies for effective implementation.

12. Evaluate and authorize proposals, in consultation with the local conference, for experimental programs that may be initiated by individual schools.

13. Structure an effective program for assessing student learning and achievement.

14. Establish a program of studies for completing elementary and secondary school.

B. **Criteria for Membership of the Columbia Union Conference Curriculum Committee**

Local conferences of education will select teachers/principals, for positions as assigned by the CUOE, who meet the following criteria:

1. Hold denominational basic, standard, professional, and/or administrator certification.

2. Commit to attending and actively participating in all regularly called meetings.

3. Serve on the local conference curriculum committee where applicable.

C. **Membership of the CUCC**

The CUBOE will appoint members to the Columbia Union Conference Curriculum Committee upon the recommendation of the CUOE as follows:

1. Union Associate Directors for Education, who will co-chair (ex officio)

2. Vice-President for Education

3. Superintendent and Associates from each conference (ex officio)

4. An elementary teacher and/or principal from each conference, for the assigned position, representing small and large schools

5. A secondary teacher and or principal from each conference that operates a secondary program

6. A representative from the Department of Education, Washington Adventist University

7. An invitee from NADOE

8. Two ECEC at large appointees as pointed by the CU ECEC Associate Director.

E. **Meetings of the CUCC**

The Columbia Union Conference Curriculum Committee will meet up to twice yearly. The CUOE may call additional meetings as needed. Informational reports will be presented to CUSAC. The Columbia Union Conference Curriculum Committee will make recommendations to the CUBOE.

F. **Term of Office**

The term of office for non ex officio members will be three years on a rotating basis to include no more than two consecutive terms.

**1530 Certification Review Committee**

The Columbia Union Certification Review Committee will oversee K-12 teacher certification. Membership of the committee shall consist of all CUSAC members.
Functions – The Certification Review Committee will meet as needed to:

1. Review the certification status of all K-12 teachers as presented by the union certification registrar.
2. Review and act upon all applications for designated subject certification.

1535 Education Code Revision Committee

A. Membership

To be chosen by the union office of education, will consist of the following:

1. Union Vice President for Education (chairperson)
2. Two conference superintendents
3. Two principals (elementary/secondary)

B. Functions

The Committee will meet as needed to:

1. Review the Code for needed revision.
2. Review and clarify concerns and proposed revisions from the field.

1540 Junior Academy Certification Review Committee

The Junior Academy Certification Review Committee shall bring to the Columbia Union Board of Education for approval its recommendations of schools that annually apply to teach secondary subjects in the 9th and 10th grades (see Code 6015).

A. Membership

The Committee will consist of the following:

1. Union Secondary Associate (chairperson)
2. Union Certification Registrar
3. Union Vice President for Education
4. Union Elementary Associate
5. Conference Superintendents (and/or designated Associate)

B. Functions

The Junior Academy Certification Review Committee will meet once a year or as needed to:

1. Receive applications, properly completed and with appropriate signatures, requesting permission to teach secondary subjects in the junior academy.
2. Evaluate the certification of teachers, with appropriate endorsements, to teach requested subjects.
3. Process applications to inform the applicants of their status and to recommend remedy as needed.
4. Evaluate the completed junior academy certification/curriculum audit to ascertain whether junior academies will be granted approval to continue teaching secondary subjects.
5. Ensure that the local conference office of education keeps and issues transcripts for secondary credit granted by junior academies.
6. Submit to the union office of education recommendations regarding applications to teach secondary subjects in 9 and 10 grade schools, seeking final approval by CUBOE.

1545 Wage Scale Committee

The Wage Scale Committee will meet, as necessary, to update the K-12 education wage scale.

Membership of the Wage Scale Committee shall consist of the following, as chosen by the union office of education:

1. Union Vice President for Education (chairperson)
2. Two principals
3. Three superintendents
4. One conference treasurer
5. Union treasurer

The Wage Scale Committee will annually review and propose recommendations to the annual union wage scale for educators to assure "competitiveness" with wage scales of other unions, re: education personnel, classifications, etc.

Miscellaneous Policies

1550 Teaching Credentials (NADWP E 05)

As denominational employees, all Seventh-day Adventist educators in Seventh-day Adventist schools at all levels shall be classified and accredited by the employing organization to the categories listed below.

A separate and distinct K-12 educator’s certification process has also been established by the NAD Office of Education to recognize personal and professional qualifications and continuing education requirements for educational employees. Employing organizations shall verify that K-21 educators are Seventh-day Adventist members and qualified for working in a school environment as prescribed by all applicable policy

A. Criteria for Issuance

1. Commissioned Ministry of Teaching Credential - This credential is granted to educators who have shown a life-long commitment to the ministry of Christian education. In addition to the life-long commitment, candidates must demonstrate at least six years of successful experience in the Adventist education system and also exhibit Christian responsibility for nurturing and leading students to Christ, for consistently upholding Christ as the focal point of all curriculum and instruction, and for demonstrating positive interpersonal relationships, thus providing an environment of social, spiritual, and emotional stability.

2. Commissioned Ministry of Teaching License - This license is granted to educators who have completed their internship and have demonstrated a life-long commitment to the ministry of education within the Church. They show evidence of supporting the fundamental beliefs of the Church and their lifestyle is a consistent witness to others.

3. Ministry of Teaching License - This license is granted to entry-level teachers or teachers beginning their work in the Adventist education system. This is a provisional status for all newly employed teachers.

B. Procedures

1. The local conference executive committee reviews the recommendation of an interview committee for candidates for the Commissioned Ministry of Teaching Credential and forwards its recommendation to the CUEC for final approval.

2. The local conference executive committee (or its designee) approves candidates for the Commissioned Ministry of Teaching License and the Ministry of Teaching License.

3. Employees who hold a Commissioned Ministry of Teaching License may be eligible for the Commissioned Ministry of Teaching Credential after an appropriate period of successful service.

4. When the local conference executive committee and the CUEC approve the granting of a Commissioned Ministry of Teaching Credential, the local conference usually arranges for an appropriate commissioning service.

C. Credential and Certificate Renewal

When the initial period of approval expires, local conferences will renew the credential or certificate in harmony with the provisions outlined in the NADWP.

1555 Journal of Adventist Education

Each local conference or academy will order the Journal of Adventist Education for elementary, junior academy, and senior academy teachers in the conference. Each conference and academy will be billed by the supplier. The NAD, Union and local conferences will share subscription costs (see Code 2000-C).

The Union will provide the Journal of Adventist Education to college seniors attending Washington Adventist University who are interested in becoming teachers. The department of education chair should place an order for these subscriptions in September of each year with the CUOE.
The Local Conference Office of Education

2000 Local Conference Office of Education

A. Definition

The local conference office of education is an administrative office operating within a structure authorized by the conference executive committee.

B. Personnel

1. Superintendent of Schools/Vice President for Education
2. Associate Superintendent(s) of Schools
3. Secretaries

C. Functions

The administrative staff will:

1. Serve as agent(s) of the conference board of education in administering and supervising the conference's system of education in accordance with established policies, and in the recruitment, placement, evaluation, transfer and dismissal of educational personnel in consultation with school administration and the local school board.

2. Prepare job descriptions for each member of the local conference office of education staff within the structure authorized by the conference executive committee. Counsel school boards in the selection of non-certificated personnel such as teacher assistants (aides), administrative assistants, and others, to recommend for employment to the conference office of education.

3. Implement the Union Wage Scale as adopted by the conference executive committee.

4. Implement the CUOE's credentialing policies.

5. Develop and maintain effective working relationships with local and state offices of education and regional accrediting associations.

6. Acquaint the constituency with the necessity of Christian education.

7. Maintain the security of student and employee records.

8. Compile and present to the Union Junior Academy Review Committee applications to teach secondary subjects in schools other than senior academies.

9. Provide an annual orientation for new educational personnel.

10. Supply elementary and junior academies with essential record-keeping materials.

11. Provide teachers with the NAD and CUOE approved list of textbooks and other curriculum materials.

12. Provide The Journal of Adventist Education, the official publication of the General Conference Office of Education and the Association of Seventh-day Adventist Educators, to K-12 educational personnel. (Each local conference or academy will order the Journal of Adventist Education for elementary, junior academy, and senior academy teachers in the conference, see Code 1555. Each conference and academy will be billed by the supplier. The NAD, Union and local conferences will share subscription costs.)

13. Promote the Home and School Associations of elementary schools and junior academies.

14. Provide leadership in encouraging professional growth for educational personnel.

15. Serve as counselor to the conference building committee in planning school facilities.

16. Gather and process reports required by the Union and NAD Offices of Education.

17. Hold and preserve all records of discontinued schools.

18. Consider applications for establishing new K-12 schools, in consultation with the conference K-12 board of education.
19. Develop and implement a master schedule for the conference evaluation of teachers and administrators in K-12 schools.

20. Provide leadership for orienting school board chairs and members regarding their responsibilities.

21. Provide leadership in developing long-range plans for education in the conference.

22. Utilizing evaluative instruments approved by the NAD commission on Accreditation, the local conference office of education shall schedule, organize, and conduct all elementary and junior academy evaluation visits, and annually submit to the CUOE all accreditation reports and recommended terms by April 15.

23. Prepare a master calendar for K-12 schools providing for activities such as school visitations, teacher supervision, conventions, workshops, in-service meetings, conferences and board or committee meetings.

24. Assist school personnel in planning spiritual and cultural activities.

25. Promote and coordinate combined purchasing of supplies and equipment between and among schools.

26. Assist in formulating recommendations for capital appropriations based on school requests.

27. Work with the conference treasurer on submitting to the conference K-12 board of education the annual education operating budget.

28. Keep copies of audited financial statements of schools in the conference office of education.

29. Ensure that financial statements of academies and annual audited statements of junior academies are sent to the CUOE.

30. Monitor asbestos management in all conference schools, including asbestos management plans, as prescribed by law to ensure compliance.

31. Survey, compile and report data on ECEC/Pre-K through Gr. 12 enrollment, achievement, teacher certification, school accreditation status and other pertinent educational data and trends within the conference.

32. The local conference office of education is responsible for keeping its schools informed of current state curricula requirements.

33. Be responsible to assure that each school maintains adequate student health services consistent with governmental requirements.

34. To assure that all conference schools are audited in accordance with NAD education working policy and that copies of each school’s audited statements are kept on file in the conference office of education.

35. To conduct surveys and research, as needed, to facilitate strategic planning for the conference school system.

36. Process applications, in cooperation with the Columbia Union Associate Director for Early Childhood Education and Care (ECEC), for schools seeking to establish a school-based ECEC program.

37. Provide for annual or bi-annual in-service meetings for school board personnel and Home and School officers.

38. Prepare agendas in consultation with conference administration for the Conference Board of Education and Executive Committee. These agendas are to be prepared in consultation with conference administration.

39. Receive, review, and recommend to CUSAC/CUBOE for processing to the North American Division Commission on Accreditation all yearly written academy progress reports. Progress reports are due to the CU Office of Education no later than March 1st.

D. First Aid/CPR Certification for Education Personnel

By July 1, 2016, all full-time, educational personnel shall have and maintain CPR and First Aid certification as a condition of employment. First Aid/CPR certifications can be secured through a variety of agencies, including but not limited to the American Heart Association (AHA), American Red Cross (ARC), American Safety and Health Institute (ASHI), and other local agencies that provide appropriate training towards certification. Online CPR does not qualify towards certification.
The local conference office of education shall assume responsibility to assure that all full-time, conference employed education personnel shall secure certifications within the three-year-phase-in period. Education personnel hired after July 1, 2016, shall secure First Aid/CPR training within the first three months of hiring.

2005 Conference Board of Education

A. Defined

Each local conference will have a board of education to plan for and co-ordinate its K-12 school system. Between sessions of the conference constituency, the conference board of education functions under the direction of the conference executive committee.

The conference board of education meets a minimum of two times per year.

The conference executive committee will fill all vacancies between constituency sessions. In the case of day academies, which are operated by a local constituency made up of several churches, these procedures may vary and will be clearly outlined in the constitutions and working policies adopted by the academy’s constituency.

B. Membership

Ex officio Members (unless otherwise specified in the conference’s constitution or policy):

1. Conference President or designee, chair
2. Conference Superintendent of Schools/Vice President for Education, secretary
3. Conference Secretary
4. Conference Treasurer
5. Conference Associate Superintendent(s) of Schools
6. Other members in harmony with the board of education’s constitution and by-laws

C. Functions

The local conference board of education will:

1. Assume general responsibility for long-range planning of the conference K-12 school system.
2. Approve and recommend to the conference executive committee an adequate, balanced annual conference K-12 education budget.
3. Serve as the agent of the conference executive committee in recruiting, employing, evaluating, assigning, transferring, or dismissing K-12 personnel in harmony with this Code and applicable state laws. Substantial weight will be placed on well-reasoned recommendations of the local school board.
4. Review and consider and recommend to the CU Junior Academy Certification Review Committee applications from elementary schools and junior academies requesting permission to teach secondary subjects as submitted by the conference superintendent.
5. Consider applications for establishing new K-12 schools or expanding existing schools to include additional grades.
6. Appoint subcommittees as needed.
7. Approve budgets of conference K-12 schools.
8. Hear and act upon appeals and grievances in accord with policies outlined in this Code.
9. Provide guidelines for conference school calendars that meet the Union and state requirements.
10. Review all K-12 school accreditation reports and in the case of elementary and junior academy evaluations, recommend terms of accreditation via CUSAC to CUBOE and the NAD Commission on Accreditation monitoring implementation of the recommendations.
11. Implement the educational policies of the General Conference, NAD, Union, and the local conference executive committees.
12. Review salary rates for all educational personnel within the Union Wage Scale.

13. Evaluate facility needs in terms of pupil population projections, and develop an overall long-range plan for erecting new facilities, renovating, and/or remodeling existing facilities.

14. Develop, implement, and monitor a curriculum that provides for quality education within NAD and Union education guidelines.

15. Approve all K-12 school constitutions.

16. Develop plans and procedures for evaluating education personnel.

17. Consider and act upon applications from local churches to establish schools.

18. Maintain liaison with state departments of education.

19. Develop a marketing plan for Christian education.

20. Help schools to foster faith maturity and denominational loyalty among students and faculty.


22. Encourage close relationships between Adventist families, congregations, and schools.

23. Foster relationships with parents who home-school their children.

24. Conduct teacher commissioning services.

25. Review for approval applications of schools seeking to establish a school-based ECEC program, in consultation with and recommended by the Columbia Union Associate Director for ECEC.

D. Executive Committees of Conference Boards of Education

The local conference constituency or executive committee should make provision for an education executive committee to handle educational matters between regular meetings of the conference board of education. Minutes of this committee's actions will be presented to the board of education for review at its next regularly scheduled meeting.

2010 Local Conference Curriculum Committees

Each local conference will have a curriculum committee to oversee the curriculum.

A. Membership

1. Conference Superintendents and Associates
2. Union K-12 Curriculum Committee chair(s)
3. Balanced representation from all types of schools present within the conference
4. Balanced representation of classroom teachers and administrators
5. Other representatives from the constituency

B. Functions

The local conference curriculum committees will:

1. Implement curriculum policies adopted by the NADCC and CUBOE.
2. Provide leadership for and oversight of curriculum initiatives.
3. Initiate, encourage, and evaluate experimental/innovative programs for specific needs.
4. Process requests for use of alternative textbooks according to Code 3715.
5. Conduct or participate in pilot studies, in cooperation with the NAD and CUOE.
6. Initiate and conduct research and surveys as needed.
7. In-service and monitor teachers on all newly adopted curriculum guides, core standards, and resources materials.
8. Oversee the implementation of a seamless K-12 curriculum.

9. Develop other areas of curriculum as determined by the LCOE.

2015 Recommended Elements of a K-12 System

A. Governance

1. The superintendent is Vice President (VP) for Education.

2. The VP for Education (or designee) chairs all conference-constituent K-12 school personnel committees.

3. The K-12 system operates under a K-12 constitution incorporating, but not limited to, these identified recommended essential elements, and all local conference constitutions reflect appropriate adjustments to facilitate the implementation of these elements.

4. The K-12 system replaces the dual K-10/9-12 system in all respects.

5. The VP for Education is a voting member of the conference executive committee.

6. The conference President (or designee) chairs the K-12 Board of Education and all constituency-run academy boards.

7. The VP for Education is the vice-chair of all constituency-run academy boards.

8. The K-12 Board of Education is the administrative board for all schools within its jurisdiction (see Code 3700).

9. The Conference Executive Committee shall include educational representation in a manner that provides for appropriate and balanced opportunities to present educational issues to the committee.

10. The K-12 Board of Education upholds the educational policies of the union and is responsible for establishing other policies unique to the local conference needs.

11. The conference administration facilitates revisions in the institutional flowcharts to reflect the K-12 system.

12. The Office of Education, given its administrative function, is referred to as an “Office of Education” instead of a department.

B. Personnel

1. The Office of Education oversees K-12 Human Resource functions for education personnel except where there exists a department of human resources in the conference that oversees all personnel records, issues, etc.

2. The Office of Education/HR writes and issues all contracts and reviews employment agreements prior to issuance.

3. The Office of Education (or designees) evaluates all K-12 teachers and administrators.

4. The Office of Education supervises the certification of all K-12 certificated employees.

5. The K-12 Board of Education evaluates the VP for Education once every two years.

6. The conference VP for Education evaluates the Associate Superintendents once every two years, seeking input from teachers and administrators.

C. Finances

1. The conference Treasury serves as payroll center for all conference schools.

2. The Office of Education builds and manages the budgets for the K-12 system and the Office of Education.

3. The Office of Education, as an agent of the K-12 Board of Education, annually reviews and approves operating budgets for all schools.

4. The K-12 Board of Education approves all education-related appropriations (including regular and special subsidies).

D. Administration
1. The conference VP for Education reports on the state of K-12 Education to the delegates at each regularly-called constituency session and publishes an annual report between sessions.

2. The Office of Education oversees the management and transfer of K-12 student records.

3. The Office of Education plans for teacher and administrator input to enhance K-12 operation (such as teacher advisory councils and or administrators’ councils).

4. The Office of Education provides professional growth opportunities for teachers and school administrators of the K-12 system.

5. The K-12 Board of Education approves an annual education calendar.

6. The Office of Education coordinates K-12 curriculum.

E. Miscellaneous

1. The conference VP for Education (or designee) is present at all K-12 school evaluations.

2. The conference VP for Education and Associate Superintendents attend a minimum of one professional growth opportunity (e.g., national convention, academic course work) annually.

Miscellaneous Policies

2100 Discontinued School Records

The local conference office of education is responsible for preserving all records of discontinued schools. If a new school succeeds one that is discontinued, the old records will be transferred to the new school. Otherwise, the local school board will authorize the principal to transfer all records to the conference office of education at the close of the school year or when the school closes. Records of a discontinued school may, after three years, be moved to microfiche.

When schools close and student records are retained at the conference office of education, the following approach should be taken:

<table>
<thead>
<tr>
<th>ITEM:</th>
<th>LENGTH OF TIME KEPT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Register (Pre-K)</td>
<td>Permanently</td>
</tr>
<tr>
<td>Cumulative Record (Pre-K)</td>
<td>Until student graduates from 8th grade&lt;br&gt;<strong>Permanently</strong></td>
</tr>
<tr>
<td>• Cumulative Record Card</td>
<td></td>
</tr>
<tr>
<td>• Verification of Place/Date of Birth</td>
<td></td>
</tr>
<tr>
<td>• Health Records (HIPPA Compliant)</td>
<td></td>
</tr>
<tr>
<td>Progress Reports</td>
<td>Minimum of one year</td>
</tr>
<tr>
<td>School Register (K-8)</td>
<td>Permanently</td>
</tr>
<tr>
<td>• Cumulative Record (K-9)</td>
<td></td>
</tr>
<tr>
<td>• Reading Record Card</td>
<td></td>
</tr>
<tr>
<td>• Health Records (HIPPA Compliant)</td>
<td></td>
</tr>
<tr>
<td>• Record of recommended promotion, acceleration, retention, and special needs.</td>
<td></td>
</tr>
<tr>
<td>• Verification of Place/Date of Birth</td>
<td></td>
</tr>
<tr>
<td>Teacher Grade Book (K-8)</td>
<td>Minimum of one year</td>
</tr>
<tr>
<td>Transcript (9-12)</td>
<td>Permanently</td>
</tr>
<tr>
<td>Cumulative Record (9-12)</td>
<td>Minimum – 7 years beyond expected graduation&lt;br&gt;<strong>Permanently</strong></td>
</tr>
<tr>
<td>• Name and Place/Date of Birth</td>
<td></td>
</tr>
<tr>
<td>• Scholarship</td>
<td></td>
</tr>
<tr>
<td>• Attendance</td>
<td></td>
</tr>
<tr>
<td>• Parent Information</td>
<td></td>
</tr>
<tr>
<td>Teacher Grade Book (9-12)</td>
<td>Minimum of one year</td>
</tr>
</tbody>
</table>
All information/documents other than items stipulated per level above should be discarded from the student’s cumulative file.

2105 Conference Subsidy to K-12 Schools

Each local conference office of education, in cooperation with the conference executive committee and K-12 board of education, will determine the conference subsidy to help defray operating costs for K-12 schools. The amount will be based on a percentage of the total costs related to the employment of credentialed personnel. Alternative plans for subsidizing schools may be developed by conferences in consultation with the CUOE.

A. Basic Academy Subsidies

The amount of local conference subsidies to academies will be recommended annually by the local conference K-12 board of education and approved by the conference executive committee. Boarding academies will be granted a minimum of four salary budgets and conference day academies a minimum of two salary budgets.

These subsidies will be based on the following factors: the 102% salary level, and the ERI factor for the area in which the academy is located.

B. Conference Subsidy of Kindergarten

Conference-authorized programs for kindergarten education will be considered an integral part of the local conference office of education. It should be fostered, controlled, and funded in the same way the regular elementary education program is funded.

C. Withdrawal of School Subsidy

Any school that knowingly disregards North American Division, Columbia Union, or local conference education policies may, by vote of the conference board of education, be disqualified from receiving conference subsidy for school operation. Any school that persists in noncompliance, after local conference office of education advisement may, by vote of the conference board of education, lose “conference-operated” status, effectively severing its teachers from conference employment.

2110 Consolidations – Policy for Elementary School or Junior Academy Consolidations

Local conferences may provide a quality Christian education through a single church-sponsored school or through a consolidated school district.

The local conference office of education and the conference K-12 board of education will work with churches that want to form a school consolidation. The following guidelines apply:

A. Procedures

1. The local conference office of education or representatives of the school may initiate the process for creating a consolidated school.

2. If a school wishes to consolidate with another, its board should contact the conference superintendent, who will contact the board of the other school to see what their interest might be.

3. If more than one conference will be affected, the superintendents and presidents of both conferences will confer on the recommendation.

4. If discussions reveal serious interest in consolidation, the superintendents will contact the Union Vice President for Education who may call meetings of the school boards involved. In addition to the superintendents, pastors from constituent churches and conference presidents should be included.

5. If a school board has not initiated a request for consolidation, but the local conference superintendent believes consolidation is advisable, the superintendent will first contact the school boards that will be involved, suggest consolidation, and then follow the above procedures.

6. If the proposed consolidation includes churches from more than one conference, both conferences will seek guidance from the CUOE.

B. New School Plant Ownership
Where two or more conferences are involved in constructing a new school plant, there may be joint ownership of school properties. Title will be vested in the Columbia Union Conference Association of Seventh-day Adventists, except where the conferences and churches involved otherwise agree. The local school board will assume responsibility for appropriate insurance coverage in the name of the designated title holder.

C. Operating Boards for Consolidated Schools

1. Membership - Membership on the consolidated school board will be: One member for each church organization, with additional members to be chosen based on proportionate representation from each of the churches involved.

   It is recommended that the board consist of not fewer than five, and not more than fifteen, members and that membership on staff or board committees be based on merit, qualifications, and experience.

2. Authority - The board will have authority to operate within the policies of this Code and to administer budgets approved by the constituencies of the churches operating the consolidated school.

3. Constitution and Bylaws - The CUOE will be consulted in the development of the constitution and bylaws of the consolidated school.

4. Treasurer - A treasurer will be appointed by the consolidated school board and may not hold a similar office in any participating church.

D. Home and School Representation

Each church in the consolidated constituency will elect a Home and School Association representative who will serve on the Home and School Association Committee. This committee will elect its own chair.

E. Procedure for Computing and Distributing Operating Costs

In calculating how proportionately to distribute operating costs among constituent churches, consideration should be given to factors such as the size of the church, number of students attending from the church, and the tithe given by the members of the church.

1. Each church’s portion of the total operating cost will be determined by prorating to each church a percentage of the cost based on:
   a. The average church membership during the previous four quarters.
   b. The average school attendance of children from families in the church during the first semester of the current school year.
   c. The tithe income of the church during the previous four quarters.

2. The school should bill each church monthly and each church will be held responsible for its share of the operational costs.

Example: Three churches, Church A, Church B, Church C, agree to operate a consolidated school. When the budget for the school was developed, the expenses of $30,000 for the ensuing school year would be prorated among the three churches according to this formula:

<table>
<thead>
<tr>
<th></th>
<th>Members</th>
<th>%</th>
<th>Average Student Attending</th>
<th>%</th>
<th>Average Tithe</th>
<th>%</th>
<th>Average*%</th>
<th>Prorated Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church A</td>
<td>75</td>
<td>20%</td>
<td>25</td>
<td>31%</td>
<td>$12,000</td>
<td>15%</td>
<td>22%</td>
<td>$6,600</td>
</tr>
<tr>
<td>Church B</td>
<td>200</td>
<td>53%</td>
<td>35</td>
<td>44%</td>
<td>$47,000</td>
<td>60%</td>
<td>52%</td>
<td>$15,600</td>
</tr>
<tr>
<td>Church C</td>
<td>100</td>
<td>27%</td>
<td>20</td>
<td>25%</td>
<td>$20,000</td>
<td>25%</td>
<td>25%</td>
<td>$7,800</td>
</tr>
<tr>
<td>Totals</td>
<td>375</td>
<td>100%</td>
<td>80</td>
<td>100%</td>
<td>$79,000</td>
<td>100%</td>
<td>100%</td>
<td>$30,000</td>
</tr>
</tbody>
</table>

*This average percentage is determined by averaging the three percentages in the previous columns: percentage membership, percentage of students attending, and percentage average tithe.

F. Prorating Inter-conference Portion of Operating Expense

The net conference portion of school expenses will be prorated among the local conferences involved in proportion to the number of students attending the consolidated school from each conference.

G. Prorating Capital Value of Existing School Plants
1. In some consolidations, there may be a school plant that is already built, paid for, and in operation. In such instances, when a school board feels it is not advisable to turn over the school plant to a consolidated school operation without receiving financial remuneration, it is recommended that the plant remain the sole property of the entity that built the school originally and that only school operating costs be shared.

2. When it is considered necessary for the school owning an existing school plant to be reimbursed for its investment, the following guidelines should be considered:

   a. The amount of the original total cost of construction may be divided among churches or schools that have not previously invested in the school plant.
   b. The following formula may be used: From the total capital cost of the plant, deduct what was originally appropriated by the conference sponsoring the school, then deduct an additional three percent (3%) per year of the balance.

   The net balance remaining may be prorated among the churches who did not previously invest in the cost of the school plant on the basis of church membership at the time of the consolidation.

   Example: School A was constructed by Church X (membership 100) five years ago at a cost of $100,000. It is paid for in full. The conference appropriation amounted to $20,000. At the present time, Church Y (membership 50) and Church Z (membership 775) are considering joining with Church X in forming consolidated School B. The amount of investment which churches Y and Z should make in order to consolidate may be computed as follows:

   | Original Cost of School Plant | $100,000 |
   | Less Conference Appropriation | -20,000 |
   | **Balance** | **$80,000** |
   | Deduct 3% per year (15% in this case) | -12,000 |
   | **Balance to be Assigned to Churches** | **$68,000** |

<table>
<thead>
<tr>
<th>Church</th>
<th>Membership</th>
<th>%</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>100</td>
<td>45%</td>
<td>$30,600</td>
</tr>
<tr>
<td>Y</td>
<td>50</td>
<td>22%</td>
<td>$14,960</td>
</tr>
<tr>
<td>Z</td>
<td>75</td>
<td>33%</td>
<td>$22,440</td>
</tr>
<tr>
<td>Totals</td>
<td>225</td>
<td>100%</td>
<td>$68,000</td>
</tr>
</tbody>
</table>

   Since Church X has already paid the entire cost of the school plant, Church Y should pay to Church X $14,960 and Church Z should pay to Church X $22,440.

H. Tuition Charges and Acceptance for Non-constituent Students

Each local school board will develop its own policies governing the school’s relations with non-constituent students. This includes admissions, tuition rates, board involvement, and other areas of school life.
The Constituency 2500-2699

2500 Membership of the School Constituency

A school constituency may be one of the following:

1. A church(es) that support the school as defined in the school constitution.
2. The conference constituency where senior academies are sponsored by a local conference.
3. The respective conference executive committees and the CUEC, where two or more conferences sponsor the academy.

2505 Meetings of the Constituency

1. The constituency will meet as specified in the school’s constitution.
2. The constituency of a senior academy sponsored by a local conference will meet at the same time the regular conference constituency meeting is held.

2510 Functions of the Constituency School Sponsored by Local Church(es)

The functions of the constituency of a school sponsored by local church(es) will be:

1. To establish and adopt a constitution and bylaws, in harmony with denominational policies, that defines the principles and guidelines by which the school will be operated and to make needed amendments as circumstances warrant.
2. To provide adequate financing for general operating costs.
3. To approve financial plans for major capital improvements as recommended by the school board.
4. To receive reports of the school operation.
5. To encourage the organization and maintenance of a Home and School Association or its equivalent.
6. To either elect the school board or establish procedures for such election to take place in the sponsoring church(es).
7. To receive a report from the school administration of the school’s current accreditation status.

2515 Functions of a Senior Academy (9-12) Constituency Sponsored by a Conference

The functions of the constituency of a senior academy sponsored by a local conference will be:

1. To prepare and adopt a constitution and bylaws harmony with denominational policies, that define the principles and guidelines by which the academy will be operated, and to make needed amendments to the constitution as circumstances warrant.
2. To elect the academy board.
3. To receive reports of the academy operation.
4. To consider the long-range needs of the academy.
5. To approve and provide a financial base for major capital expansion of the academy.
6. To receive a report from the school administration of the school’s current accreditation status.
The Local School Board

Definition

Every school and academy will have an operating board elected by the school constituency. Each board is responsible for operating the school within the guidelines and policies adopted by the local conference board of education and the constituency as stated in the school’s constitution. The board has authority only when meeting in official session. Individual members may not speak for the board. All actions of the board are implemented through its executive secretary (principal), in cooperation with the board chair.

School Board Membership

A. School board Membership

Board membership will include the chair, vice-chair, secretary (who will be the principal), and treasurer, as needed. Ex officio voting members will include the Home and School Association leader, the pastor(s) of constituent church(es), the Conference Superintendent/Vice President for Education or designee, and where applicable, the Columbia Union Vice President for Education or designee.

1. Board members (other than ex officio members) are to be elected by the constituent church(es) in accordance with the school constitution or by laws. Consideration should be given to the following:
   a. The members of the original board may be chosen for terms varying from one to three years according to a schedule arranged by the electing body. New appointments are made each succeeding year for terms of three years. The purpose is to ensure continuity of educational practice and policy.
   b. Board members may be elected prior to the close of the school year and function for the term of office as specified by the school constitution. To ensure continuity of educational practice and policy, a nucleus of current members should be re-elected.
   c. Non-constituent SDA individuals be considered for board membership where it is deemed their professional talents and spiritual gifts will assist the school in its mission. The school constitution must outline the limited number of seats on the board and how these individuals are selected. As with all board membership, the qualifications other than constituency church membership applies.

2. Conference senior academy boards and their officers are elected at the regular conference constituency meeting for the ensuing term.

3. Board vacancies are filled by the organization or school constituency that made the original appointment. The person filling the vacancy serves only for the remainder of the unexpired term.

B. Qualifications of Board Members

Qualifications for election:

1. Are members of the Church in good standing.

2. Are members of the constituent church(es) sponsoring the school.

3. Will have their own school-age children enrolled in the K-12 constituent Adventist school. An exception may be allowed if the school has determined that the child’s special learning needs are best met in another setting.

4. Will not be spouses, parents, siblings, or immediate relatives of staff members (i.e., grandparents, aunts/uncles, in-laws). It is recommended that not more than one member from the same immediate family be elected to the board.

5. They are committed to supporting and advancing all facets of Adventist education.

6. Will pledge to support and implement policies in the Columbia Union Education Code and of the local conference. Parties unwilling to support and implement Code policies should not serve on local school boards.

C. Ethics

Board members will agree to abide by the following Code of Ethics. Members will:
1. Maintain confidentiality of all matters that, if disclosed, would needlessly injure or bring legal liability to individuals or the school.

2. Maintain honesty, trust, fairness and integrity.

3. Base all decisions on the philosophy and mission of the Adventist education system.

4. Demonstrate attitudes and personal conduct that reflect the standards of the Church.

5. Work unceasingly to improve the understanding and support of Adventist education.

6. Learn and practice the art of compromise without ever sacrificing principle.

7. Support and protect the rights of all members of the school community including the board, the school administration, faculty, parents, and students.

8. Recognize that the authority of the board is only expressed through its actions when in session; individual members will not act or speak on behalf of the board unless authorized by the board to do so.

9. Take no private action that will compromise the school system, the board, or the administration of the school.

10. Avoid and or declare, any and all conflicts of interest, refusing to vote on proposals for which there may be a conflict of interest unless asked to do so by the remainder of the board.

11. Base decisions on facts and independent judgment and not deferring judgment and opinions to individuals or special interest groups.

12. Work cooperatively with other board members in a spirit of decency, harmony, and cooperation.

13. Support and uphold all board decisions regardless of personal disagreement.

14. Ensure that board meetings are conducted in a Christian manner and in harmony with the principles outlined in Matthew 18:15-19.

15. Study and faithfully exercise the duties and responsibilities of board members in order to render effective, credible service.


D. Personal Liability

Board members:

1. Have a responsibility to show prudence with respect to safety and physical hazards that may exist at the school or during school activities.

2. Are responsible for preserving the esteem, confidence, and good will in which employees, parents, and students are held.

3. May be held personally liable for statements they make during meetings that invade a person’s privacy or are slanderous.

4. Will call for and go into executive session, maintaining confidentiality when discussing matters relating to employees, parents, or students

E. Voting

All trustees, officers, executive committee/board members, exempt employees and volunteers of denominational organizations shall be subject to this policy.

1. Ex Officio Members - Ex officio members on all education/school boards within the Union are considered to be voting members of that board.
2. **Non-Voting Representatives to School Boards** - School boards can opt to invite non-voting representatives from non-constituent churches to board meetings to heighten awareness and promotion of Adventist education in their respective churches.

School constituencies may elect to invite additional members to sit on a board as non-voting members. This practice is used to broaden the input to the school’s mission and vision while correspondingly expanding the school’s communication to supporting constituents. Non-voting members’ responsibilities and expectations are to be addressed in the school’s by-laws.

School boards have the ability to invite individuals to various board meetings for various reasons. Invitees are non-voting participants and are not to participate in board matters when personnel or other executive session agenda items are discussed.

2710 **Functions of the School Board**

**A. Meetings**

The board and/or its executive committee should be held at least four times per school year and as often as needed during the summer months.

**B. Functions**

Each school board will:

1. Develop, through counsel with the school faculty and its various publics, a lucid, practical statement of philosophy and objectives that are in harmony with the general Adventist philosophy of education.

2. Comply with personnel procedures as outlined in this Code.

3. Ensure the implementation of policies and plans of the local conference and Union offices of education.

4. Develop policies in areas of local concern such as:
   a. Use of school property
   b. Bus schedule and routes
   c. Purchasing procedures
   d. Tuition or other methods of support
   e. Admission requirements in accordance with state and local conference guidelines (see Code 3050, 4510, 5200)
   f. Equipment and maintenance of school plant
   g. Textbook purchases (pupil or school-owned)
   h. Master planning
   i. Follow the NAD and Union adopted curriculum
   j. Other policies as prescribed by state departments of education

5. Support the principal in administering the school program including the following:
   a. Implementation of board policies
   b. Teacher load
   c. Daily schedule
   d. Development and enforcement of a code for student conduct

6. In executive session hear and review recommendations from school administration regarding parental grievance appeals.

7. Promote and support the Home and School Association or its equivalent where organized.

8. Ensure that official minutes of each board and subcommittee meetings is kept, filed, and copied to the conference office of education (LCOE). Senior academies will submit copies to the LCOE and the CUOE.

9. Consider appeals and answer questions regarding the operation of the school.

10. Participate in the process of school evaluation.
11. Provide resources for teacher in-service programs cooperating with the LCOE in planning for teachers’ professional growth including teacher conventions.

12. Consider and approve, in counsel with the local conference superintendent, a proposed plan of school organization, including a constitution and bylaws, the administrative organization and a basic curriculum plan for the school.

13. Adopt the recommended local conference-wide school calendar and secure permission for modifications from the conference office of education.

14. Adopt a dress code policy and a code of social behavior.

15. Authorize the preparation of a school bulletin that will include such items as:
   a. Financial information, including tuition collection policies
   b. School regulations
   c. School calendar
   d. Course offerings
   e. Graduation requirements
   f. Dress and discipline codes

16. Assume responsibility for planning and funding an annual operating budget including but not limited to:
   a. Administrative expenses
   b. Teacher/staff salaries
   c. Teacher/staff professional growth costs
   d. Curriculum materials
   e. Playground and physical education supplies
   f. Media center materials
   g. School supplies
   h. Insurance
   i. Indebtedness
   j. Other operating expenses

17. Work with the church board(s) and church finance committee(s) on the amount of church subsidy to be given the school.

18. Work with the constituent church(es) in fulfilling the goals of the local church(es).

19. Assume responsibility for planning and funding capital projects/improvements, working with appropriate church entities.

20. Cooperate with the local conference and Union offices of education in matters of curriculum implementations and innovations.

21. Develop long-range plans for the school taking into account projected enrollment figures, class size, financial needs, and staffing requirements.

22. Provide resources for the professional development of administrators.

23. Appoint subcommittees as needed which may include personnel, finance, curriculum, etc.

24. Employ classified personnel as needed.

25. Participate in a self-evaluation program for school accreditation.

26. Actively assist the principal to retain current and recruit new students for the school.

27. Act on all student applications for admission.

28. Provide the necessary support and resources to effectively address major recommendations and actions plans in the most current school accreditation report rendered by the NAD Commission on Accreditation.

29. Work within the parameters and/or constraints of the school constitution and by-laws.

C. Hiring Personnel
Local conference superintendents collaborate with local school boards in hiring school personnel, occasionally asking boards to find employable candidates to recommend to the conference board of education. Often boards rely on the superintendent’s recommendation of the actual hire made by the conference board of education (see Code 9050).

D. Dealing with Misunderstandings

Parents and other patrons have no right verbally to attack or harangue school personnel at school or elsewhere. Boards will insist that complaints follow the church’s conciliation procedure.

E. Conference Administrative Support

The local conference superintendent is the educational officer to whom local school boards will look for counsel and direction.

When school boards have special problems, or are discussing personnel, a representative from the conference office of education must be present. The superintendent must be consulted in any action that may affect a teacher’s employment status. If the principal is the subject of discussion, he/she will recuse himself/herself accordingly.

F. Executive Session

An executive session is to be called any time the board discusses personnel matters, re: employment status and/or matters of a personal, sensitive nature that should not be part of public discourse, re: students, parents, volunteers, appeals, etc. Only board members are to participate in executive sessions. Procedural parameters and guidelines should be established and employed at the local level that facilitates the work of the board in executive session. Under no circumstances should executive session matters or decisions become part of the board’s official minutes or be disseminated to others. Executive session minutes should be composed and kept apart from regular minutes and should not be disseminated.

G. Liability

Notwithstanding board member immunity under “qualified privilege”, a board member may be held personally liable for loss or damages resulting from his/her own negligence, or the negligence of an employee acting under his/her direct supervision. Board members may be held personally liable for willful, wanton or malicious acts, including character defamation.

2715 Officers’ Duties

A. Officers of the Board

Officers will be elected as specified in the school constitution. These usually include:

- Chair**
- Vice chair
- Secretary (principal)
- Treasurer
- Safety/Security Officer*

* Each school year, each local school board will elect a school safety/security officer from among members of the board. This officer will be responsible to annually conduct a school safety/security audit; reporting findings to the local school board and local conference office of education no later than October 1. The local school board, working collaboratively with the school principal, is responsible to remedy school safety/security concerns as soon as possible; keeping the local superintendent informed of progress on items of major importance.

** In the case of schools consisting of single-church constituency, the church board shall elect the school board chair.

B. Board Chair Duties

Chair duties will include:

1. Calling and presiding over board meetings.
2. Employing basic parliamentary procedures.
3. Consulting with the secretary in preparing agendas prior to board meetings.
4. Facilitating discussion relevant to agenda items.

5. Becoming acquainted with the school program and conferring with the principal on items pertaining to the operation of the school.

6. Supporting school administration.

7. Acting as liaison with individual churches ensuring communication and presentation of school items pertinent to each church constituency.

8. Informing the superintendent in a timely manner of any major issue facing the school program, particularly in personnel and finances.

C. Vice Chair Duties

Vice chair duties will include:

1. Chairing meetings in the absence of the board chair.

2. Discharging other duties prescribed by the school board, school constitution, and/or bylaws.

D. Secretary Duties (Principal)

Secretary duties will include:

1. Recording and permanently filing final minutes. A non-voting recording secretary may perform this function.

2. Providing a copy of board minutes to the local conference superintendent after each meeting, with senior academies providing a copy to the local conference superintendent and CUOE.

3. Carrying on the necessary board correspondence.

4. Providing the conference superintendent an annual calendar of regular board dates, and in the case of academies, an additional calendar to the CUOE meetings.

5. Preparing board agendas in consultation with the chair.

6. Contacting all board members in a timely manner, when special meetings are called, providing information of time, place and, as appropriate, agenda.

7. Sending, in advance of regularly scheduled board meetings, board appropriate information and data to all members to facilitate board discussion and decision-making for proposed recommendations.

E. Treasurer Duties

Treasurer duties will include:

1. Keeping all financial records, assuring accuracy and ready accessibility.

2. Billing and collecting school tuition and fees, and/or assigning the task to a board approved designee. i.e. school business manager/treasurer.

3. Paying authorized bills.

4. Presenting a complete, accurate and up-to-date financial report at each board meeting.

5. Preparing and presenting to the board annual budgets in collaboration with the principal/head teacher and finance committee.

6. Providing a clean, final and balanced annual budget, and timely monthly financial statements to the conference office of education.

7. Arranging and preparing for, in collaboration with the school treasurer/principal/business manager, an annual financial audit of school operation.

F. Safety Officer Duties
The Safety Officer assigned by the local school board shall work with the School Safety Committee to assure that an annual school safety audit is conducted using the Columbia Union School Safety and Security Audit under the provision of the following:

1. All schools in the Columbia Union will, under the direction of the local board safety officer (or designee), conduct an annual school safety and security audit (to be completed no later than September 15), using the Columbia Union School Safety and Security Audit checklist and report results to the local conference superintendent no later than October 1, of each year. Each school will conduct two lockdown drills per year (fall and spring), informing the local conference, local authorities, and parents of such drills in advance. The record of such drills shall be made available to school evaluation committees upon request.

2720 Board Interrelationships of Elementary Schools, Junior Academies School, Constituent Churches, and Conference Offices of Education

Strong school systems have clear understandings about the roles and responsibilities of and among school boards, church boards, and the conference office of education and board of education. Failure to maintain close working relationships will adversely impact key stake holders at every level.

The conference office of education and board of education work closely with church boards to establish schools. Once, established governance is the responsibility of the school board. If two or more constituent churches fund a school, the school board must keep the respective church boards constantly aware of school happenings to facilitate school financial and moral support.

Once a school begins to operate, the conference board of education assumes an employer’s role, assigning the conference superintendent(s) of education to act by approval of the conference executive committee to act as its agent. The relationships between the conference office of education and local school boards can be strained should the school board forget that the board of education hires and assigns educators. Similarly, the conference office of education should not assume the posture of having the exclusive word on employing, transferring, or dismissing employees; however, conferences may, in consultation with the Columbia Union office of Education, adopt, as local policy, hiring protocols that vary with general practice.

(see #2710 C).

The local church board, through its nominating committee process, appoints the members of the school board, which is also dependent upon the church board for subsidies to fund school operation. At times, it may be desirable that the church board and church business session provide money for the school's capital needs. In these roles, the school board is responsible to the church board(s).

School board members must always remember their role is to create policies and guidelines keeping in mind that administration and leadership is assigned to school administrators. Board members must not, at any time, attempt to micromanage schools.

While cooperation is key, situations may arise when a church board and school board disagree. If serious disagreements remain after prayerful dialogue, the conference administration and office of education should be invited to help resolve differences.

2721 Protocol for Closure of Elementary Schools or Junior Academies

Significant enrollment decline resulting in severe financial stress should be the only reason for the closing of an elementary school or junior academy. In such circumstances, a school board should work closely with the church board(s) of the constituent church(es) to determine the appropriate course of action. A two-thirds vote of the school board, in session in which a quorum is declared and at which a representative from the local conference office of education is present, is required to recommend school closure to the conference local board of education.

The local conference office of education may recommend to the local conference board of education the closure of a school that demonstrates significant inability to adequately fund school operations and/or is heavily indebted to the local conference, re: teacher salary remittance.

The final decision to approve school closure rests with the conference local board of education.

2725 Pastor-School Relationship

The pastor plays a critical role in the successful operation of the school, most often serving as an ex officio school board member, never as a board chair. A lay member should serve as school board chair, allowing the pastor to devote more time to spiritual ministry.
School personnel have a responsibility to involve the church pastor(s) in school life, including activities such as worship, baptismal classes, classroom presentations, recreation, field trips, Weeks of Prayer, and Home and School Association meetings. The pastor’s visible support is essential for a successful school program.

Likewise, the pastor should visibly involve both school staff and students in the church’s program. The church should identify ways in which teachers can become an integral part of the church life.

The pastor’s counsel to the school should be treated with high respect as should the teacher’s counsel to the pastor. The pastor and teacher should work together as an equal team dedicated to similar goals. An attempt should be made to avoid public confrontation or disagreement. If such problems develop, the employees should attempt to resolve the disagreement in private, consistent with biblical injunction of Mathew 18, and then seek conference administrative assistance if no resolution can be found between the two parties. Public unity among church employees will help the school and church meet the mission goals of the Church.

More specifically, the pastor is vital to schools in terms of:

1. Showing support for Adventist education.
2. Taking responsibility for church involvement in the financial operation of the school.
3. Giving encouragement to effective parent-teacher-pupil relationships.
4. Cooperating in the spiritual emphasis of the school.
5. Being involved as a spiritual counselor and resource person.
6. Encouraging the school board and constituency to recognize the administrator and teachers as the educational leaders in the local church district.
7. Participating in school-sponsored activities as time allows.

2730 School Board Responsibility for Unamortized Moving Expenses

Should the local conference K-12 board of education have to terminate or move a K-12 employee because of a teacher-local school board conflict in which the K-12 board of education finds the local school board is primarily at fault, the school board is liable for the termination settlement and for the unamortized moving expenses based on the reimbursement schedule outlined in Code 9340.

2735 Student Wage Rates

All K-12 schools will comply with state and federal wage requirements including the minimum wage laws, hours, working conditions, and work permits.
General K-12 Operating Policies

3000 Annual Reports

All K-12 schools in the Union will submit an annual report through local conference and Union channels to the NADOE.

3005 Church-Government Relationships

1. The Church holds that religious liberty is best achieved, guaranteed, and preserved when church and government respect each other's proper areas of activity and concern.
   a. 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, police, and fire protection.
   b. The Bible contains examples of gifts from government to religious enterprise. The Church has benefitted in many countries from the acceptance of various forms of government aid. It is also recognized that pitfalls 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.
   c. 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 provisions of this Section.
   d. Limited gifts of land, property, or equipment, and government grants in support of operations, research, maintenance, capital improvement or services may be received when the spirit, intent and provisions of this policy have been complied with fully.

2. Prior to a local conference or school applying for or benefitting from any new government programs not specifically covered under this Section, the enabling legislative provisions, along with the school's application, will be submitted and processed in harmony with the following guidelines:
   a. The program is to be evaluated and approved by the CUEC and then submitted to the NAD PARL Committee for review and approval within sixty days after receiving the request.
   b. The NAD Committee (NADCOM) may review any requests submitted to the NAD PARL Committee.

3. When a local conference or school is authorized to accept financial assistance from government, the CUEC will establish a ceiling budgetary percentage which, in its judgment, provides a reasonable protection against fiscal dependence upon government.

3010 Conflict of Interest

A. Statement of Policy

A trustee, officer, executive committee/board member, employee or volunteer has a duty to be free from the influence of any conflicting interest or commitment when serving the organization or representing it in negotiations or dealings with third parties. Both while on and off the job, an employee is expected to protect the best interests of the employing organization.

B. Definition of Conflict

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 he/she exercises on behalf of the organization. He/she is to consider only the interests of the organization, always avoid sharp practices and faithfully follow the established policies of the organization.

While serving as a trustee, officer or director of multiple denominational entities is thus acknowledged and accepted; a trustee, officer or director serving on an organization’s board is expected to act in the best interests of the organization and its role in denominational structure. (NADWP: E 85 05, VOTED 11/09)
C. **Individuals Included Under this Policy**

All trustees, officers, executive committee/board members, *exempt* employees and volunteers of denominational organizations shall be subject to this policy.

D. **Conditions Constituting Conflict**

Although it is not feasible in a policy statement to describe all the circumstances and conditions that might have the potentiality of being considered conflicts of interest, the following situations are considered to have such potentiality and therefore are to be avoided:

1. Engaging in outside business or employment that 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 nondenominational employer who 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.

9. Using denominational personnel, property, equipment, supplies, or goodwill for other than approved activities, programs and purposes.

10. Expenditure of unreasonable time, during normal business hours, for personal affairs or for other organizations, to the detriment of work performance for the denomination.

11. Using one’s connections within the organization to secure favors for one’s family or relatives.

E. **Statement of Acceptance**

On an annual basis, the employer shall provide all exempt employees with a copy of the Statement of Ethical Foundations, plus a copy of the Conflict of Interest and/or commitment policy, and shall inform employees regarding the duty to disclose potential conflicts of interest and/or commitment. The chief administrator, or designee, of the organization shall receive annually a statement of acceptance and compliance with the policy on Conflict of Interest and/or commitment from each employee member of the board/executive committee, and any other person authorized to handle financial resources of the organization. Submission of the statement by persons identified above shall constitute a declaration of compliance with the policy and shall place the individual under obligation to disclose potential conflicts of interest and/or commitment that may arise during the ensuing year.

3015 **Environmental Concerns**

Each local conference K-12 board of education will adopt a K-12 policy dealing with environmental concerns under the following provisions:

1. Each conference education department will develop a procedure for monitoring compliance with the Environmental Protection Agency’s (EPA) various laws and regulations related to protecting the environment and the health of students and teachers.
2. These procedures include direct supervision of school activities such as, but not limited to:
   a. Appointment of a designated person to oversee the program.
   b. Maintaining an accurate file for each area of concern such as asbestos, lead in drinking water, radon and toxic wastes generated by science laboratories and custodial or maintenance activities, and indoor air quality concerns.
   c. Complying with regulations contained in the Asbestos Hazard Emergency Response Act (AHERA) such as:
      (1) Fulfilling prescribed actions contained in the school's Operations and Management Plan.
      (2) Completing six-month surveillance checks of asbestos that remains in schools.
      (3) Managing and controlling asbestos containing building materials.
      (4) Developing procedures at each school to make sure auxiliary workers such as telephone maintenance people, contractors, etc. who work in the school know where they may contact asbestos containing materials as they work.
   d. Developing a plan for schools to report at regular intervals to the conference office of education about progress being made in managing environmental concerns within the school.

3. If state environmental regulations differ from federal laws, the state regulations must also be followed.

3020 Fund Raising in Schools

Fund raising projects should always align with denominational principles and all proposed fund raising projects must be approved by either the school administration and/or the school board prior to implementation. **School fund raising activities should not compromise instructional quality. All fund raising activities/projects are to comply with state and federal tax regulations.**

3025 Home and School Association

The Home and School Association is organized to unite the home and school in endeavors to provide Christian education. Adult members of the church or patron of the school who is willing to support the objectives of the Home and School Association may become a member.

A. Organization

1. The NAD Office of Education will:
   a. Provide leadership and promotion.
   b. Provide guidance and study materials.

2. The CUOE will provide leadership and promotion of Home and School Associations throughout the Union.

3. The local conference office of education will:
   a. Provide guidance as, consultants, and promotion throughout the conference.
   b. Encourage and assist in organizing Home and School Associations.
   c. Furnish to each school copies of the Home and School Association publication.

4. The local church will:
   a. Make provision for organizing the Home and School Association in accordance with the plans and policies of the local conference, Union, and NAD Offices of Education.
   b. Support the activities of the local Home and School Association.

B. Objectives

A primary objective of the Home and School Association is to develop and improve relationships between parents and teachers by activities such as:

1. Encouraging frequent communication between home and school.
2. Encouraging parents to visit the school.
3. Encouraging teachers to visit the homes of pupils.
4. Working with teachers on the appointment of room mothers and room fathers.
5. Providing volunteer services as requested by the school.
6. Promoting the enrollment of all Seventh-day Adventist elementary-aged children in the local church school.
7. Engaging in fund-raising activities to support an advance school and/or classroom goals and objectives.

C. Leadership

1. The Home and School leader shall be a Seventh-day Adventist that, ideally:
   (a) Has a keen and active interest in promoting the school and its relationship with parents.
   (b) Works well in collaboration with the school administration, school board and Home and School members.
   (c) Is open to and encourages new ideas.
   (d) Is willing and able to serve on the local school board, where applicable, as prescribed in the local school constitution and/or bylaws.

2. The Home and School assistant leader should, ideally:
   (a) Be willing and effective in assisting the Home and School leader, particularly when the leader is unable to meet appointments.
   (b) Be the leader-elect for the next term of office.

3. The Home and School secretary/treasurer should, ideally:
   (a) Include all Home and School funds in the school accounting process.
   (b) Provide accurate, detailed quarterly financial reports to the school board.
   (c) Facilitate yearly conference audits of Home and School finances.
   (d) Secure school board approval if the Home and School requests its own checking account.

3030 Home Schools

Local conferences are not responsible for supervising home schools. The LCOE may allow its schools reach out and provide services to home-schooling students. In such cases, necessary and appropriate arrangements for student accident insurance must be made.

3035 Identification of "Seventh-day Adventist" Institutions

1. Denominationally owned and operated institutions in the Union will identify themselves as Seventh-day Adventist institutions.
2. Privately owned institutions are to refrain from the use of denominational names such as "Seventh-day Adventist," "SDA" or "Adventist" in their wording and promotion.

3040 Independent Schools

Churches in the Columbia Union are not permitted to run an elementary school(s) independent of their respective conference education system.

3045 Mission Schools

A mission school is a denominationally organized and operated school primarily for non-Adventists. The following guidelines are recommended:

1. A mission school may be established to advance the gospel ministry in an area where a Church school may not meet local educational needs.
2. Mission schools are not to compete with, or substitute for, existing Church schools.
3. Bible courses are to be given a priority in the curriculum, and all students will be required to complete at least one Bible course each year.
4. Classes are to be kept small enough to allow teachers to have a personal influence over each student.
Non-Adventist Student Attendance

When a school and its constituency recognize the school's potential ministry to the community, non-Adventist youth may be enrolled subject to the following considerations:

1. Orientation of church members, teachers, parents, and students to their role as Christian witnesses.
2. Orientation of parents of prospective students to the objectives of Adventist education.
3. Adventist curriculum and school standards are maintained.
4. Character and scholastic ability are considered before a student is admitted.
5. School facilities and personnel can accommodate enrollment.
6. Program's effectiveness is annually reviewed by the board.

Non-Discrimination in Student Admissions

It is the policy of the Seventh-day Adventist Church in all of its church-operated schools, at all levels, to admit students of any race, color, ethnic background, country of origin or gender; to proffer all the rights, privileges, programs and activities generally made available to students at its schools; and, to make no discrimination on the basis of race, color, ethnic background, country of origin or gender in administration of education policies, application for admission, scholarship or loan programs, and athletic or extracurricular programs.

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

Off-Campus and Extracurricular Activities

A. Purpose

Off-campus and extracurricular activities will be organized to provide students opportunities to become involved in leadership roles and decision-making and acquiring experience in following guidelines and working with others. Schools must seek, receive, and confirm approval from the organizational entity (conference/union) in which the mission project is arranged and undertaken. (Per NAD 0 30 30)

B. Definitions

For purposes of these guidelines, the following terms are used:

1. Extracurricular Activities - School-sponsored activities that enhance learning outside the formally-structured classroom.
2. Off-campus Activities - Any school-sponsored activities requiring students to leave the school grounds, such as:
   a. Class/club activities - school-sponsored recreational, social, spiritual or entertainment activities.
   b. Field trips - School-sponsored activities outside the classroom designed as effectively correlated educational experiences.
   c. Field school/environmental school - A carefully planned school program conducted outside the classroom that usually emphasizes nature, science and environmental education.
   d. Extended tours - Band, choir and tumbling.
   e. Witnessing - Activities that help students to serve their school community in positive ways.
   f. Recruitment - Public relations.
   g. School days - Academy Days, College Days.
3. On-campus Activities - School-sponsored activities not requiring students to leave the school grounds.
4. Public Performances - School-sponsored activities either on or off campus i.e. concerts, dramatic productions, athletic performances, etc.
5. Faculty Sponsors - Persons employed by the school or local conference who are responsible for supervising student activities.

All student organizations and cultural, social, and recreational activities conducted by students will be under direct supervision of the principal or the designated faculty sponsor(s) for each.
6. **Chaperons** – Appropriately screened (i.e. background checks) adults who are in harmony with the school’s philosophy and objectives i.e. parents or responsible community members, and who willingly assist in supervisory capacities for school-sponsored events.

**C. Preparation**

Success of school-sponsored extracurricular activities requires detailed timely planning. Off-campus activities for students require administrative and/or board approval before information is disseminated to student or parents.

**D. Standards**

During off-campus and extracurricular activities the conduct of students will be consistent with:

1. Stated Adventist teachings regarding dress, food, drinks, deportment, etc.
2. Safety and security regulations whether posted or verbally stated by sponsors or chaperons.

**E. Policies**

1. Sufficient chaperons will be provided for all off-campus and extra-curricular activities. The number will be determined by the age level of the students and type of activity.
2. Suggested number of days that may be allowed:
   a. Secondary and Elementary
      1. The number of off-campus days allowed for choir, band, gymnastics and other such group activities requiring overnight lodging will not exceed three school days during a school year.
      2. Special off-campus activities
         a. All class activity days, club activities, junior-senior picnics, senior class outings and other such special activities will be limited to one school day during a school year.
         b. Senior class (Grade 12) will be limited to two school days for trips.
   b. Overnight trips
      Overnight off-campus trips must be approved in advance by the local school board and conference office of education for elementary schools and junior academies and by the academy board for senior academies.

**F. Mission Projects**

Schools wishing to sponsor out-of-conference mission projects will submit their requests to the local conference office of education at least ninety days prior to the departure date. If the request is in order, the conference superintendent will forward it to the conference K-12 board of education for approval.

Senior academy requests will be submitted to the academy board. The academy board’s recommendation will be forwarded to the conference K-12 board for action. The written request will outline the following:

1. Project purpose
2. Proposed target group and leaders
3. Insurance coverage
4. Financing
5. Schedule of activities to be completed during the trip
6. Evidence that the group will be self-sustaining while at the project’s location

**G. Tours Outside the Continental United States**

The following policy is adapted from the NADWP: FEB 05 40

1. Tours outside the Continental United States sponsored by Adventist institutions or organizations will be coordinated through the North American Division Office of the Secretariat in close cooperation with the NAD Office of Education. Tours that will be coordinated include:
   a. Tours organized or sponsored by secondary-level schools.
b. Tours of school organizations at the secondary level which have received an official invitation from an overseas denominational, cultural, or government organization.

2. All tours abroad must be approved by the respective local school board and the local conference board of education - approvals appearing in the minutes of each. Approved tours will then be submitted, in a timely manner, to CUBOE for review and inclusion in the CUBOE minutes.

3. Notification of approved tours will be submitted to the North American Division Office of the Secretariat in close cooperation with the NAD Office of Education (60) days in advance of the date for the tour.

4. The following tour information is required:
   a. Name of sponsoring organization.
   b. Name of governing board or committee that has approved the tour and date of approval.
   c. Full travel itinerary including name of tour, schedule of dates, and locations.
   d. Name of tour director(s).
   e. List of Adventist churches and institutions to be visited, if any.

5. Upon receipt of the above information the North American Division Office of the Secretariat shall inform the NAD Office of Education who in turn shall inform the education director of the divisions to be visited in their respective territories.

