

EDUCATION CODE

*Collaborating
to*



Educate for Eternity

**Pacific Union Conference
Office of Education
2686 Townsgate Road
Westlake Village, California 91361**

July 1, 2011

Foreword

This 2011 edition of the Pacific Union Conference *Education Code* replaces the bound 2001 volume and subsequent supplements through 2007. It reflects all currently voted policies as processed through the Educational Leadership Council, Education Council, and the Pacific Union Conference Executive Committee. Policies will be effective July 1, 2011.

The official *Education Code* will be produced and maintained on-line at the Pacific Union Conference website, <http://paucedu.adventistfaith.org>, under the “Education” tab. Periodic updates, as needed and voted by appropriate administrative bodies will be made on the website.

Hard copies may be produced for individual use, but, for current *Code* reference, the on-line edition should be used.

A comprehensive index and glossary are included for use in referencing the *Code*. Electronic search capabilities are included for ease of use.

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The *Education Code* – A10

A10-104 The *Education Code*

The Pacific Union Conference of Seventh-day Adventists coordinates a system of church schools for the education of its youth, kindergarten through graduate school. The purpose and aim of this educational program is to promote the harmonious development of the whole person—spiritual, intellectual, physical, and social.

The *Education Code* is a compilation of policies and provisions relating to the establishment, organization, administration, operation, and maintenance of the K-12 church school system. It clarifies and details the role and responsibilities of persons, committees, and boards of each entity—school, conference, union conference.

The policies contained in the *Education Code* are developed and adopted through the cooperative efforts of the school, local conference and union conference administrators and boards of education. Because of this broad-based involvement, the *Education Code* is accepted as the basis for the organization, administration, and operation of the Pacific Union Conference K-12 school system.

When there is no provision, stipulation or prohibition for an area under consideration, a conference or institution may: a) develop a policy, procedure or practice to meet a local need; or b) recommend that a policy be adopted for inclusion in the *Education Code*. If a policy exists, the higher standards of either the state or *Education Code* will apply.

The additions, revisions or deletions in the *Education Code* become effective only when recommended by the Pacific Union Conference Board of Education and voted by the Pacific Union Conference Executive Committee. The *Education Code* is consistent with the policies and provisions adopted by the Pacific Union Conference, North American Division Office of Education and the General Conference Department of Education.

Philosophy of Seventh-day Adventist® Education – A11

A11-104 Mission of Seventh-day Adventist Education

The Seventh-day Adventist Church in North America operates a ministry 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.

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 of church-affiliated schools are 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. [NAD Working Policy FEA 05 05]

A11-108 General Statement of Seventh-day Adventist Educational Philosophy

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning, God created in His image a perfect humanity, a perfection later marred by sin. Through the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in nature, the Bible, and Jesus Christ. 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.

While God presents His infinitely loving and wise character as the ultimate norm for human conduct, human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of returning human beings to their original relationship with God. Its time dimensions span eternity.

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. It fosters a balanced development of the whole person—physically, intellectually, socially, and spiritually. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come. [*Journey to Excellence*, p. 5]

A11-112 Goals for Curriculum in Seventh-day Adventist Schools

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

1. Acceptance of God – Each student will surrender one's whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one's life.
2. Commitment to the Church – Each student will desire to know, live, and share the message and mission of the Seventh-day Adventist Church.
3. Interpersonal Relationships – Each student will develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.
4. Responsible Citizenship – Each student will develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others, and accept responsibility for local, national, and global environments.
5. Healthy Balanced Living – Each student will accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.
6. Intellectual Development – Each student will adopt a systematic, logical, and biblically based approach to decision-making and problem-solving when applied to a developing body of knowledge.
7. Communication Skills – Each student will recognize the importance of effective communication and develop the requisite skills.
8. Personal Management – Each student will function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.
9. Aesthetic Appreciation – Each student will develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.
10. Career and Service – Each student will develop a Christian work ethic with an appreciation for the dignity of service.

[Journey to Excellence, p. 6]

A11-116 Objectives of Seventh-day Adventist Education

The Seventh-day Adventist Church desires to provide for all its youth an education within the framework of the science of salvation. The fundamentals and common branches of knowledge are to be studied so that proficiency is achieved and a high quality of teaching is maintained.

The Seventh-day Adventist elementary school will assist each child to develop:

- A. A love and appreciation for the privileges, rights, and responsibilities guaranteed each individual and social group, and,
- B. A wholesome respect and attitude for each unit of society—home, church, school, and government.

The elementary school will offer an organized program to ensure adequate development leading toward total spiritual, physical, mental, and emotional health and a core of basic skills and knowledge for everyday living.

A11-116 Objectives of Seventh-day Adventist Education (Cont'd)

The Seventh-day Adventist secondary school, predicated on the results obtained through the elementary school with character building as an undergirding structure, will endeavor to operate realistically for each student in the upgrading and maintenance of health, in the command of fundamental learning processes, in the teaching of worthy home membership, vocational skills, civic education, worthy use of leisure, and ethical maturity. The secondary school, implementing the church philosophy, will seek for objectives of spiritual dedication, self-realization, social adjustment, civic responsibility, and economic efficiency. [NAD Working Policy, FEA 05 15.]

A11-120 The Seventh-day Adventist School as an Integral Part of the Mission of the Seventh-day Adventist Church

Seventh-day Adventist schools are an integral part of the mission of the Church in the following ways:

- A. "To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized - this was to be the work of redemption. This is the object of education, the great object of life." [Education, pp. 15, 16]
- B. The commission given in Matthew 28:18-20 states that the basic task of the Church is an educational task.
- C. Seventh-day Adventist education has as its basic evangelistic task the education and redemption of the children and youth of the Church. Its object is to promote the development of character and to direct the youth to a "knowledge of God, the Creator, and of Christ, the Redeemer, as they are revealed in the sacred word." [Education, p. 17] In pursuing this task Adventist schools have a greater continuing influence than any other aspect of the Church program.
- D. The school is concerned about the whole person—body, mind and soul—and seeks to ensure that youth receive a balanced physical, mental, moral, social, and practical education.
- E. The school emphasizes the principle of service to God and man. It prepares youth for a life of service whether as employees of the Church, active church members, or, contributing members of society. Enrollment in Adventist schools is open to all applicants willing to accept and follow the established policies and practices of the school.
- F. The members of the school boards and local conference boards of education are members of the Seventh-day Adventist Church.
 1. The school board is composed of members of the Seventh-day Adventist Church who represent a cross section of the school constituency and who are supportive of Seventh-day Adventist Education.
 2. The local conference and union conference boards of education are composed of representatives of various church institutions and/or conferences, lay members of the Church, and church officials.

A11-120

The Seventh-day Adventist School As An Integral Part of the Mission of the Seventh-day Adventist Church (Cont'd)

- G. Education employees must be active members of the Seventh-day Adventist Church in regular standing, and committed to the program of the Church. Employment qualifications, licenses and credentials, salary and wages, benefits, and retirement are all established and regulated by the policies which cover all other denominational workers.
- H. The uniquely designed curriculum in Seventh-day Adventist schools is developed by church educators who ensure that the educational objectives of the Church are achieved.
 - 1. It is based on a distinctive Seventh-day Adventist philosophy with a strong commitment to academic excellence.
 - 2. It utilizes the best in current curricular research.
 - 3. It reflects an awareness of the principles of human growth and development and the worth and dignity of each student.
 - 4. It emphasizes a process which encourages, guides, and sustains the learner in seeking to relate to the Creator and to fellow human beings.
- I. The title to school buildings and property is held by the local conference entity that holds title to all church and school properties, not by individual trustees or congregations.

[NAD Working Policy FEA 05 20]

A11-124

Ethnic and Multi-cultural Sensitivity

The education ministry in the union is committed to foster, facilitate, and promote ethnic and multi-cultural sensitivity following the guidelines of the 14th Fundamental Belief of the Seventh-day Adventist Church:

“The church is one body with many members, called from every nation, kindred, tongue, and people. In Christ we are a new creation; distinctions of race, culture, learning, and nationality, and differences between high and low, rich and poor, male and female, must not be divisive among us. We are all equal in Christ, who by one Spirit has bonded us into one fellowship with Him and with one another; we are to serve and be served without partiality or reservation. Through the revelation of Jesus Christ in the Scriptures we share the same faith and hope, and reach out in one witness to all. This unity has its source in the oneness of the triune God, who has adopted us as His children.”

Educators will:

- exert positive efforts to create a climate where every child feels welcomed and valued.
- actively promote the unity and equality of all.
- assist students to understand and accept the positive values that diversity provides.
- teach students by precept and example to treat others with respect.
- confront offensive statements, racial and/or ethnic slurs, ethnic jokes and any practice that erodes unity and equality.
- review the curriculum and supporting materials to provide content that honors and respects ethnic and multi-cultural diversity.

A11-124 Ethnic and Multi-cultural Sensitivity (Cont'd)

- implement employment procedures and practices that promote ethnic and multi-cultural sensitivity.
- develop and implement school policies and practices consistent with the goal of promoting cultural understanding and Christian unity.
- provide professional growth and in-service training to develop cultural awareness and understanding.
- enrich the curriculum by transmitting understandings to students about the value and benefits of ethnic and multi-cultural diversity and sensitivity.

A11-128 Statement of Philosophy for Competition in Life

Competition is a common experience in life and is present in play, work, education, economic systems and the political arena. It exists between individuals, groups and nations. There is even competition for the souls of humankind. When competition is present in appropriate settings, teachers can guide students toward the values of staying focused on a goal, perseverance, handling victory and defeat graciously, and emphasizing teamwork over individual accomplishments. If competition is friendly and organized so that every student has the opportunity at some time to win, then motivation, achievement, and interpersonal relations may be enhanced.

Competition that is allowed in the wrong setting or that is not properly managed can have negative effects. Only a few students will be able to experience success, and the tendency to make safe rather than growth choices will be increased. Students may think of academics or athletics as a means to an end (being better than others); and may become more interested in the relative positions in a class or on a team than in the performance of the team or group. In poorly managed competition, it is likely that hostility between members of the group will often develop into outward aggression.

It is, therefore, essential that in all curricular and co-curricular endeavors, actions and attitudes should be guided by higher principles. School personnel should make every effort to develop a Christ-centered, cooperative environment in which teachers and students together identify group goals, plan activities, develop communication skills, apportion responsibilities, participate in spiritual growth endeavors, and learn strategies for helping one another.

In response to appropriately-employed competitive activities, students, guided by their teachers, should seek to:

- Develop physical, mental and spiritual gifts to the fullest extent.
- Cultivate such Christian virtues as commitment, courtesy, fair play, honesty, loyalty, obedience, respect, self-confidence, and self-control.
- Manage successes and contend with failures.
- Function effectively as team members.
- Strive for excellence.

The Pacific Union Conference – A12

A12-104 Union Office of Education

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

The personnel of this office may include but are not limited to:

- A. Director of Education.
- B. Associate Directors of Education.
- C. Certification Registrar.
- D. Office support staff.

A12-108 Functions of the Union Office of Education

The administrative, supervisory and leadership functions of this office are to:

- A. Coordinate a cohesive school system within the union.
- B. Foster a climate of inquiry and research in which surveys, reports, plans, etc., are seen as critical ingredients of the educational administrative process.
- C. Establish and convene education councils.
- D. Develop job descriptions for the union office of education.
- E. Act as the credentialing agency for education personnel within the union.
- F. Advise the union board of education on educational policies, standards, and practices.
- G. Participate in school evaluations.
- H. Prepare and submit statistical and financial reports as required by the NAD office of education.
- I. Use the NAD standards as guidelines to operate the K-12 system.
- J. Cooperate with Pacific Union College and La Sierra University in the pre-service preparation of elementary and secondary school personnel.
- K. Maintain effective working relationships with Pacific Union College and La Sierra University.
- L. Provide leadership and acquaint the constituency of the union with the imperatives of Adventist education.
- M. Develop and maintain effective working relationships with local and state offices of education and regional accrediting associations.
- N. Serve as member(s) and/or consultant(s) to union subcommittees in matters pertaining to education.
- O. Serve as ex officio members of the local conference boards of education within the union.
- P. Serve as ex officio members of all secondary school boards within the union.
- Q. Provide leadership in the development and maintenance of an *Education Code*.

A12-108 Functions of the Union Conference Office of Education (Cont'd)

- R. Develop and administer the union-approved budget for K-12 education.
- S. Provide assistance in the supervision of instruction.
- T. Participate with the local conference offices of education and secondary schools in providing in-service education programs.
- U. Apply NAD standards as guidelines in processing applications to teach secondary subjects in junior academies.
- V. Process applications for the establishment of new junior academies and secondary schools.
- W. Assume responsibility for the development and publication of a list of approved textbooks and other curriculum materials.
- X. Submit copies of minutes of the union conference board of education and other major councils and committees to the NAD office of education.