6. All detailed arrangements are to be made by the sponsoring organizations with those who will be involved in the area to be visited.

7. The touring group will be careful to uphold Church standards at all times in conduct, Sabbath observance, dress, etc. The political sensitivity of the area visited will be considered at all times, and great caution should be exercised in reporting or writing about the tour.

8. Groups and individuals will 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.

9. Prior to initial approval, local school boards must ensure that individual participants are provided adequate insurance for personal liability, injury, accident, or sickness.

10. All tours must have complete liability coverage to protect the denomination from liability risks. It is recommended 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" available from ARMS.

11. No travel shall be approved to countries on the U.S. Department of State travel warnings list which may be found at their web site, http://travel.state.gov/

12. All travel planned to a country on the Public Announcement list found at the same web site must have specific additional approval from the local conference board of education.

13. All school-related groups that travel to a foreign country outside of North America shall check in with the local U.S. embassy or consulate upon entering the country.

H. Safety and Insurance Regulations

It is the responsibility of the local school administrator (or a designated representative) to ensure compliance with the following policies:

1. Safety Regulations
   a. Where possible, transportation of students for an off-campus activity is to be in a state-certified bus. When a certified bus is not available, students may be transported in a private vehicle which meets the requirements of the vehicle code of the state in which the school is located.
   b. All bus drivers are to have a valid CDL license and are required to observe all governmental regulations pertaining to the safe operation of their vehicles.
      (1) All drivers will comply with governmental regulations concerning hours of driving, safety requirements and traffic laws. Drivers of any vehicle carrying passengers engaged in school-sponsored activities may not drive more than ten consecutive hours, nor more than ten hours out of fifteen hours. After that, they must not drive again for eight hours.
      (2) At least one additional adult will be on the bus.
c. When private vehicles are used for school activities, a responsible adult authorized by the school administration must ride in each vehicle.
d. Vehicles used in transporting students will be properly maintained and be in safe operating condition.
e. Vehicles will meet government and insurance regulations as outlined in Code 8500-D, E.

2. Insurance Regulations

a. Students - Every student participating in an off-campus activity will be properly covered with accident insurance.
b. Vehicles - The school administration will be responsible for verifying that adequate insurance coverage is carried on all vehicles (school or private) used in transporting students. Private vehicle drivers will provide written evidence that the insurance limits outlined in Code 9325 have been met.
c. Consent-to-Treatment Forms - Medical consent-to-treatment forms, signed by the parent or guardian, must be in the possession of the sponsor for each student in the event emergency medical treatment is needed.
d. Field Trip Permission - Written permission from a parent (see Code 3500-H for the definition of "parent") is required for participation in field trips and recreational activities.

I. Supervision Guidelines for Off-Campus Activities

Adequate, approved and gender-appropriate supervision/chaperones should be provided for off-campus activities as follows:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>SUPERVISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>1 for every 3 students</td>
</tr>
<tr>
<td>Grades 1-4</td>
<td>1 for every 5 students</td>
</tr>
<tr>
<td>Grades 5-8</td>
<td>1 for every 8 students*</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>1 for every 12 students**</td>
</tr>
</tbody>
</table>

Local jurisdiction may have supervision requirements/guidelines greater than specified above, in which case, school officials are to comply with the maximum requirements/guidelines.

* Overnight trips or activities for Pre-K – Grade 8 may require additional gender-appropriate supervisors.
** Overnight trips and activities require 1 for every 10 students and may require additional gender-appropriate supervisors as determined by the local operating board.

3065 Parent-Teacher Conciliation Procedure

A. Purpose

The following conciliation procedure based on Matthew 18 and I Corinthians 6 will be used for resolving problems that may arise between parents and teachers.

The objective is to resolve the problem on an informal basis, if possible, and then on a formal basis if necessary.

This procedure pertains to misunderstandings between parents and teachers. It should not be used for handling disputes over student misbehavior or employment practices (see Code 3500, 9650).

B. Procedure

1. **Step One**
   
The parent should first talk with the teacher and attempt to resolve the problem informally. If the problem persists, each additional step shall be employed until the problem is resolved.

2. **Step Two**
   
The parent should then ask the school principal to help resolve the problem informally. (This step would be skipped if the teacher is also the principal.)

3. **Step Three**
   
The parent should then contact the local school board chair who will attempt to resolve the problem informally.

4. **Step Four**
   
The school board chair will convene a formal meeting of either the school board’s executive/personnel committee or full school board, depending on procedures adopted by the school board for such situations. When such a meeting takes place, the local conference superintendent must be informed of a potential problem.

5. **Step Five**
   
The parent should then contact the local conference superintendent and explain the problem in writing. The superintendent will attempt to resolve the problem by meeting with the parent(s), teacher, principal, and school board chair.
6. **Step Six**
   The parent should then ask that matter will referred to the local conference K-12 board of education or its duly appointed committee that deals with such matters. The decision at this level will be final.

3070 **Promotional Activities**

**Participation in** activities that involve **large numbers of** teachers and/or students and that are promoted **conference-wide; and that are promoted by other conference** departments or denominational institutions, i.e. camporees, must be approved by the local conference office of education.

3075 **Property and Premises Security**

All schools should carefully plan for the security of their property and premises. Consideration should be given to:

A. **Security Lighting**

   All property should have adequate lighting to provide for public safety and to minimize vandalism and other forms of property damage.

B. **Locked Doors and Windows**

   All doors and windows on school buildings should be checked at the end of each activity to ensure that the building has been properly locked and secured. A system to check out keys to employees and authorized volunteers should be developed and followed. Periodically, administrators should review whether doors should be re-keyed.

C. **Security System**

   If security systems are used, they should be installed by a licensed security system contractor. The system should be monitored by a central station in order to minimize the reporting of false alarms to the local police agencies. Consideration should be given to a combined security and fire smoke alarm system whenever possible.

D. **Night Watch and Security Patrols**

   In high-crime urban areas and in high-use buildings, it is advisable to engage a night watch or security patrol service to check the campus to ensure all buildings have been properly locked and secured.

E. **Security Guards**

   If security guards are employed, they should be properly trained in security techniques and practices. Security guards will not carry firearms of any type. If armed security guards are needed, these services should be secured from a licensed security guard service that is bonded and insured. The security service will provide evidence of professional liability and workers’ compensation insurance to the school and local conference office of education before the contract is executed.

F. **Protective Lock Downs**

   **All schools should have a readiness plan in place to deal with disasters, terrorist threats, and lock-down events. Such plans should be annually reviewed by school administration and revised as necessary. All school personnel should be annually in-serviced early in the school year by school administration regarding appropriate responses to these events.**

   In any instance where a terrorist threat exists and/or the lives of students and/or personnel are in imminent peril, the school principal (or head teacher, where applicable) can, in consultation with the conference superintendent, declare a protective lock-down of the school. The duration of any such lock-down shall be determined by the conference superintendent and may involve the cancellation of all outdoor activities, field trips, etc.

   In any instance where the local public school district declares a district-wide protective lock-down of its schools, all Adventist schools located within the geographic territory of the local public school district shall follow suit. When the local public school district declares such a lock-down, the affected Adventist school principal (or head teacher; where applicable) will immediately consult with the conference superintendent for direction regarding the nature and duration of the lock-down, the procedure for informing parents and making students accessible to parents, and any other matter deemed appropriate under the particular circumstances.

3080 **Publications**

Each school will adopt an editorial policy for all student publications that uphold Christian ideals and activities. Faculty advisors are to assume a functional role in guidance and interpretation of school policy and practice in publications. **It is highly**
recommended that a thorough review of content in school yearbooks be undertaken well before being submitted for publication.

3085 Qualifications for Committee Membership

All teachers serving on conference, Union, NAD, or GC education and/or accreditation committees/commissions must be certificated with either internship, regular appointment, or transfer appointment status. Probationary, conditional, and/or non-certificated teachers will not serve on such committees.

3090 Satellite Schools

A satellite school is a school whose constituent congregation does not have enough students to qualify as a conference-operated elementary school. The local church funds the teacher and usually provides all funding for the school’s operation. The local conference office of education will supervise the school.

In operating an approved satellite school, the church/school will:

1. Follow the approved Union curriculum and this Code.
3. Follow the approved local conference school calendar.
4. Use the local conference school register.
5. Administer the Iowa Test of Basic Skills (ITBS) and other conference-required tests.
6. Be subject to supervisory visits from the conference office of education.
7. Make application annually with the conference office of education for approval.
8. Follow the health and immunization requirements of the state.
9. Provide student accident and liability insurance.
10. Process hiring of a qualified teacher(s) through the local conference office of education, which is the employing organization.
11. Process teacher remuneration funding through the local conference office.

3095 School Bus Vehicle Operations

A school bus for purposes of this Code item is defined as any vehicle designed for more than ten persons including the driver. The following regulations apply:

A. Bus Use

Buses will be used only for official activities of the Church and school and will not be loaned, leased, or rented to individuals or nondenominational organizations unless otherwise approved by vote of the local school board and securing of appropriate insurance coverage(s).

B. Maintenance

The academy or school operating school buses will provide a plan for systematic inspections and regular maintenance of all chassis, suspension, steering, and brakes with work to be done by certified mechanics. The school administration will keep copies of the maintenance schedule and all other written records of maintenance current and available for review. All governmental regulations relating to school bus maintenance must be met.

C. Driver Record/Qualifications

All drivers shall be properly licensed and comply with all federal, state, and/or provincial laws for class of vehicle being operated. The recommended minimum age for drivers shall be twenty-one (21) years. A minimum allowable age of nineteen (19) years old may be granted with the approval of the conference officers. The driving record (Motor Vehicle Record) of each driver shall be obtained from the state/provincial records and reviewed on a regular basis. Drivers shall have an acceptable driving record during the previous three years with not more than two traffic citations and no accidents
that result in a conviction of a misdemeanor or criminal charge while driving any vehicle. When a driver does not meet the above driving standard, he/she shall not be assigned to or retained for a driving position. (NADWP S 60 34 #4)

D. Driver Record

Schools will receive and review driving records from the state motor vehicle department before allowing drivers to begin work. Each driver will have an acceptable record during the previous three years with not more than two traffic violations and no at-fault accidents. A driver who does not meet this standard, will not be assigned to or retained for a driving position.

E. Daily Inspection

Each day, before operating the bus, the driver will ensure that the bus is in safe mechanical condition, is equipped as required by law, and that all equipment is in good order. If immediate repairs cannot be accomplished, the academy or school will arrange substitute transportation.

F. Load Capacity

The school will not allow drivers to operate a bus while carrying more passengers than the official-rated load capacity. All vehicle occupants are required to wear seat belts and/or shoulder belts as required by law and OSHA (Occupational Safety and Health Act of 1970) standards/or the appropriate government agency.

G. Legal Compliance

Buses will meet all governmental requirements for safe operation.

3100 School Plant Expansion

A school desiring to expand existing facilities or construct new facilities must consult with the local conference superintendent. The superintendent or principal will oversee the following procedures:

1. A feasibility study that will include the following:
   a. Potential and projected enrollments.
   b. The place of the proposal in the overall conference educational program.
   c. The site location, suitability, accessibility, adaptability and possibilities for additional expansion.
   d. The financial projections.

2. The development of preliminary plans, involving a study of local building codes, together with local conference, Union, and NAD requirements.

3. Building plans that are developed and approved in harmony with denominational policy.

4. Building and financial plans must be approved by the appropriate church organizations in accordance with denominational policies before construction may begin.

3105 Transcripts and Delinquent Accounts

Transcripts of academic credit until student accounts are paid or until satisfactory financial arrangements have been made. This policy statement will be published in the local school bulletin each year. It is strongly recommended that, upon student admission, a student's parent be required to sign a statement that acknowledges the parent has been informed of, and agrees to abide by, this policy.

3110 Use of School Buildings by Other Organizations

If schools lease, rent, or loan all or part of their facilities to nondenominational organizations, the school will require the user to provide a certificate showing evidence they have general liability insurance with an additional insured endorsement naming the local conference or academy corporation as an additional named insured $3,000,000 limits of general liability insurance is recommended with no less than $1,000,000 limits required. In addition, the nondenominational organization will sign an agreement holding the denominational owner harmless from any liability resulting from use of the facility. Insurance will be from an insurer rated A Class VII or better from A M Best. Coverage will remain in force for the duration of the usage. Every lease must be approved by the local conference association's operating board.

3115 Criminal Background Checks: Task Force and Volunteer (also #s 6525, 7635, 9850)
Volunteers including Task Force workers (part- and full-time) who, in the course of fulfilling job description responsibilities and/or work expectations, and who will have direct and/or indirect contact with students, must be appropriately vetted and undergo a criminal background check (federal and state) before being allowed to assume school-related responsibilities.

**Student Discipline and Safety**

**3500 Student Discipline Procedures**

**A. Purpose**

Discipline should be redemptive, remedial, and corrective rather than punitive.

**B. Disciplinary Authority**

The principal is responsible for establishing disciplinary policies and procedures. All school staff share in the responsibility for supervising student conduct. Minor irregularities are handled by individual staff. Repeated offenses or major infractions of school rules are handled by the principal or the school administrative committee (ADCOM).

**C. Detention of Students**

Students may be detained in school for disciplinary or other reasons for not more than one hour after the close of the maximum school day. The student's parent will be notified of this action prior to the detention.

**D. Corporal Punishment**

Corporal punishment is forbidden in all Columbia Union schools.

**E. Suspension of Students**

1. The principal, or ADCOM/delegated discipline committee, may suspend a student from school for a maximum of three school days for repeated and or egregious, overt violations of school rules. Any action that would go beyond three days requires a hearing.

2. Evidence of prior corrective measures and parent notification should be kept on file in the student's folder.

3. Before readmission, the parent(s) of the suspended student must discuss and agree to the readmissions conditions with school personnel, subject to the duration limits stated in subparagraph #1 above.

4. A teacher may temporarily remove a student from class until the problem is administratively resolved. The principal should arrange adult supervision of the removed student until the issue is resolved or until the student is under the supervision of the parent.

**Procedures -** The following procedures should be followed in suspending a student:

1. The student must be given the opportunity to explain his/her version of the facts concerning the misbehavior before the decision to suspend is made.

2. The student's parent must be notified of the suspension as soon as possible.

3. Within 72 hours, a written statement will be given to the student and the parent explaining the circumstances causing the suspension, its duration, and expectations for future behavior.

4. If the suspension exceeds three school days, the student and parent may request and receive a hearing before the local school board, or its designee, to determine if the behavior warrants the longer suspension.

**F. Advice to Withdraw**

Behavior deemed expulsive may lead school personnel to advise withdrawing the student from school.

**G. Expulsion of Students**

In elementary or junior academies, and K-12 day academies, only the local school board has authority to expel a student upon the recommendation of the principal. In all senior academies, only the administration or its designated administrative (ADCOM)/discipline committee has the authority to expel a student. As a general rule, expulsion is used only when other means fail to correct misbehavior.
Following the withdrawal of a student, the principal, as required by law, should determine whether the student has enrolled in another school. If the student fails to enroll elsewhere within the time period required by law, the principal will notify the attendance officer of the local public school district as required by law.

The following procedures should be followed in expelling a student:

1. At a board and/or administrative/discipline committee meetings at which a hearing to consider student's expulsion is to take place, the following must occur at least three days before the hearing in the provision of written notice to the student/parent:
   - (1) Date, time, and place of hearing
   - (2) Reason(s) expulsion is being considered; and
   - (3) Student's and/or parent's right to appear at the hearing.

2. The student and/or parent may request and receive a hearing before the group making the expulsion decision. At such hearing, evidence against the student will be explained and the student will be afforded an opportunity to respond.

3. Exception to providing both written notice and hearing prior to expulsion is permissible when in the judgment of school administration the student poses either a continuing danger to persons/property or constitutes an ongoing threat of disruption to the academic process. In such circumstances, the school may suspend the student until the hearing occurs.

4. The student may voluntarily withdraw from school after receiving written notification of possible expulsion.

5. If the senior academy student and/or parent is not satisfied with the decision, either may appeal to the academy board for a hearing. The executive committee will hold a hearing. Its decision may be appealed to the board whose decision will be final.

H. Parent -
For purposes of this code item, "parent" can mean:

1. A natural or adoptive parent of the student
2. In cases of separation or divorce, the custodial parent with whom the student lives.
3. A legal guardian
4. The adult with whom the child lives and provides care.

I. Hearing

Any "hearing" held under this Code item is informal in nature affording a student a meaningful opportunity to respond to the charge(s) lodged against him/her. No inherent right to confront or cross-examine witnesses exists, and technical rules of evidence do not apply. Any technical violation of this Code item that does not prejudice the rights of a student shall be deemed harmless error and will not taint a disciplinary decision.

3505 Substance Abuse Policies

Each local school board, in close cooperation with administration and faculty, should develop clearly stated substance abuse policies that outline how the school will work with students who are abusing drugs. At a minimum, the school's policy statements should …

1. be clear and unambiguous, formally communicated to students annually as part of the written code of student conduct.
2. be legally sound and consistent with the expectations of all students, among which is to be educated in a drug-free environment that is conducive to learning.
3. clearly state that drug use, possession, and/or sale on or off school grounds and/or at off-campus school functions will not be tolerated.
4. specify what constitutes a drug offense by defining illegal substances, describing the area of the school's jurisdiction, and types of potential violations.
5. include strong corrective actions and disciplinary measures with consequences detailed with appropriate therapeutic (redemptive) action considered.
6. include student assistance activities as a part of the school’s substance abuse program.

7. prompt, tighter student supervision and a thorough design for substance abuse detection.

8. be applied and enforced consistently.

9. be reviewed and approved by legal counsel.

3510 Weapons Brought to School

All weapons are banned from schools and school activities. Students possessing weapons will be immediately suspended with expulsion recommended in line with the school’s disciplinary procedures. Applicable state and federal laws or guidelines will be followed.

Each local conference or school will have a well-defined weapons statement, including a definition of what constitutes a “weapon”, printed in its policy book or student handbook. The following definition is recommended:

**Weapon Definition:**

A “weapon” is defined as any gun, stun-gun, firearm, bomb, smoke bomb, explosive or incendiary device, poison gas, Mace, pepper spray, or knife with a blade exceeding three (3) inches in length. “Weapon” includes any device that is designed by its manufacturer of redesigned and/or altered by another for use as a weapon. “Weapon” also includes any device in a student’s possession while at school, on school property, or at off-campus school-sponsored function that the student intends to use as a weapon for the infliction of bodily harm or harm to property.

3515 Child Abuse Reporting Requirements

All school personnel must comply with federally mandated reporting requirements when suspecting child abuse. The conference superintendent will brief employees annually about the conference’s process for reporting suspected child abuse. Employees who report suspected child abuse to civil authorities must also report to the principal and local conference superintendent.

3517 Child Labor Laws (also #s 6520, 7630)

Any and all student employment that provides financial compensation to the student for labor rendered must fully comply with state and federal labor laws. Where necessary and/or as required by law, school officials will secure employment certificates before students are employed.

3520 Fire/Safety Drills

All schools and academies will conduct and keep record of fire, tornado, and other emergency drills as required by state and respective local authorities. Such drills should be conducted as often as necessary until satisfactory proficiency is attained, then monthly thereafter. The following fire drill guidelines should be considered:

1. Fires alarm sounds should be distinctive form all other alarms and loud enough to be heard in all school buildings and dormitories.

2. Each room or location in the school will have a designated route(s) to exit the school. A map of the school should be located in a visible location in the room, preferably near the exit door, with exit routes clearly marked. Teachers must acquaint students of each class with designated exit routes.

3. All staff and volunteers must participate during a drill, including secretaries and other non-teaching staff members.

4. Students should be taught that these drills are an exercise in discipline that someday may be needed for a real emergency. Students should be quiet and orderly, walking in a single-file line upon departure from the school.

5. Students should stand a reasonable distance from the school in a designated line so the teacher can easily take record. Teachers must take their register/class record book with them during the drill, and teacher must immediately inform the school principal of any students who are missing. These students must be found before the drill is completed.

6. The principal, or designee, will signal when the drill is completed. Students should return in an orderly manner to their classrooms.

7. Fire/safety drills should be conducted at various times during the day. If chapel and/or assembly exercises take place, at least one drill should involve exiting from the meeting location.
8. Each school should prepare guidelines for other safety drills as required by state and respective local authorities.

3522 Emergency Procedures Manual

Administration and staff should review the emergency procedures described in the Columbia Union Emergency Procedures Manual at the beginning of each school year as well as attempt to foresee and plan for any situations unique to the school and/or community. Copies of the emergency procedures manual should be available in all school offices and classrooms.

3525 Leaving Campus During School Day

No student will be permitted to leave the school campus at any time during the regular school day except by permission of the principal who will have contacted a parent or received a parent’s written request for the child to be dismissed early.

The school administration will establish procedures for teachers to follow in the event they have to leave the campus during school hours. Boarding academies are strongly encouraged to develop and disseminate specific campus leave policies that align uniquely to respective expectations of students.

3530 Safety Education Program

Each school will initiate, implement and annually review and revise as necessary a continuous school safety education program based on the premise that safety is an integral part of the overall educational experience.

Safety education will consist of protective as well as instructional components coordinated through an administrative and organizational structure at every grade level, and designed to impart knowledge applicable to preservation of life, limb and property, and developing behavioral traits associated with a safer and satisfying.

At the school level, the principal/head teacher shall annually be responsible for:

1. Inspecting and routinely monitoring the school plant, grounds and equipment to assure safe operation.
2. Providing an orientation at the beginning of the school year to all personnel regarding procedures to be employed in emergency situations. (see Code # 3522, above)
3. Reporting all unsafe conditions to the local school board for remedy.
4. Informing the conference office of education, in collaboration with the local school board chair, of any unsafe conditions which pose a significant risk to students and/or potential liability to the school.

3535 Student Health Programs

A. Medical Examinations

Physical examinations are required of all students upon initial enrollment in an Adventist school within the Columbia Union in compliance with local conference and state requirements. Parents will be informed of such requirements upon enrollment of their child into an Adventist school. Students who transfer into an Adventist school from within the system must provide documentation of a physical exam within the last twelve months. If this is not available, a physical exam will be required prior to entrance regardless of grade level.

B. Health Records

A school health record is to be maintained in a separate folder for each student. This record is to be kept up-to-date by school personnel in cooperation with medical personnel. Arrangements for the services of medical personnel are the responsibility of the local school administrator and school board. Health records can only be accessed by authorized personnel in accordance with state and/or local regulations.

C. Immunizations

Immunization requirements of the respective states apply to Adventist schools. Proof of immunization must be presented to designated school personnel upon a student’s initial enrollment. Students will be admitted in harmony with governmental standards. The school maintain these records through the duration of the student’s enrollment.
Minimal immunizations required will include:

1. Polio
2. Measles (rubella), or a statement that the child has had measles, or a statement from the parent exempting the child from immunization if permissible by, and in accordance with, respective state and/or local regulations.
3. DPT (Diphtheria, Pertussis, Tetanus) administered before a child enters first grade.
4. Rubella
5. Tuberculin test

The principal is to enforce these regulations and ensure an up-to-date record for each student.

Though the Adventist Church does not oppose immunizations, parents who conscientiously object to immunizations must provide written proof of exemption from state and/or local health authorities or comply with state regulations before the student can be enrolled.

D. Infectious/Contagious Conditions

Principals (or designees) will send home any student deemed infectious or contagious. The student will not be permitted to return without a signed physician’s medical release from a physician.

E. Vision and Hearing Testing

Schools should require proof that students’ vision and hearing have been evaluated by a qualified medical professional.

F. Health Facilities and Services

Each school will make provision for sickroom or isolated area for students who become ill at school; this area will include a cot, blankets, and adequate first aid supplies stored under lock and key and not accessible to students. Health education and health counseling should be a part of the health services program.

G. First Aid Equipment

All school personnel should have access to a first aid kit containing items used in cleaning and dressing wounds, and a current Red Cross book of first aid instructions.

When going on field trips or excursions, the sponsoring teacher(s) is required to carry a first aid kit that includes personal protective equipment in the event a student is injured or come in contact with blood or other body fluids. If the trip is conducted in an area where poisonous snakes may be present, a snake-bite kit must also be included.

At least one teacher in every school should have a current Red Cross First Aid Certificate. Teachers must have training in dealing with bloodborne pathogens and have vaccination against Hepatitis B or have completed a certificate declining the vaccination. In boarding schools, work supervisors should have a functional knowledge of first aid procedures and dealing with bloodborne pathogens. Local conference offices of education are encouraged to develop an exposure control plan for schools and periodically conduct training/review sessions for designated school personnel in dealing with bloodborne pathogens.

H. Student Hygiene

Neatness, personal cleanliness, and modesty of dress are required of each student. If these standards unmet, the student may be sent home to make necessary changes acceptable to school personnel.

3540 Administering Medications

Teachers will not diagnose a health condition or give any internal medications, including aspirin, except as indicated below:

Any student who is required to take medication prescribed by a physician during the regular school day may be assisted by the school nurse or other designated school personnel if the school receives the following:

1. A signed written statement from a physician detailing the time schedules, amount and method by which the medications are to be taken.
2. A signed written statement from the parent or guardian of the student requesting the school to assist the student in matters outlined in the physician's statement.

The medication will be delivered to the school in the original container bearing the pharmacy label. This label must contain the name and place of business of the seller, the serial number and date of the prescription, the name of the
person for whom such drug is prescribed, the name of the member of the medical profession who prescribed the
drugs and the directions for use as prescribed by a member of the medical profession.

The aforementioned policy for administering medications to students applies only in cases where state and/or local
legislative mandates do not specifically prescribe required procedures to be followed.

3545 Student Supervision (also #s 3545, 5020, 6530, 7645)

School personnel are responsible for the supervision, care and safety of students while at school and during all school-
sponsored functions, on and off campus. Elementary and junior academy teachers are to be present at school 30 minutes
before and after regular school hours. Supervision, as arranged by the principal or head-teacher, must be provided until every
child has physically left the school property under supervision of a parent or parent-authorized party. Senior academy
educational personnel are required to meet student supervision duties as specifically outlined in each respective job
description.

General K-12 Curriculum Policies

3700 Definition

Adventist education reflects the philosophy and objectives of the Church.

The CUOE is responsible for preparing policies and procedures for curriculum planning and development and specific
requirements for K-12 schools (see Code 1515-B).

Broad areas of the curriculum include religion, communication skills, science and health, mathematics, social studies, physical
education, technology education and fine arts.

3705 Use of Approved Curriculum

NAD curriculum guides and/or NAD approved core standards are the approved curriculum for all Seventh-day Adventist
schools. Approved textbook selections are tools for implementing the curriculum. All teachers must use NAD curriculum guides
and/or NAD approved core standards and materials as the basis for planning the lessons they prepare and teach (subject to
the exceptions identified in Code 3715, 7100 on selection of alternate textbooks and Code 3710 on innovative programs).

3707 Course Outlines & Lesson Plans

All K-12 instructional personnel are required to develop and utilize weekly/daily lesson plans for each subject taught. Teachers
of grades 9-12 are required to develop and utilize course outlines for respective courses taught. The local conference office of
education will provide formats for such requirements upon request.

3710 Guidelines for Innovative K-12 Programs

A. Procedure for Establishing Innovative Programs

1. For permission to institute innovative programs, the school must submit a written request to the local conference
superintendent. The request will be processed through the conference curriculum committee if it involves the
curricular program.

2. The written request must include definite plans outlining basic factors such as:
   a. Rationale
   b. Objectives
   c. Materials
   d. Budget
   e. Time line
   f. Description of course or activity
   g. Evaluation plans—how the success of the course and students will be measured

3. Progress reports are to be prepared at regular intervals and submitted to the local conference superintendent and
curriculum committee.

B. Approval of Innovative Programs

1. The following types of activities require approval from school administration:
   a. Adjustments in class schedules in which the basic, total time requirements for classes are not altered.
b. Adoption in use of supplementary materials.

c. Adoption of special teaching methods.

d. Establishment of in-service sessions for staff members.

2. The following are types of activities or proposals that require local conference office of education approval:

   a. Major tours and extended field trips.
   b. Outdoor classes or nature classes that are conducted at a location other than the school campus.
   c. Schedules that set aside basic time requirements.
   d. Course plans that set aside the required textbooks.
   e. Adoption of special students’ progress reports.
   f. Use of mini-courses designed to take the place of the prescribed curriculum.
   g. Adoption of a curriculum plan involving the entire school or significant segment of the school program.
   h. Adoption of any endeavor calling for extraordinary expenditures.

3715 Alternative School Textbook Selection and Use

The textbooks listed in the Columbia Union Elementary Textbook List and Resource Guide and the North American Division Secondary Textbook List have been officially adopted by the CUBOE, and will be used in grades K-12 in Union schools.

If a local school board concludes that an alternative textbook will better meet its academic needs, it will take the following steps:

1. The academy curriculum committee or local school board, whichever is applicable, must submit to the local conference office of education a professionally sound reason for making the alternate selection including an analysis of the cost. The request must be submitted on the Textbook Approval Request form and supported by the Textbook Evaluation Form.

2. The local conference office of education or conference curriculum committee will approve or withhold approval of the alternative selection and submit a report to CUOE.

3. Upon approval of the alternative selection, the local school board must annually update the local conference office of education.

4. Schools may not use alternative textbooks for subject areas, such as Bible, reading, or science, for which the Church has published textbooks.

3720 Baptismal Class

Each school/academy administration will organize a baptismal class each year to give students opportunities to review the beliefs of the Church and receive baptism as a public testimony of their acceptance of Jesus Christ’s lordship.

3725 Chapel Services and Religious Activities (combines 3725 and 3750)

Chapel services are an integral part of school programming and should be planned to create a positive spiritual atmosphere. Religious activities, e.g., prayer bands, outreach programs, etc. are essential to Adventist education and development of the well-rounded student. Such activities should be organized to encourage maximum student participation.

3730 Guidance of Students

As a part of the school’s program, teachers should take time for personal and spiritual guidance of individual students recognizing their own limitations in the area of personal guidance. Teachers may want to involve the local pastor in matters of spiritual guidance when a student needs special assistance. Serious or potentially serious problems must be referred to a Christian professional counselor.

3735 Instructional Materials and Equipment

Audiovisual equipment and instructional materials such as DVDs, CDs, Podcasts, films, audio and video recordings, pictures, computer software, and other instructional resources are to be cataloged and located in the library or media center.

3740 Interschool Activities/Competition

Interscholastic competitive sports have become an integral part of the education process in many Seventh-day Adventist schools, providing students with opportunities for character development and the pursuit of excellence in areas of giftedness. Schools participating in competitive interscholastic athletics shall do so with the primary purpose of fostering such moral character development.

Accordingly each school that operates an interscholastic athletic program will develop a written Interscholastic Sports Plan.
ISP) to ensure:

1. Alignment with and contribution to the overall school mission and vision;
2. Balance of time and resources to protect academic, spiritual, and social programs available to the entire student body;
3. Implementation of a deliberate plan to educate and mobilize parents, students, and coaches to positively impact surrounding communities for the glory of God and good name of the school; and
4. Appropriate training for athletic administrators and coaches in best practices for accomplishing the aforementioned indicators.

The ISP shall be developed by the administration and athletic department in consultation with the faculty. It shall be approved and annually reviewed by the school board.

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3745 Parent-Teacher Conferences/Home Visitation

The school should schedule at least two formal parent-teacher conferences during the school year. Teachers should maintain regular contact with parents through periodic appointments, online communication vehicles, (i.e. Renweb or its equivalent) telephone calls, church and school activities, classroom events in which parents can participate, and home visitations, where possible.

3750 (Delete – see #3725 above)

3755 School Calendar

A. Elementary, junior academy and senior academy school calendars will contain a minimum of 180 student-teacher contact days, except where state law mandates a higher number. Exceptions required by emergency situations will be made by either the state board of education/superintendent or by the local conference office of education.

B. The following days may be counted as school calendar days provided the respective stipulations are met:

1. Registration Day
   a. Significant student-teacher interaction is planned and occurs.
   b. All instructional personnel are involved.
   c. Registration is available to parents for a minimum of four (4) hours or as specified by the state if the standard is higher.
   d. The agenda for the day is submitted to and approved by the local conference office of education.

2. Parent-Teacher Conferences

   Such days may be considered a school day only when a minimum of four (4) hours is needed in conference time to accommodate enrollment and when organized to include significant student participation.

C. Days That May Not Be Counted as School Calendar Days

1. Teacher convention and/or in-service days.
2. Pre- and post-school teacher work days.
3. Teacher visitation days (unless classes are planned and a suitable substitute teacher is provided).
4. Graduation (unless a minimum of four (4) hours of student-teacher contact is provided).

3760 School-Sponsored Public Functions

Public functions such as student rallies, class night, graduation, and all other activities for which the school bears a direct or indirect responsibility will:

1. Be conducted in accordance with recognized principles of correct decorum.
2. Conform to the standards and principles of Adventist schools.
3. Be free from all coarse and objectionable features in subject and in presentation.

3765 **Standardized Tests**

Special standardized tests as voted by CUBOE and ordered through the local conference office of education are to be employed for the following purposes:

1. To assist in diagnosing student academic needs.
2. To provide a means for identifying and prescribing appropriate learning activities for the students.
3. To assist in identifying student achievement and in providing appropriate placement of the student.
4. To provide a means of comparing individual and class achievement with the national norms.

3770 **Student Organizations**

All student organizations and student-conducted cultural, social and recreational activities will be under direct supervision of at least one administrative or faculty sponsor. The appropriate number of sponsors per organization/activity should be commensurate with its size, purpose, and/or responsibilities; and should take into account an appropriate sponsor/student ratio.

3775 **Week of Spiritual Emphasis/Week of Prayer**

Each K-12 Adventist school, regardless of its size, should conduct a Week of Spiritual Emphasis/Week of Prayer annually, preferably in the fall and spring.

3780 **Worship Periods**

Principals, deans, and teachers will provide a devotional period for students each school day.

3785 **Photo/Image Release Policy**

All schools intending to use student photos, individual or group, for any school-related purpose (i.e., promotions, web-sites, advertising, publications, etc.) must secure signed release forms from parents before such photos are used. It is highly advisable that the parents(s)/guardian of each student enrolled sign the release form (See Appendix I) during registration. Release forms should be time-sensitive, taking into account the period of time a photo(s) is intended to be used and for what purpose.

Signed forms are to be kept in the school's administrative office throughout the school year and should be renewed annually for all returning students. Signed forms should be retained up to but not beyond the time indicated on the form itself. Reauthorization should be secured if the photo(s) is to be used beyond the period of time for which previous parental/guardian authorization was granted.
Preschool Education

The Church believes generally that parents should teach their children before enrollment in a formal K-12 program. However, the Church recognizes there may be circumstances that warrant organized age-appropriate programs for younger children.

Early Childhood Education and Care Identity

A Seventh-day Adventist Early Childhood Education and Care (ECEC) program, hereinafter referred to as “Program” is operated by a local school or church. A program refers to age-appropriate services for young children generally known as daycare centers, child care centers, child development centers, preschools, pre-kindergarten classrooms, etc.

Child care programs operated by churches within school buildings must have separate leases that show the school and local conference do not have operating responsibility.

Establishing and Maintaining an ECEC Program

Establishing a program is the responsibility of the local school constituency and/or local church board when it has been determined that the needs and interests of the constituency and community would be served. Programs should be established to serve families of young children with a curriculum infused with Seventh-day Adventist beliefs and values. Programs shall operate in harmony with denominational policies and governmental regulations. Each local conference, in collaboration with the local church or school and the ECEC program, is also responsible for determining whether an ECEC program is viable and sustainable and how much support may be needed to assist the ECEC program in maintaining its ministry. Options for operation include total Conference-based support, partial Conference-based support and/or separate incorporation.

Program Licensure and Annual Reporting

ECEC Programs within the Columbia Union Conference must be licensed and meet annual reporting protocols as required by denominational policy and governmental regulations.

ECEC Legal Issues

Each program has the responsibility to carry out policies that protect young children and program staff in compliance with governmental regulations for the jurisdiction in which the program operates. The union conference or division does not have the legal responsibility for any acts or omissions in the administration of a program. The ECEC program has the day-to-day responsibility, legal and administrative, to operate in cooperation with the conference and in alignment with the policies established by the union conference and division.

School-operated Child Care Programs

A. Local conferences may allow schools to operate child care programs under carefully developed conference guidelines, administered by the principal, and supervised by the conference office of education. The operating board of the child care program will:

1. Comply with all applicable city, county, state, and denominational regulations.
2. Employ trained personnel who meet local and state requirements for staffing.
3. Require each employee to submit appropriate forms showing he/she has completed a criminal background check in harmony with any applicable state and federal laws.
4. Submit completed forms to the appropriate authorities as required by law.
5. Provide appropriate and adequate insurance coverage as prescribed by state, federal and/or denominational requirements.

B. Local conference offices of education do not fund any part of school-operated child care centers.
Criteria for Local School Establishing and Operating a Child Care Center

1. A demonstrated need.
2. An adequate physical plant and equipment.
3. Proof of ability to provide adequate financial support.
4. Adequate budget control.
5. Adequate curricular materials for the proposed offerings.
6. A projected continuing enrollment adequate for the financial and curricular needs of an effective program.
7. A director who meets state, county, or other legal requirements.
8. Specific policies regarding organization, administration, finance, curriculum and personnel that agree with local conference office of education standards.

ECEC Associate Director Functions

The responsibilities of the union ECEC Associate Director include, but are not limited to the following:

1. Providing leadership in developing and maintaining union-wide Christ-centered, developmentally appropriate early childhood education and care programs in schools and churches.
2. Advocating for the needs and interests of ECEC personnel and programs to constituents, conferences and union groups.
3. Providing leadership in the development of long-range plans for ECEC programs in the union.
4. Developing and administering with the union Vice President for Education, a budget for ECEC programs and activities.
5. Collaborating with the NAD ECEC Advisory, Adventist Risk Management, and Human Resources to develop and recommend policies and guidelines for the establishment and operation of ECEC programs.
6. Creating necessary documents and forms to maintain appropriate administrative oversight, communication, and data collection for ECEC programs.
7. Providing counsel and guidance to local churches and schools in the establishment of new ECEC programs.
8. Researching and communicating current governmental regulations that impact ECEC programs.
9. Collaborating with local conference personnel to ensure compliance with governmental regulations for the healthy and safe ECEC programs.
10. Developing and implementing in partnership with the NAD accreditation documents and procedures for ECEC programs.
11. Compiling and reporting data as may be required by the NAD and/or useful to the planning and reporting of union-wide ECEC programs.
12. Collaborating with the NAD in the development of a curriculum for young children.
13. Partnering with the local conference in implementing a developmentally appropriate ECEC curriculum.
14. Facilitating the planning and implementation of in-service and professional growth opportunities for ECEC personnel.
15. Assisting the local conference in implementing effective personnel evaluation process.
16. Collaborating with the NAD in developing and implementing a teacher/caregiver certification program.
17. Chairing a union-wide ECEC programs within the union.
18. Serving on additional committees and councils and respond to assignments and special request as directed by the Vice President for Education.
Local Conference ECEC Liaison/Associate

Each local conference with ECEC programs operating in schools and churches is to designate a person in the local conference office of education to serve as the Liaison or Associate Superintendent for ECEC programs. This leader will work in collaboration with the union ECEC Associate Director to implement and maintain and effective ECEC program within the conferences.

Local Conference Board of Education and ECEC Programs

The conference board of education, through the conference office of education, is to provide oversight of ECEC programs at schools and churches within the conference. Some governance and administrative functions may be delegated to a program board and/or director and will require regular communication and close cooperation between the ECEC program and conference office of education.

ECEC Program Evaluation

Evaluation provides a means by which programs examine the quality of their organization, program and services. The use of denominational evaluative materials and protocols assists the program and its constituency in assessing its practices with accepted standards, and planning for continuing improvement. It is the responsibility of the local conference office of education, in consultation with the union ECEC Associate Director, to regularly schedule evaluations for ECEC programs.

Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc.

ECEC Programs must be accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA). An Evaluative instrument has been designed to provide guidelines by which constituencies and ECEC programs may systematically explore their beliefs about their mission and purpose, their curriculum, instructional and assessment practices, professional growth, communication and collaboration, and leadership, teacher and child standards. The use of these instruments should ultimately identify the degree of success with which the program is meeting its objectives.

ECEC Program Constituency

The program constituency consists of those parties that assume responsibility for the overall operation of the ECEC program in cooperation with the local conference office of education. The constituency should be defined by one of the following: (a) a program constitution; or (b) the local church board sponsoring a church-based program; or (c) in a school-based program, as it may be identified by the school constitution. Meetings of the program constituency shall be as specified by the respective constitutions, but must be at least once a year.

ECEC Year of Operation

Programs may operate on a year-round (12 months) or school-year (10 months) basis. Regardless of the length of annual operation or whether an ECEC program is a church-based or school-based entity. It is recommended that all utilize a year of operation and fiscal year that begins on July 1, and ends on June 30.

ECEC Program Board

Each ECEC program shall be governed by a board. Only with prior conference and/or union approval, may a subset of an existing church or school board function as the ECEC board. The board is responsible for the operation of the ECEC program within conference- and union-adopted procedures and practices. The board should fulfill its responsibilities in harmony with the following guidelines:

1. Meetings should be conducted regularly.
2. Members shall be of the Seventh-day Adventist Church
3. Non-SDA, non-voting invitees as specified in the ECEC constitution and/or by-laws.
4. Members shall be elected in accordance with the ECEC program constitution, or the school constitution in school-based programs, or church manual guidelines for boards and committees for church-based programs.
5. Board officers should be identified/elected in accordance with the constitution.
6. Ex-officio board member may include pastoral representation, the principal in a school-based program, and the local conference and union ECEC leader.
7. Actions of the board are implemented through the program director.

Closing and ECEC Program

Closing a program shall be by official action of the program constituency after consultation with the local conference office of education and union ECEC Associate Director. The local conference office of education shall ensure safekeeping of all records for the length of time specified by governmental regulations.
Admission to Programs

The enrollment of children in a Seventh-day Adventist program is voluntary, and every parent should have an understanding of the values and objectives of Adventist education. Each child has unique individual needs that should be considered when admitting children to ECEC programs. Admission policies must align with applicable governmental regulations.

It is the policy of the Seventh-day Adventist Church, in all of its early childhood programs, to admit children with all the rights, privileges, programs and activities generally accorded or made available to children in the program. The policy makes no discrimination on the basis of race, color, ethnic background, country of origin, or gender in the administration of education and care policies, applications for admission, and extracurricular programs.

Non-Seventh-day Adventist Attendance

Programs often serve both Adventist and non-Adventist community families. The program shall provide a program that is Christ-centered and consistent with the beliefs and values of the Seventh-day Adventist Church. Programs should provide orientation for non-Adventist and non-Christian families regarding the holistic philosophy of Adventist education and the importance of such daily activities as prayer, biblical lessons and stories.

Handicapped Children

Programs usually do not have the equipment or qualified staff required for specialty care of children with certain physical handicaps or mental challenges and may not be able to admit such children.

Parental Involvement

Each program shall adopt policies and practices that create an effective partnership between the ECEC program and parents of program enrollees. Policies shall include, but not be limited to, regular and emergency communication procedures, visitation protocols including custody, parent meetings and conferences, monitoring child development, conflict resolution, children’s health guidelines and procedures, etc. A program should include all policy and guideline information for parents in a parent handbook that is distributed upon admission and updated, at a minimum, annually.

Children’s Records

Programs shall create a cumulative file for each child admitted to an ECEC program. This record shall include, but not be limited to, such information as: verification of date/place of birth; contact information of parent/guardians; legal information regarding guardianship or custody; written reports of communication between the program and parents; the child’s attendance; and the child’s health record including an immunizations record, allergies and/or dietary needs, safety incidents involving the child, disciplinary actions for the child, and assessments or observations about the child’s learning and development. All records shall be maintained in compliance with governmental regulations.

Right of Privacy

Children’s records should contain only the information necessary for the process of early childhood education and care. Records must be available for review by parents, but secured so as to not be accessible to unauthorized individuals.

Supervision

Programs shall develop and implement a program of supervision to ensure child safety and well-being that meets or exceeds standards of care and governmental regulations expressed as teacher-child ratios. Each program shall employ personnel in numbers necessary to meet the needs of the children enrolled and fulfill their education and care goals. At least one employee must be within sight and sound of the children at all times.

Discipline

Young children in ECEC program should be disciplined in a manner that is redemptive, remedial, and corrective, rather than punitive. Punitive control of young children through means such as threats, physical correction, yelling, put-downs, etc., is not appropriate. Corporal punishment is not permissible in Seventh-day Adventist ECEC programs. Teachers should promote a positive approach to managing the behavior of all children by attempting to help them process feelings, make good choices, recognize consequences, explore alternative solutions and outcomes, and develop self-control. Rules and limits in a preschool setting are likely to differ from those in a child’s home because of the need to protect the rights and safety of other children.

Programs shall establish disciplinary procedures, in consultation with the local conference office of education, that include the rationale for all disciplinary measures up to and including suspension and dismissal.

Program Visitors
Programs should welcome only visitors that are current parents, prospective clients, and other educators and governmental officials. Repair and maintenance personnel, as far as possible, should not be present during normal program hours of operation. For the safety and security of the children and employees, all visitors shall report to the ECEC program office to sign in and obtain a visitor’s badge. Visitor badges must be worn at all times while in the school and should be returned before leaving the building. Parents are welcome to volunteer or observe in classrooms prospective clientele should be escorted throughout visits to the program.

4170 Children’s Health

Each program is to maintain a health record for each child admitted to the program in compliance with governmental regulations. Admission should be only upon submission of a physician’s current physical examination report and the child’s up-to-date record of immunizations. Policies and procedures that meet or exceed the governmental requirements for immunization are to be adopted, including dispensing of medications, exclusion for certain illnesses, food handling, program hygiene and cleanliness (i.e. hand washing and disinfecting), etc. A record or “log” should be used in each program classroom to document any illnesses of children or program staff. It is the responsibility of each classroom teacher/care giver to maintain the log accurately. A program should develop a process and/or policy for recording and reporting the children’s illnesses with parents and physicians.

4175 Children’s Safety

Program staff shall assume responsibility for the health and safety of the children at all times in the program. Children are never to be left alone. They must be within the sight and hearing of the supervising staff member at all times to allow for any necessary protective intervention measures for the health and safety of the children. Safety rules should be explained to the children beginning with their first day of attendance at the program. Age-appropriate activities must be utilized to protect students.

The center shall have and maintain first aid equipment and supplies as required by governmental regulations, and all personnel should hold current first aid certification. At least one staff member who has successfully completed CPR must be present at all times during program hours of operation. A CPR-certified individual must accompany children on off-site field trips.

4180 Accident Insurance

The local conference office of education shall ensure that each program arranges for adequate student accident insurance coverage.

4181 Emergency Preparedness

Each program is to develop, implement and document age-appropriate emergency procedures and emergency preparedness drills that meet or exceed governmental regulations for fire, flood, tornado, intruder and other emergency situations. The program board shall implement regular safety inspections of facilities, equipment, and vehicles in compliance with governmental regulations.

4182 Environmental Safety

A clean, sanitary environment minimizes the risk of children contracting illnesses and disease. All personnel are responsible to ensure that maintenance, cleaning, and repair supplies and equipment are stored in locked areas out of the reach of children and preferably outside the classroom. Monitoring, recording and communication of environmental concerns shall be conducted as required by governmental regulations.

4183 Health and Safety Recording

It is the ECEC director’s responsibility to notify the following (as applicable) fire department, health department, insurance agency, state or provincial licensing authority, as well as the conference and union office of education in all cases in all cases, within 24 hours by telephone, followed by a written report when any of the following situations occur: (a) injury that requires treatment by a physician, (b) any incident that requires emergency medical service, (c) a fire during the hours of program operation, and (d) animal bites.

4184 Communicable Diseases

Parents are expected to notify the program within 24 hours if their child has been exposed to any communicable disease. The program will notify all parents in writing when the children in the center have been exposed to a communicable disease. Further, the ECEC program director will notify the local health department when any illness or condition specified by governmental regulations is present within 24 hours of the programs awareness of such circumstances.
Child Abuse and Neglect

Each conference will ensure the development of a process which complies with governmental regulations for reporting child abuse and neglect. ECEC program personnel are legally required to report suspected cases of child abuse and neglect.

Early Childhood Curriculum

Curriculum is defined broadly to include all learning opportunities, both formal and informal, that guide and support children’s development. Early childhood education includes dynamic learning experiences that foster young children’s spiritual, physical, mental and social needs in a caring environment. Early childhood education curricula include a broad range of developmentally appropriate practices.

Curriculum Materials

Each program should adopt and implement a developmentally-appropriate curriculum that reflects the beliefs and values of the Seventh-day Adventist Church as approved by the North American Division Office of Education in consultation with the NAD ECEC Advisory.

Instructional Supervision

Each conference will ensure the development of an ECEC supervisory process that aligns and/or complies with (1) the increasing knowledge of child development from research (2) best practices (3) governmental regulations that recognize an increasing need for specialized knowledge in the education and care of young children. Each center director, in consultation with the conference office of education and union ECEC Associate Director, shall adopt and implement a plan for regular personnel performance reviews to ensure high standards for early childhood education are met and maintained. Supervision and evaluation of instructional personnel should include plans for continued professional improvement.

Assessment of Child Development and Progress Reports

Program personnel should only administer formal assessments of children’s development for which they have received training. Informal observations and evaluations are crucial to reporting children’s progress in learning and development.

The conference office of education, in consultation with the union ECEC Associate Director, shall develop and adopt report forms for early childhood education and care for use in ECEC programs.

Offsite Activities

Young children enrolled in early childhood education will benefit from authentic learning experiences outside of the program. Offsite learning activities (field trips) should only be: (a) for Pre-Kindergarten and Kindergarten students, (b) provided within the normal hours for program operation, and (c) planned as age-appropriate activities integral to the curriculum. All planned offsite activities should meet denominational standards and must meet governmental regulations for supervision and safety of children including transportation requirements for young children.

Authority to Employ

The local conference board of education has delegated authority from the conference executive committee for governance and oversight through the conference office of education for school- and church-based ECEC programs within the conference. The local conference is the employer of all church and/or school ECEC employees most often delegating the hiring of educational personnel to the board of education. The conference board of education may delegate the recruitment, assignment, evaluation, and supervision of ECEC employees to the center administrative director and/or board. Center board action to employ and discontinue employment shall be reported and recorded by the conference board of education.

Criteria for Employment

Any person employed in any capacity in a Seventh-day Adventist early childhood education and care program should have the personal qualities and interests that will ensure the safety and well-being of children at all times. Such person(s) shall affirm their commitment to uphold the beliefs and values of the Seventh-day Adventist church and the ECEC policies governing the program.

No person shall be employed in any capacity in a Seventh-day Adventist early childhood education and care program who: (a) is not a legal resident, (b) has been convicted of a felony, or (c) who has exhibited unethical or immoral conduct that would put children at risk. To ensure children’s safety each prospective employee shall have a current childcare licensing as required by the governmental regulations and shall have completed a comprehensive criminal background check utilizing fingerprint identification prior to reporting to work.
4260 Employment Status

Upon employment, each ECEC employee will be classified as a full-time or part-time employee based on the hours assigned and fulfilled on duty each week. Full-time employment is defined as 38 hours of on-duty work per week and part-time employment is any assignment and hours worked that is less than 38 hours per week. Also, at the time of when employment begins, each ECEC employee will be classified as follows:

1. **Non-Exempt/Hourly** – except where assigned responsibilities that qualify the individual as administrative personnel as outlined in the criteria below, ECEC employees shall be categorized as non-exempt personnel, paid on an hourly basis and considered “at will” employees under the law; such that employment may be discontinued without cause and in accordance with applicable governmental regulations.
2. **Exempt/Salary** – If a person is employed in one of the following administrative job categories with the full responsibilities as outlined in the job descriptions, they will meet the requirements of the federal Fair Labor Standards Act for an exempt classification and should be placed on salary.
   a. **Supervisor** – has overall supervision of multiple ECEC programs and does not qualify to be counted in the student/child census of any program. A supervisor may be considered as an assistant or associate superintendent for early childhood education and care.
   b. **Administrative Director** – has direct responsibility of the overall operation of an ECEC program with an enrollment of no less than 45 FTE children, and where more than 50% of work hours are spent on non-clerical administrative tasks and non-teaching/care giving.

4265 Employment Positions

The conference shall, in consultation with the Union Associate Director, create job descriptions that are aligned with standards of quality and governmental regulations. Such job descriptions shall be consistently applied to all ECEC program positions in a conference. The following are typical job assignments with a brief summary or responsibilities.

1. **Administrative Director** – an employee who has direct responsibility of the overall operation of an ECEC program with an enrollment of no less than 45 FTE children, and where more than 50% of the work hours are spent on administrative tasks that must be neither clerical nor teaching/caregiving. An administrative director meets the federal government’s criteria for an exempt employee qualifying them for salary compensation and benefits as outlined by the conference employer.
2. **Site Director** – an employee who has direct responsibility for the overall operation of an ECEC program with an enrollment of less than 45 FTE children and more than 50% of the assigned work hours are in teaching/care-giving and/or clerical functions (non-administrative tasks). The Site Director shall be classified as a non-exempt hourly employee.
3. **Assistant Director** - a program employee who supports the administrative director and assists with responsibilities for the overall operation of an ECEC center and becomes directly responsible in the director’s absence.
4. **Head Teacher/Lead Teacher** – a program employee who has direct responsibility for the care, supervision, management and curricular planning for a group of young children in a center.
5. **Assistant Teacher** – a program employee who assists the head/assistant teacher in the care, supervision, management and instruction of young children. Assistant teachers must meet established requirements to be left alone with a group of young children.
6. **Teacher Aide** - a program employee who assists the head/assistant teacher in the care, supervision, and management of young children. The teacher aide must be under the teacher’s direct supervision and never be left alone with sole responsibility for a group of young children.
7. **Before and After-School Care Teacher** – an employee who has the same assignment, responsibilities and requirements as the assistant teacher during specific times in a school-based program.
8. **Support Service Positions** – Program employees who fulfill various job assignments that assist with specific center functions that do not include direct child care or instruction. These include, but are not limited to, such positions as administrative assistant, receptionist, accountant, cook, custodian, maintenance, etc.

4280 Employee Orientation and Training

In consultation with the conference office of education and the Union ECEC Associate Director, centers shall adopt and implement a program of employee orientation that will include, but not be limited to, such items as safety, children’s nutrition, cleanliness and sanitation, illness care, medication protocols, emergency procedures, appropriate disciplinary practices, abuse and neglect awareness, etc.

4286 Employment Records
An up-to-date employment record is to be maintained for each employee on the approved form and in a manner consistent with denominational policy and governmental regulations. Records should include, but not be limited to, employee contact information, employment forms, evidence of background checks, physical exams and test results, etc.

4287 Discontinuance of Employment

The cessation of employment by employee resignation, employer suspension or dismissal shall be provided in writing and comply with applicable governmental regulations. Wherever possible, consideration should be given to the timing of changes in employment of personnel to ensure adequate continued supervision and instruction of children.

4288 Resolution of Employee Issues

A congenial, collaborative working environment is vital for the success of all early childhood education and care programs. All personnel should seek ways to encourage and support each other. It is inappropriate for center personnel and clientele to engage in verbal disputes in the presence of children. Each center shall adopt, in consultation with the conference office of education, a process for conflict resolution between and among ECEC personnel and clientele.

4325 Financial Responsibility

The opening of an ECEC program requires sustained funding and a sound plan for financial support. The church or school is the financially responsible entity for the operation of an ECEC program.

4330 ECEC Funding

The funding sources for ECEC program operational expenses and capital improvements shall be from tuition and fees, local church and/or school appropriations, and gifts/donations. As a locally-funded entity, there shall be no expectation of conference subsidy support for operations or personnel payroll costs unless otherwise voted by action of the conference board of education.

4335 Financial Operation

Generally accepted accounting practices shall be established and maintained in accordance with denominational policies and guidelines applicable for the sponsoring church or school. In consultation with the conference, a program board may choose to either: (a) establish separate financial operations, records and reporting, or (b) create the ECEC program financial operations as a department/agency of the sponsoring church or school. In any case, the financial reports must clearly show the financial standing of the program through accurate monthly reporting on an income and expense report and other schedules as may be appropriate.

4350 Financial Management

ECEC programs shall have adequately trained staff with sufficient time allocated to managing the financial operations of the program. Approved business software should be utilized to maintain effective business functions and financial records.

4345 Audits

As school or church-based entities, each ECEC program shall be audited on a regular basis by conference auditors in conjunction with audits performed for the sponsoring school or church.

4350 Insurance Requirement

Each school or church with an ECEC program shall consult with the local conference to assure that insurance policies are consistent with denominational guidelines and appropriately protect the program, its young children, employees and sponsoring entity. Insurance coverage should include such items as property insurance for the building and contents, general liability coverage, worker’s compensation, and student accident insurance for the children enrolled. Transportation of children on program field trips shall be in vehicles owned by the school/church or parent-owned vehicles only if they comply with all denominational policies for operation and insurance coverage.

4375 Ownership

An ECEC program is owned and operated as an integral part of an established Seventh-day Adventist school or church. In partnership with the local conference the constituency of the school or membership of the church fulfills the role of ECEC program owner and designates the oversight for operations to the program board or respective school or church board. In accordance with denominational policy, legal title to all property remains with the local conference.

4380 Facilities and Requirements
An ECEC program shall operate in a building space that meets governmental regulations for facilities that can support a quality education and care program; ensuring the health, safety, and security of young children. This includes, but is not limited to provisions for food storage and preparation, handling of cleaning chemicals and equipment, use of approved appliances in accordance with regulations, maintaining clearly marked exits free of obstruction, modified bathroom facilities, furnishings that are age-appropriate and scaled to the size of children enrolled in the program, playground areas that are fenced with protective soft wells, and well-maintained outdoor play equipment, etc. All ECEC programs are smoke-free environments.

4385 Facilities and Equipment Safety

It is essential that ECEC programs adopt policies and procedures to ensure that the facilities and equipment of the program are maintained in a manner that ensure the health, safety and security of children and employees. Each program shall have a safety committee to conduct regular inspections (at least quarterly), provide orientation on safety procedures, and review all safety concerns, accidents, and/or claims, and report findings to the board.

4390 Facilities Renovations and Repairs

The ECEC program facility should be maintained in good repair and kept clean at all times. All renovations and additions to facility must comply with governmental regulations. The local conference, facility insurer, and licensing authority must be notified of any proposed renovation. The program director must maintain a safe environment for all personnel and children if renovations and/or major repairs occur during the hours of program operation.
The primary purpose of school-based Pre-K/K programs is to provide opportunities for children to learn about Jesus Christ as their Savior in a safe, loving, caring and intellectually stimulating environment. The young child should be immersed in a rich experiential environment which promotes the physical, social, emotional, spiritual and cognitive development. This growth varies with children; therefore, each child will be assessed to determine if the child will benefit from entering a formal learning environment.

Program Guidelines

A. School-based Pre-Kindergarten Stand-alone Program (4 year olds)

This is a program designed for four-year olds to stimulate their growth in a developmentally appropriate environment prior to entering kindergarten.

School-based stand-alone Pre-K programs must meet the following guidelines:

1. Approval to conduct a school-based Pre-K program must be obtained from the local conference office of education through the local Board of Education. (see Appendix D)

2. Pre-K students must be at least four years of age on or before September 30 of the current school year unless states require or the local conference sets an earlier entrance date.

3. Enrollment in a school-based stand-alone Pre-K must be limited to 12 students (state requirements take precedence). A full-time teacher assistant is required for 13 or more students, with a maximum of 20.

4. ALL state and county standards and regulations for the care of four-year olds must be met.

5. Students enrolling in the school-based Pre-K program must submit copies of the following:
   a. Official birth certificate
   b. Social Security number
   c. Current immunization records (see Code 3535-C)
   d. Record of physical examination as required by Columbia Union Code and state, including information on any allergies (see Code 3535-A)

6. Pre-K teachers must be trained Seventh-day Adventists who meet local conference and state requirements for staffing.

B. School-based Pre-K/K Combination Program (4 and 5 year-olds)

This is a program designed for smaller schools to accommodate enrollment as well as community and parent needs. This multi-age program recognizes the developmental differences among typical four and five-year-olds. It is designed to nurture and meet the needs of each child’s unique maturation rate.

School-based combination Pre-K/K programs (where states permit this configuration) must meet the following guidelines:

1. Approval to conduct a school-based Pre-K/K program must be obtained from the local conference office of education through the local Board of Education (see Appendix D).

2. Pre-K students must be at least four years of age on or before September 30 of the current school year unless states require or the local conference sets an earlier entrance date. Kindergarten students must be at least five years of age on or before September 30 of the current school year unless states require or the local conference sets an earlier entrance date.

3. A full-time teacher assistant is required when four-year-old Pre-K students are present in the kindergarten classroom. A maximum of 15 students is permitted in the school-based Pre-K/K classroom.

4. ALL state and county standards and regulations for the care of four-year olds must be met.

5. Students enrolling in the school-based Pre-K/K program must submit copies of the following:
   a. Official birth certificate
   b. Social Security number
   c. Current immunization records (see Code 3535-C)
   d. Record of physical examination as required by CU Code and state, including information on any allergies (see Code 3535-A).

6. No other grades can be combined with the school-based Pre-K/K program.
7. A developmentally appropriate curriculum and activities must be implemented for the Pre-K students, independent from the regular kindergarten program. Pre-K student activities should be very hands-on, non-paper and pencil oriented.

8. Kindergarten teachers must be Seventh-day Adventists and meet requirements as outlined by the North American Division Office of Education.

C. Kindergarten Stand-alone Program (5 year-olds)

This is a program that offers students a transitional experience which extends the home and early childhood training into elementary school. As such, it provides a flexible program that addresses the child’s developmental and spiritual growth. When a child is nurtured in this type of environment, there is joy in learning.

School-based stand-alone kindergarten programs must meet the following guidelines:
1. Approval to conduct a Kindergarten program must be obtained from the local conference office of education through the local Board of Education (see Appendix D).
2. Kindergarten students must be at least five years of age on or before September 30 of the current school year unless states require or the local conference sets an earlier entrance date.
3. The recommended enrollment in a stand-alone kindergarten classroom without a teacher assistant is limited to 18 students. A full-time teacher assistant is required for 19 or more students, with a maximum of 25.
4. Students enrolling in the Kindergarten program must submit copies of the following:
   a. Official birth certificate
   b. Social Security number
   c. Current immunization records (see Code 3535-C)
   d. Record of physical examination as required by CU Code and state, including information on any allergies (see Code 3535-A).
5. Two daily sessions (morning and afternoon) will be considered a full-time load for kindergarten teachers. Where a school has only one session (morning or afternoon), additional duties equivalent to those of other faculty members will be assigned by the principal for a teacher to be classified full-time.
6. Kindergarten teachers must be Seventh-day Adventists and meet requirements as outlined by the North American Division Office of Education.

D. K-1/K-2 Combination Program

This is a program that combines kindergarten and first grade or kindergarten, first and second grades. With this multi-age approach, students are provided the opportunity to progress at their own maturation rate.

Combination K-1/K-2 programs must meet the following guidelines:
1. Approval to conduct a K-1 or K-2 program must be obtained from the local conference office of education through the local Board of Education (see Appendix D).
2. Kindergarten students must be at least five years of age on or before September 30 of the current school year unless states require or the local conference sets an earlier entrance date.
3. Kindergartens in multi-grade classrooms are limited to a K-1 or a K-2 program. Additional grade levels may be added only if a full-time teaching assistant is approved by the local conference office of education and a separate area for instruction is provided while the kindergarten students are present. The kindergarten assistant will work under the direct supervision of the certificated teacher.
4. No four-year-olds shall be admitted to any K-1/K-2 classroom.
5. The recommended enrollment in a K-1 or K-2 classroom without a teacher assistant is limited to 12 students. A full-time teacher assistant is required for 13 or more students, with a maximum of 16.
6. Students enrolling in the school for the first time must submit copies of the following:
   a. Official birth certificate
   b. Social Security number
   c. Current immunization records (see Code 3535-C)
d. Record of physical examination as required by CU Code and state, including information on any allergies (see Code 3535-A).

7. The teacher must be a Seventh-day Adventist and meet requirements as outlined by the North American Division Office of Education.

4800 School-based Pre-K/Kindergarten Operating Standards

The local conference office of education will establish standards for school-based Pre-K/K facilities, equipment, instruction and building/playground safety. The following conditions must be met:

1. Local conference offices of education will determine salary and funding of school-based Pre-K, Pre-K/K, K, K-1 and/or K-2 classrooms based on local policy, state requirements and experience/training of the teacher.

2. The North American Division Kindergarten curriculum, which fosters a developmental educational approach, is to be implemented.

3. The Columbia Union Conference Pre-K Guidelines (see Appendix D) is to be followed.

4. The conference will follow the Union Wage Scale.

5. Any deviations from the above recommended guidelines must be processed for approval by the local conference office of education.
Elementary Schools 5000-5999

General Operating Policies

5000 Elementary School

The local conference office of education supervises elementary schools within its territory. Such schools may be structured in a variety of ways including PreK-4, PreK-8, PreK-9, PreK-10, K-4, K-8, K-9, 1-8, and K-10. The conference board of education authorizes churches to operate elementary schools.

For standards for elementary schools, consult current publications of the NADOE.

5001 Opening a New Elementary School

A church (or churches that propose to form a constituency) that seeks to open an elementary school shall follow the steps outlined below and complete the attached form, providing information for each board/committee engaged in the approval process:

1. Working collaboratively with the local conference office of education, the local church board (or boards where a multi-church school constituency is proposed) shall meet, in its preliminary planning, all local conference requirements and CODE criteria (see CODE #5005) regarding program viability/suitability, e.g., site approval, building size/classroom space (meeting governmental code/safety requirements), enrollment sustainability (current and projected), school budget, personnel funding (FTE), etc. NOTE: Plans for opening a school shall begin at least one year in advance of its projected opening.

2. A called constituency meeting of the church (churches that propose to compose a school constituency – see CODE #2510) that shall function in a manner consistent within CODE requirements (see CODE #2700-2999), serving as a representative agency of the school constituency.

3. The duly-elected school board, working collaboratively with the LCOE, shall make recommendation to the LCBOE, that a local Church school be established, with appropriate funding and personnel planning in place.

4. The LCOE shall make a preliminary evaluation visit in the fall quarter of the school’s first year to monitor program progress.

5. The LCBOE shall recommend to the CUBOE that the school be approved for operation and be appropriately placed in the school evaluation/accreditation cycle, consistent with Union and NAD policy. NOTE: A newly-opened school shall have an accreditation visit in the second year of existence. The composition of the evaluation team shall be determined by the LCOE (see Guidelines in CIDE: Appendix J).

Additional criteria include:

1. A demonstrated educational need currently unmet by established schools.

2. An adequate physical plant that meets governmental safety regulations for operation and equipment.

3. Proof of adequate and sustainable financial support (enrollment, membership and tithe base).

4. Adequate budget for annual operation.

5. Curricular offerings approved by the LCOE, CUOE, and NADOE.

6. A denominationally-certificated faculty of sufficient size to provide effective instruction.

7. Adequate curricular materials for proposed offerings.

8. Prospective and sustainable enrollment that is adequate for the financial and curricular needs of an effective educational program.

9. A principal whose teaching assignment is in proportion to administrative duties.

10. Teacher load and subject offerings that are in accordance with this Code.

11. Instructional time allotments as required by the local conference.

12. Specific policies regarding organization, administration, finance, curriculum and personnel that agree with the local conference and CUOE policies.

5010 Pupil-teacher Ratios in Elementary Classrooms (see Code 9100-B)
Elementary School:

Six grades is the maximum load for an elementary school teacher.

Pupil-teacher ratios: The following are recommended maximum pupil-teacher ratios for Grades 1-8:

<table>
<thead>
<tr>
<th>Pupil-teacher ratio</th>
<th>No teacher assistant</th>
<th>With teacher assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 teacher: 6 grades - with 1st grade</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>1 teacher: 6 grades - no 1st grade</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>1 teacher: 4 grades - grades 1-4</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>1 teacher: 4 grades - grades 5-8</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>1 teacher: 2 grades - with 1st grade</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>1 teacher: 2 grades - grades 2-8</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>1 teacher: 1 grade - grades 1-8</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>1 teacher: 1 grade - Kindergarten</td>
<td>18</td>
<td>25</td>
</tr>
</tbody>
</table>

Any deviations from the recommended pupil-teacher ratios shall be processed for approval by the conference K-12 board of education. Local school boards may need to lower these ratios when the classroom has an unusual proportion of students with varied learning abilities and styles, or a large number of primary (grades 1-3) students.

5020 Student Supervision (also #s 3545, 6530, 7645)

School personnel are responsible for the supervision, care and safety of students while at school and during all school-sponsored functions, on and off campus. Elementary and junior academy teachers are to be present at school 30 minutes before and after regular school hours. Supervision, as arranged by the principal or head-teacher, must be provided until every child has physically left the school property under supervision of a parent or parent-authorized party. Senior academy educational personnel are required to meet student supervision duties as specifically outlined in each respective job description.

Curriculum

5100 Areas of Study, Grades 1-8

The adopted course of study for grades 1 through 8 will include instruction in the following areas:

A. Fine Arts
   
   Including instruction and participation in art and music aimed at developing aesthetic appreciation and skills of creative expression, within the context of Adventist principles.

B. Computer Education
   
   Including instruction in keyboarding, usage, application, and ethics.

C. Language Arts
   
   Including instruction in the skills of speaking, composition, handwriting, listening, reading, and spelling, as well as knowledge of and appreciation for literature and language - all within the context of the Adventist philosophy of literature selection, movies, and videos, that develops discrimination in selection, preference for the beautiful and the true, and acceptance of responsibility for one’s own choices.

D. Mathematics
   
   Including instruction in concepts, computational skills, and problem solving skills.

E. Physical Education
   
   Including instruction and participation in activities designed to promote optimum physical development, skills to maintain lifetime fitness, interpersonal skills, and good sportsmanship.

F. Religion
   
   Including instruction in Biblical history and principles as a revelation of God, and interpretation of the Bible from the Adventist perspective.

G. Science and Health
Including instruction in science and health, based on Biblical concepts of God as Creator and Sustainer of the world.

H. **Social Studies**

Including instruction in geography, local, state and national history and government, with consideration for the mission of the Church, the fulfillment of Bible prophecies, contributions of and appreciation for ethnic groups, and the rights of all citizens that are assured through the American legal system, and the student’s duties and responsibilities as a citizen.

I. **Other Studies**

Including such other studies as may be prescribed by the conference K-12 administrative body such as practical arts, foreign language, and state history.

5105 **Large Elementary and Junior Academy Curriculum Committees (see Code 6115)**

Local school boards of large elementary and junior academies may appoint curriculum committees to identify, coordinate, and implement curriculum in accordance with Union and local conference policies. Membership can include board members, teachers, parents, and other constituent members with an interest or expertise in educational matters.

5110 **Religious and Patriotic Activities**

The following religious activities will be a regular part of each elementary school curriculum:

A. **Devotional Periods**

Educators will plan to begin each school day with a devotional period and will close each day with prayer.

B. **Baptismal Classes**

Educators, in cooperation with the pastor or Bible instructor and parents, will plan a baptismal class for students to study the beliefs of the Church as age-appropriate.

C. **Patriotic Activities**

Educators will plan for patriotic activities - including a daily flag salute, learning the national anthem, recognizing national holidays, and observing birthdays of great Americans - to be conducted as regular activities in the classroom.

D. **Service Projects**

As an example of practical Christianity, educators will develop and conduct witnessing and community service projects that engage all students.

5115 **State Curriculum Requirements**

The local conference office of education is responsible for keeping its schools informed of current state curricula requirements

**Admission and Completion Requirements**

5200 **Requirements for Admission (see Code 4510)**

A. **Readiness**

Physical, emotional, and academic readiness varies with children. Physical, emotional, social, and academic readiness will be assessed before admission.

B. **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.

Students entering first grade must have attained the age of six years 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.

C. **Immunizations**
Parents must present updated records of immunizations for communicable diseases for each child before the enrollment process is complete.

D. Required Documentation

Students enrolling for the first time must submit copies of the following:

a. Official birth certificate
b. Social Security number
c. Current immunization records (see Code 3535-C)
d. Record of physical examination as required by CU CODE (see Code 3535-A)

E. Compulsory Attendance

Local conference offices of education shall keep school principals informed of state compulsory attendance laws and any and all revisions to same. If laws conflict with the Church’s principles of readiness, the conference office of education may assist parents or schools in resolving the issue.

5205 Academic Placement Policy in Elementary Schools

A. Definition

Appropriate academic placement of the student takes into consideration the student’s social, physical, mental, and emotional readiness; including but not limited to academic achievement, basic skills, abilities, and actual performance. Grade placement should be made on a provisional basis subject to additional information.

B. Appropriate Grade Placement

1. Factors to be considered in determining appropriate grade placement for students not currently enrolled; transferring; or entering from a home-schooled program, a non-accredited school or unapproved correspondence school include but are not limited to:

   a. Chronological age
   b. Emotional, physical, and social development
   c. Scholastic achievement as determined by:
      (1) Standardized achievement and criterion-referenced test scores
      (2) Teacher observation of the student’s ability to reason and to express ideas logically
      (3) Teacher evaluation of academic progress
   d. Readiness as indicated by recognized readiness tests

2. Requirements for Entering Ninth Grade

   a. Students seeking matriculation as ninth-graders who have been home- schooled or have not completed the eighth-grade should be fourteen years of age by December 31st of the current school year.

   b. Home-schooled students must provide data showing that they have completed the eighth-grade level; such as standardized achievement test scores, report cards, evidence of teacher lesson plans, portfolios, list of textbooks used, correspondence courses, etc.

   c. Students who have not completed the eighth-grade must provide evidence that they are capable and/or ready for grade nine; evidence such as previously administered standardized achievement test scores, report cards, portfolios, etc. Schools are authorized to administer additional tests to determine if the student is able to function at the grade nine level.

   d. Students must provide three letters of recommendation (school official, pastor, etc.) regarding the student’s level of maturity and perceived ability to function at the grade nine level (work/study/social).

   e. Submitted data/information should be reviewed by the school officials as soon as possible to determine the student’s matriculation.

   f. Parents must complete and submit, as soon as possible, the Course Verification Sheet for home-schooled students seeking ninth-grade matriculation. Verification, as required, is to be provided along with the accompanying material prior to admittance. School officials will review the data/materials to determine if any/or how many credits will be allowed. If school officials are concerned regarding the acceptance of earned credits,
the school is authorized to administer national standardized tests, teacher-made tests, and/or have the subject-area teacher determine the student’s command of the course material in an interview. The school reserves the right to reduce the amount of accepted credit on the basis of student performance, re: aforementioned criteria.

Accepted home-school semester periods and grades should be recorded on the student’s transcript, but the grade should not be calculated in the grade point average (GPA). If the student or parent wishes to have home-school letter grades calculated in the GPA, credit by examination may be requested or accommodation will be granted according to state law.

The Course Verification Sheet is to be kept in the cumulative file and made available upon request.

C. Criteria for Advanced Placement

Advanced placement of a student will be based on the following minimal requirements:

1. Students will have a composite score at the 90th percentile or above on standardized achievement tests.

2. Students will demonstrate satisfactory evidence of academic, emotional, and social readiness for advanced placement or early completion of the school program.

3. The principal will submit to the local conference office of education a written request for advancement of elementary students before advancing students (e.g., two years in one, or three years in two). Written approval from the conference office of education will be kept on file at the school.

5210 Placement for Elementary Students Too Young for Early Graduation

Placing students too young for early graduation in a program beyond an academic enrichment, elementary schools may offer, at the eighth grade level, certain high school subjects for secondary credit, subject to meet the following criteria:

1. CUOE authorization if secondary subjects are to be taught; subjects based upon criteria such as:
   a. Presentation of a course outline and objectives.
   b. Adequate instructional time, appropriate and teacher certification.
   c. Instruction within the school program.
   d. Adequate facilities and financing.

2. The teacher will issue the grade(s).

3. The conference office of education will issue the official transcripts.

4. Other options include release time to attend classes at an attached junior or senior academy or approved correspondence courses.

5215 Testing for Transfer Students

Transfer students for whom cumulative records are not available will be evaluated prior to admission to elementary school to assist with grade placement. The principal will arrange for transfer students to be assessed. For details on tests to be used, consult the local conference office of education.

5220 Bible Classes for Transfer Students from Non-Adventist Schools

Students who transfer from non-Adventist schools will be required to take only the denominational subjects offered during the years of their Adventist school attendance.

5225 Eighth Grade Completion Requirements

Students must earn passing grades in the following eighth grade subjects to be eligible for graduation and recommendation for admission into secondary school:

1. Religion
2. Mathematics
3. Language Arts/English - Where this subject area is listed under a more comprehensive title such as “Communication Skills” or “Language Arts,” some of the requirements listed below may be met within the discipline
4. Reading
5. Physical Education
6. Science and Health Education
7. Social Studies
8. Fine Arts
9. Practical Arts (if required by the local conference office of education)
10. Handwriting (if required by the local conference office of education)
11. State History or Geography (if required by the state in which the school operates)
12. Computer Education

A. Completion of an Individualized Course of Study for Eighth Grade Completion

Schools may develop an individualized course of study for students who have been professionally diagnosed as “learning disabled”. The local school, in cooperation with the local conference office of education, will supervise this course of study. Upon successful completion, a student may be granted a certificate entitled “Completion of an Individualized Course of Study” signed by the conference superintendent and the school principal and teacher.

B. Early Completion Requirements for the Elementary School

The general policy of the Union requires a student to secure eight years of elementary education (grades 1-8) or (under certain conditions) to have reached age 13 prior to admittance to secondary school.

Early completion of elementary school is defined as acceptance of a student with fewer than eight years of formal education into secondary education.

To obtain approval for early completion, the following steps must be completed:

1. The faculty and principal must submit a letter of application to the local conference office of education, including the written consent of the parent.
2. A program for early completion will be planned and an application submitted prior to completion of the sixth grade of school work.
3. The application must be approved by the local conference office of education and made a matter of record before a student may begin work on the early completion program.

C. Performance-based Completion Requirements

Schools wanting to use a performance-based curriculum that requires students to meet minimal performance levels to qualify for graduation from the eighth grade must submit a local school board-approved proposal to the local conference office of education for approval by the conference K-12 board of education.

5230 Student Citizenship and Attendance

Each student must maintain satisfactory citizenship and attendance while enrolled. Local school boards, in collaboration with the local conference office of education, will define requirements for satisfactory citizenship. The local conference board of education will define attendance requirements in accordance with state law.

Under no circumstances shall class tardiness be recorded as class absence.

The administration and faculty of each school is responsible for ensuring that accurate attendance records are kept for each student.

5235 Retention
Students unable to achieve grade-level competency will be given special consideration. The administration and faculty involved will counsel with the parents and student to ensure understanding and cooperation in the student’s grade placement. In such instances, the principal will consult with the local conference superintendent. No student is to remain more than two years at the same grade level.

Libraries

5300 Elementary School Library Financing/Budget, Record System, Instructional Media, and Curriculum Materials

A. Financing/Budget

Annual operating budgets will provide adequate financial and organizational provisions for school libraries; either a central or individual classroom libraries. Maintaining the number of library books currently recommended by the NADOE is strongly advised.

Each local school board will provide funds for upgrading and maintaining the school library with a minimum budget of $35.00 per student annually for books, periodicals, and media/software. It is recommended that the library fee be included in the registration charges and used exclusively for library acquisitions.

Subscriptions to denominational and secular magazines appropriate to the age and learning level of the students will be included.

Age-appropriate children’s encyclopedias (digital and/or hardcopy not more than five years old), dictionaries, atlases, Bible concordances, Bible dictionaries, Spirit of Prophecy volumes (including the three-volume Index), the Seventh-day Adventist Bible Commentary, and special volumes in the areas of nature, fine arts, careers and supplementary subject area books should be available in numbers sufficient for classroom use. CDS and Internet access for reference and research materials are acceptable alternatives. Some aforementioned resources are available in digital form and should be made easily accessible to students.

Appropriate computerized or manual accession records, card files and classification systems are to be maintained.

B. Library Record System

The library record system, manual or computer, should include the following:

1. Card catalogs, alphabetically arranged.
2. A shelf list including the accession number on each card.
3. A standard circulating system.
4. A list of subject headings such as noted in The Teacher-Librarian’s Handbook by Mary Peacock Douglas and/or Sears Subject Headings published by H. W. Wilson Co., 950 University Avenue, Bronx, New York 10452.

C. Instructional Media

Local conference curriculum committees will develop methods for selecting and using instructional media equipment and materials, informing their respective schools accordingly.

Budgetary allocations will meet the current minimum NADOE recommendations for elementary schools that have the following:

1. One- and two-teacher schools - A minimum of 500 titles in a balanced distribution of subject areas (exclusive of textbooks).
2. Three or more teacher schools - A minimum of 750 titles in a balanced distribution of subject areas (exclusive of textbooks) per classroom.
3. Culling out-dated books - Local school boards will provide for periodic culling of library books to remove excessively damaged and outdated books.

D. Curriculum Materials

For assistance in selecting enrichment teaching materials for the curriculum, consult the current Columbia Union Conference Textbook List.

Records and Reports
Elementary School Recording and Reporting of Student Progress

A. Student Progress Reports

Elementary schools are to use student progress reports provided by the CUOE in addition to other evaluative and reporting strategies (e.g. portfolios). Information will be provided to parents about their child’s progress in subject areas, attendance, citizenship, and social relationships.

B. Reporting Periods

Student progress reports are to be distributed to parents within a week after each nine-week period closing date. Interim report forms (digital and/or hardcopy) may be used as needed for special reporting purposes.

C. Alternate Forms of Reporting Student Progress

Any proposed alternative form of reporting student progress, must be consistent with the CUBOE philosophy of student evaluation and secure conference board of education approval.

1. Procedures for Securing Approval
   a. The school must submit a local school board-approved written request to the local conference office of education, explaining reasons for the proposed departure from the adopted program of student evaluation and definitively outlining basic factors such as rationale, objectives, form and date for initiating the program.
   b. The school must submit the request at least three months prior to the proposed school year of implementation.
   c. Before implementation, the school board must receive written approval from the conference office of education.

2. Alternate Forms Criteria
   a. An evaluation of academic growth in all subject areas being taught.
   b. An attendance record including both absences and tardiness.
   c. The name of the student, grade/level, date of the report, name of school, conference and teacher;
   d. Provision for issuing quarterly reports.
   e. Use of a marking system that is readily transferable to the record-keeping materials employed by the CUOE.
   f. Appropriate explanations for all symbols used.
   g. Provision for parent-teacher conferences.
   h. A written statement of the rationale for the alternate evaluation system to be distributed to all school patrons.

Conferences

A. Parent-Teacher Conferences

Each school will schedule a minimum of two parent-teacher conferences (fall and spring) for each student each school year. The purposes include:

1. To report the student's academic, social and spiritual growth.
2. To gain parental insights that may assist in advancing the student’s growth.

B. Teacher-Student Conferences

In order to facilitate student learning, regular teacher-student conferences are to be held.

Cumulative Student Records

Student records shall contain only factual information necessary for the process of education.

A. School Register

Each elementary teacher is required to keep a digital, conference-approved school register. Teachers are required to record attendance of each student and additional information as required. Conference offices of education will provide needed in-service training for their respective teachers with any conference-adopted digital SIS programs.

B. Cumulative Record
All student medical and/or health related information shall be stored in a locked file, separate from admissions/academic information found in the student cumulative folder. Health-related information would include, but not be limited to: student medical record forms, immunization records, health screens/results, TB test results, etc.

Student records must be kept in a fireproof safe or vault. The school’s administration, teachers, guidance counselors and local conference office of education personnel may access student records. Parents (or the student if at least 18 years of age) may access their student’s records and may give written permission for access other specific individuals. Cumulative records may not be copied or transferred to another school without the written permission of the parent (or the student if at least 18 years of age).

The principal is responsible for having student progress reports appropriately recorded in the respective cumulative records annually.

Student records may be forwarded to another school system or prospective employer at the written request of the parents, legal guardian, or the student if at least 18 years of age. The cumulative record card, which contains academic, testing and attendance information, along with health records may be sent.

If the school closes, the school will send the permanent student records and other files to the local conference office for safekeeping (see Code 2100).

5415 School Opening and Closing Reports

School administration is responsible for completing and submitting the school’s opening reports to the local conference office of education by the close of the second week of school and school closing reports within five days after the close of the school year.

Teachers in one-teacher schools will send reports directly to the conference office of education. In all other schools, teachers will give the report to the principal, who will send it to the conference office of education. Questions regarding opening and closing reports should be directed to the local conference office of education.

The principal/head teacher is responsible to complete and promptly submit all forms required by the state department of education. Copies of all required forms submitted to the state should be provided to the local conference office of education. Where questions may arise, administrators should consult with the local conference office of education.

5420 Standardized Test Reports

At a minimum, all students in grades 3 - 8 will be tested in the fall of alternate years using the CUOE-adopted form of the achievement test. The local conference office of education will coordinate procurement of the tests and bill the schools according to policy.

Standardized test results and additional planning reports will be submitted to the conference office of education as requested.

Miscellaneous Elementary School Policies

5500 Daily School Schedule

Each teacher must prepare and prominently display a daily school and classroom schedule in harmony with local conference office of education policy.

5505 Length of School Day

The local conference office of education is responsible for keeping informed about state requirements on the length of the school day and inform schools accordingly.

Elementary schools will adhere to the following minimum schedules for classroom instruction, unless state regulations exceed these requirements:

1. Kindergarten - 20 hours per five-day week
2. Grades 1 and 2 - 25 hours per five-day week (exclusive of lunch period)
3. Grades 3 and 4 - 30 hours per five-day week (exclusive of lunch period)
4. Grades 5 through 8 - 30 hours per five-day week (exclusive of lunch period)
A *minimum school day* will include four hours of instruction (exclusive of lunch period).

### 5510 Make-up Work for Regular Promotion

When capable students fail one or more subjects, the following procedures will be followed to encourage make-up work:

1. As soon as possible, the teacher(s) will, in writing, (a) notify the student and parents about the failure; (b) request an immediate parent-teacher conference and (c) outline summary points of concern. Phone contact with the parent should be made within 48 hours of the written notification if no parental response has been received.

2. During this conference, the teacher(s) and principal will discuss the options available to the parents and student, including conference approved, accredited, online credit recovery courses, summer school, home study correspondence work, specialized tutoring, etc.

3. If school officials and the parents can agree on a plan that is mutually acceptable, both parties shall enter into a signed agreement that identifies the process and timelines for completing the make-up work.

4. The principal will send a copy of the agreement to the local conference office of education for approval.

5. If the agreement includes tutoring by someone other than a school employee, the agreement must detail the basis for accepting the make-up work.

### 5520 Subject Alternation Schedule

Certain subjects may be taught on a two-grade alternating basis including religion 1-4 and 5-8, social studies 1-8, health-science 1-8, and spelling 5-8. An alternation is indicated by the term “odd year” designating a school year ending in an odd number (2000-2001), and “even year” ending with an even number (2001-2002).

### K-9 Elementary Schools

#### 5900 K-9 Elementary Schools

Under certain conditions an elementary program may be expanded to include grade 9. This requires authorization by the CUBOE, subsequent to an evaluation by a committee appointed by the local conference superintendent and including representation from the CUOE. In the case where a Pre-K program exists, the CU Associate for Early Childhood Education Care shall be a member of the evaluation committee. The ninth grade curriculum in a Pre-K/ K-9 elementary school will be structured as an extension of grades 7-8. The CUOE will make provision for transfer of its students with full credit into Union academies.

The purposes for adding ninth grade to an approved elementary school may include:

1. An additional year of Adventist education in the community and home environment of the student.

2. Local budgetary considerations.

3. The age and maturity of the students.

#### 5905 Criteria for Operating K-9 Elementary Schools

When a local conference approves a K-9 school, the following criteria must be met:

1. Where a Pre-K/K is included, a qualified kindergarten teacher will be added whose responsibilities are limited to a Pre-K through K, or a K-2 program. Facilities for the Pre-K/K and or kindergarten are to meet requirements outlined by the local jurisdiction and the NADOE. A kindergarten in a multi-grade classroom must be approved by the local conference board of education.

2. A demonstrated educational need for the ninth grade is not currently being met by established Adventist schools in the area.

3. An adequate physical plant and equipment, including library and multimedia materials.

4. An adequate budget that demonstrates financial support for the ninth grade that will not weaken the program.

5. A projected, continuing enrollment that is adequate for the operation of a Pre-K/K-9 program.

6. The school will consist of no less than three properly certificated, full-time teachers in the organization of grades Pre-K/ K-9. Teaching assignments will provide equity of teacher load with a maximum ratio of four grades and twenty students per teacher.
In addition to criteria listed in Code 5905, a Grs. 7-9 classroom must meet the following criteria:

1. A minimum of one full-time teacher or FTE is required in a multi grade classroom that includes grade 9. A maximum of three grades (7-9) may be taught by the upper grade teacher with enrollment limited to a maximum of fifteen students (see Code 9100-B for teacher load in grades 1-6).

2. The library collection will contain a minimum of 600 volumes (see Code 6300-C), with an appropriate grade-level distribution throughout and an acceptable classification system.

3. The annual library expenditure will be based on the provisions of Code 6300-B. Acquisitions will be made from the following:
   a. Current denominational and secular reference works such as dictionaries, encyclopedias, atlases, Ellen G. White publications, and commentaries (hardcopy, software or on-line access).
   b. Periodical subscriptions that include appropriate denominational and secular publications (hardcopy and/or digital).
   c. General library books with efforts made to maintain a balance in the collection (hard copy and/or digital).
   d. Newspaper(s) (hard copy and/or digital).
   e. Instructional equipment and materials.

4. The following course offerings include required and elective courses (see below). Each school's proposed offerings will be approved annually by the local conference office of education and, upon approval, be submitted to the Certification Review Committee for final approval. Applications must meet requirements regarding teacher load, certification/endorsement(s) status of the lead teacher, and the certification and endorsements of any additional teachers who teach elective courses.

   Religion
   English I
   Mathematics
   Physical Education

Guidelines for electives include:

a. A maximum of one additional course may be taught by the full-time teacher.

b. Additional course(s) may be offered if taught by a certificated person other than the regular full-time teacher. Authorization for elective course(s) will be based on:
   (1) Teacher certification including subject endorsements.
   (2) Total teaching load and assignments in both elementary and secondary grades.
   (3) Other assigned duties and responsibilities.
   (4) School facilities and equipment.
   (5) Appropriateness of the course for the grade level.

c. State requirements must be met when determining the elective(s) to be offered.
Junior Academies 6000 – 6999

General Operating Policies

6000 Failure to Obtain Permission to Offer Secondary Subjects and Transfer of Credits

Any junior academy that offers secondary subjects without obtaining CUOE approval will be placed on probation. If proper approval is not obtained before secondary courses are offered by the school, academic credit for such courses will not be recognized or accepted by any secondary schools in the Union.

6005 Junior Academy Authorization

Authorization to operate a junior academy program that generally includes a combination of the last two years of by the local conference K-12 board of education and approved by the CUBOE. Initial applications are sent to the CUOE by the local conference superintendent on or before a date established by the CUBOE. Initial applications are sent to the CUOE by the local conference superintendent on or before a date established by the CUBOE (April 1). The initial application requires an on-site evaluation by a representative committee appointed by the Union Vice President for Education or Secondary Associate Director.

After schools receive authorization to offer secondary subjects, principals must submit annual progress reports to the CUOE. If the reports are satisfactory, authorization to operate will be continuous; however, local conferences will evaluate junior academies regularly in harmony with school evaluation criteria.

6010 Criteria for a Junior Academy

A junior academy must meet the following criteria:

1. A demonstrated educational need not currently being met by Adventist schools in the area.
2. Sustainable financial resources that when applied to grades 9 and 10, do not weaken the elementary school program.
3. Prospective and continuing enrollment, sustainable over multiple years that meets or exceeds the present and future financial and curricular needs of the educational program.
4. An adequate physical plant with appropriate equipment and materials for the grades and courses to be offered.
5. A library collection that meets or exceeds criteria stipulated in this Code (see Code 6300).
6. Acceptable financial practices in place, including adequate budget controls.
7. The appropriate number of certificated teachers, as determined to meet the CODE requirements, for the size and type of school with proper subject-area endorsements valid for the junior academy.
8. An educational program organized to use the teacher’s preparation and special skills effectively. The program may be departmentalized in grades 7-10. Teacher assignments to meet special subject-area needs in other grades may be permitted.
9. Course offerings for grades 9 and 10 are to be based on the Union-adopted curriculum (see Code 6105) and approved annually using the procedures outlined in this Code (Code 6100).
10. The credits that a student may earn is based on the provisions of this Code (see Code 6105, 7600).
11. Textbooks will be selected from the NAD approved secondary textbook list.
12. Teacher load will be based on the provisions of Code 9100-C of this Code. Elementary and secondary subjects will be weighted on an equivalency basis in determining teacher load.
13. The school will maintain cumulative student records in accordance with Code 5410. Transcripts will be issued in accordance with Code 6515.
14. The Union-adopted standardized testing program will be followed (see Code 3765, 7625).
15. The semester period system for reporting course credit will be used in grades 9 and 10.
16. Ninth and tenth grade courses must meet the weekly time requirements stated in Code 7600.
17. State requirements will be met when determining electives that are to be offered.

18. Evaluation of the junior academy will be planned in cooperation with the CUOE to ensure Union representation (see Code 6005).

19. The school will provide assurance to the local and Union conferences offices of education that the above criteria, the specific criteria for the type of school, and the additional specific standards listed in this Code are met.

6015 Procedure to Obtain Permission to Teach Secondary Subjects in Junior Academies

1. The initial application to teach a secondary subject is submitted to the union office of education by the local conference office of education by February 1 of the preceding year, using the “Application to Teach Secondary Subjects” form (available on the CU Education webpage).

All listed signatures must be in place, with the voted actions, or the application is considered invalid.

2. The CUOE shall review the applications and assess the status of the junior academy to teach the particular subject. The Junior Academy Certification Review Committee shall be called into session (February) by the CUOE only as deemed necessary to process applications and or status reviews that require committee consideration and action.

The CUOE will be informed by the local conference superintendent, local school board chairperson, and the school principal, in writing, of the school’s status and requirements, if any, that must be met before permission to teach said subject is granted.

3. The modified junior academy curriculum audit is sent to the principal by June 1 (i.e., by the end of the current school year).

4. The completed curriculum audit is sent to the local conference office of education by the principal and forwarded to the union office of education by September 15 of the new school year. This audit takes the place of the Application Update.

5. The CUOE shall meet in the fall to review the status of the school, taking account of the information noted in the curriculum audit.

The school can be:
   a. Approved, if certain criteria are met.
   b. Approved, with comments of concern that require remedy.
   c. Warned, if certain deficiencies specified in the audit are noted.
   d. Not approved, if the serious and/or continued deficiencies are noted.

6. When the “not approved” status is assigned, then Code 6000 is applied:

   The school is placed on probation and notified by the CUOE that if proper approval is not obtained before the following year, secondary courses offered by the school will not be recognized nor shall any course credit be accepted.

7. The CUOE shall inform, in writing, the local conference office of education, the local school board, and the school principal of the school’s probationary status as voted by CUBOE.

6020 Transfer of Credits from Junior Academies

Senior academies will accept credits earned by students if the junior academy and its program have been approved by the CUBOE.

6025 Junior Academy Teacher Load (Code 9100-C)

Six subject preparations per day is the maximum load for a junior academy teacher. In a departmentalized program, the following elementary subject areas will be considered equivalent with secondary subjects when determining teacher load: Bible, language arts, math, science, and social studies.

Supervisory and co-curricular duties will be assigned by the principal as part of the teacher’s professional responsibilities.

Junior Academy Curriculum
Authorization of Curriculum

After initial authorization by the CUBOE to offer secondary subjects, the junior academy will be subject to annual review by the local conference office of education for a period of two years and thereafter will be subject to periodic evaluation as scheduled by the conference office of education (see Code 6005, 6010).

Basic Curriculum for 9th and 10th Grades

1. Grade 9
   - Religion
   - English I
   - Earth Science
   - Mathematics (Algebra I recommended)
   - Elective
   - Health, P.E.

2. Grade 10
   - Religion
   - English II
   - Science (Biology recommended)
   - Mathematics (Geometry recommended)
   - Social Science (World History recommended)
   - P.E.

3. Electives to be offered on the following basis:
   a. Staff qualifications
   b. School facilities
   c. Student and community interests and needs

Alternation Schedule

In schools where enrollment size makes it difficult to teach separate classes, junior academies may combine some ninth and tenth grade classes together on the following basis:

1. Odd Year (school year ends with an odd number, e.g., 2001)
   - Religion
   - English I
   - Social Studies (World History)
   - *Algebra I
   - *Geometry
   - Science
   - Physical Education
   - Electives

2. Even Year (school year ending with an even number, e.g., 2002)
   - Religion
   - English II
   - Science
   - *Algebra I

   *Geometry
   - Physical Education
   - Electives

   *These subjects must be offered each year.

3. Junior academy principals will consult with the local senior academy principal to ensure that course offerings and textbooks correlate with those of the senior academy.

Large Elementary and Junior Academy Curriculum Committees (see Code 5105)

Local school boards of large elementary and junior academies may appoint curriculum committees to develop and coordinate curriculum in accordance with union and local conference policies. Membership may, at the discretion of school administration, include board members, teachers, parents, and other constituent members with expertise in educational matters.
Libraries

6300  Junior Academy Library and Instructional Media Center

A.  Library or Instructional Media Center

Junior academies will provide a special library room or instructional media center.

B.  Library and Instructional Media Budget

Each local school board shall provide funds for upgrading and maintaining the school library with a minimum budget of $35.00 per student annually for books, periodicals, and media/software. It is recommended that the library fee be included in the registration charges and used exclusively for library acquisitions.

C.  Library Accessions

A school offering the ninth grade will have a minimum of 600 books suitable for students in grades 7 through 9, in addition to reference books. An additional 750 carefully selected titles, or a total of 1,350 books, exclusive of reference works, for grades 9 and 10 are to be provided in schools authorized to offer the tenth 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.

For economic reasons, the use of suitable paperbacks is permissible.

D.  Reference Books

Current dictionaries, encyclopedias, yearbooks, atlases and almanacs are to be provided. Special reference books are to be provided for research and enrichment opportunities in the area of religion including complete sets of Ellen G. White writings or the Ellen G. White computer program of published works, the Seventh-day Adventist Bible Commentary, and other religious resource materials. CDS and Internet access for reference and research materials are acceptable alternatives.

E.  Periodicals

Annual periodical subscriptions will include both religious and secular publications. Among the journals and magazines that should be included are:

1.  Adventist periodicals and magazines.
2.  Representative science periodicals.
3.  News magazines or periodicals.
4.  Special magazines for girls and boys.
5.  Periodicals representing the major subject areas.

F.  Instructional Media

The following factors will be considered in selecting instructional materials and equipment:

1.  The learning needs of students.
2.  The economic limitations of the school.
3.  The utility and flexibility of the equipment and materials.
4.  The readiness of the staff to incorporate the instructional media materials into the curriculum.
5.  The availability of the equipment to students and staff.
6.  The ease with which the students and staff may learn to use the equipment.
Miscellaneous Junior Academy Policies

6500 Applied Arts Courses

Applied arts courses should be offered to ninth grade students where adequate facilities are available. The requirement, however, can be met at the senior academy level.

6505 Grade Reports

Teachers in junior academies will report the final grades, amount of credit earned, and achievement test results on the forms provided through the local conference office of education within a specified time frame determined by the LCOE. Under no circumstances shall class tardiness be recorded as a class absence.

6510 Griggs International School

A. APLE Program (Alternative Programs for Learning Enrichment)

The APLE program is an alternative academic program that allows schools to add to or strengthen their programs by using Griggs courses. The APLE courses are offered within the classroom setting with supervision provided by qualified teachers.

1. Criteria
   a. An educational need that is not being met by an Adventist school in the area.
   b. Adequate finances to cover the costs of the APLE program.
   c. Adequate facilities for the APLE program.
   d. Local school board and staff willingness to work closely with the conference, Union, and the APLE committee in developing and following the program.

2. Procedure
   a. The local school board, recognizing its needs and in consultation with the local conference superintendent, develops its plans and submits an application to the conference K-12 board of education for approval.
   b. The application then goes to the CUOE for final approval.
   c. School officials submit the contract and completed forms to Griggs.

B. Extension Class Plan - Griggs International Academy (GIA)

1. GIA has developed a teacher-directed program by which a teacher, having less than a minor but at least twelve quarter/nine semester hours of study in a subject area, may teach the course under direction of GIA. The teacher and the students use the texts recommended by GIA and follow the provided course outline. Under this plan, students submit lesson assignments to the teacher only.

2. The teacher determines the final grades by averaging the daily work, and the examination scores on the GIA tests.

3. Costs for this plan are set by GIA (see Code 7215-A for correspondence work).

4. Some states have stringent limitations on using correspondence coursework for credit in lieu of compulsory education. Schools wanting to use this program must consult the local conference superintendent of schools for an exact interpretation and applicability of state laws.

6515 Transcripts/Junior Academies

1. Transcripts of secondary credits for junior academy students are held and issued by the local conference office of education, not by the junior academy.

2. The junior academy will send a completed Student Grades/Credits Report Form to the local conference office of education by February 1 for first semester grades/credits and by July 1 for second semester grades/credits.

3. The local conference office of education will forward to the CUOE student grades/credits by February 15 and July 15 respectively. This will allow the CUOE to confirm that proper authorization to teach secondary subjects was obtained and that teachers are appropriately certificated and endorsed.

4. Requests for junior academy transcripts will be processed through the local conference office of education. Transcripts should only be issued after the conference office of education has confirmed proper authorization to teach secondary subjects was obtained for each year by the junior academy.

6520 Child Labor Laws (also #s 33517, 7630)
Any and all student employment that provides financial compensation to the student for labor rendered must fully comply with state and federal labor laws. Where necessary and/or as required by law, school officials will secure employment certificates before students are employed.

6525  **Task Force and Volunteer Criminal Background Checks (also #s 3115, 7635, 9850)**

Task force workers and volunteers who, in the course of fulfilling job description responsibilities and/or work expectations, and who will have direct and/or indirect contact with students, must be appropriately vetted and undergo a criminal background check (federal and state) before being allowed to assume school-related responsibilities.

6530  **Student Supervision (also #s 3545, 5020, 7645)**

School personnel are responsible for the supervision, care and safety of students while at school and during all school-sponsored functions, on and off campus. Elementary and junior academy teachers are to be present at school 30 minutes before and after regular school hours. Supervision, as arranged by the principal or head-teacher, must be provided until every child has physically left the school property under supervision of a parent or parent-authorized party. Senior academy educational personnel are required to meet student supervision duties as specifically outlined in each respective job description.
Senior Academies 7000 - 7999

General Operating Policies

7000 Senior Academy

Local conferences operate or supervise senior academies having grades 9-12. Senior academies having only grades 9-12 may be day or boarding schools. A local conference K-12 board of education may allow churches to operate K-12 academies when approved by the CUBOE and NADBOE.

7005 Criteria for Authorizing Senior Academies

Operating a senior academy requires an adequate constituent base from which to receive financial backing, either from local conference and or constituent church(es) annual subsidies. The primary factors in determining eligibility for attaining senior academy status are the size and financial resources of the constituent base making application.

A local school board wishing to upgrade its school to a senior academy must first apply to the local conference office of education. The conference superintendent will assist in making the application. The conference K-12 board of education and the conference executive committee will review the application and refer it to the CUOE.

1. The CUOE will review the application and refer it to the CUBOE who will make a recommendation to the CUEC. If approved by these groups, the application goes to the NADOE, which will arrange for an on-site evaluation visit. Members of the on-site team may include:
   a. The NAD K-12 Board of Education Vice President for Education (or designee) as chair.
   b. Union Vice President for Education (or designee) as secretary.
   c. Local Conference President.
   d. Local Conference Superintendent.
   e. Two representatives from outside the conference initiating the request.
   f. Representatives of the administrative staff of the nearest Adventist senior college or university.

2. The on-site team will report its findings to the CUBOE who will send a recommendation to the CUEC.

3. Union endorsement will be granted only upon assurance by the local conference that the proposed school will meet the minimum standards established by the General Conference Board of Regents within two years.

4. The approved application, with support data, will then be forwarded to the NAD K-12 Board of Education for final consideration.

5. Initial approval to operate a twelve-grade school will be for a two-year probationary period. Within this period, the administrative officers of the school will request evaluation by the General Conference Board of Regents.

6. Permission to teach the eleventh grade will be granted only after plans are approved for offering the twelfth grade the following year.

7010 Accreditation of Senior Academies

1. Accreditation is extended through the General Conference Board of Regents, which is responsible for establishing criteria, visiting, evaluating, and approving institutions based on established criteria. The Board of Regents is the denominational accrediting authority for all educational programs operated in the name of the Church.

2. The process of accreditation helps intensify the effort to achieve the highest standards in spiritual, physical, mental, and social interests. This is supported by the evaluation of a visiting team that assesses the institution’s achievements and later reports to the school through the Board of Regents. Since accreditation status is reviewed periodically, every academy is required to engage in continual self-study and improvement.

3. The union and conference offices of education are responsible for implementing regularly scheduled evaluations of all conference schools. Only evaluative instruments approved by the NAD Commission on Accreditation.

4. Academies may seek co-accreditation through the collaborative accreditation agreements between General Conference Board of Regents and the respective regional accrediting associations.

Any Adventist school seeking co-accreditation of both denominational and regional accrediting agencies is required to maintain the voted co-accreditation term at least until the next scheduled full evaluation visit. Failure to do so, either by not meeting the requirements as stated in the recommendations of the visiting committee or failure to pay the required dues and fees to either agency, will result in the Columbia Union Conference Office of Education’s recommendation to both accrediting agencies that accreditation be withdrawn.
Joint Operation of Senior Academies

The NADOE approves the joint operation of senior academies by local conferences when mutually agreed upon and when the following conditions are met.

In cases where more than one conference within the Union elects to operate an academy:

1. Joint operation will be only by authorization of the CUEC. Application for joint operation will be channeled through the CUOE to CUBOE which will, in turn, send a recommendation to the CUEC.

2. Joint operation will be based on a constitution approved by each participating organization.

3. A single operating board will govern the school. Membership will be constituted by the number of representatives mutually agreed upon by each participating organization. The position of chair and vice-chair will be determined by the CUEC.

4. Operating subsidies, capital improvement assessments, and all other financial assessments will be distributed as previously agreed upon, such as membership or tithe income of each participating organization.

5. Conference superintendents for each organization, with the Union Vice President for Education, will, by virtue of their offices, be members of the joint operating board. Relations with the Union will be the same as if operated by a single conference.

Senior Academy Teacher Load (from Code 9100-D)

The maximum load for a full-time senior academy teacher is six subject preparations or six presentations per day. Each teacher should be allowed one preparation period per day.

Supervisory and co-curricular duties will be assigned by the principal as part of the teacher’s professional responsibilities. If a teacher is asked to assume two major committee or sponsorship responsibilities, the maximum number of classes should be reduced by one. The term “major responsibility” includes sponsorships such as senior or junior class sponsor, student association, school paper, yearbook, and number of committees chaired and laboratory courses taught.

In assessing a teacher’s load, the following factors will be considered:

a. Number of classes taught daily
b. Length of class periods
c. Total number of students in classes
d. Total number of students taught daily
e. Number of preparations each day and number of class assignments required for the courses
f. Other responsibilities assigned by the administration

Senior Academy Curriculum Committee

Each Union senior academy will have a curriculum committee to oversee its curricular offerings.

A. Membership

To be determined by the academy.

B. Functions

The Committee’s functions include:

1. Monitor the school’s curriculum to keep it in harmony with Adventist educational philosophy published in the curriculum guides issued by the NADOE.

2. Review curriculum proposals.

3. Formulate plans for special curriculum studies.

4. Share the academy’s curriculum with its feeder schools.
5. Recommend alternate textbook selections or changes to the local conference K-12 curriculum committee. If a teacher desires to use a textbook, other than those listed in the textbook list, the teacher should follow these steps:
   a. Submit a written request to the curriculum committee including the reason for the request.
   b. Submit a re-evaluation of the textbook after a suitable trial period.
   c. The committee will forward its recommendation to the local conference K-12 curriculum committee for approval.

6. Identify issues and proposals to be considered by the CUCC for further consideration by the NAD Secondary Curriculum Committee.

7. Serve as liaison between the school, the local conference K-12 curriculum committee, and the CUCC.

8. Report all committee actions to the school administration for approval and implementation.

7105 Areas of Study, Grades 9-12

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

A. Communication Arts

Including instruction in the skills of reading, listening, thinking, speaking and composition, and a knowledge of, and an appreciation for, literature and the English language. The teaching of literature will be within the context of the Adventist philosophy of literature selection that develops discrimination in selection, preference for the beautiful and the true, and acceptance of responsibility for one's own choices.

B. Fine Arts

Including instruction and participation in art and music with emphasis upon developing aesthetic appreciation and skills of creative expression within the context of Adventist principles.

C. Health and Physical Fitness

Including instruction and participation in activities designed to promote physical fitness, motor skills, healthful living, desirable attitudes, and habits of conduct. These activities will be concerned with development of skills that provide opportunities for recreation and worthy use of leisure time.

D. Mathematics

Including instruction designed to develop mathematical understanding, operational proficiency, insight into problem-solving procedures and development of basic skills relevant to the world of work.

E. Religion

Including how to study the Bible, the doctrines of the Church, and instruction that provides opportunities for students to know God, His Church, His work and His world. The focus is on making practical application of Biblical principles in developing a value system, in choosing a career, establishing a home, and participating in the fulfillment of the mission of the Church.

F. Science

Including instruction in physical and biological aspects, with emphasis on basic concepts, theories and processes of scientific investigation, and with appropriate applications of the interrelations and interdependence of the sciences. Basic to this approach is an understanding of the relationship of scientific methods and theories of Biblical concepts and principles.

G. Social Studies

Including instruction in United States and world history, United States and local government, citizenship, current events, geography, and economics.

H. Other Studies

1. Foreign Languages

   Including instruction designed to develop competence in understanding, speaking, reading and writing the language.

2. Driver Education
Including instruction designed to develop a knowledge of the requirements of the state vehicle code and other laws relating to the operation of motor vehicles, to accept personal responsibility in traffic, to recognize the causes, seriousness and consequences of traffic accidents, and to develop the knowledge and attitudes necessary for the safe operation of motor vehicles.

3. Computer Education

Including instruction in the use of prepared software such as word processing, spreadsheets, database, and desktop publishing programs.

4. Applied Arts

Including instruction about home arts, industrial arts, business/computer education or agriculture, for general education, pre-vocational or occupational training.

Admission and Graduation Requirements

7200 Admission Requirements

Students entering an Adventist secondary school must give evidence of having completed elementary school or satisfactorily earned secondary credits from an accredited secondary program. This evidence may be in the form of official transcripts, diplomas, or progress reports showing successful completion of all required subjects for the eighth grade. If parents use progress reports as a basis for requesting admission, the academy may give provisional acceptance while determining if the elementary school can release the transcript showing that all financial charges have been cleared.

The secondary school should require evidence of satisfactory citizenship as a basis for admission.

7205 Graduation Requirements for Senior Academies

Each senior academy board, upon recommendation of the school’s faculty and Academic Standards Committee, establishes the graduation requirements consistent with CU Education Code and respective accrediting agencies requirements. The CUOE recommends that all academies offer two basic diplomas - College Preparatory Diploma and General Diploma. It is recommended that a College Preparatory program be offered as the basic course for all qualified students to pursue. Deviation from these recommended diplomas should be approved by the academy and local conference boards of education and in harmony with graduation requirements of the state and respective accrediting agencies.

A. College Preparatory

Students planning to attend college should earn the College Preparatory Diploma that requires passing grades for a minimum of 24 Carnegie units with the following minimal requirements:

1. 4 English
2. 1 Bible for each year in an Adventist academy
3. 3 Mathematics
4. 3 Science
5. 1 Applied Arts
6. 2 Health and Physical Education
7. 3 Social Science, including 1 credit United States History and ½ credit Government
8. 1 Fine Arts
9. ½ Computer Applications
10. ½ Computer Literacy
11. 2 Foreign Language
12. Electives to meet a total of 24 Carnegie units

B. General Diploma

Students not planning to attend college may choose to take the General Diploma that requires a minimum of 22 Carnegie units with the following minimal requirements:

1. 4 English
2. 1 Bible for each year in an Adventist academy
3. 2 Mathematics
4. 2 Science
5. 2 Applied Arts
6. 2 Health/Physical Education
7. 2 Social Science
8.  1 Fine Arts  
9.  ½ Computer Applications  
10.  ½ Computer Literacy  
11.  Electives to meet a total of at least 22 Carnegie units

C. Residence Requirements

To qualify for graduation, students must attend the school from which they wish to graduate for at least the entire semester immediately prior to graduation. Exceptions must be approved by the academy's Academic Standards Committee.

D. Completion of Course Requirements

All course work must be satisfactorily completed before the student may receive a diploma.

E. Citizenship and Attendance

The student must maintain satisfactory citizenship and attendance as defined by the academy and published in the school bulletin.

Under no circumstances shall class tardiness be recorded as class absence.

F. Graduation Requirements for Schools Establishing Performance-based Programs

Schools structuring curricula in which students are expected to reach certain minimal performance levels to be eligible for graduation must submit their proposals to the local conference K-12 board of education for approval. The conference office of education will inform the CUOE about such programs.

G. Early Graduation - See Code 7210-D

7210 Advanced Academic Placement Policy

A. Definition and Rationale

The CUOE generally requires four years of education on the secondary level for graduation. An academic placement program, however, is provided to allow advanced placement for students who demonstrate exceptional academic ability. The criteria for placement include:

1. Academic ability of the student.
2. Readiness demonstrated by established levels of performance.
3. Availability of a teacher who can provide challenging instruction at the advanced level.

This policy provides for the advancement of students who demonstrate unusual academic achievement without having to remove them from the social surroundings of the secondary school.

B. Program

1. Introduction

An academic placement program may be established if qualified teachers are available to make the program possible.

Union senior academies are encouraged to structure senior level courses for qualifying students who want advanced academic placement to prepare students for college proficiency examinations. College credit may be granted to students who meet the criteria for performance standards established by Adventist colleges.

2. Establishing an Academic Placement Program

In establishing a program, the principal and faculty should use these guidelines:

a. Establish admissions requirements for academic placement courses.

b. Base admissions requirements for academic placement courses on the student's cumulative grade point average and on scores that meet established standards on the Preliminary Scholastic Aptitude Test (PSAT) or its equivalent.
c. Consult with the academic dean and college departmental chair to review the philosophy of the course to be
taught and to become acquainted with course content, materials of instruction, and expected level of
competency.
d. Arrange with the academic dean for students who request advanced placement credit and have completed
course requirements to take proficiency tests. A testing fee may be charged by the college administering the test
and credit will be granted by the college only upon satisfactory performance on the test.

C. Other Aspects of Academic Placement

1. A maximum of twenty semester hours of college credit may be earned through an academic placement program.

2. Upon entering college, students may acquire additional college credits by taking Advanced Placement (AP) and
College Level Educational Placement (CLEP) tests administered by Kettering College or Washington Adventist
University according to policies published in their respective bulletins.

3. A student who has not completed the high school curriculum and is 18 years old may qualify for college admission
upon achieving satisfactory scores on the General Education Development (GED) test. The student should consult
the bulletins of potential colleges for detailed information.

4. Students desiring to take Griggs credits for early graduation must receive written approval from their academy prior to
enrolling for course credit that will be counted toward meeting graduation requirements.

D. Early Graduation

The principal and faculty may recommend a student for college admission upon completion of the secondary curriculum in
less than four years if the student has given evidence of exceptional academic ability as well as social and spiritual
maturity.

1. Students who will become 18 years old before graduation in a normal four-year program, may be accelerated without
application of usual criteria except that the student must meet all local conference and academy graduation
requirements.

2. Criteria for identification:
   a. On a standard achievement test battery, an eligible student is expected to have a composite score at the 85th
      percentile or above.
   b. A student is required to maintain a cumulative 3.5 grade point average.
   c. The student should demonstrate initiative, a sense of responsibility, emotional stability, self-control, and
      adequate social adjustment.

3. The student who wishes to follow the early graduation program must meet all the requirements for graduation
including one year of Bible for each year in attendance plus one additional year of Bible.

7215 Correspondence, Extension and Other Special Curriculum Plans

A. Correspondence Work

1. Limitations on, and approval for, the amount of correspondence work, are to be established by the academy's
Academic Standards Committee and board or the conference board of education, as appropriate. Correspondence
work must be taken from an accredited school. Regulations may be governed by factors such as:
   a. The extent of the current course offerings in the school.
   b. Individual needs, interests and abilities of the student.
   c. Conflicts and problems in scheduling.
   d. State laws stipulating the number of permissible units of credit.

2. Correspondence work should be taken from accredited institutions approved by the local conference board of
education in consultation with the CUOE.

3. Appropriate deadlines for submitting transcripts for correspondence work will be set by the school. Details of
agreements reached by the school and parents will be sent to the parents and a copy of the letter will be placed in the
student's file.

B. College Level Extension Work
1. Where extension work is offered, it should be set up through the cooperation and planning of the school administration and staff.

2. Only the extension courses of Adventist colleges are to be offered on academy campuses.

3. Adequate counseling is to be given to ensure that students understand the nature of the extension courses offered. In taking extension courses, students should be aware of the maximum number of extension credits a particular college department will accept.

4. Extension work that may compete with currently offered school courses should not be offered.

C. Work Experience Education

1. Every student should be able to earn some units of credit in work experience education in fulfillment of graduation requirements.

2. One hundred twenty clock hours of work is required for one-half Carnegie unit of work experience education credit.

3. Academy boards, in consultation with the academy Academic Standards Committee, should study on-campus industries to determine how they may be made an integral part of the school's educational function. Where the school has no industries, work experience education should be provided through community or work experience education.

4. Parents and faculty should be oriented to the concept of work experience education as an integral part of the school curriculum.

5. To be a valid work experience, learning opportunities should enable the student to acquire entry-level job skills.

6. Work experience should include a variety of job skills in addition to repetitious tasks that may be required.

7. The work supervisor, the school coordinator of the work experience program, and the student should work together to evaluate the student's work experience. The evaluation should be based on professionally developed criteria for work experiences.

8. Planned seminar sessions may be established by the school work coordinator to provide for interaction among students in the work experience program and to provide time for special instruction and evaluation.

D. Summer School

With local board approval, secondary schools may offer summer school work. All courses must be taught by credentialed teachers and will be under the supervision of the school administrator. Each class giving one unit of credit must meet for 120 clock hours, and each class giving one-half unit of credit must meet for 60 clock hours.

If a performance-based curriculum has been established and approved, the above clock hours may not apply in programs approved by established procedures.

E. Tutoring Students Who Fail Classes or Need Additional Help

When tutoring to address deficiencies or failure is necessary, the academy may authorize tutoring based on the following criteria:

1. During summer months, the authorization should be for only one secondary subject for a student. Clock hour requirements are comparable to those required for regular summer school course work (120 hours for one Carnegie unit).

2. Arrangements for summer tutoring for credit must be made in advance with the principal of the school that will record the credit.

3. When a course by a private tutor is authorized, arrangements for the final test must be made with the principal. The final grade will be based on the daily work score given by the tutor and the grade earned in the final test.

F. Credit by Examination

In special cases, students may earn credit by examination or by demonstrating they have reached the level of proficiency required. Such procedures should be a clearly established policy of the school.

G. Registration Required for Scholastic Credit

Teachers may not give credit for work beyond that for which the student is officially registered.
Libraries

Senior Academy Library and Instruction Media Centers

A. General Library Requirements

A minimum of 5,000 titles, including paperbacks and exclusive of textbooks, with an appropriate distribution throughout the Dewey or other approved classification system, will be provided to meet the scholastic, cultural, and spiritual needs of students.

B. Librarian and Instructional Media Specialist

For qualifications of the librarian or instructional media specialist see Certification Requirements K-12 for NAD Seventh-day Adventist Schools.

C. Library and Instructional Media Budget

Each academy board should provide funds for upgrading and maintaining the school library with a minimum budget of $35.00 per student annually for books, periodicals, and media/software.

Each academy should have a library or media center that provides a collection of appropriate instructional materials selected, organized, and furnished for service to students and teachers. Space allotted should be large enough to accommodate an entire class for special assignments.

D. Reference Books

Current reference materials will be provided. A partial list will include an unabridged dictionary, encyclopedia, almanacs, yearbooks, world atlases, Bible atlases, Bible dictionary, concordance, the Seventh-day Adventist Bible Commentary, and Spirit of Prophecy volumes.

E. Periodicals

Periodicals will be provided to meet devotional, instructional, and general information interests. Provision should be made for binding or otherwise preserving back issues for permanent use.

F. Newspapers

The number and types of newspapers will be determined by the needs of teachers and students for adequate coverage of local, state, national, and international events and issues.

G. Instructional Materials and Equipment

Instructional media equipment and materials such as video recorders and players, compact disc players, video tapes and compact discs, recordings, pictures, and slides will be cataloged and located in the library or media center.

Evaluations and Credits

Evaluating and Recording Student Progress

A. Definition

Evaluation is concerned primarily with student growth. Measurement of growth may be made in three areas: the cognitive (intellectual), the affective (values and attitudes), and the psychomotor (physical development and coordination).

Measurement of growth may be approached from two points of view. For the sake of balance, both approaches should be included in an evaluative report of student progress.

1. Criterion-referenced Test

Criterion-referenced measurement is designed to assess an individual's status with respect to a particular criterion or standard of performance, irrespective of the relationship of the individual's performance to that of other students.