A12-112 Union Board of Education

Currently the union executive committee serves as the union board of education and is the policy formulating body of the K-12 school system.

A12-116 Functions of the Union Board of Education

The administrative and supervisory functions of this board are to:

- A. Consider for adoption recommendations for changes, deletions, or additions to the *Education Code* as submitted by: the union Education Council, the union Educational Leadership Council, and other organizations that may be authorized by the union office of education.
- B. Consider for approval applications to establish junior academies according to procedures detailed in Section A14-122.
- C. Consider for approval applications to establish secondary schools according to procedures detailed in Section A14-140.
- D. Serve as the Certification Committee of the union.
- E. Approve applications of candidates to receive financial assistance for doctoral studies.
- F. Give guidance to the overall development of the educational system within the union.
- G. Consider for approval recommendations submitted by the Curriculum Committee.
- H. Authorize the establishment of 9 and 10 grade junior academies as recommended by the local conference boards of education.

A12-120

Union Education Council

A. Membership of the Union Education Council

The membership of the Education Council is composed of the following:

Ex officio Members

1. Union Director of Education, Chair.
2. Union Associate Directors of Education.
3. Local Conference Superintendents of Schools.
4. Local Conference Associate Superintendents of Schools.
5. Full-time elementary, junior academy, and secondary school principals.
6. La Sierra University President.
7. La Sierra University Provost/Vice President for Academic Administration.
8. La Sierra University School of Education personnel.
9. Pacific Union College President.
10. Pacific Union College Vice President for Academic Administration.
11. Pacific Union College Department of Education personnel.
12. NAD Office of Education personnel.
13. Other school-site administrators as designated by the local conference superintendent of schools.

Invitees

Persons invited by the Union Director of Education.

B. Meetings of the Education Council

The union Education Council shall meet semi-annually in the Fall and Spring at the time and place determined by the union office of education in counsel with the Educational Leadership Council.

C. Functions of the Education Council

The Education Council has the following functions:

1. Receive reports and recommendations, and study educational issues, trends, pilot programs, innovative practices, and position papers which affect the educational program in the union.
2. Process policies, proposals and submit recommendations to the union office of education and the union board of education.

A12-124

Educational Leadership Council

A. Membership

The membership of the Educational Leadership Council shall consist of the following:

1. Ex officio Members

Union Director of Education, Chair
Union Associate Directors of Education

Local Conference Superintendents of Schools
Local Conference Associate Superintendents of Schools

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Educational Leadership Council (Cont'd)

2. Invitees

La Sierra University President
La Sierra University Provost/Vice President for Academic Administration
La Sierra University Dean of the School of Education

Pacific Union College President
Pacific Union College Vice President for Academic Administration
Pacific Union College Chair of the Department of Education

Others as invited by the Chair

B. Meetings of the Educational Leadership Council

The Educational Leadership Council shall meet a minimum three times annually; two meetings in connection with the Education Councils and one meeting in winter at a location to be determined by the union office of education in counsel with the Educational Leadership Council.

C. Functions of the Educational Leadership Council

The Educational Leadership Council has the following functions:

1. Provide a forum to develop short and long-range plans for the K-12 system of schools in the union.
2. Serve as an advisory body to the union office of education.
3. Initiate and/or process proposed revisions, additions, deletions to the *Education Code* in collaboration with the Superintendents' Council and the union office of education and process the recommended revisions, additions, or deletions through the Education Council prior to presentation to the union board of education.

A12-128

Superintendents' Council

A. Membership of the Superintendents' Council

The membership of the Superintendents' Council shall consist of the following:

Union Director of Education, Chair
Union Associate Directors of Education
Local Conference Superintendents of Schools

B. Meetings of the Superintendents' Council

The Superintendents' Council shall meet a minimum of two times annually: one meeting in winter and one meeting in a retreat format.

C. Functions of the Superintendents' Council

The Superintendents' Council has the following functions:

1. Serve as an administrative committee under the leadership of the union director of education.
2. Initiate additions, revisions, and/or deletions to the *Education Code* and recommend the additions, revisions, and/or deletions to the union board of education in collaboration with the Educational Leadership Council and the Education Council.
3. Initiate and/or approve union-wide plans and activities affecting the schools in the union in collaboration with the Educational Leadership Council and the Education Council.
4. Process and approve recommendations for union-wide plans and activities in collaboration with the Educational Leadership Council, the Education Councils and the Elementary and Secondary Curriculum Committees, and submit recommendations to the union board of education for action, as appropriate.
5. Establish guidelines for local conference school calendars.

A. Committee Membership

The Curriculum Committee is composed of the combined membership of the Union Elementary and Secondary Curriculum Committees.

B. Meetings

The Curriculum Committee shall meet semi-annually as approved by the union board of education. Recommendations and proposals are to be submitted to the Education Council and the union board of education for consideration and adoption.

C. Responsibilities and Functions

The Curriculum Committee has the following responsibilities and functions:

1. Assist in the development and implementation of a distinctive Seventh-day Adventist curriculum.
2. Promote curricular innovations in the local conferences and schools of the union.
3. Review curriculum proposals, projects and practices.
4. Identify and research curriculum needs.
5. Establish *ad hoc* committees for special curriculum studies.
6. Develop procedures to assure the articulation of the curriculum.
7. Recommend basic graduation requirements.
8. Review recommendations and proposals from the Elementary and Secondary Curriculum Committees.

Union Secondary Curriculum Committee

A. Responsibilities and Functions

The Secondary Curriculum Committee is responsible for educational planning with emphasis on 9-12 curriculum development and articulation.

B. Membership

The members of the Secondary Curriculum Committee shall be nominated by the employing organization and appointed by the union board of education upon the recommendation of the union office of education and shall include the following:

Ex officio

1. Union Associate Director of Education–Secondary, Chair.
2. One superintendent/associate superintendent of schools from each local conference who is responsible for supervision of secondary curriculum.
3. One representative from La Sierra University School of Education Department of Curriculum and Instruction.
4. One representative from Pacific Union College Department of Education.

Appointed

1. One secondary school principal from each local conference.
2. One junior academy principal from each local conference (optional with a small conference).
3. Invitees–As determined by the union office of education.

C. Term

The members, other than ex officio members, shall serve for a term of three years. Appointed members may be recommended for a second three-year term.

Functions of the Union Secondary Curriculum Committee

A. Meetings

The Secondary Curriculum Committee shall meet concurrently with the Elementary Curriculum Committee when possible.

B. Responsibilities and Functions

1. Review curriculum materials adopted by the NAD (frameworks, curriculum guides, textbooks, etc.) and submit recommendations for classification to the Curriculum Committee for adoption by the union board of education. [See Section C11-156 for classification system.]
2. Develop plans and procedures for orientation and implementation of curriculum materials.
3. Develop procedures for selection and approval of textbooks for the NAD *Secondary Textbook List*.

4. Recommend *ad hoc* committees for special curriculum studies to the Curriculum Committee.
5. Receive reports and review curriculum proposals and recommendations from local conference curriculum committees.
6. Assist the local conferences and cooperate with the NAD in implementing and maintaining a distinctive Seventh-day Adventist curriculum.
7. Develop and/or review plans for in-service education.
8. Develop and/or review development of evaluation instruments.
9. Study proposals from the NAD Curriculum Committee for possible implementation.
10. Function with the Elementary Curriculum Committee as the union K12 Curriculum Committee.

A. Responsibilities and Functions

The Elementary Curriculum Committee is responsible for educational planning with emphasis on curriculum development and improvement of instruction K-8.

B. Membership

The members of the Elementary Curriculum Committee shall be nominated by the employing organization and appointed by the union board of education upon the recommendation of the union office of education and shall include the following:

Ex officio

1. Union Associate Director of Education-Elementary, Chair.
2. The Union Associate Director of Education-Coordinator of Early Childhood Education and Care (ECEC) Division.
3. Up to two superintendents/associate superintendents of schools from each local conference who have responsibility for supervision of elementary curriculum and instruction.
4. A representative from a lab school associated with La Sierra University and Pacific Union College.

Appointed

1. A local conference associate superintendent from one of the California Conferences who has responsibility for supervision of small schools in the conference.
2. One elementary principal from each local conference.
3. One junior academy principal to be nominated on a rotating basis from among the local conferences.
4. One elementary teacher in grades one through four who teaches one or more of the grades on a rotating basis from among the local conferences.

Union Elementary Curriculum Committee (cont'd)

5. One elementary teacher in grades five through eight who teaches one or more of the grades on a rotating basis from among the local conferences.
6. One representative from La Sierra University School of Education Department of Curriculum and Instruction.
7. One representative from Pacific Union College Department of Education.
8. Invitees-To be determined by the union office of education.

C. Term

The members, other than ex officio, shall serve for a term of three years. Appointed members may be recommended to a second three-year term.

Functions of the Union Elementary Curriculum Committee

A. Meetings

The Elementary Curriculum Committee shall meet concurrently with the Secondary Curriculum Committee when possible.

B. Responsibilities and Functions

1. Assist the conferences and cooperate with the NAD in implementing and maintaining a distinctive Seventh-day Adventist curriculum.
2. Authorize the procedure for textbook selection and produce an elementary textbook list.
3. Review recommendations from local conference curriculum committees.
4. Review frameworks, curriculum guides, and other curriculum materials for classification and adoption by the union board of education.
5. Develop plans and procedures for orientation and implementation of curriculum materials.
6. Recommend *ad hoc* committees for special curriculum studies to the Associate Director for Elementary Curriculum and Instruction.
7. Review innovative curriculum programs and proposals.
8. Serve as a clearinghouse and agency for reporting local conference curriculum services and developments that can be made available union-wide.
9. Function with the Secondary Curriculum Committee as the union K-12 Curriculum Committee.

A12-152 Union Elementary and Secondary Advisory Committees

The members of the Elementary or Secondary Advisory Committee may include but not necessarily be limited to the following:

- A. Associate director of the union office of education with responsibility for elementary or secondary curriculum.
- B. Local conference personnel responsible for the supervision of elementary or secondary curriculum and instruction.
- C. College/university personnel responsible for teaching courses in elementary or secondary curriculum and instruction at La Sierra University and Pacific Union College.
- D. Consultants in specialized curriculum areas as needed.

A12-156 Functions of the Elementary and Secondary Advisory Committees

The responsibilities and functions of the Elementary and Secondary Advisory Committees are to:

- A. Develop and/or study proposals for elementary or secondary curriculum development tasks to be completed in the union.
- B. Organize and supervise the piloting of proposed instructional materials in the union prior to adoption.
- C. Coordinate plans for in-service in curricular areas within the union.
- D. Assist in planning for development and implementation of curriculum projects and materials.
- E. Assume other curriculum-related functions as needed and/or assigned.

The Local Conference – A13

A13-104 Local Conference Office of Education

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

The personnel of this office may include but are not limited to:

- A. Superintendent of Schools.
- B. Associates and/or Assistants.
- C. Office support staff.
- D. Other personnel as authorized.

A13-108 Functions of the Local Conference Office of Education

The administrative and supervisory functions of the local conference office of education are the responsibility of the superintendent of schools.

- A. The administrative functions are to:
 - 1. Serve as executive secretary and agent of the local conference board of education in administering and supervising the local conference system of education in accordance with the educational policies of the union board of education.
 - 2. Serve as the agent of the local conference board of education in the coordination and implementation of recruitment, placement, transfer, termination, and/or dismissal of education personnel in consultation with school administration, and/or boards. This includes responsibility regarding all calls for the employment of education personnel. [See Section E10-108 for the relationship of the school board to the local conference board of education.]
 - 3. Prepare job descriptions and establish areas of responsibility for each member of the local conference office of education staff.
 - 4. Counsel school boards in the selection of classified personnel, as necessary.
 - 5. Provide leadership in the development of long-range plans for education in areas such as budgeting, school evaluation, curriculum, facilities, personnel, establishment of new schools, or consolidation of existing schools.
 - 6. Provide leadership for in-service educational programs.
 - 7. Provide orientation for new personnel.
 - 8. Foster positive relationships between home and school and actively promote the home and school association.

9. Ensure that all education personnel are properly certificated.
10. Develop and maintain effective working relationships with the local district or state offices of education and regional accrediting associations.
11. Maintain an effective working relationship with the local conference administration and the constituency.
12. Prepare a master calendar.
13. Acquaint the constituency with the imperatives of Seventh-day Adventist education.
14. Preserve all records of discontinued schools.
15. Assume responsibility for compliance with state laws and regulations governing the health and safety of students.
16. Provide each school with essential record-keeping materials, assuming responsibility for the maintenance and safekeeping of attendance and scholarship records.
17. Provide teachers with the approved list of textbooks and other curriculum materials.
18. Provide *The Journal of Adventist Education* to certificated education personnel.
19. Encourage annual professional growth and in-service for education personnel.
20. Gather and process reports required by the union and NAD.
21. Conduct junior academy and secondary school curriculum review committees in cooperation with the union associate director of education.
22. Consider applications for the establishment of new elementary schools in consultation with the local board of education.
23. Process requests for the establishment of junior and secondary schools and make recommendations to the union board of education.
24. Arrange periodic in-service meetings for school board personnel.
25. Provide general oversight of child development centers utilizing the union Early Childhood and Education Care Division coordinator.
26. Ensure appropriate background screening for all employees and volunteers involved in the schools.
27. Ensure that monthly board minutes and financial statements of secondary schools are sent to the union office of education.
28. Participate in the supervision and evaluation of education personnel in harmony with employment policies.

B. The financial functions are to:

1. Counsel with the school boards in the preparation of annual budgets.
2. Prepare an annual budget in cooperation with the local conference treasurer, which is to include items such as salaries and wage-related expenses, school subsidies, allowances for in-service education, workshops, curriculum development, and contingencies which are to be submitted for approval and funding to the local conference board of education and local conference executive committee.
3. Ensure that schools are audited annually in accordance with NAD policies and that copies of the audited statements are filed in the local conference office of education.
4. Implement the approved education wage scale.

C. The curricular functions are to:

1. Consider recommendations of the union curriculum committee and implement curriculum policies adopted by the union board of education.
2. Approve and evaluate pilot studies and innovative programs in cooperation with the union office of education.
3. Initiate and conduct research projects and surveys as needed.
4. Participate in curriculum study committees at the conference, union, and NAD levels.
5. Inform schools of current state, or federal legislation pertaining to educational requirements.

A. Responsibilities

The local conference board of education is the body authorized by the local conference executive committee to provide supervision and administration of the local conference school system in accordance with the *Education Code*.

B. Membership

1. Members of the local conference board of education shall be elected by the local conference executive committee from nominations presented by the local conference office of education. The local conference constitution and/or the local conference executive committee may determine the length of term for members.

The membership of the local conference board of education shall include the following:

- a. Local Conference President, or designee, Chair.
- b. Local Conference Superintendent of Schools, Executive Secretary.
- c. Other Conference officers.
- d. Local Conference office of education associates, assistants and supervisors.
- e. Union Director of Education or designee.
- f. A minimum of eight additional members selected from the following categories: pastors, lay members, school board chairs, principals, and teachers as specified by the local conference constitution.

C. Executive Committee of the Board of Education

The local conference board of education may appoint an executive committee of the board. It shall meet as necessary and function between the regularly scheduled meetings of the board. The committee shall consist of, but may not necessarily be limited to, the following; the chair of the board and other officers of the local conference and the local superintendent of schools (executive secretary).

A13-116 Functions of the Local Conference Board of Education

The administrative and supervisory function, of the local conference board of education are to:

- A. Administer and supervise the school system in accordance with the *Education Code*.
- B. Adopt policies, procedures, or practices to meet the needs of the local conference school system when there is no stipulation, provision, or prohibition in the *Education Code*.
- C. Serve as agent of the local conference executive committee in employment, assignment, transfer, dismissal, and retirement of certificated school personnel. [See Section E10-108 for the relationship of school boards to the local conference board of education.]
- D. Cooperate with local school boards for long-range planning of the local conference school system.
- E. Periodically review the operating budget and financial statements of the local conference office of education.
- F. Ensure the review of salaries and wages of education personnel to determine compliance with the approved salary schedules and wage rates.
- G. Participate in the school evaluation process by:
 - 1. Reviewing elementary and junior academy evaluation reports as the basis for granting a term of approval.
 - 2. Reviewing secondary school accreditation evaluation reports as a basis for long-range planning.
- H. Adopt an annual local conference school calendar based on the adopted union calendar.
- I. Approve or deny applications to establish new elementary schools and/or, consolidate existing schools.
- J. Review applications to establish or expand existing schools to junior or senior academy status and submit the approved application with recommendations to the union office of education.
- K. Review applications/requests to establish a secondary extension program on a junior academy campus and submit applications with recommendations to the union office of education.
- L. Appoint subcommittees as needed to expedite the work of the local conference board of education.
- M. Approve interscholastic sports activities based on denominational policies.

A13-120 Local Conference and School Curriculum Committees

A distinctive curriculum based on the Seventh-day Adventist philosophy is to be implemented in the local conferences and schools of the union. Local conference and school curriculum committees are to assist in this implementation.

The responsibilities and functions of local conference and/or school curriculum committees are to include, but are not limited to, the following:

- A. Assist in the development and implementation of a distinctive curriculum based on the Seventh-day Adventist philosophy of education.
- B. Explore and identify ways to organize resources to improve learning opportunities.
- C. Assist in the implementation of subject-area curriculum guides.
- D. Evaluate and authorize proposals for innovative programs which may be initiated by individual teachers and/or schools.

- E. Cooperate with local conference office of education personnel in initiating, conducting, and/or coordinating in-service education programs.
- F. Assist in implementing an effective program of pupil evaluation.
- G. Assist in establishing and implementing competency requirements for students prior to completion of elementary and secondary schools.
- H. Assist in the selection and evaluation of textbooks for the union textbook lists.
- I. Assist in the evaluation of teacher-selected alternate textbooks.

The School – A14

A14-104 Definition of a School

A school is a group of learners led by trained education personnel and supported by a local conference and constituency of churches to maximize the learning opportunities for students and teachers within the curricular framework of the Seventh-day Adventist school system.

A14-108 The School K-12: Organization and Structure

The organization of a given school should be designed to meet the needs of its church constituency.

The philosophy, goals and objectives of a school are to be defined in terms of the Seventh-day Adventist philosophy of education and the needs and interests of its constituency, and are to be in harmony with policies of the *Education Code*. Basic to all other requirements for the establishment of a school, the constituency shall:

- A. Give evidence of commitment to Seventh-day Adventist beliefs and educational philosophy.
- B. Indicate a willingness to assume responsibility for the educational process.
- C. Indicate a willingness to cooperate with other denominational agencies in the achievement of the broad objectives of the school and the Seventh-day Adventist Church.
- D. Assume financial responsibility for the employment of personnel with personal and professional qualifications appropriate to their positions.

A14-112 School Curriculum Committee

See Section A13-120 for responsibilities and functions of local conference and/or school curriculum committees.

A14-116 Pre-Kindergarten

Early childhood education/pre-kindergarten are not covered by this *Education Code*.

Pre-kindergarten programs are governed by state licensing codes and the union Early Childhood Education and Care Division. See Section C15-104.

Elementary School

A. Definition

The elementary school is a unit of the local conference educational system authorized by the local conference board of education and administered by the local conference office of education. It offers an organized education program which may be structured in a variety of ways in terms of community needs, such as K-6, 1-6, K-8, and 1-8.

B. Standards for Elementary Schools

For a detailed statement regarding standards for elementary schools consult publications of the NAD, such as *Journey to Excellence* and *Evaluative Criteria for Seventh-day Adventist Schools*.

C. Criteria for Establishing and Operating an Elementary School

A request for authorization to establish and operate an elementary school is to meet the following criteria:

1. A demonstrated educational need not currently met by presently established schools.
2. An adequate physical plant and appropriate equipment for the education program.
3. Proof of ability to provide adequate financial support.
4. Curricular offerings approved by the local conference board of education.
5. A denominationally certificated faculty of sufficient size to provide an effective education program.
6. Adequate curricular materials for the proposed curriculum.
7. A prospective continuing enrollment adequate for the financial and curricular needs of an effective education program.
8. A principal (in a multi-teacher school) whose assignment includes time for administrative and leadership responsibilities in proportion to the size of the school.
9. Teacher load in accordance with policy as stated in Section C17-132.
10. Subject offerings and class period time allotments consistent with the *Education Code*.
11. Specific policies regarding organization, administration, finance, curriculum, and personnel consistent with the *Education Code*.
12. For library and instructional media center criteria see Section C12.

D. Authorization Procedure

The local conference office of education is to develop the procedure for initiating and processing a request to establish an elementary school. [See Sections A13-108 and A13-116.]

Junior Academy

A. Definition

A junior academy is a unit authorized by the union board of education and administered by the local conference office of education. It offers an organized education program (K-9 or K-10).

B. The organizational plan for a junior academy is to be based on one of the following options:

1. The multi-grade classroom grades 7-9.

The multi-grade classroom grades 7-9 is one that is organized to include grade 9 in a classroom with grades 7-8. [See Section A14-124.]

2. The standard program grade 9.

The standard program grade 9 is one in which grade 9 is organized as a separate unit of the educational program. [See Section A14-128.]

3. The standard program grades 9 and 10.

The standard program grades 9 and 10 is one in which grades 9 and 10 are organized as separate units with specific courses offered at each grade level. [See Section A14-132.]

4. The subject alternation program grades 9 and 10.

The subject alternation program grades 9-10 is one in which grades 9 and 10 are organized as a single unit with designated subjects offered in alternating years. [See Section A14-136.]

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

C. Criteria for Establishing and Operating a Junior Academy

A school requesting authorization for junior academy status must meet the following criteria and standards:

1. A demonstrated educational need is to exist which is not currently met by Seventh-day Adventist schools in the area.
2. Adequate financial support for secondary education is to be provided without weakening the elementary school program.
3. The prospective continuing enrollment is to be adequate for the financial and curricular needs of the educational program.
4. An adequate physical plant is available with appropriate instructional equipment and materials for the grades and courses to be offered.
5. An adequate library collection is available as stipulated for the size and type of school.
6. Acceptable financial practices are implemented, including adequate budget controls.

7. An adequate number of certificated teachers are employed for the size and type of school with proper subject-area endorsements valid for the junior academy.
8. A kindergarten is not to be included in the teaching load of a teacher grades 1-8. An additional qualified person is to be employed for a kindergarten.
9. The educational program is organized to effectively utilize the teacher's preparation and special skills. The program may be departmentalized in grades 7-10. Teacher assignments to meet special subject-area needs in the other grades is permitted.
10. Course offerings for grades 9 and 10 are to be based on the union adopted curriculum and approved annually using the procedures outlined in Section C18-108.
11. Textbooks are to be selected from titles in the latest annual NAD *Secondary Textbook List*.
12. Teacher load is to be based on the provisions of the *Education Code*. Elementary and secondary subjects shall be weighted on an equivalency basis in determining teacher load.
13. Student permanent records are to be kept in accordance with the procedures outlined in the *Education Code*.
14. The union adopted standardized testing program is to be followed.
15. The semester period system for reporting course credit is to be used in grades 9 and 10.
16. Courses are to meet the weekly time requirements as stated in Section C20-108.
17. The NAD subject-area curriculum guides are to be the basis for the instructional program for each course.
18. The evaluation of the junior academy is to be planned in cooperation with the union office of education to ensure union conference representation.
19. The school is to provide assurance to the local conference board of education that the above criteria, the specific criteria for the type of school, and the additional specific standards listed in the *Education Code* will be met.
20. For library and instructional media center criteria see Section C12.

D. Authorization Procedure for Junior Academy Status

The following procedure is to be followed when initiating and processing a request for junior academy status.

1. A formal action supporting the request for extension of the educational program to include grade 9 or grades 9 and 10, is to be voted by both the school constituency and school board.
2. The application is to be prepared using the application/request form obtained from the local conference office of education.

3. The application is to be submitted to the local conference for review.
4. The application is to be reviewed by the local conference board of education. If it is denied, the school board is to be so notified, including the reason(s) for the denial. If the application is approved, it is to be submitted to the union office of education by March 1 of the year in which the junior academy plans to operate.
5. The union office of education will appoint a visiting committee to conduct an onsite evaluation and submit its report regarding the request to the union board of education.
6. The visiting committee will submit its report and recommendation regarding the request, including the stipulations that are to be met if approval is granted by the union board of education.
7. The union board of education will review the visiting committee report and the recommendations of the local conference board of education when considering approval or denial of the request.
8. The local conference office of education will receive written notification of the action of the union board of education.
9. The local conference office of education will notify the school of the action by the union board of education.