2. Norm-referenced Test

Norm-referenced measurement is designed to assess an individual's standing with respect to other individuals on the same measuring device.
B. Letter Grades

Letter grades are the accepted means of reporting student progress. Secondary schools normally use letter grades: A, B, C, D, and F. In instances where course requirements are not met for reasons deemed legitimate, the letter “I” may be temporarily used to indicate incompleteness. When used, a permanent letter grade must replace “I” within the specified time frame established by the institution’s Academic Standards Committee, signifying completion of course requirements at the evaluative level deemed appropriate by the course instructor.

C. Grade Point System

The four-point system will be used to determine the grade point average (GPA): A=4, B=3, C=2, D=1, and F=0. If the school offers honors or advanced placement classes, extra points may be granted for grades in such classes. The transcript will include a statement to explain the basis for calculating the grade point average, including how extra points have been calculated in the cumulative GPA.

D. Attendance and Student Grades

Secondary schools may establish attendance policies that relate to grades of students and to reports of student progress.

E. Alternate Report Systems

1. If a secondary school elects to use another system of reporting student progress, it should submit its proposal as outlined in Code 3710.

2. In adopting an alternate report form, consideration should be given to factors such as:
   a. The report form should be correlated with the curriculum of the school, the teaching strategies and the learning objectives.
   b. The report form should be easy to use and translatable in the event that a student transfers to a school that uses another system.
   c. The report form should contain both criterion-referenced and norm-referenced measurements.

F. Laboratory Credit

If the conventional curriculum is used, the maximum credit given for any class is one unit unless otherwise permitted by state law. This includes laboratory periods.

G. Music Credit

1. Musical Organizations
   Credit may be granted for music organizations on the basis used for granting credits in other subject areas.

2. Private Lessons
   One-half unit is granted for a minimum of thirty half-hour lessons per year or one half-hour lesson per week for one school year. Greater or lesser amounts of credit may be granted according to the number of lessons taken.

3. State Regulation of Music Lesson Credit
   Where state law stipulates a set number of clock hours for music credit, the school will follow the state law.

Co-curricular Activities

7500 Co-curricular Activities

Student organizations and cultural, social and recreational activities conducted by students shall be under direct supervision of the principal (or designee) with faculty sponsor(s) providing appropriate supervision at such times when organizations meet and/or activities occur.

A. Definition

Co-curricular activities are secondary school-sponsored student activities that require administrative and organizational provisions that differ from the typical classroom setting and instruction.

B. Class Officer

Class officers will meet the same requirements as those of student body officers (see Code 7500-H, I).
C. Class Organizations

Each secondary school will provide a standard publicized plan of organizing classes. The plan will include details of organization, qualifications of officers, social functions, and financial policies.

1. Purpose - The purpose of class organizations is to provide for religious and social activities that foster school spirit and afford training for leadership.

2. Time of Organization - Classes may be organized any time during the year under faculty direction.

3. Sponsors - Sponsors will be selected according to a plan developed by the school administration.

D. Class Wills and Prophecies

Class wills and prophecies will not be a part of class activities and are not to be used in secondary school publications.

E. Clubs and Special Groups

Secondary school clubs and other special groups may be organized as student and staff interests, needs and abilities warrant. To obtain authorization, these procedures will be followed:

1. Administration and staff approval will be secured.

2. Purposes, objectives or goals will be clearly stated and these purposes will be in harmony with the philosophy and objectives of the school.

3. Officers will meet the standards required of student body or class officers.

F. Intramural Activities

Intramural activities are activities and sports involving only students and teams of the same school. The following factors will be considered in organizing intramural activities:

1. Membership on teams may vary as the intramural program changes from one sports activity to another throughout the school year.

2. Health and physical education teachers should be in charge of the intramural sports program.

3. Faculty members should be encouraged to participate and assist in the supervision of the activities.

4. Intramural activities should be open to all interested students.

G. Publications

School publications will be in harmony with the philosophy and principles of the school and are to be the product of student leadership under the direction and counsel of the staff and administration. Among the factors to be considered are:

1. The qualifications of student body officers will apply in the selection of the editorial staff of student publications (see Code 7500-H, I).

2. A member of the teaching staff will be assigned to advise, give direction, and be responsible for each student publication.

3. It is also recommended that:

   a. The staff advisor be responsible for editing the publication to ensure that it is representative of the school and the Church.
   b. The principal bears ultimate responsibility for the quality of publications.

4. An accurate budget, specifically projecting income, for school annual/yearbook funding must be presented by yearbook sponsors to the administration at the beginning of each academic year. School administration must annually approve the funding plan for school annuals/yearbooks.
H. Student Body Organization

A general student body organization may be organized in a manner best suited to the students and faculty of the school. The organization should reflect the philosophy and objectives of the school and be in harmony with this Code.

The following factors will be considered:

1. Membership will be open to all students and staff members.
2. Where possible, two faculty advisors should be appointed by the school administration.
3. A constitution will be developed and approved by the school administration and staff.
4. Major activities will be approved by the school administration and staff.

I. Student Officers

Student officers for all activities must meet the following qualifications and standards:

1. Faculty Approval
   Officers will be selected with the approval of the faculty and must meet specific standards of citizenship, scholarship, reliability, cooperation, and leadership.

2. Standards
   The lifestyle of the officer will be in harmony with the standards of the Church.

3. Leadership Preparation
   The academy will assign a faculty leadership mentor to assist student officers to develop their leadership skills.

J. Yearbooks

The publication of yearbooks is authorized on the following bases:

1. The school board must approve publication of a yearbook.
2. The school finance committee must approve financial arrangements and plans before printing is begun.
3. The school administration must approve the editorial plans and the budget before editorial work is undertaken.
4. Publication funds (cash or the equivalent in advertisement contracts) must be in hand before printing commitments are made.

Miscellaneous Grades 9 - 12 and Senior Academy Policies

7600 Class Period Time/Day Requirements as Related to Carnegie Units

In order to earn one Carnegie unit, a secondary subject must be taught for a minimum of 200 minutes per week or 120 hours per year including laboratory and applied arts courses unless the school has obtained approval for a curricular program different from the conventional curriculum. (See Code 3710 on procedures for obtaining permission to make major curricular changes.) Academies and junior academies may offer additional minutes of laboratory time in accordance with individual state requirements.

The minimum number of days in a school year will be 180 student-teacher contact days. The minimum number of days in a semester will be 85.

For classes meeting these minimum times: ¼ Carnegie unit will be granted for courses meeting one-quarter of the required time; ½ Carnegie unit will be granted for a semester course; and 1 Carnegie unit for year-long courses. (Some conferences may choose to grant these Carnegie units as 10 units for 1 Carnegie unit; 5 units for ½ Carnegie unit; and 2.5 units for ¼ Carnegie unit.)

7605 Honor Rolls

Systems that honor students’ academic or intellectual achievement may also include additional areas for commendation.
Semester grades should be used when offering secondary subjects. In some classes, a nine-week final grade may be granted for mini-courses. If classes are defined by the school as year-long courses, final grades should be issued at the end of the year using a clearly defined method for determining the final grade. In year-long courses, the school may establish policies whereby a student needs to receive a final passing grade in order to get credit for the class. Mid-term grades on a six- or nine-week basis should also be issued as progress reports.

The school day will be at least five and one-half clock hours, exclusive of the lunch period, except where state law mandates a longer day.

On special occasions, it becomes necessary to call a minimum school day. The minimum school day must be four hours of instruction, exclusive of the lunch period except where state law mandates otherwise.

Student records shall contain only factual information necessary for the process of education.

The student permanent record form will include information on scholarship, attendance, health and other items that the administration considers necessary for the guidance of students. These records will be kept in a fireproof safe or vault and will be available only to authorized personnel, parents, and students themselves.

Student records may be forwarded to another school system or prospective employer at the written request of the parents, legal guardian, or the student if at least 18 years of age. The cumulative record card, which contains academic, testing and attendance information, along with health records may be sent.

If the school closes, the school will send the permanent student records and other files to the local conference office for safekeeping.

All students in grades 9-12 will be tested annually with the Iowa Test of Educational Development (ITED) using the edition prescribed by the CUOE. In addition, it is recommended that juniors be given the Preliminary Scholastic Aptitude Test (PSAT) and that seniors either be given the American College Test (ACT) or the Scholastic Aptitude Test (SAT). Results of all testing in grades 9-12 will be shared with the local conference office of education and the CUOE.

Any and all student employment that provides financial compensation to the student for labor rendered must fully comply with state and federal labor laws. Where necessary and/or as required by law, school officials will secure employment certificates before students are employed.

Task force workers and volunteers who, in the course of fulfilling job description responsibilities and/or work expectations, and who will have direct and/or indirect contact with students, must be appropriately vetted and undergo a criminal background check (federal and state) before being allowed to assume school-related responsibilities.

Task force workers are not employees and, as such, cannot be compensated in any manner for service rendered. Stipends are considered compensation and are, therefore, impermissible. Task force workers can be provided per diems for each full day of rendered service provided the worker lives in excess of fifty (50) miles from his/her home. Moreover, housing can be provided to task force workers. Remuneration for actual expenses is permissible for relocation costs, mileage, and meals.

School personnel are responsible for the supervision, care and safety of students while at school and during all school-sponsored functions, on and off campus. Elementary and junior academy teachers are to be present at school 30 minutes before and after regular school hours. Supervision, as arranged by the principal or head-teacher, must be provided until every child has physically left the school property under supervision of a parent or parent-authorized party. Senior academy educational personnel are required to meet student supervision duties as specifically outlined in each respective job description.
School Financial Management

Accounting Procedures

8000 Auditing in K-12 Schools

All schools in the Columbia Union shall close annual accounting on June 30 and prepare timely, accurate end-of-year statements for audit. The local conference office of education, in consultation with school board and conference treasurer, shall arrange for timely audits to be scheduled for elementary schools and junior academies. Financial records of all academies are to be audited annually by the General Conference Auditing Service.

8005 Budget and Operating Policies

The CUBOE recognizes the fundamental necessity for operating K-12 schools prudently and debt-free and expects conference K-12 boards of education and offices of education to hold K-12 schools strictly accountable for operating within their income and in harmony with voted denominational policies.

A. K-8, K-10, K-12 and 9-12 Schools

Conference K-8, K-10, K-12, and 9-12 school administrations will submit to the local conference K-12 board of education comprehensive operating budgets that their boards have approved.

B. General K-12 Procedures

All K-12 school boards will set specific stipulations for balancing and financing both the operating and capital budgets before the fiscal year begins and as often thereafter as needed to maintain a balanced budget.

All K-12 school boards will assign the responsibility for controlling the annual budget to a specific school administrator.

All K-12 school boards will review their operating budgets and revise them, if needed, during the first month of school or at any time the monthly statements show a revision would be prudent.

8010 Budget Comparison

All K-12 schools will use a budget format that allows for a comparison of the projected budget to the actual income and expenses in the monthly financial statements.

8015 Buildings and Grounds Financial Policies

School boards will apply for and receive written approval from the local conference executive committee before contracting for construction or major alteration of a school building.

The conference executive committee will approve buildings or other projects exceeding $250,000. Buildings or other projects costing more than $3,000,000 will be approved by the CUEC.

In the case of buildings or other projects exceeding $6,000,000, the CUEC will submit to the NAD the following: particulars of the estimated costs for the project, full information describing how the organization will finance the project, and properly prepared architectural plans and specifications for the project. The approval of the appropriate NAD committees will be obtained before construction is begun or financial commitments made (NADWP P 15 65).

In constructing or purchasing school buildings or school properties, local churches, school boards, and conferences will make no commitments or begin to use the buildings until the following procedure is followed:

A. Cash Requirements

In the purchase or building of schools, churches will not make commitments or begin to build until 50% of the entire cost of the building, including initial furnishings, is available in cash or in readily convertible assets. In addition, plans that are satisfactory to the authorizing committees must be approved for securing the remaining 50%.

In the case of construction, the work will proceed and obligations will be incurred only as funds are available. Land that has been bought for the project may be considered, at cost, as part of the required 50% of the total project.

B. Multiple Units

When an organization decides to erect a building or enter into an expansion program requiring one or more units in a larger school, it will submit, for approval, architectural plans for each unit and an appropriate financial plan. The financial
plan must include evidence that the full cost of the project is provided either by cash in hand or by yearly budgetary appropriations underwritten by the local conference and the Union. The organization may not begin the project until the controlling committees have approved the request for permission.

C. Building Codes

Before signing a contract or beginning any part of the building project, the local school board and conference will determine that the plans and specifications for the new building or alterations comply with state and local building code requirements.

D. Independent Construction Contractors

All independent construction contractors will be required to maintain a minimum of $1,000,000 limits of liability for major construction projects and a minimum of $300,000 limits of liability for minor construction projects. The contractor will provide evidence of coverage before construction begins on any denomination property.

Major construction projects include, but are not limited to, building new structures or additions, structural changes or alterations to existing buildings, installation of heating and cooling equipment, electrical wiring, excavating, and demolition. Minor construction projects include, but are not limited to, painting, roofing, plumbing, and floor covering, and must comply with OSHA asbestos management regulations. If schools or conferences have any questions, they should consult ARMS to make sure coverage is adequate.

The local conference will name the General Conference of Seventh-day Adventists and affiliated organizations as additional insured under the contractor’s policy. All contracts will contain a hold-harmless clause in favor of the General Conference of Seventh-day Adventists and affiliated organizations.

The local conference will require all independent construction contractors to carry Workers’ Compensation Insurance. The contractors will be required to file proof of their coverage before beginning construction on any denominational property.

E. ARMS Approval

ARMS will approve all construction contracts before the contractor begins construction of the project.

8020 Commercial and Student Accounts Receivable

Student accounts receivable - School boards should examine student accounts receivable regularly and adjust the allowance for bad debts to reflect the likelihood they will collect receivables more than 120 days delinquent.

Commercial accounts receivable - Commercial accounts receivable in the year-end balance sheet should not exceed 8% of the business for any one fiscal year.

8025 Credit for Provided Services

If school boards approve having parents or families work in exchange for credit on their tuition account, the school will issue a check and meet federal requirements to show that service has been given for tuition credit. Taxes and other withholdings must be made.

8030 K-12 System Financial Processes

A. Office of Education

The local conference treasurer and superintendent should cooperatively develop the conference office of education budget and the church school fund budgets. The superintendent is responsible for administering the budgets after conference K-12 board of education review and conference executive committee funding.

The conference treasurer’s office, in cooperation with the office of education, will prepare monthly statements for each K-12 school regarding teacher salaries and other accounts receivables with the conference and mail them to the school board chair, finance committee chair, principal, and school treasurer.

B. K-8, K-10, K-12 and 9-12 Schools

The local conference superintendent and treasurer are responsible for holding K-8, K-10, K-12 schools accountable for preparing a balanced budget and operating within the budget.

C. Conference Senior Academies

The academy board chair, or designee, will chair the academy finance committee.
Monthly Bank Reconciliations
K-12 schools will reconcile their bank accounts when they receive their bank statements.

Petty Cash
The administrative officers of K-12 schools will review petty cash needs of the various departments periodically and audit the actual cash-on-hand monthly. All disbursements are to be supported by voucher or receipts.

Student Account Settlement
Students will pay their accounts or make satisfactory arrangements before beginning another semester. Students who owe on an account in one school will not be accepted by another school until the account is paid or the student has made satisfactory arrangements with the former school. A statement of this policy must be published in the student handbook/bulletin and noted on student enrollment application forms.

The accepting school has the responsibility for getting financial clearance from the school previously attended.

Student Activity Funds
All student activity funds will be processed through the school’s accounting system to allow for these funds to be audited. This includes funds earned by programs and student activities. Authorization for the disbursement of these funds remains with the organization sponsoring the funds.

Student Tithe - Appropriation
It is recommended that local conferences appropriate to senior academies an amount equivalent to 50% of the student tithe that is paid through the academy on student labor and remitted to the conference. This appropriation should be from non-tithe sources.

This appropriation will be listed in the academy’s financial records as “Tithe Equivalent Subsidy” and reported as “Operating Donations.”

Summer School Billing Procedure
Local conferences and academies should bill the Union by November 1 for the Union’s share of the following expenses:

1. Approved Union or NAD Workshops.
2. Summer school expense for recertification and for approved graduate education expenses.

Trust Fund Audits
The school administrator will have the accounts of student organizations and auxiliary funds audited at least once a year by the school business office or, for elementary schools, included in the treasurer’s report to the school board.

Tuition and Fees
A. Tuition for Non-constituent and Non-Adventist Students

Local churches and conferences subsidize their schools to lower tuition costs to constituent members. Elementary and secondary schools should charge non-Adventist and non-constituent students additional tuition to reflect these subsidies. The amount will be determined by the local school board. The minimum suggested charges should be: non-constituent church members, 125% of the constituent charge; non-Adventist members, 150% of the constituent charge.

B. Tuition Discount for Children of Missionaries

All K-12 schools are asked to grant a 50% tuition discount to dependent children of missionaries returning to North America on furlough.

Workshop Allowance and Expense Distribution
The CUOE has established an “Education Workshop Fund” to pay for approved education workshops, committees, etc.

When the CUOE has approved teachers from K-12 schools to participate in education workshops or committees sponsored by the CUOE or NAD, costs will be reimbursed to local conference offices of education on the following basis:

1. If the teachers are on salary, the CUOE will reimburse, to the employing organization, the specific costs for a substitute teacher if one must be employed, and the teacher’s travel, food, and lodging costs.
2. Employing organizations seeking reimbursements under paragraph 1 above must send their charges to the CUOE before November 1. The CUOE will reimburse from the “Education Workshop Fund” that is funded equally by the local conferences and Union.

3. Teachers who participate in NAD summer workshops will be paid at a weekly rate for the actual time of the workshop, in harmony with NADWP. The total wages paid during the summer plus the ten months’ wages will not exceed the 12-month salary schedule. The teachers will be paid actual travel costs (mileage, air fare, per diem, and lodging).

Insurance

8500 Responsibility

Treasurers and managers of denominational organizations are responsible for holding and maintaining a complete record of the insurance policies covering the buildings and other assets belonging to the Church. The original copy of all liability insurance policies and protection plans will be retained as a permanent record. (NADWP P 50 05)

A. Insurance - Donated Labor

The local conference treasurer is responsible for securing proper insurance coverage for all organizations within the conference corporation to cover members who donate labor for school construction projects.

B. Insurance - General Liability

All schools within the local conference are part of the conference association. They are to provide minimum limits of protection for all liability exposure. The policy will be at least $3,000,000 per occurrence with a reasonable annual aggregate limit no less than $10,000,000. (NADWP: S60 10, Voted 11/09)

C. Insurance - Property (Fire) Insurance

1. Replacement Values

Local conferences will carry adequate insurance on all denominational properties for fire and multi-peril coverage, where applicable. It is recommended that the coverage be on the basis of replacement values, where eligible, for both buildings and contents. The coverage on all buildings will be from the beginning of construction.

2. Survey of Buildings

The conference treasurers and educational organizations will survey the buildings under their supervision, including the contents of the buildings, to determine the insurable value of all properties.

3. Appraisal

ARMS will assist conferences and schools in deciding what the estimated replacement valuable and the estimated insurable value for buildings should be.

D. Insurance - Vehicles

Local conferences and schools will secure adequate liability protection on all owned, hired, and non-owned vehicles used on behalf of the employing organization, with adequate limits of bodily injury and property damage liability. When possible, this coverage should be with the same company covering the premises and operations. All vehicles owned by each organization should be included in one policy with an automatic fleet endorsement or equivalent attached. The conference or organization should register all organization-owned vehicles in the legal corporate name of the governing denominational entity and included in the master policy. This applies to all academies and all conference-operated schools. Vehicles shall be used only for official activities of the Seventh-day Adventist Church and shall not be loaned, leased, or rented to individuals or nondenominational organizations. (See NADWP S 60 40)

E. Fifteen Passenger Van Use

Fifteen passenger vans, unless equipped with dual rear wheels, shall not be purchased, leased, rented, or used for any denominationally-sponsored activities. (See NADWP S 60 40)

8505 Workers’ Compensation

1. Support of Injured Employees

Denominational organizations have a financial responsibility for the support of employees injured or incapacitated while carrying out employment responsibilities.
2. Approved Coverages

Local conferences should secure Employer’s Liability Insurance and Workers’ Compensation Insurance or its equivalent on all of their employees. In some jurisdictions, volunteer workers cannot be included in the Worker’s Compensation Insurance Policy. In those instances, the conference can obtain ARMS coverage under a volunteer labor master accidental death and medical indemnity policy.

3. Catastrophic Risks

Since the cost of Worker’s Compensation Insurance varies with the insured’s accident and loss experience, the conference should avoid potential catastrophes that may arise from a concentration of employees while traveling in buses, trains, automobiles, and aircraft.

8510 Property

A. New Construction

In determining the amount of insurance coverage, the organization should include donated labor and materials when figuring replacement values, noting that ARMS offers a 39-month policy at reasonable rates with three months coverage without charge if insurance to value is ordered at the commencement of construction.

B. Property

The Union recommends the following plans to safeguard Adventist institutions against undue risks by fire or windstorms:

1. All denominationally-owned property will be insured in accordance with NADWP, up to full replacement cost except that upon authorization by the governing board a deductible up to $10,000 will be permitted. Any building scheduled for demolition may be insured, by mutual agreement, for salvage value plus the estimated amount for debris removal. Each fire insurance policy will include coverage for perils of fire, extended coverage and vandalism.

2. Each local conference and the Union, in cooperation with ARMS, will survey the various buildings in its territory, including the contents of the buildings, as a basis for determining the amount of insurance the organization should carry.

3. The treasurers of local conferences, the Union, and various institutions will be responsible for holding the insurance policies covering the institutions and properties in their fields.

4. Local conference and institutional treasurers will keep a full record of all denominationally properties giving, in each case, the name of the property, the amount of insurance carried, the name of the company with which the insurance is written, the expiration date of the insurance policy, etc. The treasurers will make every effort to make sure proper insurance coverage does not lapse. The officers will notify the committee or board concerned at least sixty days before the date of expiration and will cooperate in arranging for renewing the policy.

5. Local conferences will insure all denominationally properties with companies having A-grade ratings and are of sound financial standing and working policies.

6. Local conferences should plan for an annual review of the insurance programs of their conferences or institutions. ARMS will provide assistance and make a presentation to the governing committee identifying the exposure the organization has and offer recommendations for options that will meet the risk exposure.

8515 Insurance: Review Week

The treasury department of the local conference should annually review with the administrative officers of all schools in the conference the current insurance coverages in effect, including automobile insurance.

8520 Student Insurance

A. Student Accident Insurance

Each local conference office of education will make provision for adequate student accident insurance coverage for K-12 students.

B. Student Health Insurance

Employees may not report student and health insurance premiums for reimbursement from the medical policy. These charges are part of the tuition and fees charged by a school. Employees may report any medical expense in excess of that covered by a student accident policy as family medical expense on which the regular medical policy applies.
There may be instances when schools provide supplementary medical assistance to their students in lieu of regular accident and sickness insurance policy programs. In such cases, the students are expected, by the educational institutions, to report first to their own insurance companies or to apply first whatever other formal medical assistance they have available for their use. The student children of denominational employees, however, may report for only 50% of such medical costs for reimbursement under the regular General Conference Medical Policy of employing organizations. The College Medical Assistance Plan will be expected to pick up the other 50% of the costs while the student is eligible.

**Miscellaneous**

**8600 Educational Government Surplus**

The following policies govern the application procedures and use of educational surplus properties purchased from state or federal agencies:

1. The local conference K-12 board of education will authorize its schools to purchase surplus property from state or federal agencies. The local school boards will submit the names of persons they have authorized to make the purchases to the local conference superintendent.

2. The senior academy board will authorize the administrators of the academy to purchase surplus property from state and federal agencies in the name of the academy. The names of authorized persons will be posted in the principal's office and submitted to the local conference superintendent.

3. The senior academy administrators and K-12 principals will keep their respective boards and the conference superintendent informed about the regulations governing purchases and the use and disposal of school-owned surplus properties.

**8605 School-owned Vehicles**

Schools will register their vehicles in the name of the conference corporation of Seventh-day Adventists, doing business as (________________) school.
Columbia Union Code
(Approved by CUBOE on Nov. 14, 2017)

9000 – 9999: PERSONNEL

9000 Employment Philosophy and Eligibility

A. Basic Employment Philosophy
For Adventists, the free exercise of religion includes the right to operate educational institutions that are distinctively Adventist in nature. This requires that schools employ only those who live in complete harmony with the beliefs and practices of the Church. Therefore, an occupational qualification for any position is that applicants will be baptized Adventists committed to the Church’s program of ministry. In addition, Union K-12 schools abide by principles of equal employment opportunity (see Code 1005).

B. Employment Eligibility Verification
Candidates for employment in a Union K-12 school must present Form I-9, “Employment Eligibility Verification,” to verify eligibility for employment. The employing organization must keep this form on file throughout the employee’s term of service. This form can be secured from the Human Resources Office of the local conference or academy or from the U.S. Department of Justice, Immigration and Naturalization Service.

C. Employment Policies
For educational personnel, responsibility for employment policies resides with the union conference board of education, and is published in the union education code. Local conference boards of education are responsible for implementing these personnel policies with educational personnel. (2016-17 NADWP FEA 35 45)

9002 Calls for Educational Employees
An educational institution or conference that may have interest in placing a call for an educational employee employed by another denominationally operated K-12 school or college/university shall observe the following procedure. Informal contacts to ascertain possible interest by an employee in accepting a call to another institution or conference may be pursued without permission of the current employer. When an administrator is at the point of obtaining formal references, or interviewing a prospective educational employee, the prospective employee’s current administrator or conference office of education must be notified. The prospective employer must be careful to enquire from the current or previous employer of possible indebtedness according to 2016-17 NADWP E 30 70.

9005 Employment Status
The Union has five kinds of employment status for certificated employees:
A. Internship
B. Regular
C. Administrative
D. Probationary
E. Transfer

A. Internship Appointment
1. Employees with three years or less of teaching experience, or those not eligible for a transfer appointment, who are in a position requiring a denominational certificate will be employed under an internship appointment.
2. Interns will have an annual contract that will have a 10- or 12-month term. This contract automatically non-renews at the end of its term.
3. Although the intern’s employment automatically ceases when the annual contract expires, the employing organization may choose to offer the intern further employment under another annual contract for another 10- or 12-month term.
4. An intern may be employed for a three-year period through successive annual contracts.
5. Interns will hold a basic teaching certificate until eligible for the standard certificate. The intern has the responsibility to secure proper certification. When an intern has satisfactorily completed three years of service, the intern will be eligible to be considered for regular appointment which requires at least standard certification.
6. An intern is an at-will employee and may be terminated at any time during the annual contract under Code 9600. (Reviewed with W. Carson, 2/11/14)

B. Regular Appointment
   1. An intern who has satisfactorily completed three years of full-time service in a position that requires denominational certification may be placed on regular appointment status if the following conditions are met:
      a. Effective job performance demonstrated by written evaluations.
      b. Active membership in a constituent Adventist church with evidence of loyalty to denominational standards and teachings.
      c. Possession of the standard or higher teaching certificate.
      d. Fulfillment of the qualifications, duties, and responsibilities appearing in Code 9040.
   2. The process for granting regular appointment will be as follows:
      a. The local conference superintendent will make a recommendation to the conference board of education for regular appointment within the conference or academy.
      b. The conference board of education will act upon the recommendation and its decision will be noted in the board’s minutes.
      c. The superintendent will notify the employee in writing of the action to move to regular appointment status.
      d. The superintendent will offer the newly appointed regular employee an annual assignment agreement for the following year.
   3. The duration of the regular appointment will be as follows:
      a. The appointment will automatically renew at the end of the annual assignment period unless, by April 1 of the current year, the employing organization provides a written notice of non-renewal under Code 9610.
      b. If timely written notice of non-renewal is given, employment will end at the expiration of the annual assignment period.
      c. A regular appointment employee may be terminated for just cause at any time during the annual assignment agreement under Code 9600-A.
   4. Full-time administrative positions do not carry regular appointment status. A teaching principal, however, who has achieved regular appointment as a classroom teacher does not lose that classification while employed as a principal. Should the individual return to teaching, the regular appointment status remains valid.

C. Administrative Term Appointment
   1. Unless otherwise specified in this Code (see Code 9125) or revealed by context, the general employment policies applicable to certificated employees apply to full-time principals and administrators. They may be employed, at the discretion of the employing organization, for a specified term not to exceed three years.
   2. Full-time principals are those who have been assigned administrative responsibilities by the employing organization for at least two-thirds time.
   3. A contract automatically non-renews at the end of its term. Renewal of term contracts is at the discretion of the employing organization.

D. Probationary Appointment

Probationary appointments are not contractual. All probationary employees are employed at will.
   1. A regular or transfer appointment employee’s status may be changed to probationary status for cause as determined by the employing organization, including, but not limited to, ineffective ministry, unsatisfactory professional service or personal conduct or influence that is considered unsatisfactory. The employing organization will notify the employee in writing by certified mail or hand-delivery within ten working days of the organization’s action. The notification will give the reasons for placing the employee on probationary status.
   2. A regular appointment employee may be subsequently re-employed as a probationary employee at the end of an annual assignment agreement. The employing organization will give prior written notice of the intention not to renew the employee’s regular annual assignment as cited in Code 9610.
Written notice must be given within ten working days of the date the employing organization takes the action to offer employment as a probationary employee to regular appointment employee. The written notice will be sent by certified mail, hand-delivery or email. An authentic copy of the written notice shall be retained by the employing organization.

3. A probationary employment period will be for not more than one year. During this period, the local conference superintendent or senior academy principal will arrange for evaluation observations. At the end of the period, the employee may be continued on probation (for a period not to exceed one year), returned to or placed on regular appointment status, or terminated.

E. Transfer Appointment
An employee hired from another conference or senior academy who had attained regular appointment status in such former conference or academy may be classified as a transfer appointment at the discretion of the employing organization. Any employee who, within a particular conference, transfers from an elementary school or junior academy to a senior academy, or vice versa, may also be classified as a transfer appointment at the discretion of the employing organization.

1. A transfer appointment employee is employed under a 10- or 12-month contract for a term; certain and such contract does not automatically renew at the end of its term.

2. The employing organization may elect to renew a transfer appointment employee for another year under a 10- or 12-month contract; however, an employee will not continue in transfer appointment status for more than two full years under successive contracts. At the expiration of any transfer appointment contract, the employee may be considered for regular appointment by the employing organization.

3. A transfer appointment employee may be terminated for cause at any time during a transfer appointment contract under Code 9600-A.

9010 Assignments
A. Assignments to Schools
1. The local conference board of education, upon recommendation from the conference superintendent, will vote assignments of teachers and principals to elementary schools and junior academies. The superintendent will make recommendations after consultation with the local school boards.

2. Assignments to senior academies will be made by the local conference board of education in consultation with the senior academy boards.

B. Assignments within School
The local conference superintendent, in consultation with the school administration and local school board, will make specific assignments within the school.

C. Reassignment within a School
1. All full-time employees are subject to reassignment within a school when the employing organization believes it is in the best interest of the school, provided a reassignment does not affect the employee’s salary while an employment agreement is in force. If employees refuse reassignment, they become subject to non-renewal or termination. Reassignments will be made based upon the employee’s professional qualifications.

2. Discussions about reassignment or placement within the school will be in consultation with the conference office of education and confirmed by the local school board.

9015 Transfers
Employees may be transferred within the conference at the discretion of the local conference board of education.

A. Voluntary Transfers
1. Employees may at any time request a transfer to another school.

2. The employing organization will have final authority on whether to accommodate a transfer request.

B. Administrative Transfers
1. The employing organization may administratively transfer a regular or transfer appointment employee or intern employee at any time for the following reasons:
   i. Unsatisfactory job performance as shown by formal and/or informal evaluations.
   ii. A determination by the employing organization that the employee cannot fulfill his/her duties and responsibilities where currently assigned but possesses potential for successful service elsewhere.
   iii. Insufficient or declining enrollment.
   iv. Lack of funds.
   v. A need for specialized services elsewhere.
   vi. Conflicting interpersonal relationships.
   vii. Staffing a new school.
   viii. Any legitimate business or educational interest of the employing organization.
   ix. Ineffective ministry.

2. In the case of an intern, regular or transfer appointment employee, the local conference superintendent may recommend an administrative transfer in consultation with the local school board. Local school boards may recommend the transfer of a regular employee if the following steps are taken first:
   i. The principal or local school board will make a written recommendation to the local conference office of education finding that the best interests of students, the school, or the employee will be served by a transfer.
   ii. The local conference superintendent will advise the employee, through a personal interview and in writing, that an administrative transfer has been recommended. The superintendent must disclose the reasons for the recommendation. In the case of senior academies, the principal will work closely with the superintendent.

3. Probationary employees are subject to administrative transfer for any reason at any time.

C. Reasonable Effort to Assist Voluntary Transferees
   The employing organization will make a reasonable effort to assist employees in securing other comparable denominational employment when they request voluntary transfers or when administrative transfers for regular or transfer appointment employees are made and teaching positions for which the employee is qualified are available.

   No obligation is implied by such voluntary assistance on the part of the employing organization. When the employing organization presents a bona fide offer and the employee declines the offer, the employing organization may make no additional efforts to assist the transferee.

D. Voluntary Transfers during the Summer
   Teachers who are newly employed within the Union and are currently enrolled in a study program outside the Union may be granted permission to complete the program if a transfer would create a hardship or loss of credit.

   The calling employing organization assumes the costs of salary and summer school expenses, if any, for non-probationary employees who voluntarily transfer during the summer. The former employing organization will carry the salary costs until a transfer date is agreed upon by the two organizations.

9020 Employee Notice of Resignation
   Employees not intending to apply for or accept employment for the succeeding year will file a written notice of resignation with the local conference superintendent or senior academy principal before March 1 of the current year.

9025 Request for Release from Employment Agreement
   If a non-probationary employee wants to resign during the contract year, the employee must submit a written notice to the local conference superintendent or senior academy principal at least twenty working days in advance. The notice must specify the reasons for resignation.
   If the reasons are acceptable to the employing organization, the organization will pay the employee’s salary through the last full working day. The termination policy does not apply in these cases. The resignation must be recognized by the employing organization by recording it in the official minutes.
Consistent with the formula appearing in Code 9035, the employing organization will require the employee to repay prepaid salary, salary advances, and unamortized expenses such as tuition before giving a release to the employee. Resignations without reasons acceptable to the employing organization will be considered a breach of the contract of employment or annual assignment agreement, and the organization will make an appropriate notation on the employee’s record.

9030 Repayment of Expenses by Probationary Employees
At termination, probationary employees who have received prepaid salary in the summer, salary advances, or prospective payments are legally obligated to make repayment to the employing organization. The rate for calculating such prepaid salary and salary advances will be as specified in Code 9035.

9035 Employment Period, Number of Days in the Period
If an employee leaves before his/her contract of employment or annual assignment agreement period is over, the employing organization expects the employee to repay prepaid salary given in July and part of August, salary advances, and unamortized expenses. The organization will compute salary advances on the basis of the 10-month daily rate. That means the employment period is considered to have 220 days of employment. If another Adventist organization calls the employee, it will reimburse the original employing organization for these items. Employees will be responsible for reimbursing the local conference or senior academy for unamortized moving expenses (see Code 9340) on the same basis as an Adventist organization calling an individual who has not completed four years of full-time service.

9040 Instructional Personnel
A. Certificated Instructional Personnel, Definition, Qualifications, and Duties
1. Definition (2016-17 NADWP FEA 35 25)
All individuals receiving remuneration from denominational organization payrolls are, for the purposes of the 2016-17 NADWP, E 70 10 considered employees. The normal workweek for a full-time denominational employee is thirty-eight hours, but not less than 1,950 hours per year. K-12 certificated instructional personnel include persons employed, full- and part-time, as elementary school, junior academy, or senior academy classroom teachers. Also included are those who perform related services that require certification, such as:
   i. Administrative personnel who have responsibility for supervising instructional programs and personnel.
   ii. Other personnel who perform related support services:
      a. Librarian or media center coordinator:
         i. The media center coordinator will have a valid denominational credential with an endorsement for Librarian or Instructional Media Specialist.
         ii. Senior academies having fewer than 300 students should employ a teacher-librarian who devotes up to one-half time to the library. All schools of 300 or more students should employ a minimum of one full-time librarian. All schools should provide additional assistance that may be needed to offer services appropriate to students’ academic needs.
      b. Guidance and counseling personnel (including dormitory deans):  
         i. Guidance and counseling personnel will complete a minimum of eighteen semester hours (twenty-seven quarter hours) in guidance or counseling.
         ii. If guidance and counseling personnel (including dormitory deans) are required to teach, certification and endorsements in the content area are required.
      c. Coordinator of work-experience education.
2. Qualifications
   i. Spiritual – Employees, full- and part-time* will be baptized members of the Church and exemplify high standards of Christian conduct. They will maintain membership in their constituent or academy churches and participate in church activities, programs, and finances, including the practice of tithing through the local employing organization. Exceptions for membership in non-constituent churches may be granted by the local conference board of education when the
employee requests an exception in writing and shows good reasons for the request. In extraordinary circumstances where the services of a part-time, SDA educator cannot be secured for the purpose of teaching non-core subjects only (e.g. art, music, practical arts), non-SDA educators, with appropriate subject endorsements, may be employed. Such individuals are to be approved for employment by vote of the school board and local conference board of education on a case-by-case basis and require annual review and approval in instances where the need to hire non-SDA personnel for non-core subjects persists.

ii. Civic - Employees will accept the responsibilities and privileges of citizenship, recognize the rights of others, be informed on leading domestic and international issues, exercise a love of country, and be willing to cooperate in efforts to improve the social order consistent with principles of the Church.

iii. Professional - Employees must hold at least a bachelor’s degree and maintain valid denominational credentials required for the positions held. (See Certification Requirements K-12 for NAD Seventh-day Adventist Schools.)

iv. Personal - Employees will give evidence of physical and mental health that qualifies them for their positions and to associate with children and youth.

v. Definition of Effective Ministry: Effective Ministry includes the ability to convey Seventh-day Adventist religious beliefs to the students along with setting a proper example in lifestyle, behavior, and interpersonal relationships. The teachers for our schools should be of the highest quality. They should be committed Seventh-day Adventist Christians who are balanced in mind, men and women who have learned the lesson of self-control. Then they can educate and do a work of larger importance than even the minister in preaching the Word. They can prepare the mind that the truth may have effect upon human hearts.

3. Duties and Responsibilities

Job duties and responsibilities include, but are not limited to, an obligation to:

i. Provide a dynamic environment with emphasis on Christian living and effective learning.

ii. Establish and maintain effective classroom organization.

iii. Assume responsibility for professional self-improvement.

iv. Participate in church and community activities.

v. Develop effective relationships with parents, patrons, and colleagues.

vi. Secure and maintain adequate records that are required by the local school administration and local conference office of education.

vii. Participate in Home and School Association activities.

viii. Implement policies of the local school administration and local conference office of education.

ix. Report for duty as stipulated by the local school administration and local conference office of education.

x. Fulfill responsibilities as specified in any faculty handbook and/or by the local principal.

xi. Maintain a working knowledge and abide by the provisions of this Code.

xii. Carry out job assignments, and follow a supervisor’s reasonable orders, directives, and recommendations, direct or implied.

xiii. Dress in a professionally acceptable manner.

xiv. Meet post-school responsibilities, including:

a. Completing and submitting all pupil progress reports, including final grades/averages for all subjects taught.

b. Determining each student’s grade placement for the following academic year.

c. Completing all scholarship, attendance, etc. records required in the school register, and cumulative folder/permanent record cards.

d. Providing to the school administration and/or conference office of education the teacher’s closing report, textbook order for the following academic year, and summer address for purposes of conference/school/teacher communications.

e. Surrendering of school keys, where applicable in cases of non-renewal or cessation of employment, to the individual designated by the school board.

f. Appropriate and safe storage of removable school equipment, with a inventory copy of removable school equipment provided to the school board chair.

g. The classroom and/or school plant left in clean and orderly condition.

4. Ethics
i. The Christian educator is hired to be an exemplar of the Adventist lifestyle to students, the school, and the broader community. Therefore, the employee is expected to:
   a. Practice enthusiastically and consistently the ideals of the Church.
   b. Demonstrate a high sense of loyalty to Adventist educational ministry and philosophy.
   c. Support equal opportunity based on a person's abilities without discrimination because of race, color, national origin, gender, age, marital status, disability, or other bases prohibited by law.
   d. Look upon Christian educational service as a holy vocation.
   e. Strive for excellence in using appropriate teaching methods, strategies, and techniques with the goal that they will be more effective in ministering to students.
   f. Support Adventist education, which includes having the employee's own school-age children enrolled in the K-12 constituent school unless otherwise approved by the local conference board of education.

ii. The Christian educator has a responsibility to fellow employees to:
   a. Give encouragement and support within the school and the local conference education staff.
   b. Recognize lines of authority and the responsibilities assigned to them and their colleagues, including the school principal and local conference superintendent.

iii. The Christian educator has a responsibility to students to:
   a. Meet promptly and faithfully all appointments with classes, individual students, and student groups.
   b. Cultivate appropriate relationships with students and student groups and treat all students with respect and understanding.
   c. Allow students to learn how to express their views in an environment that allows for differences of opinion and the assurance that their opinions will be given careful, objective consideration by teachers and other students.
   d. Respect, in professional confidence, the ideas, needs, weaknesses, and failures of students.
   e. Avoid discussing their own personal problems with students.
   f. Refrain from inappropriate emotional entanglement such as dating, exclusive friendships and unhealthy personal relationships with students.

iv. The Christian educator has a responsibility to the school to:
   a. Show loyalty by observing school regulations, policies, and traditions.
   b. Participate faithfully in assigned school-sponsored activities and programs.
   c. Refrain from discussing confidential or official information with persons not authorized to have such information.
   d. Practice and support the ministry of Seventh-day Adventist education.

B. Non-certificated Instructional Personnel, Definition, Qualifications, and Duties
   1. Definition: Non-certificated instructional personnel include those employed as para-professionals to serve in supportive roles as teacher assistants. At the secondary level this may include those who serve as registrars (unless the employee qualifies as an administrative employee under Code 9110) or attendance clerks. Non-certificated instructional personnel are hour-time classified employees employed at will (see Code 9700-E, 9710).
   2. Qualifications: Non-certificated instructional personnel must meet the spiritual qualifications applicable to certificated instructional personnel (see Code 9040-A) and have received adequate preparation for the job responsibilities assigned.
   3. Duties and Responsibilities
      i. Non-instructional Aide - The duties and responsibilities of a non-instructional aide may include, but not be restricted, to:
         a. Clerical aides who do office-type work.
         b. Supervisor aides who assist in monitoring hallways, lunchrooms, playground periods, pre-or post-school free play, bus loading, assemblies, field trips, etc.
         c. Technical aides who serve as library aides, health services aides, etc.
ii. Instructional Aide - The duties and responsibilities of an instructional aide may include, but not be restricted to:
   a. Assisting certificated employees in the instructional program with duties such as:
      I. Distributing and collecting materials.
      II. Maintaining learning materials and resource files.
      III. Issuing materials, equipment, and supplies.
   b. Assisting students in instructional services as delegated by the teacher.

4. Process for selecting teacher assistants:
   a. A teacher assistant is required under any of the following conditions:
      i. In a one-grade room where enrollment exceeds 25 students, (18 for Kindergarten).
      ii. In multi-grade rooms (2 grades) where enrollment exceeds 18 students with 1st grade included or 22 in grades 2-8.
      iii. In multi-grade rooms (4 grades) where enrollment exceeds 15 students in grades 1-4 or 18 in grades 5-8.
      iv. In multi-grade rooms (6 grades) where enrollment exceeds 12 students with 1st grade included or 15 in grades 2-8 or more than the allowed maximum of six grades. See Code 9100-B for additional information on teacher-pupil ratios, including kindergarten maximums.
      v. Upon the recommendation of the local conference superintendent after careful study of a local situation such as:
         1. Where the teacher is also called upon to serve as principal.
         2. Where the teacher assumes periodic teaching responsibilities in another classroom.
         3. Where several students in the classroom require remedial or individualized assistance.
   b. When the teacher and local school board chair, in consultation with the local conference superintendent or designee, have determined that a need exists and have referred the need to the local school board, the board will do the following:
      i. Establish qualifications and job descriptions for an aide’s position.
      ii. Select a candidate on the basis of these criteria.
      iii. Prepare a written agreement based upon local conference policy and in consultation with the conference office of education.

Employment and Employee Records
9050 Employment of School Personnel

A. Employing Organization
   The local conference board of education, in consultation with local school boards, employs school personnel.

B. Employment Contract/Annual Assignment Agreement
   Before an employee, except a probationary employee, begins employment, a contract of employment or, in the case of a regular appointment employee, an annual assignment agreement must be signed and returned to the local conference superintendent or senior academy principal in harmony with the provisions appearing in the document. Failure to sign and return the contract or agreement within thirty (30) days of issuance indicates the individual has declined employment and will not be entitled to benefits or rights conferred by the employing organization, including termination pay. The superintendent or principal may waive strict compliance with this 30-day deadline for good reason.

C. Employee Records
   The local conference secretary or human resources director is responsible for maintaining and safekeeping accurate service records for K-12 certificated personnel. The conference office of education or senior academy principal’s office will keep transcripts of employees’ academic accomplishments. Official academic transcripts of all instructional and administrative personnel will, in a timely manner be provided to and held by the Columbia Union Certification Registrar for purposes of certification and renewal of same. When an employee transfers, the service record will be sent to the new employing organization upon request. Employee personnel records will be available only to the following unless the employee gives consent for others to have access: the principal, those responsible for keeping the records, the local conference board of education
or senior academy board chair, and the conference superintendent. The personnel file will be stored in a locked, fire-resistant file. In academies, students may not handle or have access to employee personnel files. Conference offices of education reserve the right to release the following information from the personnel file: employee’s name, address, telephone listing, professional activities, dates of employment, degrees held, institutions attended, types and areas of certification, instructional areas, birth date, Social Security number, specific courses taken, teaching load, contract, extracurricular assignments, and salary. If a school, academy, or local conference board of education is considering termination, non-renewal, or transfer of employment because of job performance, the board or appropriate administrators, in consultation with the local conference superintendent, may examine and reference teacher evaluations and other correspondence related to job performance. An employee’s personnel records may be moved to microfiche if at least three years have elapsed since the employee left the employing organization’s employ.

D. Health Records

1. Physical Examination - All employees, prior to beginning service and periodically thereafter, in harmony with NADWP, will present a completed physical examination form signed by a licensed health practitioner showing a satisfactory health record. If employees discover they have a contagious or communicable disease, they will immediately tell their local conference superintendent or senior academy principal.

2. Communicable Diseases - School employees with a communicable disease may not perform their duties in a location that could endanger the welfare of students or others. The local conference superintendent or senior academy principal may require the employee to submit to a physical examination by a physician should there be reason to believe the employee has a communicable disease. The order to have the examination must be in writing.

3. Tuberculosis Screening/Testing - No school employee will be employed without evidence that shows the person is free from communicable tuberculosis. Thereafter, employees will be required to undergo screening and/or testing, as required by the local jurisdiction, at least once every four years unless required more often by local law.

4. Record Maintenance - The local conference office of education or senior academy principal’s office will maintain employee health records throughout the duration of employment. Only the employee and authorized personnel can access employee health records.

E. Background checks (CODE 9700-I)

All prospective employees will be required to complete and sign approved applications for employment and to submit to a criminal background check as required by state and federal laws, in addition to or over and above conference policy. This background check requirement is applicable to all hires, classified and non-classified and shall be supervised at the conference level by the conference office of education.

### 9055 Employee Health Screening Policy

Should school employees discover they have a contagious or communicable disease, they may be required to remain at home until released by their attending physician. The following table identifies several diseases and the recommended exclusion policy.

<table>
<thead>
<tr>
<th>Disease</th>
<th>Exclude</th>
<th>When to Return to the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Yes</td>
<td>Individual case considered mandatory</td>
</tr>
<tr>
<td>Chicken Pox</td>
<td>X</td>
<td>Seven days after onset of rash or when all lesions are crusted over</td>
</tr>
<tr>
<td>Hepatitis</td>
<td>X</td>
<td>Provide release statement from physician</td>
</tr>
<tr>
<td>Impetigo</td>
<td>X</td>
<td>If under proper treatment and monitored by school official</td>
</tr>
<tr>
<td>Meningitis</td>
<td>X</td>
<td>Provide release statement from physician</td>
</tr>
<tr>
<td>Mononucleosis (Infectious)</td>
<td>X</td>
<td>If under proper treatment and monitored by school official</td>
</tr>
<tr>
<td>Mumps</td>
<td>X</td>
<td>Provide release statement from physician</td>
</tr>
<tr>
<td>Pediculosis</td>
<td>X</td>
<td>Certificate from physician and monitoring of proper treatment</td>
</tr>
<tr>
<td>Roseola</td>
<td>X</td>
<td>When fever subsides and there is no evidence of rash</td>
</tr>
</tbody>
</table>
9060 Life-threatening Diseases
The local conference superintendent or senior academy principal (in consultation with the local board and local conference superintendent) may provide written notification to an employee for temporary leave for purposes of examination if the employee is suspected of having a life-threatening disease that could endanger the welfare of students or others. Should there be a positive diagnosis, the superintendent or principal will place the teacher on leave until the local conference board of education hears the case. The local board and conference board will hold in confidence all notices, reports, actions, and decisions about infected persons or those suspected of being infected. The superintendent or principal may not release any documents that contain the name or other identifiable characteristics of an infected employee without the employee’s authorization. In the case of education or health professionals who can show a legitimate need to know, the employee, superintendent, or principal may release information.
To assist the conference board in making a decision, the superintendent or principal will refer the case to the county health office or other panel of medical experts or as required by law. The office or panel will conduct an inquiry and make a written report that addresses the following issues:
A. The nature of the risk to the person and the school. How is the disease transmitted?
B. The duration of the risk. How long will the carrier be infectious?
C. The security of the risk. What is the potential harm to third parties?
D. The probability the disease will be transmitted. What kinds of harm might be expected?
The conference board will decide whether reasonable accommodation can be made to retain the employee.

9065 Maintaining Weapons-free Schools
A. Basic Obligations of Instructional and Administrative Personnel
Consistent with the safety interests expressed in Code 3510 as to students, all weapons are banned from schools or school activities except as otherwise authorized under Code 9065-B. A violation of this Article by certificated instructional, non-certificated instructional, or administrative personnel (as those terms are defined in Code 9040, 9110) will result in appropriate disciplinary action up to and including termination of employment.
For purposes of this Article, a “weapon” is defined as any gun, stun-gun, firearm, bomb, explosive or incendiary device, poison gas, Mace, pepper spray, or knife with a blade exceeding three inches in length. “Weapon” also includes any device that is either designed by its manufacturer or redesigned and/or altered by another for use as a weapon.
“Weapon” also includes any device in a person’s possession while at school, on school property, or at a school-sponsored function that the person intends to use as a weapon for the infliction of permanent or temporary harm or harm to property.

B. Exception for Historical Artifacts or Special Occasions
This policy is not intended to preclude the occasional special display or use of historical artifacts or other appropriate props for a valid educational purpose even if the artifact or prop in question falls within the definition of a “weapon,” provided advance written approval for display or use is obtained. Such approval is required from the school principal (or head teacher, where applicable), unless the principal (or head teacher, where applicable) is the person seeking approval, in which case approval is required from the conference superintendent.

Teaching Loads and Duties
9100 Assigned Teaching and Responsibilities
Personnel will be assigned responsibilities based on professional preparation, experience, and personal qualifications. The following policies and recommendations govern assignments in the conventional school curriculum.
A. Kindergarten
1. Kindergartens in multi-grade classrooms are limited to a K, 1 or K,1,2 program with a certificated teacher. Additional grade levels may be added only if a full-time teaching assistant is approved by the local conference office of education and a separate area for instruction is provided while the kindergarten students are present. The kindergarten assistant will work under the direct supervision of the certificated teacher.
2. Two daily kindergarten sessions (morning and afternoon) is considered a full-time load for kindergarten teachers. Where a school has only one session (morning or afternoon), additional duties equivalent to those of other faculty members will be assigned by the principal for a teacher to be classified full-time.
3. The recommended pupil-teacher ratio for K, 1 or K,1,2 multi-grade classrooms is 12 students without a teaching assistant and a maximum of 16 with a teaching assistant.

The recommended pupil-teacher ratio for a single-grade, kindergarten classroom is 18 students without a teacher assistant and a maximum of 25 with a teacher assistant.

Any deviations from the recommended pupil-teacher ratios must be processed for approval by the conference board of education.

B. Elementary School

Six grades is the maximum load for an elementary school teacher.

Pupil-teacher ratios: The following are recommended maximum pupil-teacher ratios for Grades 1-8:

<table>
<thead>
<tr>
<th></th>
<th>No teacher assistant</th>
<th>With teacher assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 teacher: 6 grades - with 1st grade</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>1 teacher: 6 grades - no 1st grade</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>1 teacher: 4 grades - grades 1-4</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>1 teacher: 4 grades - grades 5-8</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>1 teacher: 2 grades - with 1st grade</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>1 teacher: 2 grades - grades 2-8</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>1 teacher: 1 grade - grades 1-8</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>1 teacher: 1 grade - Kindergarten</td>
<td>18</td>
<td>25</td>
</tr>
</tbody>
</table>

Any deviations from the recommended pupil-teacher ratios should be processed for approval by the conference board of education. Local school boards may need to lower these ratios when the classroom has an unusual proportion of students with varied learning abilities and styles, or a large number of primary (grades 1-3) students.

C. Junior Academy

Six subject preparations per day is the recommended maximum load for a junior academy teacher. In a departmentalized program, the following elementary subject areas will be considered equivalent with secondary subjects when determining teacher load: Bible, language arts, math, science, and social studies. Supervisory and duties will be assigned by the principal as part of the teacher’s professional responsibilities.

D. Senior Academy

The recommended maximum load for a full-time senior academy teacher is six subject preparations or six presentations per day. Each teacher should be allowed one preparation period per day. Supervisory and duties will be assigned by the principal as part of the teacher’s professional responsibilities. If a teacher is asked to assume two major committee or sponsorship responsibilities, the maximum number of classes should be reduced by one. The term “major responsibility” includes sponsorships such as senior or junior class sponsor, student association, school paper, yearbook, and number of committees chaired, and laboratory courses taught.

In assessing a teacher’s load, the following factors will be considered:

1. Number of classes taught daily;
2. Length of class periods;
3. Total number of students in classes;
4. Total number of students taught daily;
5. Number of preparations each day and number of class assignments required for the courses;
6. Other responsibilities assigned by the administration.

E. Teacher's Hours at School

1. Elementary school and junior academy teachers will conduct a full school program every school day. Exceptions must be made by the principal or local school board chair. The minimum number of instructional days is 180.
2. Teachers will arrange with the principal or local school board chair for all excursions or field trips, etc.
3. Teachers will arrive at school no later than thirty minutes prior to the opening of school and remain at least thirty minutes after the close of the school day.
4. Teachers will not leave school premises during the school day except by arrangement with the principal or local school board chair.

9105 Full-time Teachers with Major Administrative Responsibilities
A. Definition
Some teachers in K-10 schools will be designated as principal or head teacher (see Code #9110) and also serve as full-time teachers. This means they will teach at least two-thirds time.

B. Employee Relationship
The employee relationship of full-time teachers with major administrative responsibilities is viewed as instructional with the same employee rights and obligations that teachers possess, not full-time administrative. If such employees have obtained regular appointment status as teachers, they retain this status in the school as teachers but not administrators.

C. Evaluation
Full-time teachers with major administrative responsibilities will be evaluated for teaching performance according to policy. At the discretion of the local conference office of education, an annual or bi-annual evaluation of job performance as an administrator by the local conference office of education will be undertaken.

D. Employment Status
If the local conference office of education, in conjunction with the local school board, determines, on the basis of written job performance evaluations, that a change in administrative personnel is necessary, the teacher continues to possess all employee rights as a teacher.

9110 Administrative Personnel
A. Qualifications
Administrative personnel must meet the spiritual, civic, and personal qualifications that appear in Code #9040 with respect to instructional personnel and, in addition, will maintain administrative qualifications and credentials as required by the Union and the employing organization and show adequate preparation for the administrative responsibilities to which assigned.

B. Administrative Job Descriptions
The school board, in consultation with the principal and the local conference office of education and board of education, will prepare written job descriptions for all administrative personnel. The job description will be used in evaluating employee performance.

C. Administrative Personnel
The organization for administrative services will depend on the size and type of school. Responsibilities specified in this Code are assigned to appropriate administrators by the local school or academy board. The administrative structure will include the following classifications as needed:
1. Administrators
   a. Principal
      The principal is the chief executive officer responsible for both the instructional and financial operation of the school. The term “principal” is used when there are three or more teachers (including the principal). In a small elementary school or junior academy with at least three teachers, the general practice is to appoint a teaching principal who is charged with performing the duties of a principal in addition to teaching assignments established by the local school board and local conference office of education. (See Code #’s 9115 & 9120)
   b. Vice Principal
      The local school board may designate an individual as vice principal to assist in performing duties specifically assigned by the principal or school board.
   c. Head Teacher
      The local conference board of education will designate a “head teacher” in schools with only one or two teachers. The head teacher is the chief administrator of the school with responsibilities that are detailed
and defined by the conference superintendent in conjunction with the local school board. The responsibilities of a principal and head teacher are generally the same. The local conference office of education, in consultation with the school board, should be particularly mindful of the full-time teaching responsibilities of the head teacher when assigning administrative duties. Head teachers should be provided sufficient release time from teaching responsibilities for administrative tasks. (2016-17 NADWP: FEA 35 15)

2. Business/Financial
   i. Business Manager
      The business manager, as the school’s financial officer, has the following responsibilities: financial planning and budgeting, cost-control management, purchasing, accounts receivable control, and coordination. The business manager reports to the principal.
   ii. Treasurer
      The treasurer generally does not have managerial or discretionary responsibilities. As an accountant, the treasurer records, classifies, and summarizes the school’s business transactions. The treasurer receives, deposits, and disburses school funds, as directed by the finance committee through the principal. The treasurer is a classified employee.
   iii. Accountant/Cashier
      The accountant-cashier records the school’s business transactions. This includes receipting and disbursing school funds at the direction of the finance committee through the business manager. The business manager may assign other duties to the accountant/cashier, who is a classified employee.

3. Student Services
   i. Residence Hall Dean
      The residence hall dean is responsible for maintaining the residence hall as a respectable home for student residents, providing services for the student’s spiritual and social maturation, and serving as parent-counselor to student residents. Deans are encouraged to maintain membership in the Adventist Student Personnel Association (ASPA).
   ii. Director of Health Services
      The director of health services is responsible for organizing a student health care program in harmony with state regulations and requirements established by the employing organization. Complete health records including records of medical examinations will be maintained. The director will have appropriate professional qualifications.
   d. Registrar
      The registrar is responsible for the academic and attendance records of the school. The registrar will evaluate transcripts, work with students to ensure that all graduation requirements are being met, and verify a student’s right to graduate. If a registrar does not meet the criteria for a salaried administrative employee under the Fair Labor Standards Act of 1938, as amended, the individual will be considered a classified employee, not an administrator (see Code #9125).

Certification for Academy Registrars
   i. The union office of education, through the union certification committee, will issue a certification certificate to qualified registrars.
   ii. Certification will be for a three-year period and can be renewed upon recommendations from the local conference superintendent or academy principal.
   iii. The certificate will have endorsements in administrative academic services and computer applications.
   iv. The “qualifying experience” criteria for the designated subjects/services certificated, contained in the NAD Certification Manual, will be used as a basis for determining qualifications.