E. Probationary Period of Approval for Junior Academy Status

Initial authorization/approval to operate a junior academy is for a two-year probationary period. During the probationary period the school is to submit the following reports annually prior to April to the local conference office of education:

1. Secondary Curriculum and Credit Review.
2. Progress report on implementation of the stipulations as voted by the union board of education.

An on-site visit shall be conducted each of the two years of the probationary period following receipt of the annual progress report. The committee shall be composed of the local superintendent and/or associate(s) and a representative from the union. The purpose of the annual on-site visit is to verify the information contained in the progress report and to serve as the basis for a recommendation to the local conference board of education regarding the continuation of grade 9, or grade 9 and 10, beyond the probationary period.

F. Annual Authorization for Course Offerings in the Junior Academy

A school that is authorized to continue beyond the probationary period is to submit to the local conference office of education the annual Secondary Curriculum Review Committee Report prior to March 1 for review by the local conference curriculum review committee, and receive approval annually for the course offerings. [See Section C18-108.]

A14-124 Multi-grade Classroom Grades 7-9

A. Definition

The expansion of an elementary program to include grade 9 requires an authorization by the local conference board of education subsequent to an evaluation by a committee appointed by the local superintendent of schools, and including representation from the union office of education.

B. Criteria for Multi-grade Classroom Grades 7-9

In addition to the General Criteria [See Section A14-122], the following specific criteria for the multi-grade classroom grades 7-9 are to be met:

1. A minimum of one full-time teacher or the equivalent is required in a multi-grade classroom which includes grade 9. A maximum of three grades (7-9) may be taught by the upper grade teacher with the enrollment limited to a maximum of 15 students. [See Section C17-132 for the policy regarding teacher load for grades 1-8.]
2. A person assigned teaching responsibility in grade 9 shall hold a valid denominational teaching certificate with a subject endorsement for each course taught. A teacher holding a certificate with the elementary endorsement or secondary subject endorsement(s) may obtain additional subject endorsement(s) valid for the junior academy by completing 15 quarter hours in a subject area.
3. For library and instructional media center criteria see Section C12.

A14-128 Standard Program Grade 9

A. Definition

The standard program grade 9 is one in which grade 9 is organized as a separate unit of the educational program.

B. Criteria for the Standard Program Grade 9

In addition to the General Criteria [See Section A14-122], the following specific criteria are to be met for a standard program grade 9.

1. A minimum of one full-time teacher or equivalent is required for the ninth grade. The instructional program may be departmentalized in grades 7-9 in terms of teacher preparation and special skills.
2. Each person assigned teaching responsibilities in grade 9 shall hold a valid denominational teaching certificate with a subject endorsement for each course taught. A person holding a certificate with elementary endorsement or secondary subject endorsement(s) may obtain additional subject endorsement(s) valid for the junior academy by completing 15 quarter hours in a subject area.
3. For library and instructional media center criteria see Section C12.

A14-132

Standard Program Grades 9 and 10

A. Definition

The standard program grades 9 and 10 is one in which grades 9 and 10 are organized as separate units with specific courses offered at each grade level.

B. Criteria for the Standard Program Grades 9 and 10

In addition to the General Criteria [See Section A14-122.], the following specific criteria are to be met.

1. A minimum of one full-time teacher or equivalent is required for each grade level offered. (Grades 9 and 10) The instructional program may be departmentalized in grades 7-10 in terms of teacher preparation and special skills.
2. Each person assigned teaching responsibility in grades 9 and 10 shall hold a valid denominational teaching certificate with subject endorsement for each course taught. A person holding a certificate with elementary endorsement or secondary subject endorsement(s) may obtain additional subject endorsement(s) valid for the junior academy by completing 15 quarter hours in a subject area.
3. For library and instructional media center criteria see Section C12.
4. Sufficient laboratory equipment and materials shall be provided for laboratory courses.

A14-136

Subject Alternation Program Grades 9-10

A. Definition

The subject alternation program grades 9-10 is one in which grades 9 and 10 are organized as a single unit with designated subjects offered in alternating years.

B. Criteria

In addition to the General Criteria [See Section A14-122.] the following specific criteria for the subject alternation program grades 9 and 10 are to be met:

1. A minimum of one full-time teacher, or equivalent, is required for the subject alternation program, grades 9 and 10. The instructional program may be departmentalized in grades 7-10 in terms of teacher preparation and special skills.
2. Each person assigned teaching responsibility in grades 9 and 10 shall hold a valid denominational teaching certificate with a subject endorsement for each course taught. A person holding a certificate with elementary endorsement or secondary subject endorsement(s) may obtain additional subject endorsement(s) valid for the junior academy by completing 15 quarter hours in the subject area(s).
3. For library and instructional media center criteria see Section C12.
4. Sufficient laboratory equipment and materials are to be provided for laboratory courses.
5. Course offerings may include both required and elective courses. The proposed offerings are to be approved annually based on the provisions of the Sections C18-116 and C18-120.

A. Definition

The senior academy is authorized by the NAD K-12 Board of Education to offer an educational program to meet the needs of students in grades 9-12. The senior academy is operated by a school board in accordance with the policies of the union executive committee and local conference board of education.

B. Authorization Procedure

1. A formal action requesting authorization to establish a senior academy is to be voted by the local school board and constituency.
2. The application of the proposed constituency is to be submitted to the local conference office of education for consideration by the local conference board of education.
3. If the local conference board of education recommends further consideration, the local conference superintendent of schools is to request the union director of education to ask the NAD office of education to appoint an on-site evaluation committee that includes the following as members:
 - a. Representative from the NAD office of education, who shall serve as chair.
 - b. Union director of education or designee.
 - c. One out-of-union director of education.
 - d. Two members at large, one a church financial administrator, to be appointed by the chair.
 - e. The local conference superintendent of schools, invitee.

NOTE: The travel expenses for the out-of-union director of education and the two members at large are to be paid by the local conference office of education or the school.

4. The on-site evaluation committee shall report its findings to the local conference board of education.
5. The local conference board of education acts upon the committee's report and submits a recommendation to the local conference executive committee.
6. The local conference executive committee submits a recommendation to the union board of education.
7. The union board of education shall take action after considering the data in the application and the on-site visiting committee report.

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

A14-140 Secondary School (Cont'd)

8. If approved by the union board of education, the approved application, with supporting data, is to be forwarded to the NAD Board of Education, for final consideration and action.
9. Secondary schools shall seek accreditation from the Accrediting Commission for Schools of the Western Association of Schools and Colleges.
10. Initial approval by the NAD to operate a senior academy (grades K-12 or grades 9-12) shall be for a three-year probationary period. During the third year of operation, an evaluation by the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities is to be conducted.

A satisfactory educational program can best be operated when assured of an adequate support base. The recommended ranges are from three to five thousand supporting members for a day school and eight to ten thousand for a boarding school.

The procedure for expanding a junior academy to a senior academy will follow the procedure outlined in points 1-9 above. Permission to teach the eleventh grade will be granted only when plans are approved for offering the 12th grade the following year.

A14-144 Secondary School Affiliate Program

A. Purpose of Secondary School Affiliate Program

It is the objective and commitment of local conferences within the union territory to provide fully accredited, quality Christian education to as many Seventh-day Adventist youth as is possible at the lowest cost to parents. The secondary school affiliate program makes it possible for students in grades 9 and 10 in a junior academy to receive transcripts from a secondary school that is accredited by the Accrediting Commission of Seventh-day Adventist Schools and Colleges (AAA) and by the Western Association of Schools and Colleges (WASC). Authorization for establishing an affiliate program is a function of the union board of education.

B. Criteria for Establishing a Secondary School Affiliate Program

1. Affiliate programs may be considered only in connection with established secondary schools within the local conference except in those local conferences that do not have an established secondary school.
2. Support for the affiliate program must be demonstrated by a formal action of approval by the respective boards of the junior academy, the sponsoring secondary school, the local conference board of education, and the union office of education.
3. Staff with certification and appropriate subject endorsements, curriculum, plant facilities and equipment must be available on the junior academy campus to meet the provisions as stated in the *Education Code*.
4. The junior academy agrees to pay the secondary school affiliation fees for services rendered.
5. The secondary school agrees to provide curriculum oversight, academic guidance and maintain a transcript for the students in grades 9 and 10 of the affiliate campus.

Secondary School Affiliate Program (Cont'd)

C. Authorization Procedure

The following procedure is to be followed when initiating and processing a request for a secondary school affiliate program:

1. A formal action supporting the request is to be voted by the junior academy school board and the sponsoring secondary school board.
2. An application is to be completed using the application/request form obtained from the local conference office of education.
3. The application is to be submitted to the local conference office of education to allow time for processing to be received at the union office of education on or before April 1 of the calendar year in which authorization is requested to operate a secondary school affiliate program.
4. The application is to be reviewed by the local conference board of education and, if approved, is to be submitted with recommendations to the union office of education.
5. The union office of education will notify the NAD office of education and the Western Association of Schools and Colleges/WASC of this substantive change. [See Section A15-120.]
6. The secondary school will include the affiliate campus in its accreditation self-study.

Secondary School Extension Program

A. Definition

Provision is made for structuring an extension program on the campus of an established junior academy. The extension program for grade 11 or grades 11 and 12 may be sponsored by an established secondary school in the local conference, Griggs University/Griggs International Academy, or an online/distance education program that has been approved by the NAD.

B. Criteria for Establishing and Operating a Secondary School Extension Program

1. Extension programs may be considered only in connection with established 10 grade junior academies and must have the approval of the sponsoring secondary school board, the local conference board of education, and the union board of education.
2. The proposal must provide evidence of sound fiscal responsibility on an on-going basis. The proposed budget must be approved by the local conference office of education.
3. Support for the extension program must be demonstrated by a formal action of approval by the school constituency and the school board.
4. Adequate plant facilities and equipment must be available on the junior academy campus.
5. The staff and curriculum requirements are to meet the provisions stated in the *Education Code*.
6. Initial approval to operate a secondary school extension program shall be contingent upon assurance of the junior academy board and the local conference board of education that the school can and will meet the stipulations voted by the union board of education contained in the visiting committee report within the two-year probationary period.

C. Authorization Procedure

The following procedure is to be followed when initiating and processing a request for a secondary school extension program:

1. A formal action supporting the request is to be voted by each of the following; the school constituency, the junior academy school board, and the sponsoring secondary school board.
2. An application is to be prepared using the application/request form obtained from the local conference office of education.
3. The application is to be submitted to the local conference office of education by the date specified, but early enough to allow time for processing. It must be received at the union office of education on or before March 1 of the calendar year in which authorization is requested to operate a secondary school extension program.
4. The application is to be reviewed by the local conference board of education and, if approved, is to be submitted with recommendations to the union office of education. If the application is denied by the local conference board of education, the school board is to be so notified, including the reason(s) for denial.
5. The union office of education will appoint a visiting committee to conduct an onsite evaluation.
6. The visiting committee will submit its report and recommendation(s), including the stipulations that are to be met if approval is granted to the union board of education.
7. The union board of education will review the visiting committee report and the recommendation of the local conference board of education as the basis for approval or denial of the request.
8. Written notification of the official action of the union board of education, including the stipulations that are to be met, will be sent to the local conference office of education.
9. The local conference office of education will notify the school and appoint the members of the coordinating committee.

D. Probationary Period of Approval

Initial approval to operate a secondary school extension program is for a two-year probationary period. During the probationary period the school is to submit a progress report each year to the union and local conference offices of education.

The progress report is to be submitted on or before April 1, including details of the implementation of the stipulations as voted by the union board of education.

An onsite visit shall be conducted each of the two years of the probationary period following receipt of the annual progress report. The committee shall be composed of the local superintendent and/or associate(s) and a representative from the union office of education. The purpose of the annual onsite visit is to verify the information contained in the progress report and to serve as the basis for a recommendation to the union and conference boards of education regarding continuation of the extension program beyond the probationary period.

E. Periodic Review of Authorization

The approval status of an extension school is to be reviewed once each three years to determine:

1. Whether the school should seek approval to operate as a full secondary school.
2. Whether the school is meeting the criteria for an extension school and should continue to operate as an extension school.
3. Whether the school should discontinue the extension program for grades 11 and 12 and return to junior academy status.

This review should be conducted by a committee that includes, but is not necessarily limited to, the local superintendent or designee as chair, the principal or designee of the sponsoring school, the principal of the extension school, and a representative from the union office of education.

The local conference board of education should review the recommendation of the review committee and determine the future status of the school.

F. Administration of the Secondary School Extension Program

1. A coordinating committee appointed by the local conference board of education is to have responsibility for supervision of the secondary school program. The committee will include the following:
 - a. Chair - Representative from the local conference office of education.
 - b. Co-chair - Principal of the sponsoring school.
 - c. Secretary - Extension school coordinator.
 - d. The principal(s) of the junior academy(ies) where extension classes are offered.
 - e. One member of the instructional staff of the sponsoring secondary school.
 - f. One member of the instructional staff of each junior academy where a secondary school program is offered.
 - g. A representative from the union office of education.
 - h. Other as approved by the local conference board of education.
2. The coordinator of the extension program shall be a member of the faculty of the sponsoring school. The coordinator shall be recommended to the sponsoring school board by the principal in counsel with the chair of the coordinating committee. The coordinator shall be qualified by both experience and preparation and shall be granted release time from duties on the secondary school campus to permit adequate supervision and coordination of the extension program(s). The pro-rating of time for responsibilities as coordinator of the extension program shall be determined by the board of the sponsoring school after considering the recommendation of the coordinating committee.

3. The coordinating committee and the school board of the sponsoring school shall approve the job description for the coordinator.
4. The curriculum for the extension program will be projected initially and reviewed annually by the sponsoring school, in consultation with the junior academy administration.
5. Teaching personnel needed for the extension program will be provided by the junior academy. Each teacher is to have the appropriate certificate and subject-area endorsement(s) for the assignment.
6. Evaluation of teachers of extension classes is to be the shared responsibility of the coordinator and/or the local conference superintendent of schools or designee.
7. Plans for the graduation exercises shall be reviewed by the sponsoring school. The issuance of diplomas will be the function of the sponsoring school.
8. Periodic orientation sessions for extension school personnel will be conducted to assist in coordination of the extension school program with that of the sponsoring school.

G. Financial Structure

1. The board of the sponsoring school and local conference board of education in counsel with the coordinating committee will determine the costs for the extension program that are to be assumed by the junior academy.
2. The sponsoring school will bill the extension school for services through the conference office of education. The junior academy will make payments for extension services as prescribed by the local conference office of education.
3. Teacher costs involved in the extension program will be borne by the junior academy but paid through and subsidized by the local conference office of education.
4. Capital expenditures are the responsibility of the junior academy.
5. Financial feasibility will require an adequate enrollment on an on-going basis. A program for less than 15 to 20 students per grade level is not ordinarily considered financially feasible.

H. Credits and Records

1. Registration of students enrolled in extension classes will be the responsibility of the sponsoring organization.
2. Grades for extension students will be issued by the teacher and recorded in the office of the registrar of the sponsoring organization. Transcripts and diplomas will be issued by the sponsoring organization.

I. Curriculum for the Secondary School Extension Program

The extension school curriculum must meet the requirements as published in the *Education Code*.

J. Graduation Requirements

An extension school must meet the graduation requirements as outlined in the *Education Code* or the graduation requirements of a sponsoring organization outside the union.

K. Minimum Enrollment for Each Grade Offered

After initial approval has been granted, the school is to maintain enrollment based on the following:

1. There is to be a minimum of six students for each year offered (grades 11 and 12). Minimum enrollment for online/distance education will be established by the sponsoring organization.
2. At the annual spring meeting of the coordinating committee, the projected enrollment by grade for the following year is to be reviewed. The actual enrollment by grade is to be reviewed at the fall meeting of the committee. If the projected or actual enrollment for either grade 11 or grade 12 is fewer than six students, the committee will notify the local conference office of education for referral to the local conference board of education.
3. The local conference board of education will determine the status of the grade(s) for the next school year and the stipulations that are to be met for continuing either one or both grades.

L. Evaluation and Accreditation

The extension school's accreditation is through the institution that issues the diploma. To insure that the entire program of an extension school campus is included in the accreditation process, the following provisions are to be followed.

1. The extension school is to participate in the accreditation program conducted by the local conference office of education.
2. The entire school (K-12 or 1-12) is to be evaluated on a six-year cycle and, so far as possible, be concurrent with the evaluation cycle of the sponsoring organization.
3. The onsite visit is to be a minimum of two days and is to be scheduled by the local conference office of education in consultation with the union office of education.
4. The visiting committee is to be composed of an adequate number of members to adequately review both the elementary and secondary grades. The committee membership is to be based on the guidelines adopted by the union office of education.
5. The self-study procedures and reports are to be based on the guidelines adopted by the union office of education, using the *Evaluative Criteria for Seventh-day Adventist Schools K-12*.

Accreditation K-12 – A15

A15-104 Accreditation of Schools

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc. (AAA) is the denominational accrediting authority for all educational institutions and programs operated in the name of the Seventh-day Adventist Church. It fosters close cooperation among the educational institutions of the Adventist system and effective working relationships with other educational organizations or institutions, accrediting agencies, and government departments of education.

The AAA provides a process by which the educational community holds an institution accountable for its own objectives. It assures the church and constituency that an accredited Adventist educational institution offers programs of quality to the youth of the church, provides professional personnel who meet both church and national standards, and is the basis for reciprocity among Adventist schools.

The rationale underlying the accreditation process is the belief that it encourages clarification of the mission and goals of Seventh-day Adventist education. A regular evaluation process contributes substantially to the improvement of the total school program, clarifies the significance of the school as the church in action, and provides opportunity for involvement of the church community.

A15-108 Standards for Accreditation

A school is to be evaluated based on the degree to which it is accomplishing the purpose and functions outlined in the statement of philosophy and goals. In addition, to qualify for accreditation, a school must provide evidence of adequately addressing the standards and indicators of implementation for Seventh-day Adventist schools. Standards have been established for the major areas listed below which are found in an Adventist school program. The following standards have been established to describe an effective program that leads to continuous school improvement and results in improved student learning.

A. Philosophical Foundation

The statement of philosophy of Seventh-day Adventist education should be adopted by the governing board of the school.

B. Community and Constituency

A well-defined program should be maintained to facilitate two-way communication and cooperative interaction with the local church constituency and community.

C. Administration

A clearly defined organizational structure should facilitate and effectively guide the work of the school and provide for accountability in achieving the purpose and mission of the school.

D. Staff Development

A well-qualified faculty and staff who work cooperatively as individuals and as a team to create an environment in which effective teaching/learning occurs should be in place.

E. Curriculum and Instruction

An instructional program should be implemented that is consistent with the curriculum guides of the NAD office of education and should educational practices.

F. Media Center

A resource center should be provided with adequate and appropriate material to facilitate learning.

G. Student Activities

Appropriate co-curricular activities and programs should supplement the formal instruction of the school.

H. Student Services

A program should be developed utilizing organizations and services that support the social, spiritual, and academic needs of students.

I. School Facilities

A safe and adequate school plant with sufficient equipment to implement the school program should be provided.

J. Information Technology

Appropriate information technology should be available and utilized by faculty, staff, and students to facilitate the learning process and enhance the active involvement of students.

The appropriate evaluations materials are to be used as the basis for the self-study based on the size and type of school. The materials are:

- A. *Evaluative Criteria for Small Schools Grades K-8 – Elementary school with one to three teachers.*
- B. *Evaluative Criteria for Grades K-8 – Elementary school with four or more teachers.*

A15-112 North American Division Accreditation Instruments (Cont'd)

- C. *Evaluative Criteria for Seventh-day Adventist Secondary Schools, K-10 Instrument.*
- D. *Evaluative Criteria for Seventh-day Adventist Schools, K-12 Instrument.*

A15-116 Accreditation of the Secondary School

A. Participation in the Accreditation Process

Each secondary school is to participate in the accreditation process of the NAD Commission on Accreditation. Secondary schools shall seek accreditation from the Accrediting Commission for Schools of the Western Association of Schools and Colleges. Secondary schools in California must also obtain University of California approval for their courses of study.

B. Dates for On-site Visits

Dates for on-site accreditation visits are to be determined in counsel with the local conference and union offices of education.

C. Evaluation Instruments

The document, *Focus on Learning, WASC/SDA*, is to be used as the basis for development of the self-study for a joint WASC/SDA accreditation. The role and responsibilities of those involved in the accreditation process are detailed in the *Focus on Learning* document.

A15-120 Substantial Change

To ensure quality in education, to guard the integrity of the school evaluation process, and to maintain the authenticity of accreditation and credibility with accrediting agencies any school which is determined to have substantially changed its educational program during the term of accreditation will be scheduled for an interim evaluation visit.

A school would be considered to have substantially changed its educational program if any of the following apply.

- A. Significant changes in the delivery system such as unapproved integration of courses, unapproved distance education providers, etc.
- B. Significant change in the courses and/or credits resulting in non-compliance with union education code.
- C. Permanent relocation of the school.
- D. Addition or transfer of programs to new or different facilities.
- E. Significant loss of certificated and/or endorsed faculty.
- F. Health/safety issues that have been unresolved.

A15-120 Substantial Change (Cont'd)

- G. Declaration of financial exigency or bankruptcy.
- H. Any other change judged by the union office of education to have substantially changed the school's educational program.

A15-124 Substantial Change and School Accreditation

A request for a special evaluation revisit may be initiated by any of the following four entities: a school board, local conference board of education, union board of education and/or the NAD office of education. Ideally, the request for and completion of a special evaluation revisit would be made prior to any substantial change in the educational program to avoid a potential disruption in accreditation status.

The NAD office of education in consultation with the union office of education will determine whether the rationale for the request meets the criteria for action.

A. Implementation of Action

The NAD office of education will appoint a special revisit committee comprised of at least three committee members for K-8 and K-10 schools, and five committee members for NAD recognized secondary schools. The committee should include at least one member from the last full evaluation visiting committee.

The special revisit committee will assess the school's program utilizing the standards found in the *Evaluative Criteria for Seventh-day Adventist Schools* and relevant information from the previous school self-study report and visiting committee report.

The special revisit committee will recommend to the NAD Commission on Accreditation one of the following actions. The recommendation should include a description of the substantial change in program and a justification statement for the recommended action. The visiting committee may make additional recommendations or request action plans that would be required to be addressed in subsequent progress reports or evaluations.

1. Continuation of the previously voted term of accreditation
2. Probation
3. Denial of accreditation

B. Disposition of Action

The NAD Commission on Accreditation will review the recommendation and take final action in a timely manner and report the action to all entities: the school, local conference and union offices of education.

A15-128 Substantial Changes in WASC Accredited Schools

The WASC Accrediting Commission for Schools requires that a substantial change procedure be initiated if a school experiences a change in:

- A. Location of the school; or,
- B. Addition of or transfer of programs to new or different buildings; or,
- C. Grade level configuration; or,
- D. Type of school; or,
- E. Change in ownership and/or control (ACS/WASC Bylaws, A7.1).

All substantial changes in WASC accredited schools should be reported within ten days to the Accrediting Commission for Schools/WASC.

The Constituency – A16

A16-104 The School Constituency

A. Membership Defined

The constituency which operates a school consists of the church, or churches, and the conference in which the school is located. The voting members of the constituency shall include members of the church or churches operating the school, the local conference and union administrative officers, and office of education personnel.

B. Meetings of the Constituency

The school constituency is to meet annually or as specified in the school constitution.

C. The functions of the constituency are to:

1. Establish and adopt a constitution in harmony with denominational policies and based on the model provided by the local conference office of education.
2. Receive reports on the operation of the school.
3. Provide adequate financing for the general operating costs.
4. Approve financial plans for major capital improvements as recommended by the school board, with the guidelines outlined in the school constitution.
5. Consider plans and policies for the operation of the school in harmony with the *Education Code*.
6. Encourage the organization and maintenance of a parent/teacher organization.

A16-108 Home and School Association

The Home and School Association is an organization of parents and interested church members whose purpose is to provide parent education and unite the home, the school, and the church in providing Seventh-day Adventist education for all Adventist students.

A. Objectives and Responsibilities of the Home and School Association

1. Aid and educate parents in parenting skills, including health and nutrition, discipline, and spiritual development.
2. Strengthen the relationship between the home, school, and church.
3. Aid in the recruitment of students for the school and assist the church in providing funds so all Adventist students may attend church school.
4. Assist the school in providing funds for needed equipment, materials, and library resources.

5. Provide activities that promote social interaction between the home, school, and church.
6. Assist the school in the recruitment of volunteers for such activities as teaching assistance, field trip drivers, homeroom parents, plant improvement and beautification, and other special projects requiring volunteer assistance.

B. Additional Resources

1. The *Home and School Association Handbook* published by the NAD is available on the Union website www.puconline.org.
2. *Seventh-day Adventist Church Manual* is available from the local Adventist Book Center.

The School Board – A17

A17-104 The School Board

In each school in the union there shall be organized a school board elected by the church(es) of the school constituency.