9115 Duties of the Principals and Head Teachers
The following duties generally describe the major responsibilities of the principal. The local conference office of education, in conjunction with the local school board, will determine the major responsibilities of a head teacher or teaching principal.

ii. Spiritual Leadership
   To provide leadership to the school’s religious program, activities, and the development of a positive spiritual climate.
iii. **Board responsibilities**
   1. To serve as the executive secretary of the board;
   2. To serve as the chair or designate a chair for each of the following committees if the committees have been appointed by the school:
      a. Staff/faculty meetings;
      b. Administrative council;
      c. Admission’s committee;
      d. Government committee;
      e. Curriculum committee;
      f. Others as needed.

iv. **Conference responsibilities**
   1. To serve as agent of the local school board in administering the school following Union policies and this Code and any additional policies adopted by the local conference board of education and local school board.
   2. To carry out the requirements of the school calendar and daily schedule, permitting no variations regarding holidays, length of school year, minimum day sessions, etc., without written approval from the local school board and the local conference office of education.
   3. To prepare and forward copies of board minutes, monthly financial statements, and scholastic and statistical reports that are required by the local conference office of education, CUOE, NADOE, and local/state governments.
   4. To provide leadership in preparing the self-study report required by the local school evaluation process in cooperation with the local conference and Union offices of education and other regional/state accrediting and chartering bodies.

v. **Community Relations**
   1. To develop and maintain positive community relations. To represent the school as its official spokesperson, in cooperation with the local school board chair, to the patrons of the school, the school board and the public in general.
   2. To acquaint parents and other patrons with policies and procedures appropriate to the operation of the school.
   3. To establish and maintain effective working relationships with public school officials and civic leaders.
   4. To work closely with church pastor(s) in further strengthening the school's program.

vi. **Curriculum and Instruction**
   1. To provide leadership in implementing curriculum, in consultation with the local conference office of education.
   2. To organize and supervise the staff, in counsel with the local conference office of education. In schools with full-time principals, the following duties will normally be carried out by the principal or vice principal; in smaller schools, the conference office of education bears a major responsibility for these duties:
      a. Regular classroom visitations for purpose of evaluation and accountability;
      b. Formal, written teacher evaluations;
      c. Conferences with teachers;
      d. Curriculum planning with individual teachers, departments, and the faculty;
      e. Assistance in classroom management;
      f. Assistance in developing course objectives and teaching plans;
      g. Staff development and professional growth activities for the staff.
   3. To plan regularly scheduled staff/faculty meetings in multi-teacher schools, and arrange for accurate and timely taking, keeping and distribution of minutes.
   4. To oversee co-curricular programs and off-campus activities and tours.

vii. **Financial Management**
    To serve as final financial authority and to operate the school on a sound financial basis within the approved budget.

viii. **General School Administration**
1. To be responsible for developing and maintaining an adequate record-keeping system to ensure the security of all school and board records including:
   a. Student academic, health, immunization, and attendance records;
   b. Minutes of faculty meetings and faculty committees;
   c. Minutes of the local school board and board committee meetings.
2. To maintain attendance records in accordance with state regulations and to report the names of students who discontinue attendance to the attendance officer of the public school system.
   a. To assist in the recruitment of students.
   b. To maintain student conduct consistent with guidelines set by the local conference board of education and specific regulations adopted by the local school board.
   c. To arrange for the preparation of the annual school bulletin/handbook.
   d. To plan adequate supervision for all activities during school hours.

ix. Personnel Management
1. To implement employment policies as outlined in this Code.
2. To assign teaching responsibilities and other duties to members of the school staff.

x. School Plant
1. To inspect and ensure the maintenance of buildings, grounds, and equipment for operating efficiency and to provide for safety of operation throughout the school plant.
2. To serve as agent of the local school board in equipping the school and overseeing maintenance of the school plant.
3. To conduct regular fire, tornado and disaster drills.
4. To develop an emergency preparedness plan.

9120 Work Loads for Principals
A. Senior Academy Principals
   Senior academy principals should not teach any classes in order to devote full-time attention to administrative duties.

A. Elementary Principals
   Elementary school principals should not be required to carry more than a 3/4 teaching load if there are 75-100 students and/or four other teachers; ½ teaching load if there are 100-150 students and/or six other teachers; 1/4 teaching load if there are 150 students and eight other teachers. It is recommended that schools of 150 or more students should have a full-time elementary principal.

C. Work Load: Junior Academy Principals
   Junior academy principals should not be required to teach more than four secondary units or the elementary equivalent. Where there are 75-100 students and/or four other teachers, principals should not be required to teach more than three secondary units or the elementary equivalent; where there are more than 100 students and six or more other teachers, principals should not be required to teach more than two secondary units or the elementary equivalent. It is recommended junior academies of 100 or more students should have a full-time principal.

9125 Term-status Employment for Full-Time Administrative Positions and Salaried Classified Employees
A. General Policies
   Unless otherwise specified or revealed by context, all policies in Section 9000 of this Code apply to full-time administrators and salaried classified employees on term-status employment.

B. Definition:
   Term-status employees are full-time administrators or salaried classified employees employed for a specified term not to exceed three years.

   Full-time administrators are individuals assigned to administrative responsibilities by the employing organization for at least two-thirds time.

C. Employment Categories with Term-status
   Persons in the following full-time administrative positions have term-status employment:
   1. Principal
2. Vice Principal
3. Business manager
4. Treasurer
5. Residence hall deans
6. Registrar (if meeting criteria in Code 9110C 3d)
7. Director of health services

The following are examples of salaried classified employees with term-status employment: Industrial manager, Service department head, Director of food service.

D. Length of Term

The local conference board of education, upon recommendation of the local school board, will determine the term for full-time administrators; in the case of senior academy full-time administrators, the senior academy board will recommend the term.

E. Retention of Regular Status

An administrator does not hold regular appointment status for the administrative position but:
  i. Retains the status obtained as a teacher prior to term-status employment. (see Code 9125-B, C)
  ii. Continues such status at the completion of the assignment as an administrator.

F. Evaluation of Principals and Vice Principals on Term-status

Principals and vice principals on term-status employment will be evaluated annually on a shared basis by the local conference office of education, and, at the discretion of the conference, by the CUOE. The evaluators should have school administrative experience. Competency evidenced by professional evaluation is a condition of continued term employment. The evaluation process will consist of a minimum of one written evaluation per year with a follow-up personal conference with the local conference superintendent.

G. Status Change

The status of an administrator on term-status employment may be changed by reason of:
  1. Reassignment:
      a. Definition: A change initiated by an administrator or the employing organization at any time during the term of employment that result in removal from an administrative position and reassignment to another position in the school or another school or conference that does not involve administrative duties.
      b. Reasons for Reassignment: Reassignment may be initiated for reasons such as, but not limited to:
         i. Failure to fulfill the duties and responsibilities in the job description or as detailed in this Code.
         ii. Unsatisfactory performance in the current position as determined by the local conference office of education through regular evaluation and in consultation with the local school board.
         iii. Conflicting interpersonal relationships.
         iv. Insufficient student enrollment or funds.
         v. Any legitimate business or educational interest of the local conference board of education or senior academy board.
      c. Procedure
         i. The local conference superintendent or the principal, whomever is the immediate supervisor, will give written notice, including the reasons for reassignment, to the administrator.
         ii. The local school board may, with the superintendent or designee present, take an action to request the local conference board of education for approval to reassign the administrator. In the case of senior academies, the academy board will have the right to take action.
iii. The local conference board of education will ratify the recommendation in the case of K-10 administrators.

iv. The local conference superintendent or principal, whomever is the immediate supervisor, will notify the administrator in person and in writing of the local conference board of education’s or the academy board’s action within ten days. The notice will include information on the availability of the process to appeal the decision under Code 9650.

d. Appeal

Administrators who are reassigned under this Section will be bound by the conciliation procedure appearing in Code 9650.

e. Miscellaneous Provisions

i. Employment Status: When the local conference board of education or academy board reassigns an administrator to a position that requires certification, the assignment reinstates the administrator's employment status prior to having been given administrative term status.

ii. Salary: The salary (excluding the administrative allowance) for the remainder of the term is unaffected if the administrator qualifies for or has achieved regular appointment status and accepts an assignment on the twelve-month employment plan.

2. Resignation:

a. Definition: Resignation is the voluntary termination of employment at the close of the school year or within the school year by an administrator with or without the employing organization's consent.

b. Procedure

i. The administrator will submit written notice of resignation to the local conference superintendent of schools and local school board chair or senior academy principal, whomever is the immediate supervisor. The administrator must give notice according to policy or in time to allow sufficient time for the employing organization to obtain a suitable replacement.

ii. The school board will take action to accept or reject the resignation. The local conference superintendent or designee must be present when such action is taken. The board secretary will record the action in the board minutes. The school board recommendation will be forwarded to the local conference office of education. The conference superintendent will present the recommendation to the conference board of education for final action.

iii. Acceptance of the resignation will not be deemed a waiver of any contractual obligations by either party.

iv. The administrator will repay any money owed to the employing organization, such as but not limited to: advanced salary, unamortized graduate study assistance, unamortized moving expenses, and other expenses incurred by the employing organization because of the resignation.

v. The employing organization will pay any money due the employee, such as but not limited to: salary, medical, and tuition assistance.

c. Resignation without consent within the school year

i. Local conferences and academies within the Union will not employ administrators who resign without the consent of their employing organizations unless they have received written consent of the conference superintendent in the conference where the resignation was tendered.

ii. The conference superintendent or senior academy principal or immediate supervisor of the administrator in the conference where the administrator is seeking employment is responsible for negotiations with the former employing organization.

3. Suspension: An administrator may be suspended in accordance with the provisions appearing in Code 9605.

4. Termination: Basis for termination
a. An administrator may be terminated at any time for cause as determined by the employing organization. The **termination settlement** policy appearing in Code 9630 may be applied to terminated administrators. Cause means any failure to meet the qualifications or to adhere to the duties and responsibilities described in this Code including, but not limited to:
   i. Any grounds identified in Code 9600.
   ii. Employee’s lack of cooperation with administrators or supervisors.
   iii. Conflicting interpersonal relationships beyond resolution with one or more of the administrator’s constituencies: superintendent(s), colleagues, teachers and staff, board, parents, or students.
   iv. Ineffective ministry.

b. Administrative reasons for termination

A term-status employee with a term lasting more than one school year may be terminated at the end of the current school year for administrative reasons. If termination takes place before the end of the current school year for administrative reasons, the employing organization will pay all salary and benefits until the end of the school year at which time the termination settlement policy as outlined in Code 9630 will go into effect, provided, however, that the termination settlement severance pay policy will not go into effect if the administrative reason for termination is conflicting interpersonal relationships. For administrators terminated for administrative reasons, the employing organization will make a reasonable effort to assist in securing other comparable denominational employment. No obligation is implied by such voluntary assistance. Administrative reasons for termination include, but are not limited to:
   i. Insufficient or declining student enrollment.
   ii. Insufficient funds.
   iii. Conflicting interpersonal relationships.
   iv. Any legitimate business or educational interest of the local conference board of education and/or senior academy board not otherwise covered herein.
   v. Ineffective Ministry

c. Procedure

i. If a local school board wants to recommend termination of an administrator, the board chair must notify the local conference superintendent of the proposed action. The superintendent or designee must be present when the board considers a recommendation for terminating an administrator.

ii. The local conference superintendent will give the administrator written notice of the recommendation to terminate. This notice will include the reasons for the recommendation.

iii. The local conference board of education will act on the recommendation to terminate. The conference superintendent will notify the administrator, in writing, within ten days of the action. The notice will include information on the availability of the process to appeal the decision under Code 9650.

iv. The senior academy principal or academy board chair will notify academy administrators, in writing, of the board’s intention to terminate. The immediate supervisor will notify the administrator, in writing, within ten days of the action. The notice will include information on the availability of the process to appeal the decision under Code 9650.

d. Appeal

Administrators who are terminated under this Section may initiate the appeal procedure appearing in Code 9650.

9150  Benefits

A. Vacations and Holidays for Certificated Employees

1. Vacations

   a. Employees on a 10-month assignment have vacation and holidays included in this time period. Employees on a 10-month assignment will receive the following vacation remuneration based on service:
      i. 90% for one through four years.
      ii. 91% for five through nine years.
      iii. 92% for years ten and above.
b. Employees on a 12-month assignment have vacation on the following basis:
   i. Two weeks annual vacation during the first four-year period of service.
   ii. Three weeks during the next five-year period or in harmony with mandated government requirements.
   iii. Four weeks after nine years of service.
   iv. Employees will take two weeks of vacation during the 10-month school year. If employees have additional vacation, the balance will be taken during the summer.

c. Vacations are for renewal; therefore, employees are expected to take their full vacations each year. However, upon request of the employee and approval by the employing organization, two weeks may be carried over from one year to the next for an accumulated vacation not to exceed six weeks in any given year.

2. Paid Holidays
   The number of paid holidays granted in any year will be limited to those voted by the local conference board of education or conference executive committee.

3. Basis for vacations for those who enter employment from other organizations
   Persons who become denominational employees after several years of experience in a type of work that enhances their ability to function more effectively for the Church may be granted one year of credit toward vacation accrual for each two years of such prior service.

B. Social Security
   All educational personnel (except licensed or ordained ministers) are covered by Social Security through their respective employing organizations. The employee and organization make the contributions required by government regulations.

Licensed or ordained ministers are responsible for paying Social Security as self-employed persons. As ordained ministers, they are eligible for the parsonage expense exclusion when reporting for income tax purposes.

C. Health Care Assistance
   Employees are granted health care assistance to help cover such expenses as hospitalization, catastrophic health care coverage, doctors’ visits, pharmaceuticals, dental and optical care, and other medical costs. The employing organization provides each employee, in writing, with the specific health care assistance program in effect. This program will also define such items as spouse or children’s benefits, and policies on maternity leave, elective, plastic and cosmetic surgery, physiotherapy, chiropractic care, speech-language pathology, rhinoplasty, dermatology, reconstructive surgery, orthopedic shoes and physical examinations. Methods for reimbursement should be clearly outlined. Employees may be expected to cover a percentage of the health care package through monthly payroll deductions and/or by paying a percentage of the medical costs.

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

E. Tuition Assistance for Children of Employees
   1. Christian Education Employees are encouraged to support the Church’s philosophy of Christian education by enrolling their children in Adventist schools.
   2. Eligible Employees
      Full-time Church employees in administrative, professional, and supervisory positions (those exempt from Federal and state wage and hour laws) are expected to send their children to Seventh-day Adventist denominationally owned and operated schools. Employing organizations will provide tuition assistance to 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, a fifth year of college or required to secure credentials/certification.
   3. Students Eligible for Tuition Assistance: To be eligible for tuition assistance the student must be:
      a. An unmarried dependent of the employee.
b. 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.
c. Eligible to be claimed as a dependent on the employee’s income tax return.
d. Born to, or legally adopted by, the employee or spouse or a stepchild by marriage receiving more than 50% of support from the new family unit.

4. Students Eligible in Divorce and Remarriage Situations: To be eligible for tuition assistance the student must be:
   a. Under the custody of a divorced employee and eligible to be claimed as a dependent on the employee’s tax return.
   b. Under the custody of the ex-spouse of the employee and eligible to be claimed as a dependent on the employee’s tax return.

5. Assistance
   The employing organization may provide assistance of up to 70% of the tuition and all required fees for dormitory students, and up to 35% for non-dormitory students. 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 local church provides a subsidy to cover the differential between constituent and non-constituent tuition rates, the tuition assistance will be based on the net tuition expense to the employee. This will 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.

6. Professional Programs
   Assistance provided for professional programs not requiring an undergraduate degree before beginning graduate study will be based on, and will not exceed, the normal tuition costs for a maximum number of semesters or quarters as provided in the provisions of this Section.

7. Limitation on Assistance
   Assistance will be provided for a degree program for a maximum of ten semesters or fifteen quarters (or combined equivalent).

8. Summer Sessions
   Students who attend summer sessions will be eligible for tuition assistance. Such attendance will not count against the maximum semesters or quarters referred to in the provisions of this section.

9. Attending School outside the Conference Territory
   Assistance will not be granted for children attending schools outside their territory unless exceptions are authorized by the employing organization.

10. Method of Payment
    Assistance for students enrolled in an academy or college will be made directly to the school. Organizations providing assistance will make the appropriate arrangement for students attending elementary and intermediate school.

11. Division of Assistance
    When both parents or legal guardians are denominationally employed by separate organizations and both provide tuition assistance according to this policy, each organization will be responsible for one-half of the tuition assistance. The method of paying and dividing the cost will be mutually agreed on by the organizations concerned. Only one tuition assistance will be provided per student.

12. Attending Schools outside the NAD
    Children independently attending Adventist colleges outside North America may be granted tuition assistance amounting to 70% of actual tuition, provided the amount of assistance is not greater than the amount they would receive if attending their home college:
    i. Adventist Colleges Abroad students will receive tuition assistance based on the cost of tuition at the home campus where they are registered.
    ii. Tuition assistance shall be provided for studies through Griggs University and Griggs International Academy as per regular policy. Tuition assistance is provided on credits that are earned through the College Level Examination Program (CLEP). The assistance on both is 35% whether or not the student is residing in a school dormitory.

13. Exceptions
    This policy is intended to apply only to employees' children who attend Adventist schools. Exceptions may be made as follows if approved by the employing organization:
    i. Attendance at privately operated Adventist schools if the school is approved by the local conference board of education.
ii. In cases where an undergraduate-level program of study is not offered in a denominational school in the NAD, the total assistance will not exceed the amount that would normally be granted for attendance at a denominational school in the student’s field of study.

F. Employee/Survivor Benefit Plan

Benefit - All employers shall participate in the NAD Basic Life Insurance Plan. This benefit is available to all full-time denominational employees, the spouse thereof and dependent(s) as defined in the Health Care Assistance Policy."

Benefit Provisions - The following benefit provisions will be applied in administering this plan:

1. Benefit Scale: The benefits shall be as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>$50,000 to $100,000</td>
</tr>
<tr>
<td>Spouse</td>
<td>$50,000 (benefits reduced at age 70)</td>
</tr>
<tr>
<td>Dependent Child</td>
<td>$5,000 to $10,000</td>
</tr>
<tr>
<td>Stillborn</td>
<td>$750</td>
</tr>
</tbody>
</table>

2. Medical Termination

Employees who discontinue employment as a result of illness or injury but who do not have enough years of denominational service to qualify for retirement benefits, and who are not otherwise employed, will be eligible for medical termination for a period of six months after they go off the payroll. Spouses of such employees, as well as their eligible dependents, are also covered under this plan during the six-month period.

3. One Benefit Per Death

If the spouse or dependents are also serving as employees of the denomination, only one benefit per death will be made.

4. Purpose

This benefit is to provide for financial assistance in meeting the employee’s share of the expenses of the final illness and funeral, as well as the needs of the survivors.

5. Administration of Benefit

The administration and servicing of this benefit will be handled by Adventist Risk Management, Inc., (ARM) on behalf of the NAD.

6. Additional Benefits

Employees on a voluntary basis may supplement their Survivors’ Benefit amounts by participating in the Survivors’ Assistance Fund for Employees (SAFE), for themselves and their spouses through payroll deductions for the costs thereof. Eligibility for participation in SAFE is determined by ARM evaluation of the employee’s application form. SAFE is established and administered by ARM.

G. Retirement Benefits for Certificated Personnel

1. Employees can get complete details about retirement benefits and eligibility requirements from the publication, The NAD Retirement Plan of the General Conference of Seventh-day Adventists, available without charge from the General Conference of Seventh-day Adventists, 12501 Old Columbia Pike, Silver Spring, Maryland, 20904, or from the employee’s employing organization. For questions concerning the Plan, contact the local conference secretary.

2. Retirement Bonus

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

H. Employment on Denominational Retirement

Employees on denominational retirement and Social Security may be employed for a limited monthly stipend and may receive the following allowances:

1. Mileage at a rate not to exceed the rate that has been established by Annual Council sessions.

2. Telephone expense.

I. Disability Retirement

1. If employees become disabled while employed by the Church, the employing organization will follow the North American Division Working Policy when applying disability retirement benefits.

2. Employee Disability Income Plan (2016-17 NADWP Y 33)
a. Purpose - This policy seeks to provide a partial solution to the exposure of risk of loss of income due to a prolonged absence from work because of a disability. The Employee Disability Income Plan described as follows contains an insured component of long term disability.

b. Participation - Employing entities of the NAD who participate in the Seventh-day Adventist Retirement Plan are required to participate in the NAD Employee Disability Income Plan.

c. Plan Administration - The plan shall be coordinated by Adventist Risk Management, Inc., on behalf of the NAD.

d. Eligibility - All regular full-time denominational employees working an average of 35 hours per week shall be eligible to participate in the Employee Disability Income Plan. The plan commences with the first day of employment.

e. Minimum Benefits - While provided benefits depend on available contracts from providers, any contract providing long term disability benefits shall contain the following minimum benefits:

   i. A monthly amount of 66 2/3% of pre-disability basic monthly earnings (Remuneration Factor plus applicable cost of living) excluding area travel and all other allowances. This program coordinates with workers’ compensation, Social Security, and other group and government assistance program benefits related to employment, subject to a minimum monthly benefit of $100.

   ii. The elimination period before benefits are paid shall be no longer than 180 days.

   iii. The definition of disability shall refer to the employee’s own occupation during the first two years of disability and any occupation after that. These minimum benefits may be amended as required by professional judgment and available contracts by the action of the NAD Risk Management Committee. The provisions of the long-term disability insurance policy will prevail over the provisions as outlined in this Section. (see 2016-17 NADWP Y 33 25)

f. Retirement Contributions - Employees who became eligible for the Employee Disability Income Plan while participating in the NAD Seventh-day Adventist Retirement Plan continue to receive employer retirement contributions commencing from the first day of the elimination period up to a total of 18 months.

g. Employee Benefit Eligibility - Employees who become eligible for Employee Disability Income Plan benefits will be eligible for continuation of Group Life Insurance for a period of 18 months commencing from the first day of the elimination period. Health care benefits shall be continued by the employer up to the earlier of:

   i. Re-employment
   ii. Eligibility for Retirement Plan benefits at the normal retirement age
   iii. Eligibility for Medicare benefits
   iv. Up to 24 months commencing from the first day of the elimination period.

Coverage under the Health Care Assistance Plan for Employees of Seventh-day Adventist Organizations of the NAD would be secondary to any other health care coverage for which the individual is eligible. Extension of eligibility for other employee benefits may be specifically provided for in the related specific sections of the NADWP.

h. Elimination Period Remuneration Continuance

   i. Non-exempt Employees - The disabled nonexempt employee shall receive continued remuneration from the employing organization according to the provisions of the Sick Leave policy as described in 2016-17 NADWP Y 33 40. Each employing organization may choose to extend the period during which the remuneration for the disabled nonexempt employee is continued up to the duration of the elimination period. IF this option is chosen all unused and sick leave time shall be used first before any extended time is granted.

   ii. Exempt Employees - When an exempt employee becomes disabled the employing organization shall continue the employee’s basic salary for the duration of the elimination period before receipt of long term disability benefits.

   iii. Disabled Employee Eligibility (see 2016-17 NADWP Y 22 13) – An eligible employee who becomes disabled and eligible for disability income plan benefits under 2016-17 NADWP Y 33 shall be eligible for those health care assistance plan benefits that the employee would otherwise be eligible for up to a maximum of 24 months from the commencement of the elimination period or earlier under the provision of 2016-17 NADWP Y 33 35.
J. Death of an employee while in denominational service

1. Surviving Spouse Benefits
   When an employee dies while in service, the surviving spouse receives certain benefits which are continued for two months from the date of the employee's death (see 2016-17 NADWP Y 46 17 Employee Basic Life Insurance, 2016-17 NADWP Y 34 05 Death benefit and GC S 60 60-4, Death Benefit Plans) - See 2016-17 NADWP Y 46 17

2. Continuation of Employee Remuneration
   When an employee dies while in denominational service, the surviving spouse is eligible to continue receiving the deceased employee's remuneration for five months. See 2016-17 NADWP Y 25 10 46 17

3. Hospitalization and Comprehensive or Family or Spouse Medical Coverage
   The surviving spouse shall continue to receive hospitalization and comprehensive family or spouse medical coverage for six (6) months to the extent that the deceased employee was eligible at time of death. This benefit is available to all full-time denominational employees, the spouse thereof, and dependent(s) as defined in the Health Care Assistance Policy for the North American Division. See 2016-17 NADWP Y 46 17

4. Tuition Assistance for Dependent Children of Deceased Employee
   The surviving spouse shall continue to receive tuition assistance for all dependent children until the end of the current school year to the extent that the deceased employee was eligible at the time of death. This benefit is available to all full-time denominational employees, the spouse thereof, and dependent(s) as defined in 2016-17 NADWP Y 25 25 Tuition Assistance for Children of Employees.

Graduate School

9200 Summer School Attendance

A. Underlying Philosophy
   The Church encourages the professional development of educational employees by providing financial assistance to attain post-graduate degrees. While the Church wishes financial resources existed to support all employee categories to the same extent, recognition is given to varied expectations for different employee groups. A master's degree is generally considered an acceptable terminal degree for K-12 teachers. It is usually considered more essential for K-12 administrators and conference and union office of education personnel to possess doctoral degrees. However, it is also recognized that administrators come from the ranks of K-12 teachers who show promise and have been encouraged to earn doctorates in appropriate fields of study.

B. Financial Assistance
   1. Employees authorized to take graduate or postgraduate courses with assistance from their employing organization will receive tuition and fees. If the employee is authorized to attend school away from home, one round trip to the nearest Adventist University is allowed plus the equivalent of rent for a dormitory room for the authorized period.

   The Columbia Union’s policy for tuition reimbursement for recertification, graduate and post graduate courses shall be as follows:
   a. Tuition reimbursement for approved courses shall only occur if official transcripts and official requests for reimbursement from the local conference are submitted.
   b. Non-certified teachers hired by the local conference shall not be eligible to receive tuition reimbursement from the Columbia Union until and beyond such point that standard certification is secured; after which the Columbia Union will reimburse for approved coursework at a rate of 75%. Teachers hired with a basic certificate and that seek standard certification shall be reimbursed for approved courses at a rate of 50% until such time as standard certification is secured. Reimbursement is always processed through the local conference and is not provided directly to the teacher.
   c. The local conference assumes financial responsibility, in the first full year, for hired teachers that are taking graduate course work at the time of hire; or (2) who have just completed graduate coursework immediately prior to hire. Tuition reimbursement will be provided by the Columbia Union at a rate of 75% at the start of the second year (though not retroactively for any previous courses taken) provided the request for reimbursement is not for a second graduate degree or in a program specialty outside of the teacher’s primary instructional assignment. The local
conference assumes financial responsibility for reimbursement, at whatever rate it deems appropriate, for second graduate degrees for which it grants approval.

d. The CUOE will provide tuition reimbursement at a rate of 25% for approved courses taken by retained teachers whose certification has expired. The CUOE will not provide any tuition reimbursement for teachers retained by the local conference whose certification has expired for a second consecutive year or beyond. Union reimbursement will resume at a rate of 75% only after such teachers have regained denominational certification and only for courses leading to recertification thereafter. The local conference assumes financial responsibility for reimbursement at whatever rate it deems appropriate for recertification.

e. The CUOE will consider the reasonableness of per-credit expense, and reserves the right to adjust the reimbursement percentage if it is determined that the per-credit expense is unreasonably high. Reimbursement for certification courses per-credit tuition shall not exceed 150% of the discounted per-credit tuition charge for Washington Adventist University education course offered annually.

f. If the local conference intends to apply for CUOE tuition reimbursement for graduate programs that have been locally approved for its teachers, it must secure a “sign-off” of the CUOE before a teacher matriculates.

g. Academy Principals: The Columbia Union will, for superintendents and academy principals only, reimburse at 75% for coursework taken to secure an administrator certificate.

2. A stipend may be paid to employees taking summer school at the rate of $100 per week for a maximum of eight weeks or at the rate of $100 per semester hour earned, whichever is less; $800 is the maximum that can be paid to an employee each summer. Employing organizations will not pay for work taken during the employee’s contract term unless authorized by the local conference office of education.

3. Because it is impractical for K-12 administrators and conference and Union office of education personnel to take complete breaks from administrative responsibilities while studying, they generally receive both tuition assistance and salary considerations.

C. Authorized College Expense for Employees

1. The union will reimburse local conferences or senior academies 75% of authorized postgraduate and graduate study tuition and fees, provided the conferences and academies pay the remaining expenses according to Union policy.

2. Master’s Thesis Expense - Two-thirds of the thesis expense or $400, whichever is less, will be granted to a candidate for a master’s degree. This will cover typing, publishing, computer time, surveys, and other costs directly related to the thesis. All costs above this amount will be paid by the candidate. Time to prepare and complete the thesis is considered part of the summer school expense in the master’s program.

D. Authorization

1. The employing organization grants summer school authorization to elementary and junior academy employees upon the recommendation of the board of education. Senior academy employees receive authorization from their academy board through the principal.

2. Employees expecting denominational assistance must have a letter of authorization from the local conference superintendent or academy principal before registering for the program.

3. Conferences and academies sending employees to summer school will give each employee approval in writing, and will send lists of approved employees to both the university or college student affairs office and registrar.

E. Required Summer School Attendance

All employees holding conditional certificates will be required to secure six additional semester hours of college credit during the summer. These hours must apply toward improving their credentialed status. No employee holding a conditional certificate may be employed by the local conference in any summer activity that will interfere with summer school attendance.

F. Summer School for Transferring Employees

New employees coming from areas outside the Union may have advanced so far in their study program that transferring to a college within the Union would cause loss both to the employee and to the denomination. In such
cases, the employing organization may grant approval for the employee to continue summer school in the original
college and to receive the same benefits as though attending a college in the Union.

G. Amortization for Master's Degree
Assistance given during the summer or school year for part-time study on a master's degree will be amortized by
one year of service following the study. Upon receipt of the master's degree, the employee will be obligated to
serve the employing organization for one additional year.

Whatever graduate expense has not been amortized by previous service will be amortized by this one year of
service, or it will become the liability of the employee or the calling organization.

H. Definition of Full-time Leave of Absence and Part-time Study Leave
1. A full-time leave will consist of at least twelve or more weeks of assisted study leave with no regular work
   responsibilities. (for amortization schedule see Code 9200-G, 9210)
2. A part-time study leave will include summer school classes or not more than three semester hours per
   semester during the school year while continuing regular or reduced work responsibilities.

9205 Extension Classes and Courses Taken in Residence during the School Year
Employees authorized to take course work by extension or in residence during the school year may receive
financial assistance for tuition and fees. Authorization is granted by the employing organization.
Employees desiring to take academic course work in excess of three semester hours at one time during the
contract year must receive authorization from the employing organization.

9210 Amortization of Graduate Study Expenses
Local conferences and academies will amortize the costs of graduate study on the basis of one year of
employment for one year of summer school study. Amortization begins immediately following the summer of
study.
Local conferences and academies will amortize In-service study during the school term in which employees take
the course work unless otherwise mutually agreed. Employees may take a maximum of three semester hours
each term during the school year.

9215 Doctoral and Education Specialist Assistance
Ordinarily the expense of graduate study beyond the master’s degree for education personnel is regarded as the
concern and expense of the individual. However, recognizing the value of education specialist and doctoral-level
training to the Union's education system, and to the Church in potential service as office of education
administrators and college/university professors, and in view of the fact that present recertification requirements
mandate periodic course work beyond the master's degree, the Union and its participating conferences have
adopted the following post-master's tuition assistance plan:
A. Criteria for Approval
The following criteria form the basis for considering applications to pursue an education specialist or doctoral
program:
1. A minimum of five years of successful experience as superintendent, associate superintendent, principal
   or vice principal within the Union’s educational system
2. Acceptance into an approved doctoral program
3. Demonstrable aptitude for leadership and the ability to implement the degree to enhance educational
   planning and instruction.
4. Selection of an area of academic concentration that is needed within the Union's K-16 education system.
5. Proven commitment to the church's education system and evidence of maturity and emotional stability.

B. Submitting the Application
1. Refer to application packet in Appendix G1
2. The completed application will be submitted to the local conference superintendent to be presented to the
   conference board of education for approval.
3. The local conference office of education will forward the approved application to the Union Vice President
   for Education to be processed by CUOE and CUBOE.
4. Final approval of the application will be made by CUBOE.

C. Application Time Lines
1. Aspiring candidates must submit applications to the local conference office of education prior to August 1.

2. The conference office of education will discuss and take action upon the application to ensure that the conference approved application is submitted to the Union Vice President for Education prior to October 1.

3. The CUOE will process the application so CUBOE will be able to act upon the application at its fall meeting. No commitment for approval will be given to the applicant until CUBOE has approved the application.

D. Annual Progress Report
   All candidates shall present an annual written progress report to the CUOE (Refer to Appendix G2)

E. Financial Provisions of Tuition Assistance
1. During the Summer
   a. Full Salary: The employing organization will pay the summer salary.
   b. Full Tuition and Fees: The employing organization will pay the tuition and fees and the Union will reimburse 75% of the charges if the conference or other employing organization submits the charges prior to November 1.
   c. Travel Expense: The employing organization will pay one round trip to Andrews University or its equivalent mileage.

   Day students who commute to classes daily will be reimbursed per summer for round-trip mileage on the basis of the following:
   - 1-25 miles $100
   - 26-50 miles $150
   - 51-100 miles $200
   - 101+ miles $225

   These amounts will be reviewed bi-annually by the Columbia Union Office of Education and adjusted in consultation with the local conference superintendents of education.

d. Room Expense: If the candidate is required to be away from his/her regular domicile, the employing organization will pay dormitory room expense or the equivalent.

e. Book Expense: The education specialist/doctoral candidate assumes the cost of books, copying, and other related costs.

f. Candidate Replacement: This tuition assistance process assumes the employing organization will not incur additional salary expenses as a result of the candidate’s absence for the summer.

2. During the School Year:
   An approved candidate who wishes to take limited course work (up to six hours) during the regular school term will secure the permission of the local conference board of education.

   Tuition assistance is provided according to the summer course work policy. The conference or academy will bill the Union for its share of the doctoral assistance before November 1.

   a. Full Salary: The employing organization will pay the candidate’s full salary.

   b. Full Tuition and Fees: The employing organization will pay the full cost of the tuition and fees with the Union reimbursing 75% of the costs.

   c. Travel Expense: The employing organization will pay one round trip to Andrews University, or its equivalent mileage, if the academic program requires that the student make the trip.

   d. Room Expense: If the candidate is required to be away from his/her regular domicile, dormitory room expense, or the equivalent, will be provided. The funding will be as follows: one-third by the employing organization, one-third by the local conference; one third by the Union.

   e. Book Expense: The education specialist/doctoral candidate assumes the expenses of books, copying, and other related costs.

3. Salary Costs for Residence Requirements:
   When a candidate’s absence to meet residency requirements necessitates the hiring of additional personnel of up to, but not more than one salary, to cover administrative duties, the cost is distributed as follows:
Salary of Principals, Vice Principals | Salary of Superintendents, Associates
---|---
¾ by the candidate | 1/3 by the candidate
¼ by the candidate’s school | 1/3 by the local conference
¼ by the local conference | 1/3 by the union
¼ by the union

4. Dissertation Costs:
   a. Two-thirds of the dissertation cost will be granted to the candidate up to a maximum allowance of $1000.00. This will cover typing, publishing, computer time, surveys and other costs directly related to the preparation of the dissertation. All costs above this amount will be paid by the candidate.
   b. The maximum assistance for dissertation cost ($1000.00) is shared as follows:

<table>
<thead>
<tr>
<th>Principals, Vice principals</th>
<th>Superintendents, associates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3 by the candidate’s school</td>
<td>½ by the conference</td>
</tr>
<tr>
<td>1/3 by the conference</td>
<td>½ by the union</td>
</tr>
<tr>
<td>1/3 by the union</td>
<td></td>
</tr>
</tbody>
</table>

c. The specialist/doctoral candidate may be allowed a maximum of ten weeks per summer for three summers’ leave time on salary for dissertation preparation (research and writing). Such salary is paid by the employing organization.

F. Contractual Agreement

1. Amortization to Employing Organization and Others for Summer Assistance
   For employees granted a full-time leave of absence, the total education specialist/doctoral study expense will be amortized annually in an amount equivalent to eight times the remuneration factor or one-seventh of the total expense, whichever is greater, for each full year of service. For employees granted part-time education specialist/doctoral study, financial assistance given during the summer or school year will be amortized by one year of service following the study. (For definition of full-time leave of absence and part-time study leave, see Code 9200-H) Upon completion of the education specialist/doctorate, employees on part-time study leave will be obligated to serve their institution for three years. Whatever graduate expenses have not been amortized by previous service will be amortized by these three years of service, or it will be the liability of the employee or the calling organization.
   When an educational employee, with an unamortized graduate expense, is called to another organization, the two organizations will agree, in writing, before the call is actually passed to the employee, as to whether the unamortized amount is to be paid in one sum or over a period of time.

2. Amortization Agreement for Leave of Absence
   a. The expenses incurred such as salary, tuition, fees, etc., by the person who is granted a leave of absence exceeding a summer quarter, will be set up as a graduate study expense account.
   b. The employing organization of an employee who applies for a graduate residency program will enter into a contract with the applicant to cover the reimbursement of unamortized salary and other expenses incurred by the employee. This contract will recognize the fact that the Union and the employing organization have the right to request that they be reimbursed for these costs before they pass on invitations for employment from outside the Union. The same would hold for calls within the Union for expenses incurred by the employing organization and/or the local conference.
   c. If, for any reason, the candidate does not accept re-employment within the Union after the leave of absence, the person agrees to reimburse the sponsoring organizations according to the contractual agreement.
   d. Employees who have taken a full-time leave of absence for graduate study assume responsibility for repaying the unamortized balance if they choose to leave denominational employment. Any denominational organizations that call an employee who has had a part-time study leave but has not worked a full year to amortize the assistance received, and/or the employee who has taken a part-time study leave, but has not worked a full year to amortize the assistance received, shall assume full responsibility for reimbursing the employing organization a proportionate amount of the balance.

G. Miscellaneous Provisions

1. When possible, principals should work out residency requirements to include a summer session thereby minimizing absence from the school.
The local conference board of education may approve limited leave time that may be required during the school year to study for comprehensive examinations or dissertation preparation.

**Leave Policies**

9250 Leave Policies

A. Provisions for Special Leaves

Employing organizations may grant certificated personnel the following leaves:

1. Bereavement: A leave up to five working days with no loss of salary may be granted to employees in case of death in the immediate family. In unusual circumstances, additional time may be granted at the discretion of the employing organization.

   "Immediate family" means parents, spouse, brothers and sisters of the employee or spouse, grandparents, children, and grandchildren. Cases involving other near kin may require special consideration. The employing organization will evaluate those cases on an individual basis. Travel costs incurred as a consequence of bereavement leave will be borne by the employee.

2. Jury Duty

   Employees selected to serve on jury duty may accept this civic responsibility. However, if selection requires a prolonged absence from the school, the employee should request to be excused.

3. Personal Leave

   Employing organizations may grant an employee up to two personal days per year. These may be counted as part of the ten short-term illness days allowed annually to employees. Employing organizations may finance the cost of the substitute teachers in the same way they do the cost of illness leaves.

   The employee must give the school principal or local school board chair at least five-day advance notice for personal days. Personal days may not be taken in connection with the beginning or end of scheduled vacation periods.

   Should an employee take more than two personal days, the employing organization will reduce the employee’s monthly check by the employee’s daily rate for each excess day. (see Code 9310)

4. Illness/Disability Leave

   a. Definitions

      i. Short-term illness leave - Short-term illness leave is absence from school due to an illness that lasts from one to three days.

      ii. Long-term illness leave - Long-term illness leave is absence from school due to an illness that lasts more than three days.

      iii. Unpaid illness leave - Unpaid illness leave is short-term leave taken after the employee has used the ten days of paid illness leave.

      iv. Extended financial benefits - Extended financial benefits are benefits approved by the employing organization for unusual circumstances that could create hardships for the employee.

      v. Pregnancy leave - Pregnancy leave is leave taken because of a pregnancy. It is part of the long-term illness leave available to employees.

      vi. Immediate family - Immediate family means the employee’s spouse, children, and parents.

      vii. Day - A "day" under this policy means a day upon which the employee is scheduled to work.

   b. Short-term leave

      i. Employees may use up to ten days for short-term illness leave during the contract year with no loss in salary.

      ii. Employees may use these days for personal illness or illness of an immediate family member.

      iii. Short-term leave taken after exhaustion of the ten days will be taken as unpaid leave.

      iv. The school and employing organization will pay the cost for substitute teachers.

      v. The employing organization will not count bereavement leave and jury duty leave as part of any illness leave.
c. Long-term leave
   i. Long-term illness leave requires that the employee be under the care of a physician and the employee must present a satisfactory certificate from the physician to qualify for salary payment.
   ii. If the illness goes beyond the limit of available days, the employee may request extended benefits leave for his/her illness.
   iii. An employee has six weeks of long-term leave annually. If an illness is serious or life-threatening, the employee may request extended benefits leave from the local conference executive committee.
   iv. Notwithstanding the immediately preceding provision, if an employee does not use all ten days of short-term leave, the employee may transfer the remainder, up to five days, into his/her long-term leave bank up to a maximum accrual of ten weeks of long-term leave.
   v. Long-term leave will not be convertible to paid leave or be considered as credit payable at the end of the employee’s service.
   vi. Employees transferring directly to another denominational employing organization may transfer accrued long-term paid leave. However, the employing organization will transfer no funds.

d. Pregnancy leave
   i. Pregnancy leave will be granted on the same basis as long-term illness leave according to the Family and Medical Leave Act (FMLA) policy. Employees requesting pregnancy leave will also request FMLA leave. This includes completing the request form, the physician’s certification form, and time records (if the employee takes intermittent or reduced-schedule leave).
   ii. Employees are entitled to up to twelve weeks of paid or unpaid leave for the birth of a child. However, once the employee’s physician has released the employee from his/her care, if the employee wants to continue FMLA leave, any paid long-term illness leave will be stopped. However, both male and female employees may access any applicable paid leave available to them. (see Code 9250-B)
   iii. An employee returning from pregnancy leave under the FMLA will be entitled to reinstatement in the employee’s previous position or a position of equivalent pay, benefits, and other employment terms and conditions. The employing organization will require that the returning employee provide a physician’s medical release.

e. Procedure
   i. Any leave under this Section must be coordinated with FMLA leave.
   ii. The procedure for requesting FMLA leave appearing in Code 9250-B will be followed when requesting disability leave.
   iii. Employees need not report the first three days of illness leave as disability leave. However, if the illness/disability is exceeded, the entire period of disability will be counted toward the six-week maximum (up to ten-week maximum if unused short-term leave has been transferred) allowed for long-term illness leave.

5. Notification and Reporting Requirements - When the need for leave is foreseeable, such as the birth or adoption of a child or planned medical treatment, the employee must provide thirty days’ advance notice and make efforts to schedule leave so as not to disrupt school operations. If it is not possible to give thirty days’ notice, the employee is expected to give as much notice as practicable. In cases of illness, employees on leave will be required to report periodically on their status and intention to return to work.

   If an employee fails to give thirty days’ notice for foreseeable leave with no reasonable excuse for the delay, the employing organization may deny the request for up to thirty days from the date the employee gives notice in writing.

6. Status of Employee Benefits During a Leave of Absence - While the employee is on leave, the employing organization will continue the employee’s health-care benefits. The benefits will continue at the same level and under the same conditions as applied before the employee began the leave.

   If the employee had opted-in eligible dependents and spouse for health-care benefits, the employing organization will continue to make payroll deductions for the premium while the employee is on paid leave. While on unpaid leave, the employee must continue making this payment. Payment must be made in a timely manner to the conference treasury department. Should the employee fail to continue the
payments, the employer may discontinue dependent/spouse coverage during the leave period or recover payments at the end of the leave period in a manner that is consistent with law. Benefit entitlement based on an employee's length of service to the employing organization will be calculated based on the last paid day prior to the beginning of the unpaid leave of absence.

7. Procedures

a. Employees must request a Family and Medical Leave Absence form from the employing organization's human resources office. When completed, the form must be returned to the local conference office of education or, in the case of senior academy personnel, to the academy principal or designee.

b. Employees seeking family and medical leave because of a serious health condition must provide a completed Certification of Physician or Practitioner form, available from the employing organization's human resources office. The form is to be returned to the local conference office of education or, in the case of senior academy personnel, to the academy principal or designee.

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**General Financial Policies**

**9300 Salaries**

A. Remuneration of Certificated Personnel

Local conferences and academies determine salary rates for certificated employees in accordance with Union Wage Scale and applicable federal and state laws. The remuneration factor and the implementation of the cost-of-living granted to the employee (COLA) include provision for housing. The full implementation of the Relocation Assessor published by the Economic Research Institute, Inc., (ERI) provides the employee with adequate housing allowance. No additional housing allowance may be granted except as provided in Code 9315.

B. Certification Policies in Relation to Salary

Employees’ credentials and years of service determine salaries. Employees are responsible for securing appropriate credentials.

1. Salary Step Placement - Salary step placement is based on the denominational teaching credential currently held and years of service. Changes in salary become effective on the first day of the calendar month after employees present credentials to their employing organization that show eligibility for a step change. Delay due to no fault of the employee will not incur loss of payment.

2. Conditional Certificate is Minimal - All full-time teachers must qualify for the Conditional Certificate at a minimum. They are expected to meet the requirements for renewal until the criteria for a Basic or Standard Certificate are met.

   The maximum pay for such a teacher will be that of a “Teacher with a B.A. but no Basic or Standard Certificate” as specified in the Union Wage Scale.

3. Lapsed Certification - Employees who allow certification to expire may be terminated, or, in lieu of termination, placed on probation. (Code 9600, 9615 will apply.) If continued as a probationary employee, salary will be reduced one level in the scale for each year on probation. (For example, in the first year of probation, salary will be reduced one level; in the second year of probation, the salary will be reduced another level, meaning a two-step reduction from the year in which certification expired.)

4. Designated Subject Certificate - The Designated Subjects/Services Certificate may be granted to part-time teachers.

5. Exceptions - Exceptions to these policies due to extenuating circumstances must be recommended by the local conference board of education or senior academy board to the Columbia Union Conference Certification Review Committee.

C. Payment Plans

The following payment plans apply:

1. **12-month Assignment** - Non-probationary employees assigned on a 12-month basis will receive regular salary payments based on established annual salary rates.

2. **10-month Assignment** - Non-probationary employees assigned on the 10-month basis will receive regular salary payments during each month of the calendar year based on a fixed percentage of the established annual salary rate. Generally, such employees will be employed for a 10-month assignment. Exceptions will be determined by the employing organization.
The 10-month assignment plan is available only to contractual, full-time instructional personnel. It does not generally include administrative or auxiliary personnel (defined by the employing organization) and does not apply to probationary employees. Eligible employees on 10-month assignment are entitled to all employee benefits.

3. Probationary Employees  - Probationary employees will receive salary payments either on a 10- or a 12-month salary rate depending on the type of position held. Probationary employees are entitled to all employee benefits, but only during the course of their employment.

4. Special Denominational Projects  - Employees on 10-month assignment may be employed on special denominational projects when not under the direction of the school principal or local conference superintendent.

5. Outside Employment  - All full-time regular employees will not engage in any outside employment or educational matriculation that will interfere with performing the job for which the employee has been hired.

D. Delayed Hiring
Employees on 10-month assignment will be paid proportionately to the number of weeks actually employed if they report after the designated report-to-work date.

E. Instructional Services Personnel
The local conference board of education will apply the Union Wage Scale for registrars, librarians, and guidance personnel. The same standards for years of service and denominational certification will be applied.

F. Travel Allowance
Local conferences and senior academies will pay principals an administrative allowance according to the following guidelines, subject to any future adjustments in amounts that may be enacted as a matter of policy:
   1. Elementary schools, junior academies, and K-12 academies - $18 per teacher up to a maximum of $200 per month.
   2. Senior Academies
      Boarding: $240 per month
      Day: $200 per month
   3. A principal is defined as one who administers a school of at least three teachers (including the principal).
   4. Vice principals and business managers who are employed on a twelve-month basis may receive up to 75% of the administrative allowance received by the principal. The decision for the allowance will be made by the local conference board of education or senior academy board.

9305 Cash Advances
Substantial cash advances will not be made to employees without special action of the employing organization. Reasonable cash advances will not exceed the net amount of a month’s salary.

9310 Daily Salary Rate
The actual number of days within an employee’s contract period, including school and vacation days, will be used to calculate an employee’s daily salary rate. The 10-month daily rate will be based upon 220 days within the contract period. The 12-month daily rate will be based upon 260 days within the contract period.

9315 Dual Homeowner’s Subsidy
A. Initial Assistance
   When employees move from one location to another and because of conditions of a lease or failure to sell or rent their home, or other significant cause, they are required to pay housing expenses both at the former and at the new location, an allowance may be granted to cover the time when payments are being made at both locations and both homes are habitable. The allowance may be granted under normal conditions for up to three months.

B. Unusual Circumstances
   In unusual circumstances, when employees have not been able to sell their home at the former location and have presented evidence showing that their asking price, at the end of the 3-month period referred to in Code 9315-A, was no more than 100% of an appraisal provided by an independent appraiser, the employing organization may give up to an additional three months’ assistance.

An independent appraiser means a qualified appraiser such as those who may be contacted through banks or home loan associations. Real estate agents are specifically excluded. The employing organization will reimburse the reasonable cost of the appraisal.
C. **Extreme Circumstances**
If the employee has not sold 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 home is not more than 95% of the appraisal during this period.

D. **Amount**
When granted, the monthly allowance will be the actual expense for the principal and interest, property taxes, and insurance up to 100 percent of the cost factor (housing/utilities/property tax of the Relocation Analysis Report) as indicated by ERI for which the employee was eligible at the former location. Fifty percent of any rental income will be deducted from the allowance. In addition to the monthly allowance, employees may be reimbursed for the cost of utilities to provide security lighting and minimum heating.

9320 **Evaluation Team Member's Expense**
Travel expenses for members of visiting teams that evaluate denominational schools will be paid by the team member’s employing organization except in cases where the team member is employed outside the conference whose school is being evaluated. In that instance, the following procedure will apply:
A. Permission to invite an employee outside the host conference will be obtained from the conference superintendent.
B. The inviting conference will pay the following expenses:
   1. Travel
   2. Substitute teacher’s pay
   3. Per diem costs
   4. Lodging
C. The team member will report related expenses to the employing organization who will bill the inviting conference.
D. The travel expenses for Union employees who serve on visitation teams within the Union will be paid from the Columbia Union K-12 Travel Equalization Fund.

9325 **Insurance**

A. **Automobile**
1. **Automobile Insurance Assistance Eligibility**
   Local conference education leaders including superintendents, associate superintendents, and senior academy principals are eligible for assistance on the costs of automobile insurance.
2. **Minimum Coverage for Ineligible Educational Personnel**
   Employees whose job requires less frequent use of their automobiles are not eligible for insurance assistance. Nevertheless, for their protection and the Church's protection, the NAD recommends that they maintain the same minimum level of bodily injury liability protection as required for employees who receive assistance.

3. **Required Coverage**
   Those eligible for automobile insurance assistance are 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
   - **Collision**: $500 deductible
   - **Uninsured Motorist**: Statutory
If the employee has a claim, the first $50 of the collision or comprehensive deductible will be paid by the employee and the remainder of the deductible will be paid by the employing organization.

Optional $300,000 single limit policy is acceptable.

B. Auto Accident Covered by Insurance
Medical expenses that result from an automobile accident in which another party’s insurance covers the cost are not reportable, nor are medical expenses resulting from an accident when one’s own insurance covers the cost.

This policy applies regardless of who paid the insurance premium. The medical policy as it relates to an automobile accident is intended to assist an employee only with out-of-pocket expenditures.

9330 Military Service and Retirement Credit
In harmony with the General Conference policy of granting retirement credit for military service, employing organizations may grant credit for time spent in the armed forces according to the provisions of this Section. Persons who went into military service or who were assigned to alternate service in lieu of military service, and who, within one year after an honorable or general discharge, enter or reenter full-time denominational employment or engage in further training for denominational service and within one year enter or reenter full-time denominational employment upon completion of such training, will be eligible for service credit according to the following provisions:

A. Employees Who Went into Military Service
Full-time employees who went directly from denominational service into military service will be granted service credit for the actual period of military service, provided the time they served was the minimum required.

B. Pre-employment Military Service
Employees who served in the military prior to beginning denominational employment may be granted up to two years of service credit for military service if they have less than forty years of service credit by age 65, or at the time of retirement because of disability, provided their denominational service has been full-time and continuous.

9335 Moving Allowance
When an employing organization asks an employee to move to a new location or a person is called into denominational service, the employing organization will provide the following assistance:

1. An amount to cover freight/van charges and insurance up to maximums established by the employing organization.
2. Travel expense and a per diem according to current policy and 100% of the regular mileage allowance to move up to two automobiles owned by the employee to the new field of employment.
3. A flat amount rounded up to the nearest $10 to cover packing and other moving costs as follows:
   - Employee - 16.5% of the monthly remuneration factor
   - Spouse – 16.5% of the monthly remuneration factor.
   - A single parent with dependent children may be granted 33% of remuneration factor as a moving allowance. (2016-17 NADWP Y 45 71)
4. Automobile Registration and Excise Tax - Employees who are called to another state and are required to pay duplicate excise tax/sales tax, license, and certification/inspection fees may report such expense on one car if they register the car within ninety days of moving to the new area. If the employee has a spouse, the above expenses may also be reported on a second car.
5. Maximum Assistance - The allowances referred to in Code 9335 #’s 2-4 will be limited to two vehicles and two flat moving allowances per family even if both spouses are employed.
6. Sharing Moving Expenses - When calls are extended to spouses to join two different denominational organizations in the same area, the cost of moving will 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 will be responsible for the full cost of the move.
7. Bridge Loan - In cases where it may be necessary to negotiate a bridge loan in order to secure a home at the new location, the loan interest may be reimbursed by the new employing organization for the same time period during which the employee is eligible to receive duplicate housing allowances in addition to the duplicate and special housing allowance. This loan interest would be considered outside the ceiling for which special assistance may be given.
Moving Expense Amortization

1. Percentages - Any employing organization in the NAD calling an employee who has given less than two full years of service to the current employing organization will make 100% reimbursement for the employee’s last move to the territory of that organization. If the employee has given more than two but less than three full years of service, the reimbursement will be 50%, and for less than four full years, it will be 25%. It is understood that exceptions may be worked out on the administrative level.

2. Responsibility to Determine Amortization Expenses - It will be the responsibility of the calling organization to find out whether there are any unamortized expenses related to the employee being called.

3. Service Outside NAD - In the case of employees called for service outside the NAD, employing organizations are encouraged to waive the provisions of this policy.

4. Calls from the General Conference - In the case of employees being called from the General Conference, the principles outlined in Code 9340 #1 will be followed and applied to any move that has been made within the past four years involving a distance greater than 500 miles.

5. Any unamortized moving expense shall be reimbursed to the last denominational employing organization by an employee who leaves denominational employment prior to a minimum service term of four years at the last place of employment providing the employee initiates the termination. If the employing organization initiates the termination, it shall assume the unamortized portion of the moving expense.

Parsonage Allowance

Ordained or licensed ministers serving as principals or Bible teachers are eligible for the minister’s tax-free parsonage allowance. To qualify, the employee may be required to submit an estimate of parsonage expenses to the employing organization in December, prior to the year for which the exclusion is requested, or at the time of employment if during the year. This estimate may be acted upon by the employing organization and may become a part of the minutes of that organization. A report of actual expense for the year may be submitted to the employing organization at the end of the calendar year. The actual amount (provided it is not larger than the current maximum or larger than the estimate submitted) will be deducted from the salary amount listed on the W-2 form. No actual entries for this amount are required in accounting records. Eligible employees should contact the local conference secretary for forms to use in reporting a parsonage allowance. In any case, the employee is responsible for justifying any expenses claimed as a parsonage allowance if audited.

Rentals - Academies

Educational personnel who are required to live in school-owned housing do not have the opportunity to develop equity in a home. To equalize the equity opportunity, the following policy may be used by an academy board to calculate fair rental value:

1. Each academy will secure the services of a qualified appraisal firm from the community to study and report on each housing unit to determine a minimum and maximum rental rate for local accommodations of equal quality.

2. The average of the minimum and maximum rental rates will be used in computing a fair rental value. In no case will the rate exceed the local conference rent policy ceiling.

3. Each academy board will establish the rental rates and adjustments will be made as policy provides.

4. Any adjustment in salary will necessitate an adjustment in rent charges on a percentage basis. Example: Should the total package salary increase 2% for whatever reason, the rent rate would reflect a 2% increase also.

Retiring Employee’s Moving Allowance (2016-17 NADWP Y 23 10)

A retiring employee may be granted assistance for one actual move to the place of retirement if the employee has been moved at denominational expense during his/her career.

1. Authorized Expenses

When an employee retires, the employing organization may arrange to pay the moving expense for household goods, and transportation expense including mileage, tolls, hotel and per diem by the most direct route based on 500 miles per day to the place of choice in the North American Division. If the employee’s service credit is less than thirty years, the employing organization may pro-rate the moving expense based on years of actual service credit.

2. Other Moving Policies
The provision of 2016-17 NADWP Y 23 05, paragraph 1-c, -d, and -e do not apply to this move.

3. Timing
   The retirement move must occur within five years after retirement unless other arrangements are documented by the employer prior to retirement.

4. Form of Payment
   At the discretion of the employer, the move may be arranged by the employer, a cash settlement may be paid directly to the employee, or actual expenditures may be reimbursed.

5. Division of Expenses
   If both spouses are denominationally employed by different employers at the time of retirement, and are holding a position normally moved at denominational expense, the assistance shall be shared equally by the two employers.

6. Tax Obligation
   The retiring employee shall be responsible for any tax obligation accruing due to such assistance provided.

7. Other Applications
   Employers may apply the provisions of this policy in the case of a move due to the death of an eligible employee even if the death is prior to retirement or retirement eligibility.

9360 Special Homeowner's Assistance
   Employees who are currently receiving special rent assistance, or who are living in a high-cost housing area and do not own their own residence, may be eligible for a special home-owner assistance on a home purchase on a one-time basis according to local conference and Union guidelines established for this purpose.

9365 Special Projects and Assignments
   A. Part-time Employment
      Certificated personnel may be employed on a part-time basis for special assignments on a temporary or annual basis.
      Employees employed on less than a full-time basis are not eligible for assistance on items such as moving expenses, tuition assistance for dependent children, medical expenses, or severance pay.

   B. Employment for Special Projects or Assignments
      Certificated personnel on 10-month assignments may be employed for special projects during the time they are not under the direction of the school principal or local conference superintendent. When employees are asked to participate in summer school workshops, they will be paid at a weekly rate for the actual time of the workshop. The total amount paid during the summer, plus the 10-month wage, will not exceed the 12-month salary schedule. The week’s rate is to be calculated on the basis of a 12-month salary.

9370 Substitute Teachers - Temporary Employment
   The local school board may authorize the school administrator to employ qualified persons on a temporary basis to fill positions of regularly credentialed employees who are absent from service.
   It is the responsibility of each local conference (or senior academy if the conference does not operate a K-12 system) to pay the costs of a substitute teacher when the regular teacher is absent by reason of a duly-authorized committee called by the Union or conference office of education.
   The local conference board of education or senior academy board will set pay rates for substitute teachers. The rates will be in harmony with the prevailing rates for the area where the school is located.

9375 Summer Workshop Reimbursement
   When an employing organization asks a teacher to participate in a summer workshop, it will pay the employee 20% of the monthly rate of the remuneration factor for each week of work.

9380 Travel Expenses - Union Conventions
   1. All transportation expense for employee delegates attending teachers’ conventions will be paid by the employing organization.
   2. Travel and employee per diem rates will apply to employees and authorized delegates in harmony with the prevailing Union policy:
      a. Employees will be allowed the lodging expense of an overnight stop for distances greater than 500 miles.
      b. Employees may report per diem policy for travel time according to prevailing Union policy.

9385 Travel Outside Columbia Union Conference
   Educational personnel authorized to travel outside Union territory will be provided air transportation at the most reasonable prevailing rate plus one per diem each way. If employees travel other than by air, the excess days of travel will be vacation time.
Professional Growth

9400  Categories
The CUBOE has established this policy to help educators understand how they can acquire academic and non-
academic certification credits to renew their certificates. Educators may qualify for certificate renewal through the variety of activities outlined in this policy. To be eligible, educators must show they have completed the required hours of academic credit before their certificate expires. The local conference superintendent or academy principal will discuss this policy with their teachers at the beginning of each school year and provide the teacher with the form prepared for reporting professional growth activities. Professional Christian educators will maintain and improve their knowledge of the principles of Christian ministry and pedagogy. Annually, they will prepare and implement a personal plan for professional growth. This plan should be a balanced program that ensures continuous professional certification and provides opportunities to improve skills in counseling students, communicating information and ideas effectively, and inter-acting with adults.

A. Academic Credit Courses

Professional educators will maintain their certification by taking academic credit courses and by taking part in non-academic credit activities. Their employing organization may reimburse them for certain academic credit courses.

B. Professional Memberships, Books and Magazines

Professional educators may earn non-academic credit for renewing their certificates by joining professional organizations related to their teaching assignment and reading professional books and magazines.

C. Professional Visiting Days to Other Schools

Principals and teachers may use school days to make professional visits to other schools. In schools having a principal, teachers secure approval from their principal. Teachers in other schools receive approval from the local conference superintendent. The local conference superintendent or principal may require teachers to prepare a brief summary of their observations as a basis for validating the professional growth opportunity.

D. Conventions Held by Professional Organizations

i. Conventions Held Within Union Territory - Union education departments and academies encourage their professional staff to attend national and regional conventions when professional organizations hold them within the Union. Teachers wanting to attend national conventions either inside or outside the Union should apply to their local conference superintendent or academy principal for approval.

ii. Union-sponsored Event - When workable, the CUBOE staff will plan a one-day meeting of Adventist educators to attend a convention within the Union in accordance with a schedule prepared by the NADOE. The Union education staff will announce these meetings and arrange for the special program.

iii. Costs for Attending Conventions - The following costs will be allowed if an educator is given approval to attend a convention: registration fee, per diem, lodging, transportation, and substitute teacher expenses if a substitute is needed. These costs will be paid by the employing organization.

iv. Membership Fees for the Professional Organization - Employing organizations may assist educators who wish to join a professional organization.

v. Criteria for Granting Approval - The local conference office of education or academy board will determine the criteria and procedures educators should follow to qualify for approval to attend a national convention.