The school board should meet at a regular time and place during the school year and as often as needed during the summer months.

School board meetings are open meetings, except when sensitive topics are being discussed. In this instance, the board chair may call for an executive session, which is a closed meeting of the board when only the regular and ex officio members are present. The board may, however, invite interested persons to be present to provide needed information. However, such persons should be excused prior to discussion and vote by the school board.

A17-108 School Board Membership

The school constitution and/or working policy should contain provisions regarding the membership of the school board that meets the following criteria.

The school board shall be composed of members of the Seventh-day Adventist Church who represent a cross section of the school constituency and who are supportive of Seventh-day Adventist education. This membership is to include as voting members the chair, vice-chair, executive secretary (the principal), and pastoral representation from the constituent church(es) based on the school constitution/working policy. In addition the board is to include the following as ex officio voting members: local conference officers and local conference and union office of education personnel.

The school board members (other than ex officio members) are to be elected by the constituent church(es) in accordance with the school constitution or working policies.

Since board membership of school employees has the potential to create misunderstanding and the appearance of vested interest, especially on personnel issues regarding colleagues, school employees are ineligible for membership on the board of the school where employed. This policy does not prohibit a person from serving on the board of a small school when that person is employed part-time as school treasurer and is not a regular school employee.

The school constitution and/or working policy should contain provisions regarding the eligibility for board membership of relatives of school employees.

Functions of the School Board

A. Basis for Operation of the Schools

The school board is responsible for the operation of the school within the guidelines and policies adopted by the NAD, the union, the local conference, and the local board.

B. Authority of the Board and/or Members

The board has authority only when meeting in official session. The board acts as a whole and individual members or committees cannot act in place of the board, except when asked to do so by the board. Actions of the board are implemented through its executive secretary, the principal. In schools without a designated administrator, the board actions are implemented through the chair in counsel with the local superintendent of schools or designee.

C. Specific Functions of the School Board

1. Curriculum and Instruction

Cooperate with the union and local conference offices of education in matters of curriculum development and innovations.

2. Fiscal Management

Assume responsibility for the planning and funding of a balanced annual operating budget including:

- a. Operating expenses
- b. Curriculum materials
- c. Playground and physical education supplies
- d. Media center materials
- e. School supplies
- f. Insurance
- g. Indebtedness
- h. Capital budgeted expenses
- i. Operating Reserves.

3. General Operation

- a. Support the principal (or head teacher) in the administration of the school program including:

- (1) Implementation of board policies
- (2) Teacher load
- (3) Daily schedule
- (4) Development and enforcement of a student handbook.

- b. Participate in the process of school evaluation as scheduled by the local conference office of education or the union office of education and the regional accrediting association.

- c. Consider, in counsel with the local superintendent of schools, a proposed plan of school organization including a constitution and bylaws, the administrative organization, and a basic curriculum for the school.

- d. Adopt the recommended local conference school calendar annually. Proposed changes or modifications must receive prior approval from the local conference board of education.
- e. Authorize the preparation of a school bulletin.
- f. Approve all overnight, off-campus activities. [See Sections A24-104 to A23-144 for criteria and approval procedures for off-campus activities and tours.]
- g. Act upon the recommendation of the school administration in situations involving serious disciplinary cases and serve as the ultimate authority in the expulsion of students. [See Section A23-152.]

4. Personnel

- a. The employment, changes in employment status, termination, or dismissal of education personnel are by authority of the local conference board of education in consultation with the local school board. Thus, the local conference board of education is the employing organization, referred to hereinafter as the employer. [See Section E10-108 for the relationship of the school board to the local conference board of education.]

Note: A discussion which requires confidentiality, such as employment status of education personnel or dismissal of a student, is to be conducted in executive session.

- b. Cooperate with the local conference office of education in planning for in-service education and teacher conventions.

5. Policy Development and Implementation

- a. Insure implementation of the policies contained in the *Education Code* and policies and plans of the local conference office of education and local conference board of education.
- b. Adopt policies in areas of local concern such as:
 - (1) Use of school property
 - (2) Bus schedules and routes
 - (3) Purchasing procedures
 - (4) Tuition and/or other methods of support
 - (5) Admission requirements (in accordance with state and local conference guidelines)
 - (6) Equipment and maintenance of school plant
 - (7) Master planning
 - (8) Student discipline and behavior.

6. Board Governance and Operations
 - a. Organize itself in harmony with local conference policies and the school constitution.
 - b. Insure that official minutes of each meeting of the board be kept.
 - c. Consider appeals regarding the operation of the school.
 - d. Appoint the personnel committee members and form other committees as needed. The local superintendent of schools and/or designee and principal are members of the personnel committee. The local superintendent of schools, or designee, is chair of the personnel committee. [See Section A18-104.]

7. School/Church/Community Relations
 - a. Support the home and school association or parent-teacher organization.
 - b. Promote the school to the constituency church(es).
 - c. Promote the school to the community.

A. The Board Chair Responsibilities

The major responsibilities of the board chair encompassed in the following are to:

1. Preside at board meetings and expedite the work of the board in session.
2. Cooperate with the principal as executive secretary of the board and chief administrator of the school.
3. Assist in the implementation of policies and board actions in counsel with the local superintendent of schools or designee in schools without a designated administrator.
4. Encourage board members, parents, and other constituent church members to communicate with the principal and other school personnel when there are problems, concerns, or suggestions.
5. Become knowledgeable about the school, its mission and program, and articulate this to parents and constituent church members.
6. Act in concert with the principal as liaison between the school and the constituent church(es) in matters that are pertinent to the constituency(ies).
7. Allow the staff to manage day-to-day operations of the school.
8. Avoid unilaterally acting or speaking for the board or the school.

Code of Ethics for School Board Members

A. Definition of a Code of Ethics

A code of ethics is an expression of personal ideals that should guide those who serve as board members of a Seventh-day Adventist school.

The success in and contribution to the education program of the church will be in direct proportion to the behavior and ethics of those responsible for that program.

In all actions as a board member the first commitment is to the well-being of all the children and youth of the church.

B. Responsibility for Ethical Behavior

In fulfilling this responsibility the school board members should:

1. Base decisions on the philosophy, mission and goals of Seventh-day Adventist education and reject proposed actions that are merely expedient.
2. Demonstrate attitudes and personal conduct which reflect the standards of the Seventh-day Adventist Church and refrain from actions or involvements which might prove embarrassing to the church or the school.
3. Work with other board members in a spirit of decency, harmony, and cooperation.
4. Recognize that a position on the board is not to be used for personal gain.
5. Recognize that the authority of the school board is derived from the church(es) that operate the school.
6. Accept the denominational policies as a basis for decisions regarding the school and its program.
7. Recognize that the authority of the board is only expressed by its actions as a board and that an individual member is to act or speak on behalf of the board only when authorized to do so.
8. Abide by and uphold actions of the board and maintain the confidentiality of deliberations and actions, especially as related to personnel.

C. Responsibility to Members of the Constituent Church

The school board member representing the members of the constituent church should:

1. Consider that the well-being of students is the fundamental value and basis of decision-making and subsequent actions.
2. Fulfill responsibilities with honesty, integrity, and confidentiality.
3. Recognize the value of quality education as a determining factor in the future welfare of the church.
4. Provide the constituency with information regarding the school and its future development.
5. Understand that the authority of the school board is derived from the constituent church(es) and local conference educational system.
6. Not neglect the personal obligation to the church members and the legal obligation to the State, nor surrender these obligations to any other person(s) group or organization.
7. Follow the policies which have been adopted by the NAD, union, and local conference for the organization and administration of Seventh-day Adventist schools.

The School Principal – A18

A18-104 The School Principal

A. Certification

The principal should hold a valid Administrator Certificate with proper endorsement(s).

B. Responsibilities and Functions

The principal is the chief administrator of the school, with responsibilities and functions listed below and other functions as may be assigned by local conference and school board policies. In small schools, the principal/teaching principal should consult with the local conference superintendent of schools to determine who is responsible for each of the functions.

1. General Administration

- a. Serve as executive secretary of the board.
- b. Serve as a member of the finance and personnel committees.
- c. Serve as agent of the school board in administering the school in accordance with the *Education Code*, and any additional policies adopted by the local conference board of education and the school board.
- d. Provide leadership to the spiritual program and activities, and in the development and maintenance of a positive spiritual climate.
- e. Responsible for the organization of the school program including:
 - (1) Implementation of the annual school calendar adopted by the local conference board of education. [See Section C11-124.]
 - (2) Planning regularly scheduled staff meetings.
 - (3) Assignment of teaching responsibilities and other duties to the members of the school staff.
- f. Serve as chief financial officer and operate the school on a sound financial basis within the approved budget.
- g. Serve as, or designate, the chair for committees such as but not necessarily limited to;
 - (1) Staff and faculty meetings
 - (2) Administrative council
 - (3) Admissions committee
 - (4) Government committee
 - (5) Others as needed.

- h. Develop and maintain a record-keeping system to ensure the security of all school and board records including:
 - (1) Student scholastic, health, and attendance records.
 - (2) Minutes of faculty meetings and faculty committees.
 - (3) Minutes of the school board and board committee meetings.
 - i. Prepare and forward copies of board minutes, monthly financial statements, and scholastic and statistical reports as requested to the local conference, union, and NAD offices of education.
 - j. Maintain attendance records in accordance with state regulations, and report to the local attendance officer of the local public school system, when required. [See Sections A23-148, A23-152 and A23-156.]
 - k. Administrator safety education programs.
 - l. Provide leadership to the school evaluation process in cooperation with the local conference and union offices of education. [See Sections A15-104 to A15-128.]
 - m. Facilitate strategic planning initiatives.
2. Employment of Personnel
- a. Serve as agent of the school board in all sections relating to the employment status of school personnel. [See Sections A13-108, A13-112 and E10-108 for the relationship of the local conference superintendent of schools and the local conference board of education.]
 - b. Cooperate with the local conference office of education in conducting an annual pre-service orientation to acquaint the following groups of newly employed teachers with the philosophy and goals of Seventh-day Adventist education:
 - (1) Those whose previous teaching experience has been in public schools.
 - (2) Those whose professional preparation and degrees were received in non-Seventh-day Adventist colleges or universities.
 - (3) Those who have recently become members of the Seventh-day Adventist Church.

3. Supervision of Instruction and Curriculum Development

- a. Provide leadership and supervision of the educational program through areas such as, but not necessarily limited to, the following:
- (1) Regular classroom visitations
 - (2) Formal teacher evaluations
 - (3) Conferences with individual teachers
 - (4) Curriculum planning with individual teachers, departments and the faculty.
 - (5) Assistance in classroom management
 - (6) In-service and professional growth activities for the staff.
 - (7) Use of NAD and union adopted textbooks, curriculum guides and other instructional materials in the classroom.
- b. Provide leadership in co-curricular programs and off-campus activities and tours.

4. Evaluation of School Personnel

Evaluation of school personnel is a major responsibility of the principal. The principal or designee is to evaluate each employee as indicated for the employment status.

a. Certificated Personnel

- (1) Regular Status. [See Section E11-152.]
- (2) Non-Regular Status.
 - (a) Provisional Employment. [See Section E12-112.]
 - (b) Annual Employment. [See Section E13-116.]
 - (c) Part-time Employment. [See Section E14-116.]
 - (d) Post-Retirement Employment. [See Section E15-120.]
- (3) Term Status. [See Section E16-120.]

b. Classified Personnel

- (1) Salaried Administrative.
- (2) Non-exempt.

5. Student Behavior and Discipline

- a. Maintain student conduct consistent with guidelines set by the local conference board of education and specific regulations adopted by the school board.
- b. Maintain discipline in accordance with Christian principles.

6. School-Community Relations

- a. Develop and maintain positive community relations.
- b. Present the school as its official spokesman to the patrons of the school, to the school board, and to the public in general.
- c. Articulate and communicate to the board and to the constituency the policies and programs of the school.
- d. Arrange orientation programs for prospective students.

7. School Plant Management

Serve as the agent of the school board in periodic inspection, equipping and maintenance of the school plant, insuring efficiency and safety of the total operation.

Other Administrative Personnel – A19

A19-104 Administrative Vice-Principal

In large schools the operating board may designate an individual as administrative vice-principal to assist the principal in the performance of duties as specifically assigned by the principal and/or operating board. The teaching load of this individual is to be reduced proportionately to the administrative responsibilities assigned.

The administrative vice-principal may be employed in one of the following categories:

A. Certificated Administrative

For a person who is assigned administrative responsibilities at least two-thirds time. [See Sections F11-104 and F11-136 for the basis for remuneration.]

B. Certificated Instructional

For a person who is assigned administrative responsibilities for less than two-thirds time. [See Sections F11-104 and F11-108 for the basis for remuneration.]

A19-108 Vice-Principal for Finance, Business Manager or Assistant Business Manager

The employee who is responsible for the financial affairs of the school may be designated as vice-principal for finance, business manager or assistant business manager. The operating board will determine the title for this person. The person so designated is under the direction of and responsible to the principal. [See Sections F11-104 and F11-136 for basis for remuneration for Certificated Administrative personnel or Sections F12-104 and F12-108 for remuneration for Classified and Non-exempt Classified personnel.]

The vice-principal for finance, business manager or assistant business manager is to be employed in one of the following categories:

A. Term Status
[See Sections E16 to E17.]

B. Salaried Classified
[See Sections A21, E19 and E20.]

C. Non-exempt Classified
[See Sections A22, E21-104 to E21-148.]

When a volunteer or an employee of a Seventh-day Adventist organization performs an act in violation of the laws of the country and of the financial trust or responsibility reposed in the employee, discipline shall be administered and the employing organization will report all violation(s) to appropriate law enforcement officials. [See *NAD Working Policy S 04 48.*]

A19-112 Supervising Principal

A supervising principal functions as an administrator in an elementary, junior high, or secondary school section of a K-12 school program. The responsibility of the supervising principal includes, but is not limited to, assistance to the principal in such areas as financial management, curriculum development, teacher supervision, and improvement of instruction. [See Sections F11-104 and F11-132.B. or the basis for remuneration.]

A19-116 Teaching Principal - Head Teacher – [Revised 11/2009]

In the operation of a small elementary school or junior academy, it is the prerogative of the conference office of education in consultation with the local school board to appoint a teaching principal who is charged with the responsibility of performing the duties of a principal in addition to the teaching assignments as established by the conference office of education. In small schools, one teacher may be appointed as head teacher in lieu of designation as principal. Responsibilities will be detailed and defined by the local superintendent of schools in consultation with the school board. [See Sections F11-104 and F11-132.C. for the basis for remuneration.]

A19-120 Assistant Principal

See Section A20-108 under Instructional Personnel for a description of the position of Assistant Principal.

A19-124 Residence Hall Dean

The residence hall dean is an administrator with responsibility for maintaining the residence hall (dormitory) as a safe home environment for student residents, providing services for spiritual and social maturation, and serving as a parent-counselor. Appropriate certification is recommended for the residence hall dean. [See Sections F11-104 and F11-136 for the basis for remuneration.]

A19-128 Director of Development

The director of development provides administrative leadership, under the direction of the principal, for the fund raising and development activities of the school. Duties include: annual fund management, alumni relations, major gift cultivation, and endowments, if any. A job description for the director of development is to be developed and approved by the school board.

When a volunteer or an employee of a Seventh-day Adventist organization performs an act in violation of the laws of the country and of the financial trust or responsibility reposed in the employee, discipline shall be administered and the employing organization will report all violation(s) to appropriate law enforcement officials. [See *NAD Working Policy* S 04 48.]

Instructional Personnel – A20

A20-104 Certificated Instructional Personnel

A. Definition

Certificated instructional personnel include classroom teachers, administrative personnel with responsibility for the instructional program, and other personnel who perform related support services such as the librarian or coordinator of the media center, coordinator of guidance and counseling, and coordinator of work experience education.

Instructional personnel are to give evidence of physical and mental health qualifications to instruct and/or associate with children and young people.

B. Duties and Responsibilities

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

1. Provide a dynamic environment with emphasis on Christian living and effective learning.
2. Establish and maintain effective classroom organization.
3. Assume responsibility for professional self-improvement.
4. Participate in church and community activities.
5. Develop effective relationships with parents, patrons, and colleagues.
6. Secure and maintain adequate records as required by the school administration and the local conference office of education.
7. Participate in home and school association activities.
8. Be supportive of and implement policies of the school administration and local conference office of education.
9. Cooperate with the administration in caring for school property.
10. Report for duty as stipulated by the school administration and local conference office of education.
11. Use NAD and union adopted textbooks, curriculum guides, J2E, and other instructional resources.
12. Arrive at school not less than 30 minutes prior to the opening of the school day and remain for at least 30 minutes following the close of the school day.
13. Provide adult supervision for students at all times during the school day.

Detailed responsibilities for a respective school are provided in the faculty handbook and/or by the principal.

C. Professional Ethics

The measure of success in and contribution to the teaching profession will be in direct proportion to the standard of behavior and ethics of instructional personnel.

The Christian educator has the responsibility to the church to:

1. Adopt and promote a life style that incorporates principles and practices consistent with those associated with active membership in the Seventh-day Adventist Church.
2. Have a high sense of loyalty to the aims and ideals of Christian education, particularly to the philosophy of education upon which has been built the Seventh-day Adventist system of schools.
3. Recognize equality of opportunity for all regardless of gender or ability, without discrimination on the basis of race, religion, or social antecedents.
4. Look upon Christian teaching as a holy vocation.
5. Strive for excellence in teaching methods and techniques, always for the purpose of rendering more effective service to students.

The Christian educator has the responsibility to fellow teachers to:

1. Give encouragement and moral support to associates on the school staff.
2. Give due recognition to lines of authority and to duties and responsibilities assigned to other staff members and to functions of administrators.

The Christian educator has the responsibility to the students to:

1. Recognize an obligation to meet promptly and faithfully all appointments with classes, with individual students, and with student groups.
2. Cultivate friendly relationships with students, avoiding undue familiarity.
3. Allow students the freedom to express personal views and the assurance of careful and objective consideration of all opinions.
4. Hold in professional confidence the ideas, needs, weaknesses, and failures of students.
5. Refrain from discussing personal problems with the students.

The Christian educator has the responsibility to the school to:

1. Demonstrate loyalty to the school by observance of its regulations and policies.
2. Participate in the activities and programs sponsored by the school and accept and carry such responsibilities as may be assigned.
3. Refrain from discussing confidential or official information with unauthorized persons.

D. Employment Policies

See Sections E10 to E17 for the employment policies for Certificated Instructional Personnel.

A20-104 Certificated Instructional Personnel (Cont'd)

E. Assigned Teaching and Co-curricular Responsibilities

Instructional personnel are to be assigned responsibilities based on professional preparation, experience, and personal qualifications.

A20-108 Assistant Principal

In a small school-secondary school, junior academy, elementary school, where there is not a need for an administrative vice-principal, the principal, in counsel with the board chair, may designate a teacher as assistant principal. The position is not an administrative position. The basic responsibility of the assistant principal is to function as the contact person when the principal is off campus. The teacher load is not to be adjusted since the assistant principal does not have regular administrative responsibilities.

A20-112 Related Instructional Services Personnel

The related services personnel include those persons involved with the instructional program who do not ordinarily serve in an administrative capacity or as full-time classroom teachers. This may include, but not necessarily be limited to, the following; librarian, registrar, director of guidance and counseling.

A person employed as a paraprofessional in the library or registrar's office who does not hold a certificate is to be a non-exempt classified employee. [See Section A22-112.]

A20-116 Non-Seventh-day Adventist Personnel Used as Volunteers

When involving a non-Seventh-day Adventist member as a volunteer to serve as a teacher aide or for any other special purpose, it is the responsibility of the school administration and/or school board to determine that such an individual represents the standards of the Seventh-day Adventist church in word, dress, conduct and Christian influence.

Salaried Classified Personnel - A21

A21-104 Salaried Classified Personnel

A. Criteria for Employment as a Salaried Classified Employee

Salaried classified personnel are employees who meet the criteria of the Fair Labor Standards Act 29 U.S.C. 213 (a)(1) and the state requirements and are employed in a management or supervisory position.

Copies of federal and state regulations are available as follows:

1. Federal Regulations

W. H. Publication 1281 Revised June 1983
Title 29, Part 541 of the Code of Federal Regulations

Obtain from:

U. S. Department of Labor
Employment Standards Administration
Wage and Hour Division
Washington DC 20210

2. State Regulations

A copy of the state regulations can be obtained by writing to the appropriate State Department of Industrial Relations or State Office of Labor Standards Enforcement.

B. Employment Policies for Salaried Classified Personnel

The employment policies for salaried classified personnel are detailed in the following:

Sections E18-104 to E18-152	General Employment Policies for Classified Personnel
Sections E19-104 to E20-104	Salaried Classified Personnel

C. Remuneration for Salaried Classified Personnel

Remuneration for full-time salaried classified personnel is based on the provisions of Section F12-104.

A21-108 Director of Food Service

The director of food service is the administrative employee responsible for the planning and preparation to meet the requirements of the school. The director of food service is responsible for the proper care of service facilities and equipment, and the management of personnel required to provide an efficient food service operation.

A21-112 Director of Health Service

The director of health service is responsible for the organization of a student health care program in accordance with state regulations and operating board requirements. Complete health records including records of medical examinations must be maintained.

The director of health service should possess the appropriate professional qualifications.

A21-116 Other Salaried Classified Administrative Personnel

Other salaried classified administrators, such as director of marketing/recruitment and director of student services, may be employed by a school. A job description for each position is to be developed and approved by the school board.

Non-Exempt Classified Personnel – A22

A22-104 Non-exempt Classified Personnel

A. Definition

A non-exempt classified employee is an “at-will” employee who is employed in a position that does not require a certificate and is paid an hourly rate. “At-will” means that either the employer or employee can terminate the employment without requirement of cause or advance notice. This includes positions such as, but not necessarily limited to, those listed in Sections A22-108, A22-112 and F12-112.

B. Employment Policies Pertaining to Non-exempt Classified Personnel

Employment policies pertaining to non-exempt classified personnel are detailed in the following sections.

Sections E18-104 to E18-152 General Employment Policies for Classified Personnel

Sections E21-104 to E21-148 Non-Exempt Classified Personnel

A22-108 Treasurer/Accountant

A treasurer may receipt, disperse, and deposit funds of the organization as directed by management. Accounting functions include recording, classifying, summarizing, and reporting business transactions of the organization.

A22-112 Instructional Aides

A. Definition

Instructional aides are classified as non-exempt classified personnel. Paraprofessionals and attendance clerks in supportive roles would be included in this classification.

B. Duties and Responsibilities

The duties and responsibilities of the instructional aide may include, but are not necessarily restricted to, the following:

1. Assist a certificated professional employee in the instructional program with such duties as;
 - a. Distributing and collecting materials
 - b. Maintaining learning materials, resource files
 - c. Issuing materials, equipment, and supplies.
2. Assist pupils in instructional services as delegated by the teacher.
3. Serve as a clerical aide, which could include office-type work.
4. Assist in monitoring hallways, lunchrooms, playground periods, pre- and post-school free play, bus loading, assemblies, field trips, etc.
5. Serve as a technical aide such as, but not limited to, library aide, health services aide, etc.

C. Remuneration

An instructional aide is to receive remuneration based on the provisions of Section F12-108.

Students – A23

A23-104 Admission of Students

Policies regarding the admission of students are listed as follows:

- A. Elementary School
[See Section C15-104.]
- B. Junior Academy and Secondary School
[See Sections C19-104, C22-104 and C22-104.]

A23-108 Nondiscrimination Policy

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

A statement of nondiscrimination is to appear in each school bulletin and on student application forms. The following model statement contains the basic elements that are to be included in the nondiscrimination statement.

"(Name of school) admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. (Name of school) does not discriminate on the basis of race, color, ethnic background, country of origin or gender in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs."

A23-112 Exceptional Students

Seventh-day Adventist schools usually do not have the equipment or staff for special education and may not be able to accept students who have exceptional mental, physical, or social needs which would require the school to provide special staff or equipment.

A23-116 Student Medical Examinations

Physical examinations are required of all students as follows:

- A. Upon entering school for the first time.
- B. At grade 7 (this shall include the scoliosis examination).
- C. At least once in grades 9 through 12.
- D. At other grades, when required by the local conference office of education.

A23-116 Student Medical Examinations (Cont'd)

A physical examination shall be considered current, except scoliosis examination, if taken not more than twelve months prior to any of the above dates and the report is submitted to the school.

When a student transfers, the receiving school should request the health record from the former school of attendance. Verification should be made that a physical examination was done within twelve months of the above required times.

A23-120 Immunizations

A. Immunization - Requirements

Immunization requirements of the respective states apply to Seventh-day Adventist schools. Proof is required for entry to the elementary and secondary schools in the union and must be presented to the school office when the student initially registers.

It is the responsibility of the principal to enforce the immunization regulations and to ensure that an up-to-date record is maintained for each student.