E. Tours and Travel

Educators may take part in college- or university-sponsored tours for academic credit or for waiver of required credit to renew their certificates. Employees usually assume the non-tuition costs of these tours. The employing organization will take into consideration the educators’ years of service and professional contributions to the conference or academy before granting approval if the approval includes additional time off from regular assignments. The employing organization may approve up to four weeks leave in addition to regular vacation leave. In no case will employees be granted more than a total of eight weeks leave from their school.

F. Other Activities
A wide range of other professional activities are available to educators including: publication of articles, mentoring or supervising another educator, curriculum development, participation in assigned activities developing policies, an education project, listening to audio cassettes, watching professional videos, or engaging in a systematic health program.

9405 Supervision and Evaluation
Each teacher will have a program of supervision focused on improving instruction and cooperatively planned by the school principal, the local conference office of education and the CUOE, as requested. The program will consist of professional growth, in-service activities, individual help, and evaluation of instruction.

A. Professional Growth (See Code 9400)

B. In-service Activities
In-service activities will be offered at the local conference and union levels.

C. Evaluation of Instruction
Evaluation of instruction is part of a total clinical supervision process in which strengths are focused upon and a program is developed, in consultation with the employee, to improve weaknesses.

There are two types of formal evaluations, formative and summative:

1. **Formative evaluations**
   In formative evaluations, the teacher and the evaluator work together to develop a plan for professional growth based on the strengths and weaknesses of the teacher. The purpose is for professional growth. Formative evaluations are on-going throughout the school year through supervision visits as well as formal pre- and post- observation conferences and may involve written summaries that are placed in the teacher’s personnel file.

2. **Summative evaluations**
   In summative evaluations, performance is measured by a set of pre-established standards. The purpose is to determine if the teacher is performing at acceptable levels according to the written job descriptions and can be used for rehiring, reassigning, termination and/or non-renewal of contract. Summative evaluations can also be used as positive evidence in measuring progress in meeting written goals for improvement of instruction and/or other professional criteria. Summative evaluations will be conducted on a yearly basis for intern, transfer, and probationary teachers and on a three-year cycle for teachers who have attained regular appointment status. The local conference office of education or designee will be responsible for conducting summative evaluations.

D. Development of Evaluation Instruments
The evaluation process will include:

1. Pre-observation conferences between teachers and evaluators. The agenda will include discussions about the purposes of evaluation, the instruments to be used, and instructional elements to be focused upon.
2. Self-evaluation by the teacher.
3. Observation by the evaluator.
4. Post-observation conferences involving teachers and evaluators.
5. As part of the post-observation conference, the evaluator and employee will develop a written plan that details how the employee will improve in weak areas.
6. Follow-up help when needed to improve instructional performance.

E. Evaluators
Conference superintendents or their associates will evaluate elementary and junior academy teachers. In schools where the principals are not regular classroom teachers, this responsibility will be shared between the superintendent and principals. In difficult cases, the superintendent may call upon the assistance of the CUOE. Academy evaluations will be a shared responsibility that includes the academy principal, the conference superintendent, and the CUOE.

The possibility of having student evaluations or peer evaluations between schools or conferences may be considered in the evaluation process.
F. Number of Observations

All teachers will be observed informally and formally on a regular basis. Intern, probationary and transfer teachers will be evaluated more frequently than regular appointment teachers. Evaluators may schedule observations on an announced or unannounced schedule. At a minimum, intern teachers will be observed informally at least two times per year and formally at least once a year. Regular appointment teachers will be informally visited at least twice a year and formally evaluated at least once every three years.

G. Format of Evaluation

Evaluations will be written using an evaluation instrument that has been approved by the local conference board of education. Each evaluation will include a section that provides for a strategy to enhance strengths and improve weaknesses.

H. Post-observation Conference

Evaluators will review the results of the evaluation with the teacher within one week after the formal observation. Teachers and evaluators will sign the written evaluation and each will keep a copy. A copy will also be placed in the teacher's personnel file.

By signing, teachers do not necessarily signify agreement with the evaluation. Rather, it is an acknowledgment that the employee and the evaluator reviewed the report. The written summary should include space for the employee to include comments.

I. Placing Teachers on Probation

Teachers may be placed on probation when local conference office of education or academy evaluators judge that performance does not meet the conference standard for teaching. Teachers on probation will be given at least three months to improve the weakness noted in the evaluation. The conference office of education or academy evaluators have a professional and moral responsibility to provide professional guidance to all teachers - especially those who have been placed on probation. (see Code 9005-D) Evaluations may be used as one of the criteria for rehiring. If the teacher needs to change careers, the local conference or academy may give limited financial assistance for career counseling.

J. Right of Access to Evaluations

Local school boards, academy boards, and the local conference board of education may examine teacher evaluations and other correspondence related to job performance if termination, non-renewal, or transfer of employment is being considered because of job performance. All others wishing to see the evaluations must first obtain written consent from the teacher.

K. Due Process

Teachers who disagree with their evaluations may submit a letter setting forth any objections or other issues to the local conference superintendent or academy principal with a request that it be attached to the evaluation and placed in the personnel file. Teachers who disagree with their evaluations may request that another evaluation be conducted by an evaluator from within the Union. These evaluations will become part of the teacher's personnel file. The new evaluations will not necessarily discredit the validity of earlier evaluations.

Sexual and Other Forms of Harassment (Code 9500 is adapted without substantive change from 2016-17 NADWP E 87 15)

9500 Definitions

1. Accuser - An accuser becomes a Victim when in consultation with the three Executive Officers and the investigation has been concluded and the Designated Officers have determined that the Accused has committed Sexual Misconduct.

2. School Employee - Any employee who is employed by a local entity.

3. Designated Officers - The Executive Officers at the local conference or institution who is responsible for initiating the procedures set forth in this policy, generally the two or three Executive Officers (whichever is applicable, unless one or more of the Officers is the Accused, in which case it shall generally be the Executive Officers of the next larger administrative body, or in the case of an institution, the Chair, Vice-Chair, and a board members selected by the Board of the institution. The Designated Officers shall have the authority to delegate tasks in the procedures of this policy.
4. Discipline Committee - The group responsible for the discipline of school employees or volunteers. The Discipline Committee will normally be determined by the organization’s Executive Officers.

5. Perpetrator - Accused who is determined by the SEC to have committed Sexual Misconduct.

6. Sexual Ethics Committee (SEC) - The five-member committee that is appointed from the SEP by the Designated Officers to consider complaints under this Article.

7. SEC Chair - A member of the SEC Committee, appointed by the Designated Officers to assume administrative responsibilities for the SEC as necessary.

8. Sexual Harassment - Any unwelcome sexual advance, request for sexual favors, and/or other verbal or physical conduct, which may include, but is not limited to, sexually suggestive comments or jokes, crude language, and unwelcome physical contact which is of a sexual nature.

9. Sexual Misconduct – Improper sexual behavior including any of the following:
   a. Actual or attempted sexual contact with a minor or with any person where there exists a relationship with inequality of power;
   b. Actual or attempted rape or sexual contact by force, threat, or intimidation;
   c. Criminal behavior of a sexual nature;
   d. Possession, manufacture, distribution or access with intent to view child pornography.

10. Submission - A written document(s) prepared by the Accuser detailing the allegations of Sexual Misconduct.

11. Volunteer - Any individual whose labor or service is requested by and donated to the school, and who is under the school's direction or supervision. The existence of a monetary stipend for reimbursement of expenses does not negate Volunteer status.

9502 Employment of Sexual Offenders (2016-17 NADWP E 81 15)
All Seventh-day Adventist schools desire to make their work and worship environments safe places at all time. To achieve this goal, no denominational employing organization shall knowingly employ or retain an employee where any of the following exists:

1. Any admission of guilt pertaining to sexual abuse, or sexual misconduct (see NADWP E 87 15, Paragraph 19 - Sexual Misconduct), improper sexual behavior including any of the following:
   a. Actual or attempted sexual contact with a minor or with any person where there exists a relationship with inequality of power;
   b. Actual or attempted rape or sexual contact by force, threat, or intimidation;
   c. Criminal behavior of a sexual nature;
   d. Possession, manufacture, distribution or access with intent to view child pornography.

2. Any criminal conviction or plea of guilty, nolo contendre (no contest), or its equivalent for sexual abuse, or sexual misconduct, or possession, manufacture, distribution or access with intent to view child pornography.

3. Any civil judicial determination of liability, injunctive relief, non-monetary relief, punitive or exemplary damages, or factual finding, settlement for compromise of a civil suit or any finding by the employer’s Sexual Ethics Committee or similar body in lieu of filing suit in favor of the claimant resulting from allegations of sexual abuse or sexual misconduct.

As part of the employment due process, Designated Officers, or their designees, from denominational employing organizations shall make inquiry to officers, or their designees, of institutions or organizations currently employing, or having employed, or individuals they are considering for employment. Designated Officers, or their designees, responding to inquiries about current or former employees of their organization shall make every effort to assure that accurate information is being communicated.

9505 Guiding Principles

A. Appearances of Wrongdoing
School employees and volunteers shall exemplify a Christlike life, avoid all appearances of wrongdoing, and not engage in behavior harmful to themselves or others. Church and school employees and volunteers should respect every individual; to do otherwise is not consistent with the Christian life.

B. Violations of Christian Principles
Sexual misconduct is a violation of Christian principles, and is never condoned by the Church. School 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.
C. Improper Actions Compromise the Church and Its Message
The Church and its message are compromised by improper actions of school employees and volunteers. The Church seeks to respond to situations where the fitness of a person for service is called into question due to accusations of sexual misconduct. The Church also seeks to advance the healing and integrity of all persons influenced by the ministry of the Church.

D. Implementation
Employing organizations shall inform those responsible regarding the implementation of the procedures set forth in this Article. These organizations shall also take reasonable steps to inform employees, volunteers, students, and others of these procedures. All organizations must determine and comply with any applicable state or local abuse reporting requirements. If government agencies or authorities become involved in allegations pertaining to sexual misconduct, all individuals are reminded of their duty to cooperate.

E. Policy Limitation
This Article is not intended to supersede any conflicting provisions in existing personnel policies, valid contracts, or any provision of the Seventh-day Adventist Church Manual. In the event of any such conflict, the employing organization should consult legal counsel. Where a conflict exists, the provisions of the personnel policy, contract, or Manual shall prevail.

F. Serious Treatment of Accusations
All allegations of Sexual Misconduct shall be taken seriously. No accusation shall be dismissed without a response, and every allegation shall be processed in a timely manner. The Accused and the Accuser shall be treated with respect.

G. Paths for Review
The Accuser may bring his/her allegations of Sexual Misconduct to the attention of the Executive Officers of the Local Entity.

H. Presumptions
The filing or failure to file a complaint or denial shall not be deemed to be conclusive evidence of any issue, but may be considered as part of the evidence received by the Designated Officers.

I. Protection of All Involved
The confidentiality of those involved, including the Accuser and the Accuser’s family, the Accused and the Accused’s family, shall be respected.

J. Discipline
A school employee or Volunteer who has engaged in Sexual Misconduct is subject to appropriate discipline as outlined in this Code or NADWP.

K. Expenses
Expenses incurred to implement this Article should usually be borne by agreement between church entities. The goal of this policy is the protection of the members, the employees, and the mission of the Church.

L. Unbiased Considerations
To protect the integrity of proceedings, the Designated Officers and members of the SEC shall be free of actual or apparent bias, prejudice, predisposition or conflict of interest that may be material to the issues, proceedings, or individuals involved. Any of these individuals who is or appears to be biased, prejudiced, predisposed, or have a conflict of interest shall be replaced or excluded from appointment. The Discipline Committee should also be free of actual or apparent bias, prejudice, predisposition, or conflict of interest that may be material to the issues, proceedings, or individuals involved.
M. Local Entity Issue
It shall be the recommendation of the North American Division that member entities address issues involving Sexual Misconduct. Such review and discussion should involve procedures in which an Accuser can state the nature and facts that constitute the accusation sufficiently to allow for an examination of the accusation and appropriate action, if factually supported. Such review and discussion may be formal or informal, but it should involve the Executive Officers.

9510 Selection of Sexual Ethics Pool
A. Selecting Entity
If deemed necessary be the Designated Officers, the SEP shall be selected by the local conference or Union executive committee and, to the extent practicable, reflect the diversity of members.

B. Qualifications
Members shall:
1. Be members of a Seventh-day Adventist congregation in regular standing.
2. Be free of predisposition, bias, or conflict of interest that may be material to the issues or proceedings involved.
3. Have knowledge of the subject of Sexual Misconduct.

C. Confidentiality
Confidentiality of the SEP is of utmost importance. Each SEP member shall sign a confidentiality agreement to ensure that the member understands the duty, extent, and nature of confidentiality.

9515 Preliminary Process
A. Activate the Process
Upon receiving a report or learning of alleged Sexual Misconduct by a school employee or volunteer, the Accused’s immediate supervisor or principal of the school involved shall activate the following process as outlined, if other attempts at resolution have not been successful.
1. Notifying the designated officer of the report or knowledge; and
2. Timely reporting all allegations or knowledge of sexual misconduct to:
   a. Local authorities as necessary to comply with applicable State or local abuse reporting requirements; and
   b. ARMS and any other applicable liability insurance carrier.

B. Meeting with Accuser
When notified, the Designated Officers shall immediately convene a meeting with the Accuser to:
1. Hear the allegations.
2. Request the Accuser to file a written complaint which shall include the name of the Accused, details including the date(s), place(s), nature of the offense(s), and verification by the Accuser.

The complaint shall be verified as follows:
I,______ , do verify and affirm that the within factual accusations of Sexual Misconduct are true and correct to the best of my knowledge.

Dated this of ,20____,at (City) (State) (Signature of Accuser)
(Signature of Designated Officer/Administrator)
3. Inform the Accuser that the facts gathered from the written complaint and/or verbal statements, and his/her name will be disclosed in discussion with the Accused.
4. Request the Accuser to appear before the SEC, if applicable.
5. Explain to the Accuser the process to be followed in response to the complaint and provide a copy of this policy.
6. Explain to the Accuser that if the Accuser at any time chooses not to participate, the process shall continue if there appears to be sufficient evidence to believe that an act of Sexual Misconduct may have occurred.

7. Report the initiation of these proceedings:
   a. For an Accused employee, to the Accused's employing organization, local conference, or Union; or
   b. For a Volunteer, to the Accused's appointing organization and the church board of the congregation of which the Volunteer is a member.

C. Meeting with the Accused
   As soon as practicable, the Designated Officer shall convene a meeting with the Accused to:
   1. Present the Accused with the verified written complaint.
   2. Explain to the Accused the process to be followed in response to the complaint and provide a copy of this policy; and
   3. Request that the Accused submit a verified written response to the complaint and discuss with the Designated Officers any additional verbal response the Accused may wish to have considered. The written response shall be verified as follows:

      I, ______, do verify and affirm that the within factual statements and denials set forth in this answer are true and correct to the best of my knowledge.
      Dated this ______ of ______, 20____, At ______ (City) ______ (State)

      (Signature of Accuser) (Signature of Designated Officer/Administrator)

4. After meeting with the Accused, the Designated Officer shall immediately begin the process of selecting the five-member SEC.

D. Integrity of the Affected Entities
   The Designated Officers shall take steps to maintain the integrity of the affected school and those involved in the dispute. This may include recommending that the Accused be placed on administrative leave with pay and without prejudice, or that a volunteer be prohibited from carrying on his/her Volunteer duties. Under such circumstances, the Accused shall not engage in any school-related duties until the investigation has been concluded and findings have been issued. Other prudent courses of action must also be considered.

E. Investigative Process Omitted
   Should the Designated Officers, alone or in consultation with the organization’s administrative leadership or with the selected SEC members and the concurrence of a majority of those members, determine that the allegations of the Accuser are of a nature that could be best resolved between the parties, and there is no factual dispute, then the investigative process may be omitted, provided the Accuser, Accused, and the applicable disciplinary body agree. The notification procedure contained in the decision process, and the disciplinary process, shall be followed as necessary. Should this process not be successful, the matter shall be referred back to the Designated Officers, who shall then initiate the investigative process.

9520 Investigative Process
   The SEC, meeting as a group only, may be enlisted to investigate the allegations through information and documentation from the Accuser, the Accused, and other appropriate sources. At its discretion, the SEC may meet with parties and witnesses; receive and consider written documents, photographs, and other relevant materials; consider any court or administrative proceedings, including criminal convictions and pleas; and may determine the manner and form in which such evidence is received. Because these proceedings are administrative in nature, if the SEC is involved, it shall have complete control over the hearing format, including whether cross-examination will be prohibited and what evidence will be admitted.

A. Convene Meeting of All Parties
After reviewing the verified written complaint (Submission) of the Accuser and the Response of the Accused, the SEC may convene a meeting of the parties to gather information to determine whether the factual allegations in the complaint were more likely to be true than untrue.

1. The parties may bring other persons who have knowledge of the allegations and who may provide statements under oath. The SEC may hear and consider the allegations and receive any such additional evidence necessary to support or defeat the complaint. Written statements, if requested by either party, should have notarized signatures, as provided for in the written complaint and denial.

2. Members of the SEC may ask questions as necessary. The SEC may, upon a determination of good cause, prohibit cross-examination of parties or witnesses. If cross-examination is not allowed, the SEC may accept written questions from the Accused or Accuser, and the SEC may question the party(ies) or witness(es) protected from cross-examination.

B. Attendance at Meeting of SEC
Once the SEC is convened by the Executive Officers/Administration to take jurisdiction over a case, the SEC members, the Accuser, the Accused, as well as the parents/guardians, or legal representatives of a minor or an incompetent adult, and with permission of the SEC, qualified therapists of the Accuser and/or the Accused, or legal counsel of the Accuser or the Accused, may attend the SEC meetings. Any other individual may attend only upon invitation of the SEC, consent of both parties, or while giving testimony or providing other evidence. The SEC may seek counsel and advice from therapists, attorneys, or any other experts to assist the SEC in its investigation of the charges or administration of the proceedings.

C. Additional Meetings of SEC
The SEC may convene additional meetings as may be necessary to fulfill its duties and responsibilities. Reasonable efforts will be made to provide notice to both the Accuser and the Accused of these meetings.

D. Witness Invitation or Recall
The SEC may invite or recall witnesses on its own initiative or at the request of the Accuser or the Accused as often as is necessary to determine the facts.

E. Recordings of SEC Meetings
The SEC meetings shall not be recorded by videotaping, audiotape recording, or the preparation of a verbatim transcript by a court reporter or stenographer.

F. Reporting of Verdict
Upon any criminal disposition adverse to the Accused, whether by verdict or pleas of guilt or no contest, of charges based upon sexual misconduct, the SEC shall presume the allegations involving the disposition substantiated and the Designated Officer shall report the finding to the disciplinary body for appropriate disciplinary action. A finding of not guilty in the criminal court will not of itself affect the process, findings, or disposition under this Article.

G. Uncooperative Accuser
If the Accuser at any time chooses not to cooperate, the process shall continue if there appears to be sufficient evidence to believe that an act of Sexual Misconduct may have occurred.

H. Resignation of Volunteer
If the Accused volunteer chooses to resign his/her membership and Volunteer position, the SEC shall consult with and seek the advice of legal counsel regarding legal issues concerning continued disciplinary action against the Volunteer.

9525 Decision Process
If it is determined that the SEC needs to hear a case, it shall then determine whether the charges contained in the Accuser’s complaint are supported by evidence showing that the charges are more likely than not to be true. Unless otherwise agreed by the parties in writing, if applicable, the SEC shall issue a finding within thirty working days from the date of the final hearing.

SEC Actions
Based upon its conclusion, the SEC shall take one of the following actions:

1. If the allegations of Sexual Misconduct are found to be more likely untrue than true, no further investigatory action shall take place, and reasonable efforts shall be made to exonerate the Accused and
clear his/her name, including placing the Designated Officers’ or the SEC's findings in the Accused's personnel file, if applicable. These findings may also be placed in the Accuser’s records as appropriate. The SEC and Designated Officer shall communicate and explain the SEC's findings with the Accuser and the Accused, separately. All entities or organizations which were notified of the initiation of these proceedings shall also be notified of the SEC's findings to the satisfaction of the SEC in consultation with the Accused.

2. If the allegations of Sexual Misconduct are found to be more likely true than not, the SEC shall report its findings to the Designated Officers, who shall relay the findings to the appropriate disciplinary body. Upon request, the SEC shall make its members available to meet with the Discipline Committee. All entities and organizations which were notified of the initiation of these proceedings shall also be notified of the SEC's findings.

9530 Disciplinary Process

A. Factors to Consider
The Discipline Committee shall consider the following factors in determining appropriate discipline:
1. Severity of the offense(s)
2. Frequency of the offense(s)
3. Severity and duration of the injury(ies)
4. Number, age(s), and gender of victim(s)
5. Attitude of the Perpetrator (e.g., is he/she contrite?)
6. Duration of the injury(ies); and

B. What Discipline May Include
Based upon the above factors, discipline shall be imposed, and may include one or more of the following:
1. Educative warning
2. Written reprimand
3. Public censure
4. Mandatory counseling
5. Suspension
6. Termination of employment or volunteer relationships
7. Any other discipline determined to be appropriate by the Discipline Committee.

The Perpetrator in an appropriate case may also be required to reimburse the expenses incurred by the parties or the SEC.

C. Discipline Committee to Communicate with All Parties
The Discipline Committee or its designated representative(s) will communicate with the Victim(s) and the Perpetrator, separately, to explain the action(s) taken.

D. Personnel File
If the Perpetrator is an employee of a church entity, the Designated Officers shall ensure that notations have been placed in his/her personnel file that a complaint had been made, and that the findings of the SEC, and the action taken by the Discipline Committee are placed in the personnel file.

E. Volunteer Perpetrator
If the Perpetrator is a Volunteer, the findings of fact and any action by the Discipline Committee or SEC shall be reported by the Designated Officer to the organization or entity that appointed him/her as a Volunteer and to the church board and local conference in which he/she holds membership.

9535 Responses
Once the Discipline Committee has made its determination and decided upon the disciplinary action, the following steps shall be taken:

A. Response to the Accused
The following appropriate responses to the Accused may take place:
1. Implement Discipline Committee action.
2. Remove the Accused employee from service, if applicable.
3. Assuming continuation of employment is possible, require therapeutic counseling and/or treatment to be utilized in combination with any of the responses listed above. A therapist who is...
qualified to deal with Sexual Misconduct, and who is sensitive to issues of professional ethics, should be selected by the Accused and approved by the Designated Officers. Assistance shall be made available for the spouse and family where needed and approved. The therapy requirement shall be clearly communicated and monitored as appropriate.

4. For minor offenses where it is concluded that the Accused is sufficiently capable of effective service again, possible reinstatement of the Accused shall be dependent upon the recommendation(s) of the therapist, supervisor, and members of the Discipline Committee.

5. Limit the service of the Accused during the rehabilitation process and appoint a trained supervisor to monitor his/her duties. Any such rehabilitation plan needs to be approved by a qualified therapist to protect other potential victims.

B. Response to the Accuser
   1. Advise the Accuser of the Discipline Committee action.
   2. A list of qualified therapists shall be provided to the Accuser(s) to be utilized at his/her choice. While this does not imply financial responsibility on the part of the organization, financial support for this purpose may be offered without implying guilt.

C. Response to the Institution
   1. Designated Officers shall relate the results of the hearing process and the action of the Discipline Committee to the conference and school to communicate the results of the hearing process. At this meeting special attention shall be given to the disciplinary action taken and its implications.
   2. A trained resource person from the SEC shall be made available to assist the institution or congregation in whatever ways necessary to address their concerns and to bring healing.

D. Response in Situations Involving Minors
   1. If the complaint involves allegations of Sexual Misconduct with a minor, the person who receives the complaint is required by law to:
      a. Immediately report the suspicion of sexual abuse against a minor to local law enforcement authorities (i.e., district attorney, child protection services, etc.).
      b. Proceed with the investigation outlined in this Article.
   2. If charges are filed involving criminal acts against a minor and the Accused is prosecuted, two members of the SEC may be assigned to monitor the trial proceedings and report regularly to the SEC.
   3. If the Accused is convicted in court of criminal charges against a minor, the SEC or the Designated Officer shall recommend to the Discipline Committee removal from denominational employment or service.
   4. If the complainant does not choose to pursue a formal written complaint with the local conference, the Designated Officers shall continue the investigation if there appears to be sufficient evidence that Sexual Misconduct has occurred such as to cause concern for the well-being of other minors.

9540 Appeal
Because Sexual Misconduct policies are developed to make the process as fair and impartial as possible, the findings of the SEC are considered final, resulting in no further recourse through appeals through the Church.

9545 Education and Prevention
The NAD, in partnership with Adventist Risk Management, the General Conference Human Resources, and the General Conference Office of General Counsel, seeks to educate employees and volunteers that Sexual Misconduct is disapproved by the Church and violates the law. To carry out this educational goal, the NAD publishes this policy; develops appropriate instructions/standards for moral conduct and the prevention of Sexual Misconduct; and endeavors to inform all employees, volunteers, and members of the process of bringing a complaint of Sexual Misconduct. The NAD encourages the establishment of education and prevention programs in schools. Lists containing names of employee and lay resource persons who have indicated that they can provide seminars, sermons, and educational programs may be obtained from the Office of Human Relations of the NAD.
9550 Non-Sexual Forms of Harassment Prohibited
Harassment on account of one's age, race, ethnicity, or disability is also prohibited by this Article. Such harassment includes, but is not limited to:

1. Subjecting employees, students, or volunteers to derogatory remarks, insults, slurs, jokes, or tricks based on age, race, ethnicity, or disability.
2. Denying employees or volunteers opportunities to participate in training or education on account of age, race, ethnicity or disability.
3. Limiting opportunities for promotion, transfer, or advancement on account of age, race, ethnicity or disability.
4. Requiring employees or volunteers on account of age, race, ethnicity, or disability to perform physically more difficult tasks or less desirable assignments in order to force them to retire or resign from employment or volunteer status.
5. Personal attire, posters, banners, bumper stickers, tags, flags, and other symbols whose message, historically or currently, is, or could reasonably be construed to be one of prejudice, discrimination, or that is inflammatory, must not be displayed anywhere on school premises or during school-sponsored activity on or off school grounds or functions.

Termination, Suspension, Non-Renewal, and Reduction in Force

9600 Termination
A. Termination of Regular, Transfer, or Intern Employees
A regular or transfer appointment employee or an intern employee may be terminated during the term of an annual assignment agreement or contract of employment for cause as determined by the employing organization. “Cause” means any failure to meet the job qualifications or to adhere to the duties and responsibilities described in this Code including, but not limited to:

1. Employee’s inability to perform essential job functions with or without reasonable accommodations.
2. Employee’s incompetence or inefficiency as evidenced by job performance evaluations.
3. Employee’s indifference to the welfare of students.
4. Employee’s lack of cooperation with administration and supervisors.
5. Conflicting interpersonal relationships.
6. Employee’s failure to comply with the working policies of the Church or local conference policies and regulations.
7. Insubordination or failure to follow a supervisor’s reasonable orders, directives, and recommendations, direct or implied.
8. Immoral or unsatisfactory personal conduct that is not in accordance with the principles of the Church.
9. Committing, aiding, advocating or being convicted of any felony, or any crime involving moral turpitude whether a misdemeanor or felony.
10. Persistence in advocating, practicing, and teaching beliefs or philosophy that is contrary to the standards and doctrines of the Church.
11. Failure to maintain accepted standards of the Church.
12. Use of alcohol, tobacco, or the illegal use of drugs.
13. Social, emotional or moral behavior/interactions that make employees unfit to instruct or associate with students.
14. Conviction of sexual or physical abuse charges.
15. Membership in any organization advocating the overthrow of the government by force or subversion.
16. Theft or dishonesty.
17. Excessive absenteeism or tardiness regardless of the reason.
18. Failure to maintain a current denominational teaching certificate.
19. Ineffective ministry.

B. Termination of Probationary Employees
A probationary employee is employed at will and may be terminated at any time for any reason.
9605 Suspension
A. Definition
Suspension is the immediate temporary removal of an employee from duty. The local conference superintendent (or designee) or senior academy principal may take action to suspend for any reason identified in Code 9600. A suspension may be with or without pay, as determined by the superintendent (or designee) or senior academy principal in light of surrounding circumstances. A suspension may be imposed either as discipline for conduct not deemed serious enough under the circumstances to warrant termination or as a prelude to potential termination in order to afford additional time to investigate surrounding circumstances.

B. Procedure
1. The local conference superintendent (or designee) will give the employee written notice of the suspension and of the availability of a review hearing before the employing organization at a reasonable time and place designated by the employing organization. The review shall be limited to a review of the specifics of the suspension in this instance only and whether or not the employer followed policy and had a valid reason based on the available facts pertaining to the specifics of this suspension.
2. Failure by the employee to appear before the review hearing at the time and place announced is grounds for and may result in termination.
3. A suspension will not normally exceed thirty days. If at the discretion of the employing organization a suspension warrants an extension, the employee shall then be notified, in writing, by the conference superintendent (or designee).

9610 Non-renewal
A. Definition
The employing organization may elect not to renew a regular appointment employee’s annual assignment agreement at the end of the agreement. Such non-renewal ends the employment relationship unless the employing organization elects to re-employ the employee on probationary status under Code 9005-D. The employing organization must provide written notice of its intention not to renew the annual assignment agreement, and of the reasons for that decision by April 1. The employing organization will follow the procedure appearing in Code 9615.

B. Employees Subject to Discipline Preceding April 1
The written notice requirement in 9610A shall not apply to employees currently on probation or subject to probation or suspension within 60 days preceding April 1.

C. Reasons
A decision not to renew a regular appointment employee’s annual assignment agreement may be made for the following reasons:
1. Insufficient or declining enrollment.
2. Insufficient funds.
3. Any ground identified in Code 9600.
4. Any legitimate business interest or educational interest of the employing organization.

9615 Conciliation Procedure
A. Purpose
The purpose of this conciliation procedure is to promote unity and harmony while reconciling differences that may arise. Christians should make every effort to avoid tensions that would divide them and bring dishonor to their cause. Reconciliation should be possible informally without recourse to civil litigation. (NADWP: BA 42 15, Voted 11/09)
The emphasis of this procedure is to promote 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 wants a fair and just solution to grievances. It is a quasi-legal procedure in which the parties in dispute initially meet voluntarily in the presence of one or more mediators for a hearing.
B. Definition
1. Grievance - A “grievance” is any claimed misinterpretation, inequitable application, or violation of the policies or regulations of the school, local conference, Union, NAD, General Conference, or state and federal laws that apply to private schools.
2. Supervisor - “Supervisor” means the most immediate person to whom the employee is responsible.

C. Procedure
1. Step One
An employee with a grievance shall present the grievance to his/her immediate supervisor in a meeting within fifteen working days of the incident.

2. Step Two
If the employee is not satisfied with the results of the meeting with the immediate supervisor, the employee may present the grievance in writing to the local conference superintendent within five working days following the Step One informal conference. The superintendent will reply in writing to the grievance within ten working days of a designated meeting with the parties.

3. Step Three
If the result of Step Two is not satisfactory, the employee may appeal, in writing, within five working days following the meeting with the local conference superintendent. The conference superintendent shall work with the parties to attempt resolution. The conference superintendent may offer mediation, informal discussions with the parties or any other method he or she may believe appropriate to achieve reconciliation. If mediation is selected, the parties will jointly select a mutually agreeable mediator(s). The mediators chosen shall be agreeable to both disputing parties. The mediator(s) serve(s) to guide the negotiation as the parties seek to agree and become reconciled. (Matthew18:16)

4. Step Four
The decision will be communicated in writing to the employee by the conference superintendent within five working days following the meeting and shall be final.

5. General Provisions
   a. Employees will be given the opportunity to be present at each of the meetings at which an appeal has been lodged.
   b. Unless otherwise specified, notices under steps one and two will be either emailed, hand-delivered or sent by certified or registered mail. A hand-delivered notice will include a copy for the employee to sign and date signifying he/she received the notice.
   c. Extensions of time limits may be made by mutual written agreement, signed by all parties with a copy to be filed with the next higher level. However, if the immediate supervisor fails to respond within a prescribed time limit, where there has been no extension, the grievance will automatically move to the next step. If an employee fails to file an appeal within a prescribed time limit, when there has been no extension, the grievance will be dropped.
   d. By mutual written agreement, one or more steps may be omitted in processing grievances.
   e. A grievance may be dropped by the employee at any time by requesting in writing that the appeal be dropped.

6. If a grievance involves more than one employee in a school or group of schools, it may be submitted as a group grievance with all affected employees being identified by name, title, or some other clear designation in all appropriate correspondence.

D. The Arbitration Panel (2016-17 NADWP BA 42 40)
The panel should be perceived by the parties in dispute to be neutral, impartial, and independent. The panel, including the moderator, is appointed by the Union executive secretary after potential panelists have been agreed upon by all parties in dispute.

Before the process of binding arbitration can begin, the parties must agree to it and sign an agreement agreeing that the decision of the arbitrator(s) is final and that neither party will initiate a lawsuit against each other.
The verdict of the arbitrator(s) is binding upon all parties. (2016-17 NADWP B 90 15) (Moved from 6d and 8 above)

E. **Qualifications of the Arbitrators** *(2016-17 NADWP BA 42 45)*

Arbitrators must be church members in good standing who are trained and qualified to serve on arbitration panels and who have the potential for bringing about a resolution. A pool of volunteer arbitrators shall be formed, by the

Union executive secretary, from which individuals may be randomly selected to serve as needed. Every effort should be made to include ethnic minorities, women, non denominationally employed persons, retired former church employees, and others as appropriate to the situation.

F. **Legal Representation** *(2016-17 NADWP BA 42 50)*

At no step along the grievance/binding arbitration process shall the employee, the school, or the employing organization be represented by legal counsel. Peer representation is permitted if both attendance and personnel are agreed upon by all parties in the dispute.

G. **Observers** *(2016-17 NADWP BA 42 55)*

To ensure that the hearing is conducted in keeping with Church policy and the arbitration agreement, an observer may be permitted only at the request of and with the consent of all parties in dispute. Observers may answer questions that are asked either by the arbitrator(s) or the parties in dispute.

H. **Conflicts of Interest** *(2016-17 NADWP BA 42 60)*

The arbitrator(s) and observer(s) shall commit themselves to strict confidentiality and shall disclose all real or potential conflicts of interest in the dispute. When such conflicts of interest are disclosed, the person(s) involved shall be replaced.

I. **Witnesses** *(2016-17 NADWP BA 42 65)*

Witnesses appear in an arbitration hearing at the call of the moderator. They are present in the hearing only to testify and must leave when they have completed their testimony.

J. **Transcripts and Recordings** *(2016-17 NADWP BA 42 70)*

Formal transcripts or electronic recordings are permissible in arbitration hearings.

K. **Duration of an Arbitration Hearing** *(2016-17 NADWP BA 42 75)*

An arbitration hearing should normally consume one day or less.

L. **Financial Arrangements** *(2016-17 NADWP BA 42 80)*

The costs for conducting arbitration hearings are to be allocated in the following manner unless otherwise agreed to by all parties involved:

1. The parties in dispute are to pay all of the travel expenses (transportation, per diem, lodging) for themselves and the witnesses they invite.
2. The parties in dispute are to pay on a 50-50 basis the travel expenses of any lay person or retired former church employee who serves as an arbitrator.
3. The local or Union conference is to pay the travel and lodging expenses for their employees who serve as arbitrators and observers.
4. The North American Division pays the travel expenses for its employees who serve as arbitrators and observers.
5. Incidental expenses incurred by private moderators are to be paid by the entity that appointed them.

M. **Follow-up** *(2016-17 NADWP BA 42 85)*

After-the-fact details are to be cared for by a person(s) assigned the responsibility by the local conference or Union. These include:

1. Filing any materials generated by the arbitration hearing with the secretary of the conference or institution that had original jurisdiction.
2. Healing relationships hurt by the dispute.
3. Effectuating and monitoring the settlement.
4. Filing annual reports of Union arbitration hearings with the North American Division associate secretary/director of the Office of Human Relations.
N. Financial Consequences of Litigation (2016-17 NADWP.BA 35)
When a church entity is named as a party in litigation for a matter in which it was not directly involved, the church entity directly involved in the matter leading to the litigation shall reimburse the sum of all damages, judgment or settlement of any legal action, court costs, legal fees and fees of experts paid by the uninvolved, named party. This includes insured costs when the requirements of NAD Working Policy S 60 06 (3) are not followed.

9620 Procedure for Termination or Non-renewal of Non-probationary Employees
The employing organization will follow this procedure when terminating a regular or transfer appointment employee or an intern employee during the term of the employee's contract or annual assignment agreement or when not renewing a regular appointment employee's annual assignment agreement at the end of such agreement:
1. The local conference superintendent or designee must be present when the personnel committee, or school board discusses the possibility of recommending that a regular appointment employee be terminated/non-renewed during the term of his/her annual assignment agreement.
   Documentation Requirement: The foundation or basis for termination or non-renewal must be sufficiently documented where possible.
2. The local conference board of education makes the final decision about termination or non-renewal upon the recommendation of the local school or academy board.
3. The employing organization will give written notice by way of a certified letter, and/or email of termination or non-renewal to the employee (notice of non-renewal must be given by April 1). The notice will contain the following information:
   a. Reasons for the action.
   b. The effective date of the termination or non-renewal.
   c. The date of the last salary payment.

The notice will also inform the employee of the availability of appeal within fifteen days of receiving the notice.

Appeal Process
1. Step One: Once the employee has received notice in writing of termination or non-renewal, the employee will have fifteen working days to appeal in writing the termination to the conference superintendent.
2. Step Two: The conference superintendent will bring together an appeal committee (school administrator(s), superintendent and/or associate superintendent, board chair and/or personnel chair) to hear the appeal within ten working days of receiving the request from the employee. The superintendent will respond with the decision of the committee within five working days.
3. Step Three: If the employee is not satisfied with the decision of the appeal committee, he/she may appeal in writing within ten working days to the local conference board of education/conference board of education executive committee. The employee has the opportunity to be present for the appeal. All decisions will be final and conveyed in writing to the employee within five working days.

9625 Suspension or Revocation of Teaching Credentials
A teaching certificate will automatically be revoked by the CUOE for any of the following reasons:
1. Any conviction or admission of guilt pertaining to sexual abuse, or of the following sexual misconduct:
   a. Actual or attempted sexual contact with a minor or with any person where there exists a relationship with inequality of power
   b. Actual or attempted rape or sexual contact by force, threat, or intimidation
   c. Criminal behavior of a sexual nature
   d. Possession, manufacture, distribution or access with intent to view child pornography
2. Any criminal conviction or plea of guilty, nolo contendere (no contest), or its equivalent for crimes of violence, sexual abuse, sexual misconduct, or possession, manufacture, distribution or access with intent to view child pornography, possession, distribution or manufacture of illegal drugs.
3. Withdrawal or removal from membership in the Seventh-day Adventist Church

A. Authority
The CUOE in consultation with the local conference may suspend or revoke a teaching certificate for any of the following reasons:

2. If the employee fails to obtain certification within the time allotted when hired or any modifications to the deadline agreed to by the employer.

B. Procedure

1. The local conference superintendent will notify the employee in writing of the proposed suspension or revocation, including the availability of right to a review hearing by the conference board of education.
2. The superintendent will recommend suspension or revocation to the conference board of education.
3. Upon conference board of education approval, the superintendent will send a formal request for suspension or revocation, with supporting documentation, to the CUOE.
4. The Union Vice President for Education will notify the employee in writing of the formal request, including the right to a hearing by the CUBOE.
5. The CUBOE will make the final decision, including the duration of any suspension or revocation.

C. Reinstatement Request

The employee may request that the CUOE reinstate the certificate after the passage of ninety days following the decision.

9630 Procedures for Settling Terminations (2016-17 NADWP Y 36)

Employees whose employment is terminated may be eligible for a termination settlement if they meet the conditions of this policy.

A. Exceptions

Some denominational organizations have established policies to be implemented in case of voluntary termination of an employee which shall apply in the case of terminated employees. Further, local and state laws or conditions of employment or termination may require employers to offer a termination settlement which carries from the provisions of this policy. Properly constituted governing or administrative bodies have the discretion to authorize a termination settlement at variance with the following directives.

B. Eligible Recipient

Full-time Employees - a regular full-time employee who:

1. Has at least two years of denominational employment.
2. Receives regular remuneration that does not exceed the denominational remuneration scale.

C. Eligibility Requirements

Termination settlements may be granted to a full-time employee providing the employee meets at least one of the following conditions:

1. Lack of Performance – An employee who is terminated for failing to adequately perform the functions of the job.
2. Counseled to Resign - If counseled to resign by the employing organization.
3. Closure of Organization - If an employee of an organization being closed or moved to a different location and is therefore not able to continue employment.
4. Financial Exigency - If an employee of an organization which is required to reduce staffing because of financial exigency.
5. Elective Office - An employee holding elective office is not considered terminated for purposes of this policy if he/she is not re-elected, unless no further assignment consistent with training and/or experience is offered.
6. Criminal Conduct - An employee terminated for criminal conduct is generally not eligible for termination settlement.
7. Medical Disability - An employee who is unable to continue employment because of medical condition but is not eligible for disability benefits under the Employee disability Income Plan (2016-17 NADWP Y 33)
8. Continued Denominational Employment - An employee who at the time of execution of the Release called for in NAD Working Policy Section Y 36 30, and who has been offered comparable employment by another entity as listed in the Seventh-day Adventist Yearbook, is ineligible for termination settlement.

9. Full-time to Part-time – An eligible employee who (a) is involuntarily reduced from full-time employment to part-time employment, or (b) refuses the offer of part-time employment when their status has been involuntarily reduced from full-time employment in the same organization.

D. Service Record
   1. Termination Settlement - The termination settlement shall be noted in the employee’s personal service record but does not cancel any part of his/her service credit.
   2. Further Settlements - If an employee who has received a termination settlement or retirement allowance reenters denominational service at a later date, any further termination settlement would be based on service accrued since the date of the previous settlement.
   3. No Service Credit - The settlement shall not add service credit to the employee’s record.

E. Settlement
   1. Amount - The settlement may be a payment equal to 25 percent of one month’s remuneration including cost of living adjustments but excluding area travel and all other allowances multiplied by the years of denominational service credit. No more than 20 years of full-time service shall be counted. (Any unpaid benefits earned by the employee, including but not limited to unpaid vacation time and unpaid sick time, are not part of this settlement and shall be paid separately to the employee.)
   2. Method of Payment - The settlement computed in Code 9625-E #1 shall be paid in a lump sum consistent with the terms of 2016-17 NADWP Y 36 10, Y 36 30, Y 36 60.
   3. Independent Transfers - In the case of an independent transfer, the settlement should be calculated on only years of service earned as a church employee within the territory of the NAD or as a regularly appointed inter-division employee from the NAD.
   4. Settlement for Teachers - The settlement for teachers shall be based on the actual remuneration they have been receiving just prior to termination.
   5. Basic Life Insurance - A benefit paid from the basic life insurance (2016-17 NADWP Y 34) shall in no way affect this settlement.

F. Health Care Benefits
   Health care benefit coverage ceases with the effective date of termination. (NADWP X 22) The ex-employee and dependents (i.e., spouse and dependent children) may be eligible for continued hospitalization and medical benefits. Non-emergency or preventative medical, dental, and optical care are specifically excluded. This assistance may be continued for a period of two months or until the ex-employee has obtained health assistance coverage, whichever comes first, or as required by state laws.

G. Termination Settlement Expense
   1. Employer Pays - Termination settlements are the responsibility of the employing organization.
   2. Release - As a condition of releasing a termination settlement, employees are required to execute a release of any and all liability against the employer, related organizations and entities, agents and employees; therefore, the settlement is not to be construed as an employee benefit. If the release is not signed within 30 days of going off the payroll for regular remuneration, including accrued pay leave or accrued vacation, the termination settlement shall be forfeited.

H. Not Eligible for Termination Settlement
   Individuals that fall under any of the following categories are ineligible for termination settlement:
   1. Part-time employees.
   2. Involuntarily terminated for violation of organizational policies and/or practices regarding misconduct or for criminal behavior.
3. Retirement – an employee who (i) is counseled to resign or terminated (ii) is eligible for retirement benefits at his/her normal retirement age (as defined in the NAD Retirement Plan) and (iii) begins to receive retirement benefits following his/her cessation of employment.

4. Voluntarily resigns from employment.

5. Continued Denominational Employment – an employee who, at the time of execution of the separation agreement (see Y 36 30) has declined a full-time denominational position consistent with the Employee’s training, compensation, and experience.

9635 Reduction in Force
Notwithstanding any other provision of this Code, the employing organization may make a reasonable reduction in force among certificated employees assigned to a particular school or academy by reason of financial exigency or any other circumstance that was not reasonably foreseeable when hiring decisions were made. In making a reduction in force, the following provisions apply:

1. Subject to Code 9630 50 #2, certificated employees within the affected school or academy will be laid off in the following order:
   a. Part-time employees
   b. Probationary employees
   c. Interns
   d. Transfer appointment employees
   e. Regular appointment employees

Within each category identified above, if not all employees in such category are affected by the reduction in force, the employing organization will give consideration to the individual employee's professional credentials and total years of service to the school, to the employing organization, and to the Church. The weight to be accorded any such factors in making any layoff decision rests within the managerial discretion of the employing organization.

2. In any case, the certificated employees who remain following the reduction in force must have the personal and professional qualifications and skills necessary to permit the school or academy to function effectively with the restructured staff.

3. The employing organization will furnish affected employee(s) with written notice of layoff as far in advance of the layoff as is reasonably feasible under the circumstances.

4. A local school board or academy board that perceives a potential need for a reduction in force is responsible for alerting the local conference superintendent of that fact promptly. The superintendent will give assistance in evaluating the particular circumstances and identifying those employees who will be affected.

9640 Financial Exigency for Schools
In the event of an unforeseen economic situation which seriously jeopardizes the operation of a local school and leaves the closing of the school as the only alternative, the school board, with a representative from the local conference office of education present may, by a two-thirds vote of all elected board members, request the local conference office of education to declare a financial exigency for the school. The conference board of education must then consider the request within fifteen days.

If the conference board of education declares a financial exigency, all employee contracts for that school will be canceled or renegotiated within thirty days. An effort will be made by the employing organization to transfer and relocate employees thus affected. The employees would not forfeit termination pay provisions if they meet the eligibility requirements as specified by policy.

Employment Policies for Classified Educational Employees

9700 Classified Employee Categories

A. Definition of Classified Employees
Classified employees are school non-instructional personnel for whom the employing organization does not consider denominational certification or other professional credentials to be essential. The employment philosophy appearing in Code 9000-A applies. These employees will be members of the school's constituent Adventist church unless the local school board has approved other membership.

B. Categories of Classified Employees
Classified employees will be hired in one of the following categories:
1. Salaried Classified
2. Hour-time Classified

C. Criteria for Determining Whether Classified Employee is Salaried or Hour-time
The federal Fair Labor Standards Act of 1938, as amended, defines and delimits categories of non-teaching employees who may be exempted as bona fide executive, administrative, or professional employees. The following guidelines help in differentiating between salaried and hour-time classified personnel, but in all questionable cases the local conference office of education should be consulted:

Individuals employed in exempt administrative roles are those:
1. Who devote more than 80% of their time to carrying out administrative functions.
2. Who receive compensation of no less than $500 per week.
3. Whose primary duty consists of either:
   a. the performance of office or non-manual work directly related to management policies of general business operations of the employing organization.
   b. the performance of functions in the administration of a school system or school in work directly related to academic instruction or training.
4. Who regularly exercise discretion and independent judgment in carrying out work responsibilities.

Employees not qualifying as exempt salaried employees under the Fair Labor Standards Act must be paid on an hour-time basis with overtime pay as prescribed by law. The responsibilities carried by these individuals will be reflected in the hourly wage rate.

D. Salaried Classified – Definition
A salaried classified employee must meet the criteria of the Fair Labor Standards Act outlined in Code 9700-C and be employed in a management or supervisory position not requiring denominational certification such as an industrial manager, service department head, or director of food service.

E. Hour-time Classified – Definition
An hour-time classified employee is not involved directly in school administration or industrial and plant service management, such as, but not limited to:
1. Teacher assistants
2. Related instructional personnel
3. Secretaries
4. Non-management custodians or plant service personnel
5. Non-management cafeteria personnel
6. Security guards
7. Bus drivers
8. Hour-time industrial/agricultural employees
9. Accountants
10. Cashiers
11. Registrars who do not qualify as administrative employees (see Code 9110-C)

F. Employees Working in Multiple Employment Categories
If employees work in multiple employment categories, the category in which they spend the largest amount of time defines their status as a salaried classified or hour-time classified employee.

G. Qualifications, Duties and Responsibilities, Professional Ethics
The qualifications, duties and responsibilities, and professional ethics for all classified employees are the same as those specified in Code 9040 for certificated instructional employees except for professional certification requirements and those duties that plainly by context apply only to instructional personnel.

H. Legal Eligibility
Local schools shall ensure that any full-time or part-time employees hired by the school are legally eligible to remain in the United States and be employed. All full-time and part-time employees of the local conference school system, including locally-funded personnel, required to report to their respective employing organization any knowledge of a person or persons employed by their school who does not have the legal right to work or remain in the United States. Failure to report may be cause for discipline, up to termination.

I. Background checks (CODE 9050-5)
All prospective employees will be required to complete and sign approved applications for employment and to submit to a criminal background check as required by state and federal laws, in addition to or over and above conference policy. This background check requirement is applicable to all hires, classified and non-classified and shall be supervised at the conference level by the conference office of education.

Salaried Classified Personnel
9705 Employment Authority, Policies
A. Authority to Employ Classified Personnel
Because a local conference cannot divest itself of certain inherent legal obligations that flow from the actions of local school boards, it is imperative that there be close consultation and cooperation between school boards and the conference office of education in operating schools and all actions regarding school personnel.

The following policies for hiring classified employees will be followed:
1. For locally funded classified employees not subsidized by the local conference, the local school or academy board the local conference is the employing organization. The conference office of education may provide services for locally funded classified employees, but this shall not be construed as accepting any responsibility for their employment, assignment, or dismissal except for the conference’s obligation to ensure that its personnel policies are being observed. When payroll services are provided by the local conference office of education, the conference will bill the school for salary, retirement contributions if applicable (see Code 9750), Social Security contributions, and allowances and benefits that may be specified by the conference executive committee for each specific class of employees or as required by law. Non-conference school employees are eligible to earn service credit according to conditions specified in Code 9725. The only benefits the conference provides are service credit and Worker’s Compensation insurance.

2. For classified employees whose salary and benefits are subsidized by the local conference, the conference board of education is the employing organization.
3. Since all schools are part of the Adventist system, they will follow the policies in this Code for classified personnel.
4. In schools with a full-time principal, classified employees will be employed in consultation with the local school board chair and in harmony with the policies of the local school board. In schools without a full-time principal, classified employees will be recommended to the local school board by the teaching principal/head teacher in consultation with the school board chair for employment, assignment, retirement, or dismissal.

B. Employment Policies - Salaried Classified Employees
The employment and financial policies for salaried classified employees are the same as those for term-status full-time administrative positions. (see Code 9125)

Hour-Time Classified Personnel
9710 Employment Plan for Hour-time Classified Employees
Hour-time classified employees are employed on one of the following plans:
A. Full-time
A full-time employee is one who works and is remunerated for a minimum of 38 hours per week annually (12 months).
B. **Part-time**

A part-time employee is one who works and is remunerated for less than 38 hours per week annually. All hour-time classified employees are employed at will.

**9715 Eligibility for Benefits**

Before being eligible for benefits and allowances, including vacation and paid sick leave, hour-time classified employees must work satisfactorily for ninety days. Holidays will be granted during this period, and vacation and sick leave time will accrue during this period.

**9720 Wages**

Wages for hour-time classified employees are established by the local school board upon the recommendation of the principal and are determined annually after consideration of the following factors:

1. The job classification
2. Years of employment
3. Level of experience or expertise
4. The prevailing community rate for a comparable position unless the community rate exceeds the maximum on the Union Wage Scale
5. The number of working hours per week
6. The number of weeks of the contract
7. Legal minimum wage

**9725 Service Credit**

Service credit will be granted to hour-time classified employees provided:

1. They are remunerated for least 1,000 hours during a calendar year.
2. Their remuneration is at least the legal minimum wage but not exceeding the denominational wage scale and
3. A contribution equal to the percent of basic remuneration as adopted by the General Conference will be made to the Retirement Plan. Regional conference employees accrue service credit as stipulated through the local conference retirement plan.

**9730 Employee Service Records**

1. An up-to-date service record will be maintained for each hour-time classified employee who works more than 1,000 hours per year. This permanent record will be maintained by the local conference secretary because of implications for the Church’s retirement plan. Periodically the conference secretary or designee will give the employee a copy of the record to verify accuracy. The record may be moved to microfiche if at least three years have elapsed since the employee left the employing organization’s employ.
2. Maintaining the service records shall be the responsibility of the Human Resources director or the individual assigned Human Resources responsibilities of the employer (See 2016-17 NADWP E 70 30)
3. A prospective employer may request, in writing, a copy of an employee’s service record if the employee has signed a form giving the prospective employer permission to receive the record.

**9735 Employment Eligibility Verification, Form I-9**

All applicants for hour-time classified employment must present an I-9 Form (see Code 9000-B), which must be kept on file throughout the employee’s term of service.

**9740 Vacation and Paid Holidays**

1. Annual paid vacation time for hour-time classified employees will be accrued and calculated on the following basis:

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<tr>
<th>Years of Service</th>
<th>Vacation Time Accrued Per Year of Full-time Service</th>
<th>Vacation Time Accrued Per 38 Hour Week</th>
<th>Vacation Time Accrued Per Each Hour</th>
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2. Regular part-time employees will accrue vacation time on a pro rata basis. The accrual rate will be on the basis of years of full-time equivalency.

Service for vacation accrual purposes will include days worked, approved sick time, holidays, and vacation days.

3. The following paid holidays are granted to full-time, hour-time classified employees: New Year’s Day, Martin Luther King Day, President’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving (Thursday and Friday), Christmas Day, and other holidays voted by the local conference executive committee.

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

5. Individuals who become exempt denominational employees after several years of experience in work outside of denominational employment that professionally advances their ability to more effectively perform their work for the Church shall be granted one year of credit towards vacation accrual for each two years of such prior service. (2016-17 NADWP E 75)

6. For exempt employees not covered under a formalized tracking system, two weeks of vacation is equal to 10 work days, three weeks to 15 work days, etc. and all vacation time must be taken in full day increments, not partial days, unless allowed under state laws. For those employees on non-traditional work weeks (ex. four-day work weeks, a week of vacation is adjust accordingly; ex. one week of vacation is equal to 4 work days, two weeks is equal to 8 work days, three weeks to 12 work days, etc.)

9745 Sick Leave
A full-time, hour-time classified employee is eligible for sick leave pay as follows:

1. Sick Leave Hours Accrued
Sick leave time will accrue based on 2.93 hours for a 76-hour (two-week) pay period (.03855 hour per hour worked). Regular part-time employees will accrue sick leave time on a prorated basis. The accrual of sick leave time is based on hours worked, hours taken for vacation, and hours taken for sick leave, but does not include overtime hours worked for non-exempt employees.

2. Division of Sick Leave Time
Fifty percent of accrued sick leave time will be available for short-term illnesses and medical/dental appointments. The other 50% will be available for extended illnesses, disability, or incapacity. Childbirth is a qualifying incapacity.

3. Short-term Illness
The first three work days of any illness or time off for medical/dental appointments will be charged to the short-term sick leave bank.

4. Carry-over of Short-term Sick Leave Time
Short-term sick leave time may be carried over from year to year up to a maximum of 76 hours. Accrued short-term time in excess of 76 hours may be transferred to the extended sick leave bank.

5. Extended Sick Leave Time
a. Beginning with the 25th hour of an employee’s personal illness, full-time pay will be continued and charged to the extended sick leave time bank until those accumulated hours have been exhausted.

b. To qualify, the employee must be under the care of a physician and submit a physician’s certificate stating the nature of the illness, disability, or incapacity. If an employee is hospitalized, Code 9745 #5-a will begin on the day of admittance.

6. Exclusions
Extended sick leave does not apply to:

a. Any day during which an employee is entitled to cash benefits for temporary disability under Worker’s Compensation or disability laws.
b. Any period of confinement in a public or private institution as a result of an emotional or psychopathic illness arising from addiction to alcohol, drugs, etc.

c. Any period when incarceration is the cause of absence from work.

7. Carry-over of Extended Sick Leave

Extended sick leave time may be accrued up to a maximum of 1,000 hours (26 weeks). Extended sick-leave time may not be transferred to the short-term bank.

8. Not Convertible to Paid Leave

Extended sick leave is not convertible to paid leave or considered as credit payable at termination of employment.

9. Alternative Plan

a. Employing organizations may combine short-term sick leave, vacations and authorized holidays into a Paid Leave Plan. Paid leave time begins to accrue from the date of employment and is automatically accumulated into the employee’s Paid Leave Bank. The maximum hours that may be accumulated is the equivalent to seven weeks, excluding holidays.

b. The Paid Leave Bank may be used for vacations, holidays, illnesses, or personal business. Discretionary time off should be prearranged in order to maintain continuity of service. At the time of termination, settlement will include unused time remaining in the employee’s Paid Leave Bank.

10. Portability

At the time of termination or transfer, short-term sick leave may be paid to the employee; however, extended sick leave may be reported to the new employer at the time of the transfer. No payment is to be made to the employer or to the employee for extended sick leave hours.

11. Part-time Work After Illness

An employee who returns to work on a part-time basis after an illness or disability will have permission of the attending physician and submit a written recommendation from the physician regarding the estimated length of such part-time work. Time worked will be paid at the regular rate. The balance will be paid from the extended sick leave bank as long as hours of accrued sick leave time are available.

12. Implementation

For each full year of service, the employee may be credited with 24 hours of short-term sick leave time up to a maximum of 48 hours, and with 24 hours of extended sick leave time up to a maximum of 320 hours.

13. Maternity Leave

a. Provision - Pregnancy/Maternity leave will be granted on the same basis as extended sick leave in accordance with the employing organization’s sick leave and paid leave policy under this Section. The beginning date and duration of the maternity leave will be in harmony with the advice of the attending physician.

b. Remuneration - Beginning with the first day of pregnancy/maternity leave, regular remuneration will be continued and will be charged to the extended sick leave bank until those accumulated hours have been exhausted. Accrued time in the paid leave bank may also be used for pregnancy/maternity leave. Employees may be remunerated on the foregoing basis whether or not they plan to return to work at the end of the maternity leave.

c. Law - Where applicable law dictates maternity leave policy, the employing organization will observe such policy, i.e. FLMA.

14. The local school will keep accurate records for employees hired by the school.

**9750 Retirement Plan**

Employees can get complete details about retirement benefits and eligibility requirements from the publication, *The NAD Retirement Plan of the General Conference of Seventh-day Adventists*, available without charge from the General Conference of Seventh-day Adventists, 12501 Old Columbia Pike, Silver Spring, Maryland, 20904, or from the employee’s employing organization. For questions concerning the Plan, contact the local conference secretary or the senior academy business manager.

Effective January 1, 2000, the current defined benefit retirement plan was replaced by a defined contribution plan. Regional conference employees accrue service credit as stipulated through the local conference retirement plan.

**9755 Termination**
An hour-time classified employee is employed at-will, or as each state requires, and is subject to termination at any time for any reason, or in accordance with state labor laws. A minimum two-week notice will be given except in cases where serious misconduct warrants immediate removal.

9760 **Termination Settlements**

Full-time, hour-time classified employees are eligible for a termination settlement as outlined in Code 9625.

9765 **Benefits and Allowances**

The local conference executive committee will determine any additional benefits and allowances that may be paid to each class of full-time, hour-time classified employees within the conference based on guidelines in federal and state law.

9770 **Conciliation Procedure**

To settle disputes, locally-funded and hour-time classified employees have access to conciliation (as outlined in Code 9650) only after having been employed, in his or her current capacity, for 90 days commencing from the day of hiring. (NADWP BA 42)

9775 **Physical Examinations**

No hour-time classified employee will be initially employed unless valid written notice is submitted that an examination, within sixty days preceding the date of employment, has shown the applicant is free from communicable tuberculosis. (see Code 9055) An employee will undergo such examination at least once every four years. Health records will be maintained in the local conference office or academy. At the discretion of the employing organization, this Section will not apply to one employed for less than a school year whose functions do not require frequent or prolonged contact with students. A physical examination may be required if the employing organization believes the person's presence in and around school premises would constitute a health hazard.

Custodial or maintenance personnel who may work directly with asbestos and be required to wear protective clothing and respirators will comply with the Asbestos Hazard Emergency Response Act (AHERA) and Occupational Safety and Health Act (OSHA) regulations requiring full annual physical examinations for those who wear respirators. These will be provided at no expense to the employee.

Any employee who will come in regular contact with blood through exposure to accidents or cleanup procedures must be given training in compliance with OSHA regulations dealing with bloodborne pathogens. OSHA regulations require conferences and academies to provide annual training, personal protective equipment, Hepatitis B vaccinations, and other medical benefits at no cost to designated persons.

9780 **Resignation**

Hour-time classified employees who resign must give at least a two-week advance notice, or notice as required by the local school board, in order to give time to employ a suitable replacement.

9785 **Family and Medical Leave**

The family and medical leave provisions in Code 9250-B applies to hour-time classified employees.

9790 **Local Church and School Employees** *(2016-17 NADWP Y 47 05)*

Some conferences have local elementary school personnel on their payroll with costs funded by the church(es) or school. These employees are eligible to earn denominational service credit prior to January 1, 2000 and to participate in the defined contribution retirement plan if certain conditions are met. Some benefits the conferences may provide such employees are retirement participation and workers’ compensation insurance.

**Task Force Workers and Volunteers**

9850 **Task Force and Volunteer Criminal Background Checks** *(also #s 3115, 6525, 7635)*

Task force workers and volunteers who, in the course of fulfilling job description responsibilities and/or work expectations, and who will have direct and/or indirect contact with students, must be appropriately vetted and undergo a criminal background check (federal and state) before being allowed to assume school-related responsibilities.

9855 **Task Force Worker Compensation** *(also #7640)*

Task force workers are not employees and, as such, cannot be compensated in any manner for service rendered. Stipends are considered compensation and are, therefore, impermissible. Task force workers can be provided per diems for each full day of rendered service provided the worker lives in excess of fifty (50) miles from his/her home. Moreover, housing can be provided to task force workers. Remuneration for actual expenses is permissible for relocation costs, mileage and meals.

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APPENDICES

Recommended Elements of a K-12 System............................. Appendix A (Page 151)

School Asbestos Management & EPA Regulation ............. Appendix B (Page 153)

Guidelines for Servicing the Academically Challenged...... Appendix C (Page 161)

Columbia Union School-based Pre-K Program Guidelines.. Appendix D (Page 166)

Out of Division Trips............................................................... Appendix E (Page 177)

Volunteer Ministry Information Form............................... Appendix F (Page 180)

Doctoral Assistance Request Form................................. Appendix G (Page 182)

Home School Course Verification ............................... Appendix H (Page 186)

Photo/Image Release Form.................................................... Appendix I (Page 188)
Recommended Elements of a K-12 System

**Governance**

a. The Superintendent is Vice President (VP) for Education.

b. The VP for Education (or designee) chairs all conference/constituent K-12 school personnel committees.

c. The K-12 system operates under a K-12 constitution incorporating, but not limited to, these identified essential elements and all local conference constitutions reflect appropriate adjustments to facilitate the implementation of these elements.

d. The K-12 system replaces the dual K-10/9-12 system in all respects.

e. The VP for Education is a voting member of conference executive committee.

f. The Conference president (or designee) chairs the K-12 Board of Education and all constituency-run academy boards.

g. The VP for Education is the vice-chair of all constituency-run academy boards.

h. The K-12 Board of Education is the administrative board for all schools within its jurisdiction (refer to the *Columbia Union Conference Education Code 2005-A*).

i. The Conference Executive Committee shall include educational representation in a manner that provides for appropriate and balanced opportunities to present educational issues to the committee.

j. The K-12 Board of Education upholds the education policies of the union and is responsible for establishing other policies unique to local conference needs.

k. The Conference administration facilitates revisions in the institutional flowcharts to reflect the K-12 system.

l. The Office of Education, given its administrative function, is referred to as an “Office of Education” instead of a department.

**Personnel**

m. The Office of Education oversees K-12 Human Resource functions for education personnel except where there exists a department of human resources in the conference that oversees all personnel records, issues, etc.

n. The Office of Education/HR writes and issues all contracts and reviews employment agreements prior to issuance.

o. The Office of Education (or designees) evaluate all K-12 teachers and administrators.
p. The Office of Education supervises the certification of all K-12 certificated employees.

q. The K-12 Board of Education evaluates the VP for Education once every two years.

r. The VP for Education evaluates Associate Superintendents once every two years, seeking input from teachers and administrators.

**Finances**

s. The Conference treasury serves as payroll center for all conference schools.

t. The Office of Education builds and manages the budgets for the K-12 system and the Office of Education.

u. The Office of Education, as an agent of the K-12 Board of Education, annually reviews and approves operating budgets for all schools.

v. The K-12 Board of Education approves all education-related appropriations (including regular and special subsidies).

**Administration**

w. The Conference VP for Education reports on the state of K-12 education to the delegates at each regularly called constituency session and publishes an annual report between sessions.

x. The Office of Education oversees the management and transfer of K-12 student records.

y. The Office of Education plans for teacher and administrator input to enhance K-12 operation (such as teacher advisory council and/or administrator’s council).

z. The Office of Education provides professional growth opportunities for teachers and school administrators in the K-12 system.

aa. The K-12 Board of Education approves an annual education calendar.

bb. The Office of Education coordinates K-12 curriculum.

**Miscellaneous**

c. The VP for Education (or designee) is present at all K-12 school evaluations.

d. The VP for Education and Associate Superintendents attend a minimum of one professional growth opportunity (e.g. national convention, academic courses) annually.
School Asbestos Management & EPA Regulations

Protocols and Procedures

Federal Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA) regulations require that every school be inspected by a certificated asbestos inspector and to have an up-to-date asbestos management plan on file in the school’s business office and in the conference office of education. The file presents the findings of the inspector and outlines how the school will manage the asbestos found in the school. The regulations require that the school asbestos management plan be annually reviewed and signed by the local LEA.

The federal EPA office and the state EPA department have a legal right to inspect schools as part of their enforcement of the AHERA program. They have the right to ask for and be given the school’s management plan to determine the extent to which the school has complied with all applicable EPA asbestos regulations.

Failure to comply with these regulations can result in heavy fines and in mandated renovations that meet EPA requirements. Moreover, the EPA has the legal authority and responsibility to close schools when it determines a school does not meet the AHERA standards. The school must remain closed until the EPA authorizes its reopening.

AHERA regulations provide for both civil and criminal penalties in the event the school fails to comply with the findings of the asbestos inspector.

Therefore, it is incumbent upon the local conference office of education to make sure of the following:

1. The conference has a trained LEA who coordinates compliance of its schools or has retained a licensed firm to carry out those responsibilities and annually reports the compliance status of the conference schools to the conference office of education. The office of education is responsible to ensure that the retained LEA maintains proper certification.

2. Each school must inform the LEA and/or conference office of education of any construction and/or renovation that can affect on-site, contained asbestos (e.g., friable asbestos ceiling tiles, floor tiles, sealed insulation, etc.) BEFORE any construction or renovation is undertaken.

3. Each school board must inform the conference LEA and/or conference office of education of any construction and/or renovation that can affect on-site, contained asbestos (e.g., asbestos ceiling tiles, floor tiles, sealed insulation, etc.) BEFORE any construction or renovation is undertaken.

4. Any construction and/or renovation must first be approved by the conference LEA, the local school board, and the local conference office of education in order to avoid disturbing asbestos containing building material (ACBM) of any kind. Such approval(s) must be part of a documented record.

5. The local conference office of education has a procedure for dealing with any school that fails to inform the LEA and office of education of any unapproved construction and/or renovation that affects the status of the management plan. Such procedure(s) should also include the protocol by which the EPA is appropriately informed of construction and/or renovation that might affect
contained asbestos. The conference office of education should work closely with retained legal
counsel in addressing issues of disturbed asbestos and/or EPA intervention.

6. Any area with ACBM that will be affected by construction and/or renovation should be
completely sealed off (air tight) until the appropriate agency can perform required air testing.
Arrangements for such testing must be made through the local conference office of education.

7. No affected area will be reopened for usage until all required tests are performed and passed,
meeting EPA standards.

8. The conference office of education shall annually provide to its local K-12 board of education
verification that the management plan of each school in its territory has been reviewed and that
reinspections, as required by law, have occurred (see form).

9. Annually, the principal or head teacher must inform school employees, students, and parents of
the presence of asbestos containing building materials. A copy of this announcement must be
placed in the school’s copy of its management plan and sent to the conference office of
education for inclusion in the conference’s copy of the management plan. The notice must
advise the employees and parents that they may review the management plan during the school
hours.

10. Schools that were found to be asbestos-free when inspected must also have a management
plan on file in their office and in the conference office of education. They must also notify
employees, students, and parents that the school is asbestos-free. The notice must advise the
parents and employees that they may see the management plan, if so desired, during school
hours.

11. Schools closed for reasons of disturbed asbestos can only reopen with the approval of the
conference office of education.

12. Issues relating to press coverage of schools that are in non-compliance must be addressed
through the office of education or its designated spokesperson.

13. The conference K-12 Board of Education, at its next regularly scheduled meeting, should be
informed of the inspection, its consequences, and the steps taken to correct the problem(s). The
K-12 Board of Education should officially note in its minutes that the report of correction and
compliance has been received.

**In the event an asbestos episode becomes a matter of jurisprudence, the conference’s lawyer becomes
the spokesperson for the school and conference unless he or she directs otherwise.**
**Working With EPA Officials**

**and Ordered School Closings**

**Protocols and Procedures for School Principals (or Designees)**

If a representative of the federal or state EPA office visits the school for whatever reason, the principal or head teacher must follow these steps.

1. Welcome the EPA inspector and afford him/her the entitled respect and cooperation deserved.

2. Call your conference LEA, the school board chairperson, and the school LEA to inform them of the EPA presence at the school. Await further instructions from the office of education.

3. Inform the EPA inspector that you have made contact with the LEA and/or conference and offer to make either party available to the inspector by phone.

4. If requested provide the school management plan. Do not provide anything beyond that which is asked for and to which the EPA inspector is entitled. (NOTE: the management plan includes the following: the original plan, the annual notices sent to parents and teachers, copies of the six-month surveillance reports, copies of the reports and logs for abatement work done in managing the ACBM, logs of asbestos removed by a licensed abatement contractor and placed in a hazardous waste dump, and any other document related to the management of the ACBM.)

5. Answer questions only to the extent that you are certain of providing factual information. Do not answer questions that are not asked. Do not speculate and/or provide false information. If you are uncertain of an answer, it is better to defer to a later time and preferably to the LEA.

6. The principal, or his/her designee, should accompany the inspector to any and all parts of the facility under inspection.

7. If the inspector determines noncompliance and orders the school to be closed, designated parties within the school should make phone contact with parents as soon as possible to inform them of the school’s closing. The information offered to parents should:
   a. Provide the purpose of the call - to notify the parents of the EPA inspection which seeks to ensure student safety. Indicate that another inspection will follow. It is best not to raise undue alarm at this point.
   b. Tell the parent that their child(ren) is being dismissed and can be picked up at ___ time and ___ place (if applicable). Assure the parent(s) that the child will remain supervised until picked up by the appropriate party.
   c. Do not speculate regarding how soon the school will be reopened. Tell the parents that you will notify them as soon as possible regarding when the school will be reopened.
   d. Include an apology to the parent for the inconvenience.

8. The principal of the school, or designee, that accompanies the inspector should keep a documented record of the inspection, including such facts as:
   a. The date and time of the inspection.
   b. The inspector’s name.
   c. The time and name of the party contacted (LEA, school board chairperson and/or superintendent).
   d. The area(s) inspected.
e. The inspector’s determination(s).

f. The course of action determined (e.g., sending children home).

9. Hiring abatement and air testing companies requires the approval of both the school board chairperson and an official of the conference office of education. Under no circumstances should such a decision be made solely by the local school principal or designee.

10. Any issues relating to press coverage of schools that are in non-compliance must be addressed through the office of education or its designated spokesperson. Neither the school principal nor school board chairman are authorized to offer any commentary regarding the school’s closure and/or the on-going process of discovery, inspection, and/or remedy.

11. The reopening of the school can only occur with the approval of the EPA, with appropriate notification of the school board chairman and the conference office of education. Under no circumstances should such a decision be made solely by the local school principal or designee.

12. Upon reopening, parents should be immediately assured, through written notification (i.e., newsletter), that the school facility is safe and in full compliance with EPA standards.

See the following pages for forms.
**Abatement/Construction/Renovation Approval Form**

___ Conference Office of Education

The form is to be completed and submitted to the conference office of education prior to any abatement, construction or renovation at conference schools. All required signatures must be secured before any action proceeds.

<table>
<thead>
<tr>
<th>School: ______________________________</th>
<th>Date: ____________________________</th>
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1. Please provide information regarding the specific abatement, construction, or renovation being planned:

   
   
   
   
   
   

2. Who and/or what company will undertake the planned abatement, construction or renovation?

   
   
   
   
   

3. Is the company appropriately licensed and their employees certified for asbestos removal and disposal?

   
   
   
   

   _____ Yes  _____ No

4. Has the company reviewed the school asbestos management plan to ensure that no identified asbestos areas will be affected by the planned work?

   
   
   
   

   _____ Yes  _____ No
5. If the planned construction and/or renovation will disturb areas with ACBM, what precautions are planned for the work?

Work:


For the disposal of removed asbestos:


6. Has the school board VOTED the planned construction and has the action been placed in the minutes?

   _____ Yes      _____ No   Date of Minutes: ____________________________

7. Has the contractor given the school copies of licenses and certificate appropriate to the type of work he has contracted to do?

   _____ Yes      _____ No

8. Has the conference LEA been notified of the planned work?

   _____ Yes      _____ No

The assigned signatures below verify the facts outlined in this form and that the form has been provided to the conference office of education BEFORE any planned work has been contracted.

__________________________________________________________________________  ___________________________________________________________________

School Principal  School Board Chairperson

FOR CONFERENCE OFFICE OF EDUCATION USE:

This completed form was received on (date) _______________________ and approval to proceed with abatement, construction, or renovation was granted by the office of education (Superintendent’s name) __________________________ on (date) _______________________.

__________________________________________________________________________

Superintendent’s Signature
The following form is to be used to annually review the compliance of every local conference school with the EPA asbestos abatement regulations. The completed form should be presented to the local conference K-12 board of education in order to have the required review documented.

<table>
<thead>
<tr>
<th>School</th>
<th>Plan on File Y/N</th>
<th>Date of Prev. Inspection</th>
<th>Date of Current Inspection</th>
<th>Plan Complies Yes/No</th>
<th>Action Taken</th>
<th>Local LEA Initials</th>
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GUIDELINES FOR SERVICING THE ACADEMICALLY CHALLENGED

Teach to the child who needs it the most, then you will meet the needs of all the students.  

L. Kibble

I. Philosophy For The Inclusion Of The Academically Challenged

We have an inherent responsibility to provide for the education of all our students and cannot, and should not, contract out this critical responsibility as we work toward the development of the mental, physical, emotional and spiritual ideal. This inclusive aspect of our educational system is a God-given responsibility which may have been neglected in the past for financial and other reasons. With the increasing number of academically challenged students in our churches and schools, there is a need to develop new paradigms to address and provide for the needs of all students in our schools. This must be accomplished in a partnership of the home, church and school.

The distinctive characteristics of Adventist education, derived from the Bible and the inspired writings of Ellen G. White, point to the redemptive aim of true education: to restore human beings into the image of their Maker. Adventist education seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others’ thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual’s potential; and to embrace all that is true, good and beautiful. An education of this kind imparts far more than academic knowledge.

II. Administration

It should be clearly understood that academically challenged students are not mentally retarded. In fact, academically challenged students are usually highly intelligent, and simply require specific accommodations that open the doors to academic success.

It is essential that the administrator create an environment that will maximize student learning and facilitate the inclusion of the academically challenged. This environment must also allow the teaching staff to feel supported in their efforts to accommodate all learning styles. The administrator is key in facilitating communication between faculty, students, and parents. The administrator must remain involved and supportive with all entities throughout the process. Learning specialists are an important part of this team effort when available.

A. It is recommended that Columbia Union Conference schools set up a screening process for all incoming students in grades 3-12 in the first month of school, with an educational screening tool from the following recommended list:

1. **NEAT** - Norris Educational Achievement Test - 30 minute timed test  
   (Kit 150 for manual and 25 student booklets for $50,)

2. **WRAT** - Wide Range Achievement Test - 30 minute timed test  
   (Manual - 25 test booklets for $38 - order either blue or tan form)

The purpose of the initial screening is to identify the strengths and needs for each student, not for the purpose of exclusion. All testing beyond the ITBS, and ITED annual testing program (and state proficiency testing programs where required) must have written parental permission which is kept in the student permanent record folder. (See attached sample permission form.)
IMPORTANT NOTE: As students are identified with academic challenges, the importance of having consultations with the student, the parents and teachers together can not be over emphasized. This three-way effort forms a team that will keep communication lines open and provide continuing support.

B. It is further recommended that current students who are struggling academically, as identified by the teachers or parents, also be screened during the first month to identify particular strengths and needs.

1. Students who score significantly below grade-level requirements on the initial screening should be referred to a licensed school psychologist for further academic evaluation through the public school district where the student resides, or through a private licensed school psychologist. This further testing must be parent initiated.

2. Students who show mild to moderate academic challenges may benefit from accommodations in particular areas such as, but not limited to:

   - **Tests**
     - Extended time
     - Reading of tests
     - Oral vs. written answers
     - Open note/book tests
     - Retaking

   - **Assignments**
     - Modification of assignments
     - Extended time
     - Make-up assignments
     - Electronic aids
     - Tutoring
     - Interactive activities
     - Curriculum Integration
     - Cooperative learning strategies

   - **Environment**
     - Seating arrangements
     - Groupings
     - Free of unnecessary distractions
     - White noise
     - Uninterrupted study

   - **Organizational/study skills**
     - Assignment books
     - Study skills class
     - Organizational check sheet
     - Supervised study areas/periods
     - Contracts

**III. Individual Education Plans**

The writing of an Individual Education Plan (IEP) for the student who qualifies, provides access to critical accommodations that assist the student to succeed academically. Additionally, the IEP provides access to governmental and university level accommodations that help the student succeed at the higher educational levels. The abuse of an IEP can rob the student of these benefits and handicap the student’s academic progress.
An IEP is written by a certified school psychologist, after administering an educational evaluation to a student who has been identified as having a learning difficulty. The evaluation includes interviews with the student, teachers and parents as well as formal academic testing. The IEP provides an overview of the student’s strengths and needs as well as learning style, and recommends accommodations for both the student and classroom teachers to help facilitate learning. The IEP is a legal document that schools are responsible for implementing.

A. IEP Implementation

The IEP will include:

- the results of the academic and psychological evaluation
- the current level of performance
- academic goals and objectives
- classroom modifications

The classroom teacher will be provided with a copy of classroom accommodations and is responsible for their implementation. If a school accepts a student with an IEP, then it is under legal obligation to implement the accommodations. Failure to implement an IEP could constitute a dereliction of a teacher’s/school’s legal responsibility. Creating such jeopardy may constitute grounds for termination of service.

Teachers should not be expected to implement IEPs without a consultation meeting with the school psychologist, administration, student and parents to determine each participant’s part in the implementation of the accommodations. It is in the teachers’ best interest to participate in this consultation process. During this meeting, IEP accommodations are discussed and can be modified. Once accommodations are agreed upon, all parties (parents, school representative, and school psychologist) sign the IEP and it becomes a legally enforceable document. Without the parent/legal guardian, the consultation cannot take place.

Once an IEP is written, it is not re-written again for three years. However, there should be a yearly meeting with all parties meeting to note progress as well as discuss current changes in classes, teachers, schedules, etc.

B. Classroom Accommodations

Accommodations will vary for each student and their individual classes. The teacher will need to be acquainted with and use a variety of teaching strategies that can meet many different learning styles and needs. Sensitivity to individual needs and a willingness to find solutions will equip the teacher to achieve success.

C. In-service Needs

Training and in-servicing of all the entities involved is a vital part of working with academically challenged students. School administrators and conference office personnel must take responsibility for planning ways to provide this needed information. Teachers are busy and ways must be explored to assist and equip teachers with the resources to facilitate success.

The following are recommended in-service topics:

- Administration
  - Awareness of issues with academically challenged students
  - Administration and interpretation of screening instruments
  - IEP awareness
  - Legalities/responsibilities
Creation of a cohesive team
Support and follow-through of staff efforts
Collaboration with teachers/parents
Supervision and follow-through of the academically challenged student
  Presentation to staff and boards
  Awareness of available state and federal funding for special programs

· Teachers
  Awareness of issues with academically challenged students
  Administration and interpretation of screening instruments
  IEP awareness
  Legalities/responsibilities
  Teaching strategies for accommodating academically challenged students
  Integration of curriculum
  Practical classroom accommodations
  Classroom management with IEPs students
  Collaboration with parents

· Parents
  Awareness of issues with academically challenged students
  Parental rights/responsibilities
  Coping skills for parenting the academically challenged student
  Collaboration with school/teachers
  Building a relationship with the school

· Students
  Understanding rights and accommodations
  Understanding responsibility and cooperation
  Organizational/study skills
  Test taking skills
  Faculty contact/advisor

· School Board
  Awareness of issues with academically challenged issues
  Legal responsibilities
  Possible financial implications
  Affirmation and support of staff
  Positive impact of servicing academically challenged students

Closing Thoughts:

This Columbia Union Guidelines for Servicing Academically Challenged Students is just the beginning of a process that focuses on the learning of all students. This process of inclusion not only strengthens our whole educational system but also produces a more effective teacher for all students. It calls for a commitment to our students and will only be realized by the cooperation of all entities within the system. It grows out of our moral commitment to develop the full potential of our students. Ultimately, we wish all students to develop a relationship with Jesus Christ. This focuses on the belief that the purpose of education and the work of redemption are the same.
PARENT CONSENT FORM

Student ____________________________ Date:___________________
Age _______________ Birthday _______________ Grade __________

Test(s) to be administered:  Examiner
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Reason for Testing:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

_______________ I agree to testing
_______________ I do not agree to testing
_______________ I need more information

Parent Signature ____________________________ Date ____________________________
Columbia Union School-based Pre-K Program Guidelines

Schools desiring to operate a school-based Pre-K program must first obtain approval from the local conference K-12 Board of Education.

The primary purpose of school-based Pre-K/K programs is to provide opportunities for children to learn about Jesus Christ as their Savior in a safe, loving, caring and intellectually stimulating environment. The young child should be immersed in a rich experiential environment which promotes the physical, social, emotional, spiritual and cognitive development. This growth varies with children; therefore, each child will be assessed to determine if the child will benefit from entering a formal learning environment.

Program Guidelines

A. School-based Pre-Kindergarten Stand-alone Program (4 year olds)

This is a program designed for four-year olds to stimulate their growth in a developmentally appropriate environment prior to entering kindergarten.

School-based stand-alone Pre-K programs must meet the following guidelines:

1. Approval to conduct a school-based Pre-K program must be obtained from the local conference office of education through the local Board of Education (see Appendix D).
2. Pre-K students must be at least four years of age on or before September 30 of the current school year unless states require or the local conference sets an earlier entrance date.
3. Enrollment in a school-based stand-alone Pre-K must be limited to 12 students (state requirements take precedence). A full-time teacher assistant is required for 13 or more students, with a maximum of 20.
4. ALL state and county standards and regulations for the care of four-year olds must be met.
5. Students enrolling in the school-based Pre-K program must submit copies of the following:
   a. Official birth certificate
   b. Social Security number
   c. Current immunization records (see Code 3535-C)
   d. Record of physical examination as required by Columbia Union Code and state, including information on any allergies (see Code 3535-A).
6. Pre-K teachers must be trained Seventh-day Adventists who meet local conference and state requirements for staffing.

B. School-based Pre-K/K Combination Program (4 and 5 year-olds)

This is a program designed for smaller schools to accommodate enrollment as well as community and parent needs. This multi-age program recognizes the developmental differences among typical four and five-year-olds. It is designed to nurture and meet the needs of each child’s unique maturation rate.

School-based combination Pre-K/K programs (where states permit this configuration) must meet the following guidelines:

1. Approval to conduct a school-based Pre-K/K program must be obtained from the local conference office of education through the local Board of Education (see Appendix D).
2. Pre-K students must be at least four years of age on or before September 30 of the current school year unless states require or the local conference sets an earlier entrance date. Kindergarten students must be at least five years of age on or before September 30 of the current school year unless states require or the local conference sets an earlier entrance date.
3. A full-time teacher assistant is required when four-year old Pre-K students are present in the kindergarten classroom. A maximum of 15 students is permitted in the school-based Pre-K/K classroom.
4. ALL state and county standards and regulations for the care of four-year olds must be met.
5. Students enrolling in the school-based Pre-K/K program must submit copies of the following:
a. Official birth certificate  
b. Social Security number  
c. Current immunization records (see Code 3535-C)  
d. Record of physical examination as required by CU Code and state, including information on any allergies (see Code 3535-A).  

6. No other grades can be combined with the school-based Pre-K/K program.  
7. A developmentally appropriate curriculum and activities must be implemented for the Pre-K students, independent from the regular kindergarten program. Pre-K student activities should be very hands-on, non-paper and pencil oriented.  
8. Kindergarten teachers must be Seventh-day Adventists and meet requirements as outlined by the North American Division Office of Education.  

**School-based Pre-K/Kindergarten Operating Standards**  
The local conference office of education will establish standards for school-based Pre-K/K facilities, equipment, instruction and building/playground safety. The following conditions must be met:  

1. Local conference offices of education will determine salary and funding of school-based Pre-K, Pre-K/K, K, K-1 and/or K-2 classrooms based on local policy, state requirements and experience/training of the teacher.  
2. The North American Division Kindergarten curriculum, which fosters a developmental educational approach, is to be implemented.  
3. The Columbia Union Conference Pre-K Guidelines (see Appendix D) is to be followed.  
4. The conference will follow the *Union Wage Scale*.  
5. Any deviations from the above recommended guidelines must be processed for approval by the local conference office of education.  

**OVERVIEW**  

**INTRODUCTION**  
Historically, Seventh-day Adventists have been opposed to kindergartens and preschools. E. G. White statements such as “free as lambs”, “the mother should be the child’s only teacher”, and “no school until 8 to 10” have long influenced this position regarding early childhood education. In later years, after church schools were well established, she clarified the circumstances and principles behind these statements:  
>There were no church schools with Christian teachers available at the time.  
>Circumstances alter conditions.  
>Where parents are unable to provide training for the young child, due to health, temperament or working outside the home, the child should be placed in the care of a Christian teacher.*  
  
Shifts in lifestyles, culture and state regulations are finding young children being placed in school settings at younger ages than in the past. At the request of the Columbia Union K-12 Curriculum Committee, the following guidelines have been developed to be used as a framework in Columbia Union school-based Pre-K classrooms.  

**DEVELOPMENTALLY APPROPRIATE PRACTICES**  
Columbia Union school-based Pre-K classrooms need to focus on “developmentally appropriate” practices which take into account the age and maturity of each child. Children mature at different rates, be it cutting teeth, learning to walk, or learning to read and write. In a developmentally appropriate classroom, children are allowed to progress at their own pace when learning new skills and concepts. They should not be forced into a prescribed pace which may be too fast for some children and too slow for others. Instead, concepts are introduced and re-introduced as needed, allowing each child to mature and learn at their own rate.  

Early childhood research indicates that young children require a rich environment of emotional, social, and physical activities centered on exploring their surroundings, including home, school, community and church. Readiness skills and concepts are introduced and re-introduced, but never forced. Four-year-olds should not be confined to desks doing paper-and-pencil seat work. Studies show that many children “burn out” in the middle grades when too much emphasis is placed on academics in the early years. These findings only affirm what we have known for many years from counsel given by Ellen White.  

**IMPORTANCE OF PLAY**  
The curriculum for four-year-old children must be centered on their natural curiosity to touch, taste, smell, hear and see. “Play is children’s work”, and should be an integral part of their learning experience. Play should be fun and always a
positive experience and is the primary way to develop motor skills. Play lays the foundation for success in academic skills. Play can be directed in order to learn specific skills and concepts. Free play should be a part of every Pre-K schedule. Children's social skills are strengthened when they are allowed to play together.

**Indoor Play - Learning Centers**

Learning centers provide a variety of opportunities to acquire specific developmental growth patterns. For example, the dress-up center or dramatic play center helps children express feelings, resolve social problems, experiment with adult roles, cultivate creativity and understand and deal with the world.

An art center allows children to work creatively, express ideas, experiences and feelings, think originally, improve fine muscle coordination, work independently, identify primary and secondary colors, learn about artists and artworks, recognize that God gives artistic talents, develop appreciation for nature and beauty, and use a variety of art media.

Other choices for centers include:
- Bible story center (felts, books, tapes, etc.)
- Block center (large blocks)
- Computer center
- Housekeeping center - Play store
- Manipulative center (puzzles, Etch-A-Sketch, Legos, etc.)
- Math center (counters, buttons, sorting, shapes, etc.)
- Listening center (songs, stories, etc.)
- Literature center
- Sand/Rice table
- Science center
- Social Studies center
- Thematic center (seasonal or theme related)
- Water table

A variety of centers should be planned for the Pre-K classroom and should be rotated throughout the year to keep children interested and engaged. Center rules are simple and should be clear to the students. Limits to the number of children per center and activities can be posted at the center by simple means such as clothes pins, colored strips, etc. Children should choose another center if one center is full. The teacher can manage the time spent in each center by ringing a bell, playing music, etc.

**Outdoor Play**

Children need to be able to run and play outdoors to expend their physical energy freely. Fresh air, sunlight and physical exercise form the basis for total physical development and well-being. Playing outdoors will help strengthen and control large muscles in the growing child. An adequate and safe playground must be provided for the children. Supervision of the children at all times is essential for this age group. **Never should children be left unattended without adult supervision, indoors or out.**

**CURRICULUM GUIDELINES**

The following checklist is designed as a guide for the teacher in planning and implementing the Pre-K curriculum. This is not to be used as an assessment tool for individual children as all children have unique growth and maturity patterns. While most four-year-olds will accomplish much more than is listed below, teachers should not expect that all children will master all skills and concepts. The intent is for the teacher to incorporate these skills throughout the school year. Pre-K students should not be issued formal report cards. Progress in development is best communicated to parents through anecdotal notes and conferences.

The teacher is expected to create a learning environment that will introduce the children to the following skills and concepts by the end of the school year.

**SPIRITUAL DEVELOPMENT**

**Spiritual Awareness**

The children will:

1. Become aware that Jesus loves them and is their Savior
2. Acknowledge God as Creator
3. Be appropriately quiet during worship and prayer
4. Pray
5. Participate in singing worship songs

**Bible Knowledge**
The children will:
1. Understand that the Bible is God’s book
2. Know common Bible stories: Creation, David and Goliath, Baby Jesus, etc.
3. Learn simple Bible memory verses

**Character Development**
The children will:
Demonstrate positive character development such as helpfulness, kindness, honesty, forgiveness, etc.

**SOCIAL AND EMOTIONAL DEVELOPMENT**

**Social Development**
The children will:
1. Relate positively to adults (seek help when needed)
2. Interact and play cooperatively (groups 2, 3, or more)
3. Participate as a contributing member of group learning experiences
4. Respect personal property
5. Respect school and classmates’ materials and equipment
6. Practice safety (holding scissors, pushing in chair, etc.)
7. Follow rules and procedures
8. Focus attention on speakers
9. Follow simple oral directions
10. Recognize differences between right and wrong
11. Complete assigned tasks
12. Clean up after themselves
13. Use courtesy words such as “please”, “thank you”, and “excuse me”
14. Share and take turns
15. Adapt to new tasks
16. Understand individual and group dynamics

**Emotional**
The children will:
1. Show positive self-concept
2. Feel secure (can separate from parent)
3. Identify self with first and last names
4. Accept self-limitations
5. Accept praise and criticism
6. Show pride in accomplishments
7. Express positive emotions
8. Express negative emotions in acceptable ways

**PHYSICAL DEVELOPMENT**
The children will:
1. Demonstrate large muscle control (running, climbing, jumping, etc.)
2. Demonstrate small muscle control (holding and using scissors correctly, coloring and drawing, putting simple puzzles together, pasting, stringing beads, etc.)
3. Demonstrate coordination and balance (hopping, balancing on one foot, walking in a straight line, throwing a ball, kicking a large ball)
4. Demonstrate independent skills (managing bathroom needs, putting on and taking off outerwear, feeding self, using basic hygiene such as washing hands and blowing nose)
5. Demonstrate oral communication (speaking clearly, answering and responding to questions)

**INTELLECTUAL DEVELOPMENT**

**Safety**
The children will:
1. Recognize full name
2. Know parents’ names
3. Know address and phone number

Relationships
The children will:
1. Point to 18 body parts
2. Understand the following directional skills: up/down, in/out, on/under, top/bottom, over/under, next to/beside, in back of/in front of, before/after
3. Identify objects as hard and soft
4. Understand the following concepts: more/less, heavy/light, slow/fast, empty/full, hot/cold, same/different, black/white, etc.
5. Tell which objects go together: sock and shoe, nail and hammer, etc. (pair association)
6. Sort pictures or objects by classifications (animals, toys, vehicles)

Math
The children will:
1. Count from 1 to 10 or higher
2. Show an understanding of the passing of time
3. Demonstrate an understanding that different activities occur at different times of day
4. Match sequence or patterns of blocks or beads (three to six)
5. Count 4 to 10 objects by size (one-to-one correspondence)
6. Match and sort objects
7. Compare objects by size (big/little, tall/short)
8. Understand the concept of one more and one less
9. Identify basic shapes (circle, square, triangle, rectangle)
10. Name the basic shapes

Language
The children will:
1. Answer comprehension questions such as, “What should you do when you are hungry?” or “What should you do when you are sleepy?”
2. Describe what will happen next in a sequence of events
3. Pay attention to a short story when it is read and answer simple questions about it
4. Follow through when given one or two directions
5. Answer how questions (How old are you? etc.)
6. Ask what, why, and where questions
7. Use four-to-five-word sentences
8. Tell or retell stories

Fine Arts
The children will:
1. Participate in art and music activities
2. Identify the following basic colors: red, yellow, orange, blue, green, purple, brown, black and white
3. Name the basic colors
4. Add parts to incomplete drawings: house, person, shapes, etc. (Ask: What’s missing?, etc.)
Full-day, Pre-K classrooms should include time for P.E. as well as recess. Recess is a time for children to play freely, preferably outdoors when weather permits. Large muscle activities such as running and jumping are an important part of a four-year-old’s development. Organized games are used during P.E. to teach group skills and for developing coordination and exercising specific muscle groups.

Other areas to include in the daily schedule are circle time, center time, nap/rest time, story time and theme activities. Following is a sample daily schedule for a full-day:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 - 8:30</td>
<td>Arrival - quiet activities (books, puzzles, etc.)</td>
</tr>
<tr>
<td>8:30 - 9:00</td>
<td>Circle Time</td>
</tr>
<tr>
<td>8:30 - 9:00</td>
<td>Worship - songs, prayer, short worship thought/story</td>
</tr>
<tr>
<td>8:30 - 9:00</td>
<td>Pledge of Allegiance</td>
</tr>
<tr>
<td>8:30 - 9:00</td>
<td>Calendar Time</td>
</tr>
<tr>
<td>8:30 - 9:00</td>
<td>Plans for the day</td>
</tr>
<tr>
<td>9:00 - 9:15</td>
<td>Drinks and restroom break (If restrooms are not in the classroom, the entire class may need to go as a group in order to have proper supervision at all times.)</td>
</tr>
<tr>
<td>9:15 - 9:45</td>
<td>Bible story and activities</td>
</tr>
<tr>
<td>9:45 - 10:15</td>
<td>P.E.</td>
</tr>
<tr>
<td>10:15 - 10:30</td>
<td>Juice break (if required by local regulations)</td>
</tr>
<tr>
<td>10:30 - 10:50</td>
<td>Theme/unit/skills presentations</td>
</tr>
<tr>
<td>10:30 - 10:50</td>
<td>Language arts</td>
</tr>
<tr>
<td>10:30 - 10:50</td>
<td>Math</td>
</tr>
<tr>
<td>10:30 - 10:50</td>
<td>Pre-reading</td>
</tr>
<tr>
<td>10:30 - 10:50</td>
<td>Social studies, science, health</td>
</tr>
<tr>
<td>10:30 - 10:50</td>
<td>Art</td>
</tr>
<tr>
<td>10:50 - 11:45</td>
<td>Centers - child’s choice - free play - teacher informal interaction/observation with child - monitor children’s rotation through all centers - centers should be changed periodically - center activities reinforce presentations</td>
</tr>
<tr>
<td>11:45 - 12:00</td>
<td>Cleanup and lunch preparation</td>
</tr>
<tr>
<td>12:00 - 12:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 - 1:00</td>
<td>Recess (free-play outdoors, weather permitting)</td>
</tr>
<tr>
<td>1:00 - 1:15</td>
<td>Story time</td>
</tr>
<tr>
<td>1:15 - 2:00</td>
<td>Rest time</td>
</tr>
<tr>
<td>2:00 - 2:20</td>
<td>Recess</td>
</tr>
<tr>
<td>2:20 - 2:50</td>
<td>Creative play (games, dress up, etc.)</td>
</tr>
<tr>
<td>2:50 - 3:00</td>
<td>Cleanup and dismissal</td>
</tr>
</tbody>
</table>
PRE-K CURRICULUM RESOURCES

As stated above, the curriculum for four-year-olds should be very hands-on, experientially based. Paper and pencil activities should be minimal. Student textbooks are not used in Pre-K; the following resources are for the teacher in planning developmental activities for the students.

Griggs' Preschool Program - includes handbook, program guide, and Wee Sing CD's - order through your local conference office of education.

A Child's World - utilize themes and center ideas, adapt parts that are developmentally appropriate for four-year-olds - order through the Adventist Book Center.

Harcourt Pre-K Math - Teacher’s edition only - provides abundant hands-on activities for number awareness - order from Harcourt, Inc.

Classroom Books
Reading to children is an essential activity in helping to prepare them for learning to read. A rich supply of story and picture books are needed in the Pre-K classroom. These can be acquired with minimal expense from yard sales, thrift centers, donations from “outgrown” collections, as well as the public library.

Following is the North American Division Office of Education adopted criteria for selecting print and nonprint materials for Seventh-day Adventist Schools:

Print and Nonprint Materials Selection Criteria

Print and nonprint materials selected should exemplify quality literature and encourage discernment in individual selection. The following criteria are provided as guidelines for selecting appropriate print and nonprint materials.

- Support Seventh-day Adventist beliefs
- Support the local school’s curriculum
- Match the maturity level of the students
- Relate to various cultures

Address current issues

- Free of gender or ethnic bias
- Present information with accuracy
- Demonstrate good literary style

Avoid print and nonprint materials that:

- Emphasize evolution. However, brief references to evolution whose major content is of value can be used as an opportunity for the teacher to bring out the differences in Biblical creation and evolution.
- Picture evil as desirable and goodness as trivial.
- Highlight vulgarity, eroticism, sentimentalism and escapism. Materials in which minimal references of profanity are found may be selected if it is clearly marginal and content has significant value.
EARLY CHILDHOOD EDUCATION INFORMATION

The entire December 2005/January 2006 issue (Vol. 68 No.2) of The Journal of Adventist Education is devoted to Adventist Early Childhood Education. This is an excellent resource for both teachers and parents to not only learn our church’s philosophy for early childhood education, but to learn developmentally appropriate practices to help children mature in a loving and nurturing environment.

Article titles of particular interest for working with the Pre-K child include:

**Mind, Brain, and Early Childhood** by Linda Bryant Caviness

**Adventist Early Childhood Education** by Christine L. Gillan

**The Importance of Imagination and Play: A Neuro-cognitive Perspective** by Linda Bryant Caviness

**Skills for School Readiness** from Texas Child Care Quarterly

**Helping Preschool Children Become Readers: Tips for Parents** by Ann S. Epstein

**Guidance Techniques That Work** from Texas Child Care Quarterly

General principals in **The Child-Centered Kindergarten** by Joan Moyer can be applied to Pre-K classrooms as well as being helpful for programs that have a combination of Pre-K and K in the same classroom.

To obtain back issues:

Issues cost $2.00 each (includes shipping in the U.S.) Discounts are available for bulk orders. For more information, contact:

**Journal of Adventist Education**
12501 Old Columbia Pike
Silver Spring  MD 20904-6600
U.S.A.

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Volume and number
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Author of article
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Editors’ e-mail address: rumbleb@gc.adventist.org

*(see Manuscript 7, 1904)*
Application to Operate School-based: (See Code 4500)

Stand-alone Pre-K, Pre-K/K Combination, Stand-alone Kindergarten, K-1/K-2 Combination

(Due at conference February 1)

Name of School: ____________________________________________________________________ Date__________________

School Board action: Voted Date: _______________ Action: ________________________________
_________________________________________________________________________________

A. TYPE OF PROGRAM REQUESTED Request is for the school year _______________________
____ Stand-alone Pre-K     _____ Pre-K/K Combination     _____ Stand-alone Kindergarten     _____ K-1     _____ K-2

B. TEACHER INFORMATION: Name of principal teacher: ________________________________
Qualifications/certification of person to teach this program: ______________________________
Name of teacher assistant _________________________ Qualifications/certification _________________________
NAD certificated teacher supervising program (if applicable): ______________________________

C. ENROLLMENT PROJECTION: Please indicate the expected enrollment for the requested program.
Stand-alone Pre-K_____________ Pre-K/K_______4-year-olds_______5-year olds Stand-alone Kindergarten_______
K-1_______K_______1st grade     K-2_______K_______1st grade_______2nd grade

D. FINANCIAL INFORMATION
Indicate amount budgeted for start-up, equipment, supplies, etc. (for first year operation only) $_____________________
Indicate monthly/yearly budgeted funds for consumable supplies $_____________________

_________________________________________________________________________________
Principal’s SignatureDate

See Columbia Union Conference Education Code - 4500 Pre-Kindergarten/Kindergarten - for policies and guidelines

FOR OFFICE USE ONLY

______ Approved     _______ Denied

Superintendent’s Signature: __________________________ Date: ______________
Teacher Guidelines for Reporting to Parents

In keeping with the developmentally appropriate approach to educating young children, the Pre-K teacher will want to maintain informal assessments of the four year-old child. Development and maturation rates vary greatly at this age. There should not be any comparisons between and among the four year-olds. A skill that one child may be able to master: another child of the same age may not be developmentally ready to acquire.

Written checklists/progress reports should not be a part of the Pre-K program. There is no checklist of skills that should be completed before entering kindergarten other than the normal maturing process. Conferencing with parents as to the developing skills and concepts of the individual child is much more effective.

The following narrative-based “progress report” focuses on the positive aspects of the child’s development. A brief general statement as to growth in the four major areas is a starting point for the conversation. The teacher curriculum checklist from the Columbia Union School-based Pre-K Guidelines can be used as a guide for writing the positive statement on the report, but is not to be used as a checklist to judge a child’s development.

Areas that need to be brought to the attention of the parents for improvement are to be discussed with the parent, not put in writing. These would involve broad areas such as unacceptable behavior, frequent illnesses/absences, toilet habits, etc.

Four year-old children need to be allowed to grow and develop at their own pace with guidance in the four major areas without pressure to "measure up".

Childhood should be a journey . . . not a race.

Robert L. Johnson
PRE-K REPORT TO PARENTS

School_________________________________________________________

Teacher______________________________________ Date___________

__________________________________________ (child’s name) is growing and learning in our

Pre-K classroom this year. Here are some of the skills and concepts that

show growth in ~ 1st quarter ~ 2nd quarter ~ 3rd quarter ~ 4th quarter.

Social/Emotional:

Physical:

Intellectual:

Color Code: Pink-1st Quarter; Yellow-2nd Quarter; Blue-3rd Quarter; Green-4th Quarter

APPENDIX-E

COLUMBIA UNION CONFERENCE
OFFICE OF EDUCATION

OUT OF DIVISION TRIPS

NAD EDUCATIONAL INSTITUTIONS
OFFICE OF THE SECRETARIAT - NAD
1. The North American Division Office of the Secretariat, in close cooperation with the North American Division Office of Education, uses this form to process requests for out-of-division trips by Adventist schools originating in North America.

2. This form must be completed and submitted for processing, along with the following attachments:
   a. Detailed itinerary
   b. List of Seventh-day Adventist churches and institutions to be visited
   c. A copy of the latest State Department Consular Information Sheet for each country to be visited
   d. Descriptions of any materials needed and the method to provide those materials.
   e. A list of vaccinations, immunizations or inoculations needed for travel and the dates administered.
   f. A copy of the trip permission sheet
   g. Confirmation and description of insurance provided for all participants.

3. Upon processing of your institution’s out of division trip, North American Division Secretariat will notify the General Conference Department of Education for the purpose of communicating to the host division regarding the visit of your group to their territory.
OUT OF DIVISION TRIPS REQUEST FORM

Date_________________________ This request if for: School Tour __________ Mission Trip_________________________

Sponsoring organization__________________________________________________________________________________________

Name of trip:_____________________________________ Date of trip_________________________________________________

Purpose of trip:________________________________________________________________________________________________

Countries to be visited: ___________________________________________________________________________________________

Date governing board approved trip: ________________________ Number of students ______________________

Date of vote by Conference/Union committee: _________________________________________________________________

Have travel and all other contracts been reviewed by legal counsel?   Yes_______   No_______

Please list all names of persons traveling on this trip including students, sponsors and any other participants on the following page.

This form is due 60 days prior to the departure date of the school trip

Return completed form to:

Adventist Volunteer Ministries Network
Office of the Secretariat
North American Division
12501 Old Columbia Pike
Silver Spring, MD 20904
Phone (800) 331-2767 - Fax (301) 680-6464
LISTING OF TRIP PARTICIPANTS

Please list the names of all persons participating in this trip. Use an additional sheet of paper if necessary.
Volunteer Ministry Information Form

<table>
<thead>
<tr>
<th>SECTION I</th>
<th>Personal Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Email:</td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Home phone:</td>
<td>Work phone:</td>
</tr>
<tr>
<td>Volunteer position(s) interested in:</td>
<td></td>
</tr>
<tr>
<td>Church membership:</td>
<td></td>
</tr>
<tr>
<td>Churches attended in the last 5 years:</td>
<td></td>
</tr>
<tr>
<td>Previous residence(s) for last 10 years (list dates at each address):</td>
<td></td>
</tr>
<tr>
<td>Dates:</td>
<td>Address:</td>
</tr>
<tr>
<td>Dates:</td>
<td>Address:</td>
</tr>
<tr>
<td>Dates:</td>
<td>Address:</td>
</tr>
<tr>
<td>Name of Emergency Contact &amp; Relationship:</td>
<td>Phone:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION II</th>
<th>Health Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any injury/disability health factor that might limit your involvement in ministry activities, or impact the health of children (i.e., communicable diseases, physical limitations).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION III</th>
<th>Education/Training Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest level of formal education and area(s) of study:</td>
<td></td>
</tr>
<tr>
<td>Certification(s)/licensure(s) held that may reflect on your skills and abilities in working with children or as a volunteer:</td>
<td></td>
</tr>
<tr>
<td>Church offices held or Special Ministry Training:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION IV</th>
<th>Personal References</th>
</tr>
</thead>
<tbody>
<tr>
<td>List below three individuals (other than family members) who could recommend you for this volunteer ministry.</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Street Address</td>
</tr>
<tr>
<td>Factor 1.</td>
<td></td>
</tr>
<tr>
<td>Factor 2.</td>
<td></td>
</tr>
<tr>
<td>Factor 3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*** OFFICE USE ONLY ***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines for Volunteers signed (attached and copy given to applicant)</td>
</tr>
<tr>
<td>Date of VMIIF Received:</td>
</tr>
<tr>
<td>Date of committee decision:</td>
</tr>
<tr>
<td>Signature of chairperson:</td>
</tr>
</tbody>
</table>
### SECTION V

**Birthday:**

<table>
<thead>
<tr>
<th>Driver's License #</th>
<th>State:</th>
<th>Exp. Date:</th>
</tr>
</thead>
</table>

| Car Insurance | Yes | No | Willing to Provide Transportation | Yes | No |

As a result of our concern for the safety and protection of children and youth, we require all potential volunteers to 1) complete and return this Volunteer Ministry Information (VMI) form, 2) consent to a voluntary criminal record check, and 3) read & agree to follow the **Guidelines for Volunteers**.

- **Have you ever been convicted of a felony?**
  - [ ] Yes
  - [ ] No

- **Have you been denied legal custody of your children in any legal proceedings, including divorce decrees or settlements?**
  - [ ] Yes
  - [ ] No

- **Have you ever been accused of, charged with, disciplined for, or convicted of any unlawful sexual conduct, abuse, child abuse, child neglect, and/or child sexual abuse?**
  - [ ] Yes
  - [ ] No

- **Have you been required to register as a sex offender in any jurisdiction?**
  - [ ] Yes
  - [ ] No

If you answered yes, please supply the date, place, type of conduct, disposition, and sentence, as applicable.

### SECTION VI

**Statement of Accuracy**

The information contained in this form is current to the best of my knowledge. I understand that this is strictly a volunteer position, and I expect no remuneration for services and time volunteered.

I authorize any persons giving a reference or churches listed in this form to disclose information that they may have regarding my character and fitness for serving in a volunteer ministry that may involve children or youth. I hereby release any individual, church, or organization from any and all liability for damages which may result to me, my heirs, or family for compliance with this authorization, and agree that the church may maintain this information. My signature on this form confirms my understanding and agreement that: In the event that allegations of criminal or sexual misconduct arise regarding my conduct while serving in a volunteer capacity, the church will fully cooperate with any investigation. I further state that I have carefully read the foregoing release and understand the contents thereof, and that I sign this release as my own free act. This is a legally binding agreement which I have read and understand.

Furthermore, I have read and agree to follow the **Guidelines for Volunteers**, and I give my consent for a voluntary criminal record check.

**APPLICANT'S SIGNATURE:**

**Date:**

*Please be sure you have answered every question and signed your name above. Application cannot be accepted without a signature. Return this completed form to the pastor of your local church.*

### Purpose

The Volunteer Ministry Information Form assists churches in appointing the best possible individuals to serve within the various ministries the church offers. This form is part of a screening process which protects the volunteers, while also serving to protect children and youth from predators and the church from liability. This record, once turned in, becomes the property of the local church. Applicants may request that a copy of their Volunteer Ministry Information Form be forwarded to another church should they move their membership.

### Procedure

Copies of this Volunteer Ministry Information Form are available from the church office, or from www.nadadventist.org. Ministry leaders are responsible for distributing forms to prospective volunteers, and making certain that they have completed the screening process prior to serving.

The completed forms are returned to the church pastor, who passes them on to the Volunteer Screening Committee. This group, appointed by the church board, determines volunteer eligibility. The committee interviews applicants, checks references, and may request a criminal record check. The committee's recommendation, marked on page 1, is signed and dated. The committee gives a copy of the first page of this form to the ministry leader. The Applicant agrees to participate in any orientation or training programs conducted by the church or conference. The Volunteer Ministry Information Form he/she shall be shared with another church entity only upon the applicant's written request. Any such requests will be attached to the original document and kept on file.

### Policy

All information on this Volunteer Ministry Information Form is required by the North American Division. The information on this form shall be kept confidential and become a permanent record of the Seventh-day Adventist Church. Volunteer records should be updated every three years. In the event of accusations against the applicant, opportunity shall be given for response by the accused. Such a response will also become a part of the record and must be attached to this form.

### North American Division of Seventh-day Adventists

12501 Old Columbia Pike  •  Silver Spring, MD 20904-6600  •  Telephone: 301-680-6425  •  Fax: 301-680-6464  •  www.nadadventist.org

Volunteer Ministry Information Form, page 2 of 2  October 2003
DOCTORAL FINANCIAL ASSISTANCE APPLICATION

Scope:

The Columbia Union funds no more than four (4) programs, part or whole, at any given time. Applicants who meet eligibility criteria (see below) may submit requests for assistance, understanding that the Columbia Union Office of Education (CUOE) will consider each request in the order that they are received.

Eligibility Criteria:

1) Applicant must have served a minimum of three (3) consecutive years of uninterrupted service in an accredited educational institution of the Columbia Union Conference.
2) Applicant must have maintained uninterrupted denominational certification during the three-year period.
3) Applicant must be full-time, conference-employed educator through the three-year eligibility period.
4) Applicant must have successfully completed a pre-doctoral/masters graduate program from an accredited institution.
5) Applicant must have maintained a minimum 3.0 GPA cumulative grade point average in the graduate course of study.
6) Applicants must provide written documentation indicating (a) formal acceptance into a doctoral program from the school to which the applicant has applied; (b) local school board approval; and, (c) conference K-12 board approval BEFORE a formal application for doctoral assistance will be considered.
7) Applicant must be prepared to share research findings with the Columbia Office of Education and provide approval for appropriate discipline-specific distribution to individuals/entities within the Columbia Union that might most directly benefit from the findings.
8) Applicant must agree to amortize through service, doctoral assistance funding per NAD policy upon completion of the degree.

Application Submission:

Applications for doctoral assistance are to be submitted in the time periods of August 15th to September 30th and January 1st to February 15th. Applications submitted at any time other than the two application periods indicated will NOT be considered and will be returned to the applicant. The applicant will be encouraged to resubmit the application, in a timely manner, for consideration.

Application Processing:

The CUOE first considers the application, exercising due diligence. Upon approval of the CUOE, the application will be taken to the Columbia Union School Administrators Council (CUSAC) for consideration. If approved for recommendation, then to the Columbia Union K-16 Board of Education (CUBOE). Applicants will be informed of the disposition of their applications in a timely manner by the Office of Education.
APPLICATION

Provide complete and accurate information. Please attach copies of the local school board and conference K-12 board minutes that indicate approval of your proposed doctoral study. Applications that do not include all information and support documentation required, will be returned to the applicant without consideration.

**********************************************************************

General Information

Name: ___________________________ Date: __________________________

Institution: ______________________ Conference: _________________

Board Approval & Employment Verification

Please attach a copy of the minutes documenting approvals of the applicant’s local school board and conference K-12 board.

Dates of Approval

______________________________________________________________________________

Local School Board Conference K-12 Board

Employment History: (through past five years)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Conference</th>
<th>Academic Year</th>
<th>Position</th>
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(continued below)
SIGNATURES

The affixed signatures certify that the applicant has been a full-time, conference-employed, denominationally-certified educator of a NCPSA-accredited Seventh-day Adventist school in the Columbia Union for each of the five academic years indicated above.

_________________________________________  _________________________________
Applicant’s Signature                      Superintendent’s Signature

Graduate Program Completion

Attach or enclose an official transcript of the graduate program from the institution granting the applicant’s graduate degree.

Doctoral Program Acceptance

Enclose a signed copy of the official correspondence from the institution to which the applicant has applied, indicating acceptance into a doctoral program.

Course of Study

_________________________________________  __________________________________
Applicant’s Major                           Collateral(s)

_________________________________________  _____________________________
Advisor                                      Date of Acceptance

In the space below, provide a brief description of the proposed research (type-written):

Agreement:

I agree to share findings of my research upon successful completion and defense of my dissertation and will allow the CUOE to distribute the findings at their discretion.

_________________________________________
Applicant’s Signature
DOCTORAL ASSISTANCE FORM: QUARTERLY/SEMESTER UPDATE

In order to continue receiving CUBOE-approved financial assistance to offset your tuition expenses for approved doctoral study, this form must be completed at the beginning of each quarter or semester in which you are enrolled in course-work, including dissertation hours. Please provide all of the information requested in a timely manner so that the CUOE can expedite reimbursement.

Name: _________________________________ Quarter/Semester: __________________

Institution: _______________________________ Date of Request: _____________________

COURSES BEING TAKE (Reimbursement Sought)

Complete the table below, outlining the course(s) information for which you intend to secure reimbursement for earned course credit in the current/past quarter or semester.

At the end of the spring semester of each academic year, a copy of your transcript must be submitted to the CUOE for continued financial assistance.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits Earned</th>
<th>Grade</th>
<th>Cost*</th>
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</table>

* Cost for which reimbursement is sought per policy

TOTAL REIMBURSEMENT SOUGHT

My total tuition expense for this quarter/semester is $________________ for which I seek reimbursement, per policy. This reimbursement is to be returned to:

_____ Student (Me)

_____ Conference or Academy

________________________________________
Student Signature
Course Verification
Home-Schooled Students with Secondary Courses

Students who have taken secondary subjects in a home-school setting must have a parent and/or teacher complete this Course Verification Sheet. Instructions for completing the sheet are given on the back. Use additional sheets as needed.

Directions for Completion: Provided below are descriptors for each requested item of information in the form. Please complete the form and provide accurate and substantive information.

Course Title: List name or description of each home school course.

Days Taught: Indicate total days each course was in session (i.e., If the class met five times/week for 35 weeks, the total would be 175 days).

Minutes: Indicate the total number of minutes the class met during each week.

Grades: Indicate the grade given for each semester.

Textbooks: List books and/or reference materials used. Indicate title, author, date of publication, and publisher of each.

Portfolios: If the portfolio was prepared or student work such as lesson plans, tests, homework, written projects, etc. is available, please indicate and attach to form.
___________ Academy

Course Verification
Home-Schooled Students with Secondary Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Teacher</th>
<th>Days Taught</th>
<th>Mins/week</th>
<th>Grades 1st sem</th>
<th>Grades 2nd sem</th>
<th>Textbook/Reference Used Title/Author/Date/Publisher</th>
<th>Portfolio and/or Related Material</th>
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</table>

Give name of affiliated Home School Association if any: _______________________________. If any of the courses listed above were taken by correspondence, attach a copy of the grades or transcript.

__________________________  __________________________
Parent Signature            Teacher Signature

*This form is **not** an official transcript, but a listing of courses (with supporting information) taken in a home-school setting. This form is to be attached to official transcripts. Provided on the attached page are directions to assist in the completion of the course(s) verification.*
PHOTO/IMAGE RELEASE FOR MINORS

The __________________________ (name of school) gathers images, through the course of a child’s schooling, to tell the story of the school’s mission and to promote quality Adventist education. The school’s board, administration, and faculty appreciate your cooperation and consent in allowing school officials to photograph you (your child) for use in various, school-related publications and activities. You have our assurance that these images will be used only for official purposes and with the respect and consideration to which all parties are entitled.

For valuable consideration, I hereby confer on __________________________ (name of school) and its employees, agents and assigns, the absolute and irrevocable right and permission with respect to the photographs that he/she takes of my minor child in which he/she may be included with others:

• To copyright the same in __________________________’s (name of school) name or any other name the school may select;
• To use, re-use and republish the same in whole or in part, separately or in conjunction with other photographs, in any medium now or hereafter known, and for any school-related purpose, including (but not by way of limitation) illustration, promotion or other non-commercial use, and;
• To use my name or my child’s name in connection therewith if he/she so decides.

I hereby release and discharge __________________________ (name of school) from all and any claims and demands ensuing from or in connection with the use of photographs/images, including any and all claims for libel and invasion of privacy. This authorization and release shall inure to the benefit of the legal representatives, licensees, and assigns of the __________________________, including the person(s) for whom he/she took the photograph(s).

I have read the foregoing and fully understand the contents hereof. I represent that I am the [parent/guardian] of the above named model. For value received, I hereby consent to the foregoing on his/her behalf.

Authorized from (date) __________________________ through (date) __________________________

Minor’s Name: __________________________ Date: ____________

Parent or Guardian Name: __________________________ Date: ____________

Signature of Parent/Guardian: __________________________ Date: ____________

Address: __________________________

City: __________________________

State/Zip: __________________________

Phone: __________________________

Parent’s E-mail Address: __________________________

OFFICE: Signed forms should be retained up to but not beyond the time indicated on this form. Reauthorization should be secured if the photo(s) is to be used beyond the period of time for which previous parental/guardian authorization was granted.
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<th>Academic Placement</th>
<th>Advanced - see Advanced Academic Placement</th>
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<td>General K-12 Procedures</td>
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<td>Building Codes</td>
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<td>Achievement Tests for Transfer Students</td>
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<td>Admissions Policies</td>
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Immunizations........................................................................3535-C, 4510-C, 5200-D
Non-Adventist...........................................................................3050
Non-discrimination ..................................................................3055
Senior Academy..........................................................................7200
Adoption Expense .......................................................................9150-D

**Advanced Academic Placement**

College Credit .............................................................................7210-C
Criteria - Elementary School ..................................................5205-C
Early Completion of Elementary School ..................................5225-B
Early Graduation .........................................................................7210-D
Grade Point Average ...................................................................7400-C
Placement for Elementary Students Too Young for Early Graduation ........................................................................5210
Senior Academy .........................................................................7210

Advances, Cash .............................................................................9305
Adventist - Defined Definitions..................................................Adventist Colleges Abroad .........................................................9150-E
Adventist Schools as Integral Part of Church ......................... 1015
Advisors - see Sponsors of Student Organizations

**Age**

Minimum Required for School Admission ................................4510, 5200
Placement for Elementary Students Too Young for Early Graduation ........................................................................5210
Requirement for Admission to Secondary School ..................5225-B
Alternate Report System for Grades .........................................5400-C, 7400-E

**Alternation Schedule for Subjects**

Elementary Schools .....................................................................5520
Junior Academies ...........................................................................6110
Alternative School Textbook Selection & Use .................................3715
Amortization for Master’s Degree .............................................9200-G
Amortization of Graduate Study Expense ...................................9210
Annual Assignment Agreement - see Employment; Contracts
Annual School Reports .................................................................3000
APLE Program ..............................................................................6510-A
Applied Arts Course .....................................................................6500
Areas of Study ..............................................................................5100, 6105, 6110, 7105
ARMS - Defined Definitions......................................................Asbestos...............................................................................3015, 9775
Assignments, Teacher ..................................................................9010
Assistants, Teacher ......................................................................9040-B, 9700-E

**Attendance**

Compulsory Attendance Laws ....................................................4510-E, 5200-E
Grade Impact .................................................................................7400-D
Records ..........................................................................................5230, 7620, 9110-C, 9115-F
Requirements for Graduation ...................................................5230, 7205-D
Audiovisual Materials and Equipment ........................................7300-G

Auditing .........................................................................................8000
Trust Fund Audits .........................................................................8065
Background Checks ......................................................................9050-5, 9700-I
Task Force Workers ......................................................................3115, 6525, 7635, 9850
Volunteers ...................................................................................3115, 6525, 7635, 9850

Automobile Insurance for Teachers ...........................................9325
Bank Reconciliations ....................................................................8035
Baptismal Classes .......................................................................3720, 5110-B

**Benefits** .................................................................................9150
Adoption Expense ........................................................................9150-D
Benefits & Allowances .................................................................9765
Disability Retirement .................................................................9150-I
Eligibility .......................................................................................9715
Employee/Survivor Benefit Plan .............................................9150-F
Employment on Denominational Retirement .........................9150-H
Health Care Assistance ..............................................................9150-C
Retirement .....................................................................................9150-G
Social Security .............................................................................9150-B
Tuition Assistance ........................................................................9150-E
Vacations & Holidays .................................................................9150-A
Bereavement Leave .....................................................................9250-A

Bible Classes for Transfer Students ..........................................5220
Bloodborne Pathogens ..................................................................9775
Boarding Academy Housing ........................................................9350
Boards, Local School - Definition...........................................................................................................2700
Access to Employee Records ..................................................................................................................9050, 9405-J
Chair Duties ................................................................................................................................................2715-B
Conference Administrative Support .........................................................................................................2710-E
Election ......................................................................................................................................................2705-A
Ethics .........................................................................................................................................................2705-C
Ex Officio Members ................................................................................................................................2705-E
Executive Sessions ....................................................................................................................................2710-F
Functions ..................................................................................................................................................2710
Liability .....................................................................................................................................................2710-G
Meetings ..................................................................................................................................................2710-A
Membership .............................................................................................................................................2705
Minutes ......................................................................................................................................................2710-B
Non-voting Representatives ......................................................................................................................2705-E
Officers .....................................................................................................................................................2715-A
Orientation by Local Conference Office of Education .............................................................................2000-C
Pastor-School Relationship ......................................................................................................................2725
Personal Liability .......................................................................................................................................2705-D
Personnel Procedures ...............................................................................................................................2710-C
Qualifications for Membership .................................................................................................................2705-B
Relationship with Other Entities ..............................................................................................................2720
Relatives of Members ...............................................................................................................................2705-B
Responsibility for Unamortized Moving Expenses ..................................................................................2730
School Misunderstandings .........................................................................................................................2710-D
Secretary Duties .......................................................................................................................................2715-D
Student Wage Rates .................................................................................................................................2735
Treasurer Duties .......................................................................................................................................2715-E
Vacancies ..................................................................................................................................................2705-A
Vice Chair Duties ......................................................................................................................................2715-C
Boards of Education, Conference K-12 Boards of Education ..................................................................2005-A
Bonus, Retirement .....................................................................................................................................9150-G
Breach of Contract or Annual Assignment Agreement .............................................................................9025

Budget
Comparison of Projected to Actual Income and Expenses .......................................................................8010
Library, Elementary School ........................................................................................................................5305
Library, Junior Academy ..............................................................................................................................6300-B
Library, Senior Academy ............................................................................................................................7300-C
Local Conference Office of Education......................................................................................................2000-C, 2005-C
Policies ......................................................................................................................................................8005, 8010
Processes ...................................................................................................................................................8030
Role of Local School Board .......................................................................................................................2710
Role of Principal .....................................................................................................................................9115
Buildings, Use by Other Organizations .....................................................................................................3110
Bus Drivers .............................................................................................................................................3060-H, 9700-E
Bus, School Policies - see School ..............................................................................................................3060-H, 3095
Business Manager ...................................................................................................................................9110-C, 9125-C
Cafeteria Employees .................................................................................................................................9700-E

Calendar
Days Required .............................................................................................................................................3755-A, 7600
Days That Can Be Counted .........................................................................................................................3755-B
Days That Cannot Be Counted ....................................................................................................................3755-C
Principal’s Role ..........................................................................................................................................9115
Role of Local Conference ..........................................................................................................................2000-C, 2005-C
Role of Local School Board .......................................................................................................................2710
Calls for Educational Employees ..............................................................................................................9002
Carnegie Units as Related to Class Period Time/Day Requirements ..........................................................7600
Cash Advances .........................................................................................................................................9305
Cash, Petty ..................................................................................................................................................8040
Cashiers ....................................................................................................................................................9700-E
Certificated Instructional Personnel .........................................................................................................9040-A

Certification, Teacher
Certification Review Committee ..................................................................................................................1530
CUOE as Agent .........................................................................................................................................1515-B, 1550
Internship Appointment .............................................................................................................................9005-A
Junior Academy .........................................................................................................................................6010
Ninth-grade Teachers .................................................................................................................................5910
Regular Appointment .................................................................................................................................9005-B
Required for Teachers .................................................................................................................................9040-A
Revocation or Suspension ........................................................................................................... 9620
Salary Relationship ................................................................................................................ 9300-B
Chair, Local School Board .................................................................................................. 2715-B
Chapel Services ..................................................................................................................... 3725, 375D
Chaperons .............................................................................................................................. 3060-B
Child Abuse .......................................................................................................................... 3515
Child Care Centers .............................................................................................................. 4005, 4010, 4015
Child Labor Laws ................................................................................................................. 3517, 6520, 7630
Church - Defined Definitions ............................................................................................... 9040-A
Church-Government Relationships ...................................................................................... 3005
Church Membership Requirement for Teachers ................................................................ 5230, 7205-E
Church/Private Child Care Centers ...................................................................................... 4005
Citizenship Requirements for Graduation ........................................................................... 5010, 7020, 9040-B, 9100

Class

Officers.......................................................................................................................................... 7500-B, I
Organizations........................................................................................................................... 7500-C
Wills and Prophecies................................................................................................................ 7500-D

Class Size .................................................................................................................................... 5010, 7020, 9040-B, 9100

Classes - see Subjects

Classified Employees

Authority to Employ .................................................................................................................. 9705-A
Background Checks.................................................................................................................. 9700-I
Benefits and Allowances ........................................................................................................ 9715, 9765
Categories ............................................................................................................................... 9700-B
Church Membership Generally Required ........................................................................... 9700-A
Conference Employee ........................................................................................................... 9705
Courtesy Payroll ....................................................................................................................... 9705-A
Criteria for Determining Whether Salaried or Hour-time Defined ...................................... 9700-C
Defined Duties ......................................................................................................................... 9700-G
Employing Organization ........................................................................................................ 9705
Ethics ......................................................................................................................................... 9700-G
Family and Medical Leave Act .............................................................................................. 9250-B, 9785

Holidays ....................................................................................................................................... 9740

Hour-time Classified Employees

Defined Eligibility for Employment ......................................................................................... 9700-E
Employed at Will Full-time and Part-time Distinguished ....................................................... 9710
Wages ......................................................................................................................................... 9720
Legal Eligibility Maternity Leave .............................................................................................. 9745
Multiple Category Employees ................................................................................................. 9700-F
Physical Exams ........................................................................................................................ 9775
Qualifications ............................................................................................................................. 9700-G
Records ...................................................................................................................................... 9730
Resignation ............................................................................................................................... 9780
Retirement Plan ....................................................................................................................... 9750
Salaried Classified Employees - Defined Policies Applicable to Salaried Classified Employees ................................................................................................................................. 9125, 9705-B

Service Credit Sick Leave .......................................................................................................... 9725
Termination ................................................................................................................................ 9745
Termination Settlements ........................................................................................................... 9755
Vacations ...................................................................................................................................... 9760

Closed School Records Closing Reports .................................................................................. 9740
Closing Schools, Protocol Clubs ................................................................................................ 2100, 2721
Activities Code - Defined Code Revisions .............................................................................. 2100, 2721
Code Revisions Definitions Code Revisions Introduction, 1535
College Credit for Secondary School Class Work College Preparatory Diploma .................... 7210-C
College Preparatory Diploma Columbia Union Conference Board of Education, K-12 (CUBOE) ................................................................................................................................. 7205-A

Authority Delegated from Executive Committee ..................................................................... 1510
Code Revisions Introduction Executive Committee ................................................................... 1510-C
Curriculum

CUSAC

CUOE

CUEC

Contracts

Construction or Alteration of School Buildings

Contagious Diseases

Use of Approved Curriculum

Mandatory

State Requirements

Senior Academy Basic Curriculum

Role of Local School Board

Role of Local Conference Office of Education

Role of CUOE

Areas of Study, Grades 1-8 - see Elementary School

Columbia Union Conference K-12 Curriculum Committee

Course Outlines

Credit by Examination

Elementary Curriculum Committee

Junior Academy Basic Curriculum

Junior Academy Curriculum Committee

Lesson Plans

Religious & Patriotic Activities

Baptismal Classes

Devotional Periods

Patriotic Activities

Service Projects

Role of CUBOE

Role of CUOE

Role of Local Conference Office of Education

Functions

Membership

Role of Local School Board

Role of Principal

Senior Academy Basic Curriculum

Senior Academy Curriculum Committee

State Requirements

Use of Approved Curriculum Mandatory

Work Experience Education

Custodians

Daily Salary Rate

Prorating Capital Value of Existing School Plants

Prorating Inter Conference Portion of Operating Expense

Tuition Charges & Acceptance for Non-constituent Students

Constituency

Defined

Functions (K-12 School Sponsored by Local Church)

Functions (Senior Academy Sponsored by Local Conference)

Meetings

Membership

Conventions

Corporal Punishment

Correspondence Work - see Griggs International School

Course Outlines

Courtesy Payroll

Credentials, Teaching

Credit, Academic

By Examination

Carnegie Units - Defined

Laboratory

Music

Registration Required

Semester Period for Junior Academy

Credit for Provided Services

Credit Transfer

Junior to Senior Academy

Secondary Subjects without Approval

CUBOE - Definitions

CUCC - Definitions

CUEC - Definitions

CUOE - Definitions

CUSAC - Definitions

Cumulative Student Records

Curriculum

Areas of Study, Grades 1-8 - see Elementary School

Columbia Union Conference K-12 Curriculum Committee

Course Outlines

Credit by Examination

Elementary Curriculum Committee

Junior Academy Basic Curriculum

Junior Academy Curriculum Committee

Lesson Plans

Religious & Patriotic Activities

Baptismal Classes

Devotional Periods

Patriotic Activities

Service Projects

Role of CUBOE

Role of CUOE

Role of Local Conference Office of Education

Functions

Membership

Role of Local School Board

Role of Principal

Senior Academy Basic Curriculum

Senior Academy Curriculum Committee

State Requirements

Use of Approved Curriculum Mandatory

Work Experience Education

Custodians

Daily Salary Rate

Prorating Capital Value of Existing School Plants

Prorating Inter Conference Portion of Operating Expense

Tuition Charges & Acceptance for Non-constituent Students

Constituency

Defined

Functions (K-12 School Sponsored by Local Church)

Functions (Senior Academy Sponsored by Local Conference)

Meetings

Membership

Conventions

Corporal Punishment

Correspondence Work - see Griggs International School

Course Outlines

Courtesy Payroll

Membership, Teaching

Credit, Academic

By Examination

Carnegie Units - Defined

Laboratory

Music

Registration Required

Semester Period for Junior Academy

Credit for Provided Services

Credit Transfer

Junior to Senior Academy

Secondary Subjects without Approval

CUBOE - Definitions

CUCC - Definitions

CUEC - Definitions

CUOE - Definitions

CUSAC - Definitions

Cumulative Student Records

Curriculum

Areas of Study, Grades 1-8 - see Elementary School

Columbia Union Conference K-12 Curriculum Committee

Course Outlines

Credit by Examination

Elementary Curriculum Committee

Junior Academy Basic Curriculum

Junior Academy Curriculum Committee

Lesson Plans

Religious & Patriotic Activities

Baptismal Classes

Devotional Periods

Patriotic Activities

Service Projects

Role of CUBOE

Role of CUOE

Role of Local Conference Office of Education

Functions

Membership

Role of Local School Board

Role of Principal

Senior Academy Basic Curriculum

Senior Academy Curriculum Committee

State Requirements

Use of Approved Curriculum Mandatory

Work Experience Education

Custodians

Daily Salary Rate
Daily School Schedule ................................................................. 5500
Days - Defined ........................................................................ 5505

**Days, School**

Length Requirements - Elementary Schools ........................................... 5505
Length Requirements - Senior Academies ............................................ 7615
Minimum Number Required ................................................................ 3755, 7600
Dean, Residence Hall ........................................................................ 9110-C, 9125-C
Death, Benefit Plan ........................................................................... 9150-F
Delayed Hiring and Salary .................................................................. 9300-D
Delinquent Accounts ...................................................................... 3105
Detention, Student ........................................................................... 3500-C
Devotional Periods ........................................................................... 5110-A
Diplomas, Senior Academy ................................................................. 7205
Director of Food Service .................................................................... 9125-C
Director of Health Services ................................................................. 9110, 9125-C
Disability, Employee Income Plan ....................................................... 9150-I
Disability Retirement ......................................................................... 9150-I

**Discipline, Student Procedures**

Advice to Withdraw ........................................................................ 3500-F
Corporal Punishment ......................................................................... 3500-D
Detention ......................................................................................... 3500-C
Disciplinary Authority ...................................................................... 3500-B
Expulsion ........................................................................................... 3500-G
Hearing - Definition .......................................................................... 3500-I
Parent - Definition ........................................................................... 3500-H
Procedures ........................................................................................ 3500
Purpose ......................................................................................... 3500-A
Suspension ...................................................................................... 3500-E

Discontinued School Records ......................................................... 2100
Discrimination ................................................................................ 1005, 9040-A, 9550
Detention, Student ........................................................................... 3500-C

Diseases, Contagious ...................................................................... 3535-D, 9060
Dissertation Assistance ...................................................................... 9215
Doctoral Assistance Policy ................................................................. 9215
Doors and Windows Locked ............................................................... 3075-B

Dress Code ...................................................................................... 2710, 9040
Dress, Professional .......................................................................... 9040
Drinking Water .............................................................................. 3015
Drivers, Maximum Driving Time Allowed ........................................ 3060-H
Drug Abuse .................................................................................... 3505
Dual Homeowner’s Subsidy ............................................................... 9315

Due Process - see Conciliation Procedure ........................................ 9315
Duties and Responsibilities of Instructional Personnel ...................... 9040
Duties of Principals & Head Teachers ................................................ 9115

Early Childhood Education and Care (ECEC) ................................... 4000

**Early Completion/Graduation**

Elementary School .......................................................................... 5225-B
Placement for Elementary Students Too Young for Early Graduation .................................................. 5210
Senior Academy .............................................................................. 7210-D

**Education Code Revision Committee**

Functions ....................................................................................... 1535-B
Membership .................................................................................... 1535-A
Education Workshop Fund ............................................................... 8075
Educational Philosophy ................................................................... 1000

**Eighth Grade**

Completion Requirements .................................................................. 5225
Individualized Course of Study ........................................................ 5225-A

**Elementary School**

Academic Placement Policy .............................................................. 5200
Advanced Placement Criteria ........................................................... 5205, 5210
Definition ....................................................................................... 5205-C
Grade Placement ............................................................................. 5205-A

Admission Requirements .................................................................. 5200
Compulsory Attendance ................................................................... 5200-E
Documentation, Required ............................................................... 5200-D

Immunizations ................................................................................. 5200-C
Minimum Age ................................................................................. 5200-B
Readiness ....................................................................................... 5200-A
Areas of Study, Grades 1-8................................................................. 5100
Completion Requirements, Eighth Grade........................................... 5225
Early Completion ................................................................. 5225-B
Individualized Course of Study .................................................. 5225-A
Performance-based ................................................................ 5225-C
Conferences .............................................................................. 5405
Parent-Teacher ......................................................................... 5405-A
Teacher-Student ................................................................. 5405-B
Consolidation with Junior Academy ................................................. 2110
Criteria for Establishing ......................................................... 5005
Cumulative Student Records ................................................. 5410
Cumulative Record ................................................................ 5410-B
School Register .................................................................. 5410-A
Definition ............................................................................. 5000
Early Completion ................................................................. 5225-B
Establishment of New .......................................................... 2000-C, 2005-C, 5005
Instructional Media ............................................................. 5300-B
K-9 Elementary Schools .......................................................... 5900, 5905, 5910
Lesson Plans ........................................................................ 3707
Libraries - see Library ............................................................ 5300
Multi grade Classroom Grades 7-9 .............................................. 5910
Placement ............................................................................ 5210
Pupil-Teacher Ratios ............................................................. 5010
Religious and Patriotic Activities - see Religious Activities .......... 5110
Retention .............................................................................. 5235
Supervision of Students ........................................................... 3545, 5020, 6530, 7645
Transfer Students .................................................................. 5220
Bible Classes ....................................................................... 5225
Testing .................................................................................. 5215
Employed at Will - Defined .................................................................. Definitions
Employee Disability Income Plan ............................................. 9150-I
Employee Misconduct ................................................................ 9600
Employee Records - see Records, Employee ................................ 2000-C, 9050, 9405, 9730
Employee/Survivor Benefit Plan ............................................... 9150-F
Employee, Term-status ............................................................... 9125
Definition ............................................................................. 9125-B
Employment Categories ........................................................... 9125-C
Evaluation of Administrators ..................................................... 9125-F
General Policies .................................................................... 9125-A
Length of Term ...................................................................... 9125-D
Retention of Regular Status ..................................................... 9125-E
Status Change ...................................................................... 9125-G
Employing Organization ............................................................ 9050, 9705
Employment ........................................................................ 9050
Annual Assignment Agreement ............................................... 9050
Authority .............................................................................. 9705
Certificated Personnel .............................................................. 9050
Classified Employees ............................................................... 9700
Contract ................................................................................. 9050
Denominational Retirement ....................................................... 9150-H
Disability Retirement .............................................................. 9150-I
Diseases ................................................................................ 9060
Eligibility .............................................................................. 9000-B, 9715, 9735
Health Screening ................................................................... 9055
Hour-time Employment Plan .................................................... 9710
Non-classified .................................................................... 9000
Non-discrimination ............................................................... 1005
Of Sexual Offenders ............................................................... 9502
Outside ................................................................................. 9300-C
Period .................................................................................... 9035
Philosophy ............................................................................ 9000-A
Records ................................................................................ 2000-C, 5410, 9050, 9405, 9730
Release from Employment Agreement .................................... 9025
Status..................................................................................... 9005-C, 9110-C
Administrative Internship Appointment ........................................ 9005-A, D
Government Relationships

Goals for Adventist Schools

General Diploma

Federal Aid to Extracurricular Activities

Extension Coursework

Executive Committees, School Evaluation, Teacher Evaluation, School

Environmental Concerns

Time Teachers with Major Administrative Responsibilities

Reporting Periods

Progress Reports, Student Point System

Guidelines

Class Plan (Griegg)

Voting Rights

Expansion of Physical Plant

Expulsion, Student

Ex officio Board Members

School Boards

2705-A

Voting Rights

2705-E

Expansion of Physical Plant

3100

Expulsion, Student

3500-G

Extension Coursework

Class Plan (Griegg)

6510-B

Guidelines

7215-B

Extracurricular Activities - see Off-campus Activities

3060, 7500-A

Failure in Class(es) by Elementary Student

5510

Family and Medical Leave Act

9250-B, 9785

Federal Aid to Education

3005

Field Trips

3060, 3710-B

File, Personnel

2000-C, 9050, 9405, 9730

Finances

Construction or Alteration of Buildings

8015

Management, School

8000

Processes

8030

Role of Principal

9115-E

Salaries

9300

Fire/Safety Drills

3520

First Aid Equipment

3535-G

Full-time Teachers with Major Administrative Responsibilities

9105

Fund Raising in Schools

3020

Funeral Leave

9250-A

General Diploma

7205-B

Goals for Adventist Schools

1010

Government Relationships

3005

Government Surplus

8600

Grade Placement

5205-B

Grade Point System

7400-C

Grades

Alternate Report System

5400-C, 7400-E

Attendance Policy's Effect on Grades

7400-D

Evaluation

7400

Junior Academy Reports to be Filed with Local Conference

6505, 6515

Letter Grades

7400-B

Point System

7400-C

Progress Reports, Student

5400, 7400

Reporting Periods

5400-B, 7610

Senior Academy

7400

Graduate School

Doctoral & Education Specialist Assistance

9215

Annual Re-application

9215-D

Application Submission

9215-B

Application

9215-B

Time Lines

9215-C

Contractual Agreement

9215-F

Criteria for Approval

9215-A

Financial Provisions

9215-E

Miscellaneous Provisions

9215-G
Extension Classes ................................................................. 9205
Study Expenses Amortization .................................................. 9210
Summer School Attendance .................................................... 9200
Amortization for master's degree ............................................. 9200-G
Authorization ......................................................................... 9200-D
Authorized College Expense for Employees ............................ 9200-C
Financial Assistance ............................................................... 9200-B
Full-time Leave of Absence .................................................... 9200-H
Part-time Study Leave ............................................................ 9200-H
Required Summer School Attendance ...................................... 9200-E
Transferring Employees .......................................................... 9200-F
Underlying Philosophy ............................................................ 9200-A

Graduation Requirements
Attendance ................................................................. 5230, 7205-E
Citizenship ........................................................................ 5230, 7205-E
Early Completion of Elementary School ......................... 5210
Early Graduation from Senior Academy ............................ 7210-D
Eighth Grade ...................................................................... 5225
Individualized Course of Study ......................................... 5225-A
Performance-based .............................................................. 5225-C, 7205-F
Residence Requirements ..................................................... 7205-C
Senior Academy .................................................................. 7205

Graduation Service Guidelines .................................................. 3760

Griggs International School (Griggs University and International School)
APLE Program ................................................................. 6510-A
Criteria ............................................................................. 6510-A
Procedure ........................................................................ 6510-A
Extension Class Plan ........................................................... 6510-B
General Guidelines for Correspondence Work ................... 7215-A
Relationship to State Laws .................................................. 6510-B
Tuition Assistance ................................................................ 9150-E

Grievances - see Conciliation Procedure
Guards, Security .................................................................. 3075-D, E
Guidance and Counseling Personnel .................................... 9040
Guidance, Student ................................................................. 3730

Harassment, Sexual and Other Forms ........................................ 9500
Appeal .............................................................................. 9540
Decision Process .................................................................. 9525
Definitions .......................................................................... 9500
Disciplinary Process .............................................................. 9530
Education & Prevention ......................................................... 9545
Guiding Principles ................................................................. 9505
Appearance of Wrongdoing .................................................. 9505-A
Considerations .................................................................... 9505-K
Discipline ........................................................................... 9505-I
Expenses ............................................................................. 9505-J
Implementation ..................................................................... 9505-D
Improper Actions ................................................................ 9505-C
Policy Limitation .................................................................. 9505-E
Presumptions ........................................................................ 9505-G
Protection ............................................................................. 9505-H
Treatment of Accusations .................................................... 9505-F
Violations of Christian Principles ........................................ 9505-B
Investigative Process .............................................................. 9520
Preliminary Process ............................................................... 9515
Prohibited Forms .................................................................. 9550
Responses ........................................................................... 9535
Sexual Ethics Pool Selection ............................................... 9510
Confidentiality ..................................................................... 9510-C
Qualifications ...................................................................... 9510-B
Selecting Entity ..................................................................... 9510-A

Head Teacher ......................................................................... 9115
Health Care Assistance ......................................................... 9150-C
Health Facilities and Services, Student ............................... 3535-F

Health Programs, Student ......................................................... 3535
Contagious Diseases .......................................................... 3535-D
First Aid Equipment ...................................................... 3535-G
Health Facilities & Services .................................................. 3535-F
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Records</td>
<td>3535-B</td>
</tr>
<tr>
<td>Immunizations</td>
<td>3535-C</td>
</tr>
<tr>
<td>Medical Examinations</td>
<td>3535-A</td>
</tr>
<tr>
<td>Student Hygiene</td>
<td>3535-H</td>
</tr>
<tr>
<td>Vision &amp; Hearing Test</td>
<td>3535-E</td>
</tr>
<tr>
<td>Health Records, Student</td>
<td>3535-B</td>
</tr>
<tr>
<td>Health Screening Policy</td>
<td>9055</td>
</tr>
<tr>
<td>Health Service Director</td>
<td>9110</td>
</tr>
<tr>
<td>Hearing Tests, Student</td>
<td>3535-E</td>
</tr>
</tbody>
</table>

**Holidays**
- Certificated Personnel: 9150-A
- Classified Employees: 9740

**Home and School Association**
- Objectives: 3025-B
- Organization: 3025-A

**Homeowner**
- Housing, Rentals - Academy: 9350
- Special Assistance: 9360
- Subsidy, Dual Homeowner’s: 9315

**Home and School Association**
- 3025

**Home Schools**
- 3030

**Honor Classes, Grade Point Average**
- 7400-C

**Honor Rolls**
- 7605

**Hours Required at School for Teachers**
- 9100-E

**Hour-time Classified Employees**
- 9700-E, 9710

**Housing, Senior Academy Teachers**
- 9350

**Hygiene, Student**
- 3535-H

**I-9 Form**
- 9000-B, 9735

**Illness/Disability Leave**
- 9250-A, 9745

**Immunizations, Student**
- 3535-C, 5200-C

**Independent Schools**
- 3040

**Individualized Course of Study**
- 5225-A

**Industrial Manager**
- 9125-C

**Innovative K-12 Programs**
- Approval: 3710-B
- Approval by Union Curriculum Committee: 1525-A
- Guidelines: 3710
- Procedures for Establishing: 3710-A

**In-service Activities**
- 9405-B

**Instructional Aide**
- 9040-B

**Instructional Materials and Equipment**
- 3735, 7300-C

**Instructional Media Specialist**
- 7300-B, 9040

**Instructional Personnel - Defined**
- 9040-A

**Insurance**
- Accident: 3060-H, 8520-A, 9325-B
- Automobile, Teacher: 9325-A

**Buildings and Assets - see Insurance, Property**
- Bus and Vehicle on School Trips: 3060-H, 8500-D
- Construction: 8510-A
- Donated Labor: 8500-A
- Health: 8520-B, 9150-C
- Private Vehicles on School Trips: 3060-H
- Property: 8500-C, 8510-B

**New Construction**
- 8510-A

**Responsibility**
- 8500
  - Donated Labor: 8500-A
  - Fifteen Passenger Van Use: 8500-E
  - General Liability: 8500-B
  - Property (Fire): 8500-C
  - Vehicles: 8500-D

**Review Week**
- 8515

**Student**
- 8520

**Accident**
- 3060-H, 8520-A

**Health**
- 8520-B

**Workers’ Compensation**
- 8505

**Internship Appointment**
- 9005-A

**Inter-school Sports**
- 3740
Intramural Activities ................................................................. 7500-F
Job Descriptions ...................................................................... 9110-B
Joint Operation of Senior Academies ........................................ 7015
Journal of Adventist Education ...................................................... 1555, 2000-C

Junior Academy ................................................................. 6005
Alternate Schedule of Classes ................................................. 6110
Annual Review ....................................................................... 6100
APLE program ......................................................................... 6510-A
Applied Arts Courses ............................................................ 6500
Authorization ........................................................................... 1510-B, 6005, 6100
Certification Review Committee .............................................. 1540
Functions ................................................................................ 1540-B
Membership ............................................................................. 1540-A
Course Outlines ........................................................................ 3707
Criteria, General ................................................................. 6010
Curriculum ............................................................................. 6100, 6105
Curriculum Committees ......................................................... 6115
Definition ................................................................................. 6005
Electives ................................................................................... 6105
Extension Class Plan – Griggs International School ................. 6510-B
Failure to Obtain Permission to Offer Secondary Subjects ...... 6000
Grade Reports ......................................................................... 6505
Instructional Media .................................................................. 6300-F
Library - see Library ............................................................. 6300
New Junior Academies ............................................................. 2000-C, 6010
Ninth and Tenth Grade Subject Approval ................................ 1915-B, 2005-C, 6015
Periodicals ............................................................................... 6300-E
Practical Arts Courses ............................................................ 6500
Reference Books ...................................................................... 6300-D
Role of CUBOE ........................................................................ 6100
Role of CUOE ........................................................................... 1510-B
Role of CUSAC ......................................................................... 1520-B
Role of Local Conference Office of Education ....................... 2000-C
Teacher Load ........................................................................... 6025
Transcripts ................................................................................. 6515
Transfer of Credit ..................................................................... 6020

Jury Duty Leave ...................................................................... 9250-A
Just Cause for Termination ...................................................... 9125-G, 9600

K-9 Elementary Schools .......................................................... 5900
Criteria for Operating ............................................................. 5905
Multi grade Classroom with Grades 7-9 ................................... 5910

K-10 Boards of Education - see Conference K-12 Boards of Education

K-12 Recommended Elements .................................................. 2015
Administration ........................................................................ 2015-D
Governance ............................................................................. 2015-A
Finances ................................................................................... 2015-C
Miscellaneous ........................................................................... 2015-E
Personnel .................................................................................. 2015-B

Kindergarten .............................................................................. 4505
Admission Requirements ........................................................ 4510
Compulsory Attendance .......................................................... 4510-E
Immunizations .......................................................................... 4510-C
Minimum Age ........................................................................... 4510-B
Readiness ................................................................................ 4510-A
Required Documentation .......................................................... 4510-D
Class Configurations ............................................................. 4520, 9100-A
Multi-grade Kindergarten Classrooms ..................................... 4520-A
Pupil-Teacher Ratios ............................................................... 4520-C
Sessions .................................................................................. 4520-B
Goals ....................................................................................... 4505
Operating Standards .............................................................. 4515
Pre-K ....................................................................................... 4500
Subsidy from Local Conference ........................................... 2105-B

Laboratory .................................................................................. 7400-F
Credit ....................................................................................... 7600
Time Requirements ................................................................... 7600

Layoffs ..................................................................................... 9630

Leave Policies ........................................................................... 9250
Family and Medical Leave Act ................................................................. 9250-B, 9785
Special Leaves ...................................................................................... 9250-A
Bereavement ....................................................................................... 9250-A
Funeral ................................................................................................. 9250-A
Illness/Disability .................................................................................. 9250-A, 9745
Jury Duty ............................................................................................... 9250-A
Personal ................................................................................................. 9250-A
Maternity ............................................................................................... 9250-A, B, 9745
Pregnancy .............................................................................................. 9250-A, B, 9745

Leaving Campus During School Day
Students ............................................................................................... 3525
Teachers ................................................................................................. 3525

Length of School Day
Elementary Schools ............................................................................... 5505
Senior Academy .................................................................................... 7615
Lesson Plans .......................................................................................... 3707

Liability
Insurance ............................................................................................... 8500-B
School Board Members ........................................................................ 2705-D
Librarian or Instructional Media Specialist ............................................. 7300-B, 9040-A

Library
Elementary School .................................................................................. 5300
Budget .................................................................................................... 5305
Curriculum Materials ............................................................................ 5300-C
Instructional Media ................................................................................ 5300-B
Required Number of Titles .................................................................... 5300-B
 Junior Academy ...................................................................................... 6300
Accessions ............................................................................................. 6300-C
Budget, Library & Instructional Media ................................................... 6300-B
Instructional Media ................................................................................ 6300-F
Periodicals ............................................................................................. 6300-E
Reference Books .................................................................................... 6300-D
Required Number of Titles .................................................................... 6300-C
Multi grade Classroom Grades 7-9 ....................................................... 5910
Record System ....................................................................................... 5300-A
Senior Academy .................................................................................... 7300
Budget, Library & Instructional Media ................................................... 7300-C
General Library Requirements ............................................................. 7300-A
Instructional Materials and Equipment ................................................ 7300-G
Instructional Media Specialist ............................................................... 7300-B
Librarian ................................................................................................ 7300-B
Newspapers ........................................................................................... 7300-F
Periodicals ............................................................................................. 7300-E
Reference Books .................................................................................... 7300-D
Required Number of Titles .................................................................... 7300-A
Licenses, Teaching ................................................................................ 1550
Lighting, Security ................................................................................... 3075-A
Load, Principal ....................................................................................... 9115, 9120
Load, Teaching ...................................................................................... 5010, 6025, 7020, 9040-B, 9100
Local Church Membership Requirement for Employees ....................... 9000-A, 9040-A, 9700-A
Local Conference K-12 Board of Education - Defined ........................... Definitions, 2700
Local Conference Office of Education - see Conference Office of Education
Lock Down ............................................................................................... 3075-F

Maintenance, School
Role of Principal ................................................................................... 9115-H
Make-up Work for Regular Promotion .................................................. 5510
Master’s Thesis Expense ....................................................................... 9200-G

Maternity Leave
Certificated Personnel ............................................................................ 9250-A
Hour-time Classified Employees ............................................................ 9745
Maximum Teacher Load ........................................................................ 5010, 6025, 7020, 9040-B, 9100
Medical Examinations, Student .............................................................. 3555-A
Medical Leave ........................................................................................ 9785
Medications, Administering ................................................................. 3540
Mileage Reimbursement ...................................................................... 9300-F
Military Service and Retirement Credit ................................................. 9330
Minimum School Day Requirements .................................................... 3755, 5505, 7600
Ministry of Teaching License ........................................................................................................... 1550-A
Minutes of School Board Meetings ............................................................................................... 2710-B
Misconduct, Employee ................................................................................................................. 9600
Missionary Children Discount on Tuition ..................................................................................... 8070-B
Mission Projects ............................................................................................................................ 3060-F
Mission Schools ............................................................................................................................. 3045
Mission Statement ........................................................................................................................ 2710-D
Misunderstandings, School Relationship ....................................................................................... 1000
Moonlighting - see Outside Employment by Teachers
Moving
Allowance ........................................................................................................................................ 9335
Allowance for Retirees .................................................................................................................. 9355
Unamortized Expenses ................................................................................................................ 2730, 9340
Multi grade Classroom with Grades 7-9 ....................................................................................... 5910
Music Credit .................................................................................................................................. 7400-G
NAD - Defined ............................................................................................................................... Definitions
NADOE - Defined ........................................................................................................................... Definitions
NADWP - Defined ........................................................................................................................... Definitions
New Building Construction
General Policies .............................................................................................................................. 8015
Insurance ......................................................................................................................................... 8510-A
Newspaper, School ....................................................................................................................... 3080
Newspapers, Senior Academy Library ........................................................................................... 7300-F
Night Watch and Security Patrols ................................................................................................ 3075-D
Ninth Grade in Elementary Schools ............................................................................................. 5900
Non-Adventist Students
Enrollment ....................................................................................................................................... 3050
Tuition ........................................................................................................................................... 8070-A
Non-certificated Instructional Personnel ....................................................................................... 9040-B
Non-discrimination ..................................................................................................................... 1005, 3055
Non-instructional Aide ................................................................................................................... 9040-B
Non-renewal of Regular Appointment Teacher.......................................................................... 9610, 9615
Non-voting Board Members ......................................................................................................... 2705-E
Nursery Schools - see Child Care Centers
Off-campus Activities .................................................................................................................. 3060, 3710-B
Definition ....................................................................................................................................... 3060-B
Mission Projects ............................................................................................................................. 3060-F
Policies ........................................................................................................................................... 3060-E
Preparation .................................................................................................................................... 3060-C
Purpose .......................................................................................................................................... 3060-A
Safety & Insurance Regulations .................................................................................................... 3060-H
Standards ........................................................................................................................................ 3060-D
Supervision .................................................................................................................................... 3060-I
Tours Outside USA ........................................................................................................................ 3060-G
Opening Reports ............................................................................................................................ 5415
Outside Employment by Teachers ............................................................................................... 9300-C
Parental Permission for School Trips ........................................................................................... 3060-H
Parent-Teacher
Conciliation Procedure .................................................................................................................. 3065
Conferences .................................................................................................................................. 3745, 5405-A
Procedure ...................................................................................................................................... 3065-B
Purpose .......................................................................................................................................... 3065-A
Parsonage Allowance ..................................................................................................................... 9345
Pastor-School Relationship ........................................................................................................... 2725
Patriotic Activities, Elementary School ........................................................................................ 5110-C
Pay - see Salary
Payment Plans ................................................................................................................................. 9300-C
Performance-based Education
Completion Requirements for Eighth Grade .................................................................................... 5225-C
Graduation Requirements for Senior Academy ............................................................................. 7205-F
Periodicals, Senior Academy Library ............................................................................................ 7300-E
Permanent Records - see Records
Personal Leave ............................................................................................................................... 9250-A
Personnel
Assignments ..................................................................................................................................... 9010
Reassignment Within a School ..................................................................................................... 9010-C
To Schools ...................................................................................................................................... 9010-A
Within Schools ............................................................................................................................... 9010-B
Background Checks ................................................................. 9050-5, 9700-I
Employee Notice of Resignation ............................................. 9020
Employment Agreement Release Request .............................. 9025
Employment Period .............................................................. 9035
Employment Philosophy & Eligibility .................................... 9000
Eligibility Verification ............................................................ 9000-B
Philosophy ........................................................................... 9000-A
Employment Status ............................................................. 9005
Administrative Term Appointment ........................................ 9005-C
Internship Appointment ....................................................... 9005-A
Probationary Appointment .................................................. 9005-D
Regular Appointment ......................................................... 9005-B
Transfer Appointment ........................................................ 9005-E
Instructional Personnel ....................................................... 9040
Certificated ........................................................................... 9040-A
Non-certificated .................................................................... 9040-B
Probationary Employee Expense Repayment ......................... 9030
Records - see Records, Employee
Role of Principal .................................................................. 9115-G
Transfers ............................................................................. 9105
Administrative........................................................................ 9105-B
Voluntary ............................................................................. 9105-A
Voluntary Transferees Assistance ......................................... 9105-C
Voluntary Transfers During Summer .................................... 9105-D

Petty Cash ............................................................................. 8040

Philosophy
Adventist Educational .......................................................... 1000
Decision-making .................................................................. 1500
Development ......................................................................... 2710-B
Photo/Image Release Policy .................................................. 3785
Physical Exams ..................................................................... 3535-A, 9775
Placement - see Academic Placement
Placing - Calls for Educational Employees ............................. 9002
Practical Arts Courses, Junior Academies ............................. 6500
Prayer Bands ......................................................................... 3750
Pregnancy Leave ................................................................ 9250-A, B, 9745
Pre-Kindergarten .................................................................. 4500
Prepaid Salary ....................................................................... 9025, 9030
Preparations, Subject - see Teacher, Load
Preschool Education ............................................................. 4000

Principal, School
Defined .............................................................................. 9110-C
Doctoral Assistance Policy .................................................. 9215
Duties .................................................................................. 9115
Evaluation ........................................................................... 9125-F
Full-time Teachers with Major Administrative Responsibilities 9105
Reassignment ...................................................................... 9125-G
Regular Appointment Status as Teacher Retained ................. 9125-E
Resignation ......................................................................... 9125-G
Suspension .......................................................................... 9125-G
Termination ......................................................................... 9125-G
Term-status Employment ................................................... 9125
Work Load ........................................................................... 9115, 9120
Elementary .......................................................................... 9120-B
Junior Academy .................................................................. 9120-C
Senior Academy .................................................................. 9120-A
Private Vehicle Usage on Schools Trips ................................. 3060-H
Probation, School for Offering Secondary Subjects without Permission 6000

Probationary Teacher
Cannot Serve on Committees ............................................... 3085
Repayment of Expenses ..................................................... 9030
Salary Relationship ............................................................ 9300-B
Status ................................................................................ 9005-D
Supervision Relationship .................................................... 9405-I

Professional Growth ............................................................ 9400
Academic Credit Courses ................................................... 9400-A
Conventions Held .............................................................. 9400-D
Other Activities ................................................................... 9400-F
Professional Memberships, Books, Magazines ................................................................. 9400-B
Professional Visiting Days to Other Schools ................................................................. 9400-C
Tours & Travel ............................................... 9400-D
Progress Reports, Student - see Grades
Projects, Financial Reimbursement ............................................................................. 9300-C, 9365
Promotional Activities .................................................................................................... 3070
Promotion of Students Who Fail One or More Subjects ............................................... 5510
Property and Premises Security - see Security .............................................................. 3075
Property Insurance - see Insurance
Prophecies, Class ..................................................... 7500-D
Publication Policies for Student Publications .............................................................. 3080, 7500-G
Public Functions ........................................................................................................... 3760
Pupil Progress Reports - see Grades
Qualifications
Administrative Personnel ............................................................................................ 9110-A
Classified Employees .................................................................................................. 9700-A, G
Committee Membership .............................................................................................. 3085
Instructional Personnel ............................................................................................... 9040-A
Racial Discrimination .................................................................................................. 1005, 9550
Radon ................................................................................................................................ 3015
Reassignment
Term-status Administrators ......................................................................................... 9125-G
Within a School of Teacher ........................................................................................ 9010-C
Records
Access to Employee Records ....................................................................................... 9050, 9405-J
Cumulative Student Records ....................................................................................... 5410
Discontinued Schools Records ..................................................................................... 2100
Employee Records ...................................................................................................... 2000-C, 9005, 9050, 9405, 9730
Health Records ........................................................................................................... 9050
Health Screening Policy ................................................................................................ 9060
Life-threatening Diseases ............................................................................................. 9060
Permanent Records ....................................................................................................... 2000-C, 5410, 9050, 9730
Role of Local Conference Office of Education ............................................................ 2000-C
Role of Principal ........................................................................................................... 9115-F
Student ......................................................................................................................... 9115-F
Reduction in Force ......................................................................................................... 9630
Reference Books, Senior Academy Library ................................................................. 7300-D
Register, School ............................................................................................................ 5410-A, 5415
Registrar ....................................................................................................................... 9110-C, 9125-C, 9700-D
Registration Required for Scholastic Credit .................................................................. 7215-G
Regular Appointment Teacher
Administrative Relationship .......................................................................................... 9005
Annual Renewal ............................................................................................................ 9005-B
Conditions ....................................................................................................................... 9005-B
Non-renewal ................................................................................................................... 9610, 9615
Principal’s Relationship .............................................................................................. 9105-D, 9125-E
Process for Granting ..................................................................................................... 9005-B
Term-status Relationship ............................................................................................. 9125-C
Relationship of School Boards, Church Board, and Conference Office of Education ....... 2720
Release from Contract .................................................................................................. 9025
Religion & Education ..................................................................................................... 3750
Religious Activities, General Relationship to Education ............................................. 3750, 5110
Baptismal Classes ......................................................................................................... 5110-B
Chapel Services ............................................................................................................. 3725, 3750
Devotional Periods ....................................................................................................... 3780, 5110-A
Elementary School ........................................................................................................ 5110
Patriotic Activities ......................................................................................................... 5110-C
Principal’s Role ............................................................................................................. 9115-A
Service Projects ............................................................................................................ 5110-D
Week of Spiritual Emphasis .......................................................................................... 3775, 5110
Worship Period at Beginning of Day ............................................................................ 3780
Religious Liberty ............................................................................................................. 3005
Rentals on Senior Academy Campuses by Educational Personnel ............................. 9350
Rentals, School Building by Others ............................................................................... 3110
Report Cards - see Grades
Reports
Opening and Closing ..................................................................................................... 5415
Principal’s Duty .............................................................................................................. 9115-D, F
Scholarships for Employee Children .......................................................... 5420
Student Progress Reports ........................................................................... 5400-A
Alternate Forms of Reporting ..................................................................... 5400-C
Reporting Periods ......................................................................................... 5400-B
Residence Hall Dean ..................................................................................... 9110-C, 9125-C

Resignation
Hour-time Classified Employees .................................................................... 9780
Teacher ........................................................................................................... 9020, 9025
Term-status Employee .................................................................................... 9125-G
Retention, Student ........................................................................................ 5235

Retirement
Benefits ......................................................................................................... 9150-G, 9750
Bonus ............................................................................................................. 9150-G
Disability ........................................................................................................ 9150-I
Employment while on Retirement ............................................................... 9150-I
Local Church & School Employees ............................................................... 9790
Military Service Credit .................................................................................... 9330
Moving Allowance ........................................................................................ 9335

Revisions to Code .......................................................................................... Introduction
Revocation of Teaching Certificate ............................................................... 9620
Safety Education Programs ........................................................................... 3530
Safety, Columbia Union Emergency Procedures Manual .......................... 3522

Salary
Administrative Allowance ............................................................................... 9300-F
Adoption Expense ......................................................................................... 9150-D
Cash Advances ............................................................................................... 9305
Certification Policies in Relation to Salary ..................................................... 9300-B
Daily Rate ....................................................................................................... 9310
Delayed Hiring ................................................................................................ 9300-D
General Provisions ....................................................................................... 9300
Health Care Assistance .................................................................................. 9150-C
Instructional Service Personnel ..................................................................... 9300-E
Outside Employment of Teachers ............................................................... 9300-C
Payment Plans ............................................................................................... 9300-C
Personal Leave ............................................................................................... 9250-A
Prepaid ........................................................................................................... 9025, 9030
Remuneration of Certificated Personnel ......................................................... 9300-A
Role of Local Conference Office of Education ............................................. 2000-C
Special Denominational Projects ................................................................. 9300-C
Ten-month Assignment .................................................................................. 9300-C
Travel Allowance .......................................................................................... 9300-F
Twelve-month Assignment .......................................................................... 9300-C
Wage Scale ..................................................................................................... 1545, 9720

Satellite Schools .......................................................................................... 3090
Schedule, Daily School .................................................................................. 5500
Scholarships for Employee Children .............................................................. 9150-E

School
Accreditation - see Accreditation, School
Annual Reports .............................................................................................. 3000
Boards - see Boards, Local School
Building Use by Other Organizations .......................................................... 3110
Bulletin ............................................................................................................ 2710-B
Bus Policies .................................................................................................... 3060-H, 3095
Bus Use .......................................................................................................... 3095-A
Daily Inspection ............................................................................................. 3095-E
Driver Qualifications ..................................................................................... 3095-C
Driver Record ................................................................................................ 3095-D
Legal Compliance .......................................................................................... 3095-G
Load Capacity ................................................................................................ 3095-F
Maintenance ................................................................................................... 3095-B
Calendar - see Calendar ............................................................................... 3755
Closed Schools Records ................................................................................ 2100
Closing Schools, Protocol .............................................................................. 2721
Committees ..................................................................................................... 3085, 9115-F
Construction or Alteration of Buildings ..................................................... 8015
Day Length ...................................................................................................... 5505, 7615
Days Required ............................................................................................... 3755-A
Days That Can Be Counted .......................................................................... 3755-B
Days That Cannot Be Counted ................................................................. 3755-C
Discontinued, Records ................................................................. 2100
Evaluations - see Accreditation, School
Financial Management ........................................................................... 8000
Integral Part of the Church .................................................................... 1015
Opening and Closing Reports .................................................................. 5415
Plant Expansion ....................................................................................... 3100
Principal - see Principal, School
Publications ......................................................................................... 3080, 7500-G
Vehicles, School-owned .......................................................................... 8605
School-operated Child Care Centers ....................................................... 4010
School Register ...................................................................................... 5410-A, 5415
School Schedule ..................................................................................... 5500
Secondary School - see Senior Academy
Secondary Subjects at Junior Academy Level ......................................... 1520-B, 6000
Failure to Obtain Permission to Offer ..................................................... 6000
Secretaries .............................................................................................. 9700-E
Security .................................................................................................. 3075
Locked Doors & Windows ........................................................................ 3075-B
Night Watch & Security Patrols ............................................................... 3075-D
Protective Lock Down ............................................................................ 3075-F
Security Guards ..................................................................................... 3075-E, 9700-E
Security Lighting ................................................................................... 3075-A
Security System .................................................................................... 3075-C
Semester, Minimum Days Required ...................................................... 7600
Senior Academy ..................................................................................... 7000
Accreditation .......................................................................................... 7610
Activities ............................................................................................... 7500
Class Officer .......................................................................................... 7500-B
Class Organizations ................................................................................ 7500-C
Class Wills & Prophecies ......................................................................... 7500-D
Clubs & Special Groups .......................................................................... 7500-E
Definition ............................................................................................... 7500-A
Intramural Activities ............................................................................... 7500-F
Publications ............................................................................................ 7500-G
Student Body Organization ..................................................................... 7500-H
Student Officers ..................................................................................... 7500-I
Supervision ............................................................................................. 7500
Yearbooks .............................................................................................. 7500-J
Admissions Requirements ...................................................................... 7200
Advanced Academic Placement Policy .................................................. 7210
Definition & Rationale .......................................................................... 7210-A
Early Graduation .................................................................................... 7210-D
Other Aspects ....................................................................................... 7210-C
Program ................................................................................................ 7210-B
Age Requirement .................................................................................. 5225-B
Areas of Study, Grades 9-12 ................................................................. 7105
Attendance ............................................................................................. 7205-E
Authorization for Establishment ............................................................ 1515-B, 7005
Board - see Senior Academy Board
Board Elections of Conference Academies ........................................... 2705-A
Carnegie Units ....................................................................................... 7600
Class Period Time/Day Requirements .................................................... 7600
Constituency .......................................................................................... 2500, 2505, 2515
Correspondence, Extension, Other Curriculum Plans ......................... 7215
College Level Extension Work ............................................................... 7215-B
Correspondence Work ........................................................................... 7215-A
Credit by Examination .......................................................................... 7215-F
Registration Required for Scholastic Credit ........................................... 7215-G
Summer School ..................................................................................... 7215-D
Tutoring Students who Fail .................................................................... 7215-E
Work Experience Education ................................................................. 7215-C
Course Outlines ..................................................................................... 3707
Criteria ................................................................................................... 7005
Curriculum Committee .......................................................................... 7100
Functions ............................................................................................... 7100-B
Membership .......................................................................................... 7100-A
Evaluating & Recording Student Progress .......................................... 7400
<table>
<thead>
<tr>
<th>Subjects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternation Schedule</td>
<td>5520</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>5100</td>
</tr>
<tr>
<td>Junior Academy</td>
<td>6105</td>
</tr>
<tr>
<td>Senior Academy</td>
<td>7105</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subsidies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Homeowner's</td>
<td>9315</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>2105</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>2105-B</td>
</tr>
<tr>
<td>Senior Academies</td>
<td>2105-A</td>
</tr>
<tr>
<td>Withholding</td>
<td>Introduction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Billing Procedure</td>
<td>8060</td>
</tr>
<tr>
<td>General Policies</td>
<td>7215-D</td>
</tr>
<tr>
<td>General Policies, Teacher</td>
<td>9200</td>
</tr>
<tr>
<td>Graduate School, Teacher Attendance</td>
<td>9200</td>
</tr>
<tr>
<td>Transferring Employees</td>
<td>9200-F</td>
</tr>
<tr>
<td>Workshop Reimbursement</td>
<td>9375</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervision and Evaluation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Due Process</td>
<td>9405-K</td>
</tr>
<tr>
<td>Evaluation Format</td>
<td>9405-G</td>
</tr>
<tr>
<td>Evaluation Instrument Development</td>
<td>9405-D</td>
</tr>
<tr>
<td>Evaluation of Instruction</td>
<td>9405-C</td>
</tr>
<tr>
<td>Evaluators</td>
<td>9405-E</td>
</tr>
<tr>
<td>In-service Activities</td>
<td>9405-B</td>
</tr>
<tr>
<td>Observations</td>
<td>9405-F</td>
</tr>
<tr>
<td>Of Students</td>
<td>3545, 5020, 6530, 7645</td>
</tr>
<tr>
<td>Post-observation Conference</td>
<td>9405-H</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>9405-A</td>
</tr>
<tr>
<td>Right of Access to Evaluations</td>
<td>9405-J</td>
</tr>
<tr>
<td>Teachers on Probation</td>
<td>9405-I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surplus, Government</th>
<th>8600</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survivor Benefit Plan</td>
<td>9150-F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suspension</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>3500-E</td>
</tr>
<tr>
<td>Teacher</td>
<td>9605</td>
</tr>
<tr>
<td>Teaching Certificate</td>
<td>9620</td>
</tr>
<tr>
<td>Term-status Employee</td>
<td>9125-G</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Force Workers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Checks</td>
<td>3115, 6525, 7635, 9850</td>
</tr>
<tr>
<td>Compensation</td>
<td>7640, 9855</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Personnel</td>
<td>9110-C</td>
</tr>
<tr>
<td>Annual Assignment Agreement</td>
<td>9050</td>
</tr>
<tr>
<td>Assignments</td>
<td>9010, 9100</td>
</tr>
<tr>
<td>Assistants</td>
<td>9040, 9700-E</td>
</tr>
<tr>
<td>Certification - see Certification, Teacher</td>
<td></td>
</tr>
<tr>
<td>Church Membership</td>
<td>9040-A</td>
</tr>
<tr>
<td>Contracts</td>
<td>9050</td>
</tr>
<tr>
<td>Credentialing Procedures</td>
<td>1550-B</td>
</tr>
<tr>
<td>Duties of the Principal &amp; Head Teachers</td>
<td>9115</td>
</tr>
<tr>
<td>Board Responsibilities</td>
<td>9115-B</td>
</tr>
<tr>
<td>Community Relations</td>
<td>9115-C</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>9115-D</td>
</tr>
</tbody>
</table>
Financial Management................................................................. 9115-E
General School Administration .................................................. 9115-F
Personnel Management ............................................................. 9115-G
School Plant .............................................................................. 9115-H
Spiritual Leadership .................................................................. 9115-A

Employing Organization ........................................................................ 9005
Employment Period .......................................................................... 9035
Employment Policies - see Employment Policies
Employment Status .......................................................................... 9005
Enrollment of Children in Adventist School ....................................... 9040-A
Full-time Teacher with Major Administrative Responsibilities ............... 9105

Definition ....................................................................................... 9105-A
Employee Relationship ...................................................................... 9105-B
Employment Status .......................................................................... 9105-D
Evaluation ...................................................................................... 9105-C

Graduate School Policies .................................................................... 9200
Head Teacher .................................................................................. 9110
Hours Required at School .................................................................. 9100-E
Job Descriptions .............................................................................. 9110-B
Leave Policies .................................................................................. 9250
Load ................................................................................................ 5010, 6025, 7020, 9040-B, 9100

Elementary School ............................................................................ 9100-B
Junior Academy .............................................................................. 9100-C
Kindergarten .................................................................................... 9100-A
Senior Academy .............................................................................. 9100-D
Teacher’s Hours at School ................................................................. 9100-E

Multi grade Classrooms with Grades 7-9 ........................................... 5910
Non-renewal .................................................................................... 9610, 9615
Preparations, Subject ........................................................................ 5010, 6025, 7020, 9040-B, 9100
Qualifications ................................................................................... 9040, 9110-A
Records ........................................................................................... 9050, 9405
Reduction in Force ........................................................................... 9630
Resignation ....................................................................................... 9020, 9025
Substitute Pay .................................................................................. 9370
Suspension ....................................................................................... 9605
Termination ....................................................................................... 9600, 9615
Transfer ............................................................................................ 9015
Visiting Days ................................................................................... 9400-C

Teacher-Pastor Relationship .............................................................. 2725
Teacher-Pupil Ratios ......................................................................... 5010, 7020, 9040-B, 9100
Teacher’s Children in Adventist Schools ............................................. 9040

Teacher-Student Conferences ........................................................... 5405-B

Teaching Credentials ........................................................................ 1550
Criteria for Issuance .......................................................................... 1550-A
Procedures ....................................................................................... 1550-B
Renewal ............................................................................................ 1550-C

Teaching Load - see Teacher, Load
Teaching Principal-Head Teacher ...................................................... 9110

Termination
Classified Employees ........................................................................... 9755, 9760
Financial Exigency ............................................................................. 9635
Just Cause ........................................................................................ 9125-G, 9600
Non-renewal ..................................................................................... 9610
Not Eligible for Termination Settlement .......................................... 9625-H
Procedure, Teachers ......................................................................... 9615
Reduction in Force ............................................................................ 9630
Revocation ........................................................................................ 9620
Settlements ....................................................................................... 9625-E, 9760
Severance Pay .................................................................................. 9625
Suspension ....................................................................................... 9605, 9620
Teachers ............................................................................................ 9600
Term-status Employees ..................................................................... 9125-G

Term-status Employees - see Employee, Term-status

Testing
Achievement Tests for Transfer Students ............................................ 5215
Criterion-referenced Tests ................................................................. 7400-A
Norm-referenced Tests ...................................................................... 7400-A
Standardized ..................................................................................... 3765, 5215, 5420, 7625
Textbook Adoptions
Alternate Selection Process ........................................................................................................... 3715
Approval by CUBOE ......................................................................................................................... 1510-B
Changes, Procedures ....................................................................................................................... 2010-B
Role of Columbia Union K-12 Curriculum Subcommittee ............................................................... 1525-A
Role of CUOE .................................................................................................................................. 1515-B
Role of Senior Academy Curriculum Committee ............................................................................ 7100
Selection and Use ............................................................................................................................. 3715
Thesis Expense ................................................................................................................................. 9200-C

Time Requirements
Subjects ........................................................................................................................................... 7600
Teachers at School ............................................................................................................................. 9100-E

Tithe
Employees Required to Tithe ........................................................................................................... 9040-A
Student ............................................................................................................................................ 8055
Tours .................................................................................................................................................. 5300-B, 6300-C, 7300-A

Transcripts
Delinquent Accounts .......................................................................................................................... 3105
Junior Academy .................................................................................................................................. 6515
Transfer Appointment ......................................................................................................................... 9005-E
Transfer of Credit .............................................................................................................................. 6000, 6020
Transfer of Teachers ......................................................................................................................... 9005-E, 9015

Travel
Administrative Allowance ............................................................................................................... 9300-F
Allowance for Moving ....................................................................................................................... 9335, 9355
Costs for Teachers Who Attend Workshops .................................................................................. 8075
Expense of Union Conventions ...................................................................................................... 9380
Outside Columbia Union Conference .............................................................................................. 9385
Treasurer .......................................................................................................................................... 9110, 9125-C
Trips, School ..................................................................................................................................... 3060
Trust Fund Audits ............................................................................................................................. 8065
Tuberculosis Exams for Teachers ...................................................................................................... 9050, 9055

Tuition
Assistance for Employee Children ................................................................................................... 9150-E
Credit for Provided Services ........................................................................................................... 8025
Discount for Missionary Children .................................................................................................... 8070-B
For Non-constituent and Non-Adventist Students ......................................................................... 8070-A

Tutoring
Elementary Schools .......................................................................................................................... 5515
Senior Academy .................................................................................................................................. 7215-E
Unamortized Moving Expenses ....................................................................................................... 2730, 9340
Union Convention Travel Expense .................................................................................................. 9380
Union - Defined ................................................................................................................................. Definitions
Union Wage Scale - Defined ................................................................................................................ Definitions
Units, Credit ........................................................................................................................................ 7600
Use of School Buildings .................................................................................................................... 3110
Use of "Seventh-day Adventist" Name .............................................................................................. 3035

Vacations
Certificated Employees ...................................................................................................................... 9150-A
Classified Employees ......................................................................................................................... 9740

Vehicle
Driving Time Allowed ....................................................................................................................... 3060-H
Insurance .......................................................................................................................................... 8500-D, E, 9325
School-owned ..................................................................................................................................... 8605
Vice Principal ..................................................................................................................................... 9110-C, 9125-C
Violation of Codes .............................................................................................................................. Introduction
Vision Tests, Student ............................................................................................................................ 3535-E
Visiting Days for Teachers .................................................................................................................. 9400-C
Voluntary Transfer, Teacher ........................................................................................................... 9015-A, D
Volunteer Background Checks .......................................................................................................... 3115, 6525, 7635, 9850
Voting Rights - ex officio Board Members ....................................................................................... 2705-E
Wage Scale - see Salary
Wage Scale Committee ....................................................................................................................... 1545
Wages, Hour-time Personnel ............................................................................................................ 9720
Wages, Student Rates ......................................................................................................................... 2735
Water, Drinking ................................................................................................................................. 3015
Weapons ........................................................................................................................................3510, 9065
Week of Spiritual Emphasis ............................................................................................................3775, 5110
White, Ellen G. ................................................................................................................................7500-D
Withdrawal, Student .....................................................................................................................3500-F
Withholding Subsidies for Violation of Policies .............................................................................Introduction
Withholding Transcripts for Non-payment of Accounts ....................................................................3105
Work Experience Education ............................................................................................................7215-C
Working Days - Defined ..................................................................................................................Definitions
Workmen’s Compensation ................................................................................................................8505
Workshop
  Allowance and Billing Procedures ...............................................................................................8075
  Summer Reimbursement ............................................................................................................9375
  Teacher Participation ....................................................................................................................8075
Worship Periods ..............................................................................................................................3780
Yearbooks .........................................................................................................................................7500-J