Immunization requirements will be provided by the local superintendent of schools/designee for each school in the local conference.

B. Exemption From Required Immunization

A student may be exempt from receiving the required immunizations by submitting:

1. A written statement from a physician which states that the student is medically exempt as a result of having had the disease; or
2. A signed statement from the parent stating that the student is exempt because of personal beliefs. This personal exemption shall be recorded on the immunization record.

A23-124 Administering Medications

Teachers are not to diagnose a health condition or give any internal medications, including aspirin, except as indicated in the following statement.

Any student who is required to take medication during the regular school day as prescribed by a physician may be assisted by the school nurse or other designed school personnel if the school has on file the following:

- A. A written statement from such physician detailing the time schedules, amount, and method by which such medications is to be taken and,
- B. A written statement from the parent or guardian of the student indicating the desire that the school assist the student in matters set forth in the physician's statement.

A23-124 Administering Medications (Cont'd)

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

All medication must be stored safely and securely. A strict system of logging administered medications must be maintained. All medications should be returned to the parent at the end of the school year. New medication documentation (as stated above) is required for each school year.

Authorized students may need to carry emergency medication e.g. asthma inhalers, insulin, severe allergic reaction kits, or anticonvulsants. Documentation required for students who are allowed to carry and self-administer medication must include the signed consent of the physician, parent and student. The school office shall maintain a list of all students on medication.

A23-128 Emergency Information and Authorized Student Release

The following current emergency information must be on file at the start of each school year and readily available to administration and teachers both at the school and on field trips.

- A. Parent/guardian contact information
- B. Alternate contact persons
- C. Consent for emergency medical treatment
- D. Authorized persons to whom students may be released
- E. Severe known allergies (if none, state "None").

A23-132 Permission to Leave Campus During School Day

A student is not to leave campus at any time during the regular school day without permission of the school administrator or designee and a request from the parent either by telephone or written note.

A23-136 Student Discipline

Discipline should be designed to be redemptive, remedial, and corrective rather than punitive. Corporal punishment is not to be used as a means of discipline.

A23-140 Disciplinary Authority

The principal in cooperation with the faculty is responsible for establishing disciplinary procedures. All members of the school staff share in the responsibility for supervision of student conduct. Minor irregularities are handled by individual staff members. Repeated offenses or major infractions of school rules are to be cared for by the administration, the administrative committee or the school board.

A23-144 Detention of Students

Students may be detained in school for disciplinary, or other reasons, one hour after the close of the regular school day. Parents are to be notified of this action prior to the detention.

A23-148 Suspension of Students

Procedures for suspension are to be developed by the staff and approved by the school board. A teacher may temporarily suspend a student from class but suspension from school is to be done only by the principal, the head teacher or, in a one-teacher school, by the teacher in consultation with the local conference office of education.

A student may be suspended for repeated offenses when other procedures have not been effective. Written evidence of prior corrective measures and parental notification should be maintained.

In the case of a serious overt act or violation of school regulations, the principal may suspend a student from school, even though there has been no prior serious misbehavior. The suspension period is generally not to exceed two weeks, except under extenuating circumstances. Written notification of the length of the suspension should be provided to parents.

A23-152 Expulsion of Students

Attendance at a Seventh-day Adventist school is a privilege as opposed to a right. It is conditioned on acceptance and conformance to the rules of the school.

A. Expulsion is the discontinuance of a student from enrollment in a school by action of the school board for one or more behavioral reasons including but not limited to those listed in sections B and C.

B. Expulsion Presumed

The following actions presume the student shall be expelled:

1. Intentionally causing serious injury to another not in self-defense.
2. Possession of a firearm at school or school activities.
3. Possession of a bomb.
4. Sale or distribution of a controlled substance.
5. Robbery (taking property from the person of another by force or fear).
6. Assault or battery upon any school employee.
7. Sexual assault or battery.
8. Brandishing a knife at another person.

Continuing a student who has violated the provisions of this section shall only be done when considering the totality of circumstances including the student's history and amenability to change, the principal or school committee determines that expulsion is inappropriate and does not recommend it.

C. Permissive Causes

The following actions may form the basis for expulsion when the principal or school committee, considering the totality of circumstances including the history of the student, determines the student is not amenable to improving behavior and the student's continued presence constitutes a threat to the safety and/or welfare of the other students or a substantial disruption of the school environment.

1. Major or repeated theft at school.
2. Possession and/or use of controlled substances including alcohol and tobacco, especially continued use after attempt to assist the student has failed.
3. Severe or repeated sexual harassment of other students at school.
4. Persistently advocating atheism and/or ideas that are destructive of Christian principles or the moral teachings of the Seventh-day Adventist Church.
5. Academic non-performance.
6. Intentionally causing serious damage to school property or other personal property.
7. Committing an obscene act or engaging in habitual profanity or vulgarity.
8. Disrupting school activities or willfully defying the valid authority of school personnel.
9. Intentionally threatening or intimidating school personnel or students. The threats or intimidation cause reasonable fear of life or well-being or materially disrupts the school environment.

D. Procedure

The principal or school committee makes a recommendation of expulsion to the school board. The student and parents/legal guardian shall be notified of the recommendation and of the right to a hearing. The school board/hearing body makes the final determination after completion of a hearing, if requested. The student is suspended from school during this process. [See Section A23-148.]

E. Hearing

If requested in writing by the student or the parents or legal guardian of the student, a hearing shall be conducted. The hearing shall be conducted by the school board or a committee authorized by the school board. The body conducting the hearing shall make the final decision. The following procedures shall be used.

1. The student and parents/legal guardian shall be given notice. The notice shall include:
 - a. The fact that expulsion is being recommended.
 - b. The factual basis for the expulsion.
 - c. Any written documents that shall be used by the school board in deciding the issue.
 - d. A copy of this policy.
 - e. The time and place of the hearing and the body conducting the hearing.
 - f. Deadline for receipt of written request for a hearing.
2. The hearing is closed. Only members of the board/committee may attend. The parents/legal guardian and student may be present until the conclusion of the evidence. The student may have persons who have relevant evidence speak to the committee. These persons shall be excluded except during testimony.

A23-152 Expulsion of Students (Cont'd)

3. At the hearing the principal or a school representative shall present the recommendation for expulsion and the evidence supporting the recommendation.
4. The student and parents/legal guardian may:
 - a. Hear the evidence.
 - b. Ask questions of any witnesses or the school representative.
 - c. Present relevant evidence including witnesses.
 - d. Make a summary statement.
5. The body conducting the hearing shall, at the conclusion of the presentation of evidence and statement on behalf of the student, dismiss the student and parents/legal guardian. No further evidence shall be presented. The body shall deliberate and reach a conclusion. This decision is final.

A23-156 Student's Withdrawal or Severance from School

Following the withdrawal or severance of a student who is required by state law to be enrolled in school, the school principal is to ascertain that the student has entered another school as stipulated by state law. If the student fails to do this within the required time period, it is the responsibility of the school principal to notify the attendance officer of the local public school district.

Following the withdrawal or severance of any non-resident student enrolled on a student visa, it is the responsibility of school administration to notify the appropriate immigration officials according to current immigration law.

A23-160 "Hazing" of Students

No staff member, student, or any other person employed by or in attendance at a Seventh-day Adventist school shall concur with, cooperate, permit, or participate in any act that injures, degrades, or disgraces, or tends to injure, degrade, or disgrace any student attending the school.

"Hazing" includes any method of initiation into the school or a student organization or any pastime or amusement in connection with an activity or organization which causes, or is likely to cause, bodily danger or physical harm.

A23-164 Student Sexual Harassment

Sexual harassment of any student by another student or any employee, or other person under the supervision of the school is unlawful and is prohibited.

Teachers shall discuss this policy with students in an age-appropriate way. Any student who engages in sexual harassment shall be subject to disciplinary action, up to and including dismissal. Any employee who permits or engages in sexual harassment may be subject to disciplinary action, up to and including termination.

Each school shall adopt a sexual harassment policy. The policy shall include a definition of sexual harassment and procedures for reporting sexual harassment. In addition, each school shall adopt administrative guidelines for investigating and responding to reports of harassment.

Each school's written policy shall be published in the student handbook or bulletin which is distributed to students.

A copy of the school's policy regarding sexual harassment shall be displayed in a prominent location in the administrative building or other location where such notices are posted for students.

A copy of the policy shall be provided as part of the orientation of new students at the beginning of each new term.

A copy of the policy shall be provided to each school staff member at the beginning of the school year and to each new staff member when employed.

[A Model School Policy - Student Sexual Harassment, and Guidelines for Responding to Student Sexual Harassment Complaints are available from the local conference office of education.]

A23-168 Model School Policy for Student Sexual Harassment

_____ (name of school) is committed to providing a school environment free from sexual harassment for all students. Incidents of harassment should be reported in accordance with these procedures so school authorities may take appropriate action. Students who sexually harass others are subject to discipline, up to and including dismissal. Employees who engage in sexual harassment are subject to discipline, up to and including termination.

Definition: Sexual harassment is unwelcome sexual advances or requests and other conduct of a sexual nature which is offensive. It can be spoken, written, or physical behavior. It includes offensive pictures, graffiti, jokes, and gestures.

If submission to offensive sexual conduct is made a condition of academic status, progress, benefits, honors, or activities, it is prohibited sexual harassment. Sexual harassment also occurs when the offensive behavior or material creates a hostile school environment.

Reporting Procedures: Students who have experienced sexual harassment shall report the incident to school authorities as soon as possible. If the harassment is between students, the student shall report the incident to the classroom teacher in grades K-8 or to any teacher in grades 9-12. The student may also report to the principal, vice-principal or counselor.

If the harassment comes from an adult, the student should report directly to the principal or another responsible adult.

Several principles should guide the school in appropriately responding to a sexual harassment complaint.

- A. Take the complaint seriously. Investigate privately and keep notes.
- B. The investigation and response should be age-appropriate.
- C. Discipline should fit the behavior and the age of the offender. Progressive discipline should be used, unless the first offense is of a serious nature.
- D. Educating students regarding sexual harassment is the cornerstone of prevention.

Sexual harassment is sometimes categorized legally into two categories, quid pro quo and hostile environment. Of the two, quid pro quo is considered the most serious, but both types should be taken seriously. Quid pro quo is where sexual favors are requested or demanded in return for benefit. Hostile environment is where jokes, pictures, comments, gestures, or stares create a school environment that is hostile and offensive to the victim.

Complaints of sexual harassment should be investigated promptly and confidentially. Corroborating evidence is helpful in determining the truthfulness of the complaint. False accusations, occur that may be a form of sexual harassment.

Appropriate discipline can range from education and teacher counseling to expulsion. Often it is well to get the perspective of an adult of the same sex as the victim when evaluating the seriousness of the event. The response should fit the behavior and be age-appropriate. For instance, a joking remark that is an isolated event could be handled by a teacher talking to the offending student, explaining the significance of the remark, and asking the student not to repeat it. On the other hand, offensive touching is much more serious and in some cases is a criminal offense reportable as child abuse. Suspension and possibly expulsion may be the appropriate response. Adult to student sexual harassment is more serious and calls for a stronger response. Sometimes retaliation, open or subtle, is used against the victim. The offender should be warned this will not be tolerated.

At times no clear determination can be made as to the truthfulness of accusations. In those cases if the reported behavior is not extremely serious, the suspected offender should be told such behavior, if it occurred, is offensive and will not be permitted.

After the investigation and response, the victim should be informed that appropriate corrective action has been taken and the victim encouraged to report any further events.

Tours and Off-Campus Activities – A24

A24-104 Off-Campus Tours and Activities

All off-campus tours and activities are to be planned, organized and conducted so as to ensure the health and safety of students. Plans shall include provisions for all eligible students to attend regardless of personal finances. Plans shall also include provision for appropriate Sabbath observance during the tour or activity. Each tour and activity is to be approved by the school administrator and the appropriate board(s) as specified for the type of tour or activity as follows.

- A. One Day Off-Campus Field Trips and Activities
[See Section A24-108.]
- B. Intra-Union Overnight Tours and Activities
[See Section A24-112.]
- C. Out-of-Union Tours and Activities (Including Mexico)
[See Section A24-120]
- E. Tours to Hawaii
[See Section A24-116.]
- F. Interdivision Tours
[See Section A24-124.]

A24-108 One Day Off-Campus Field Trips and Activities

A. Definition

A one day off-campus field trip or activity is one which is limited to one day or portion of a day and may include travel outside of the local conference boundaries, but does not include travel in Mexico and does not require overnight accommodations.

B. Preliminary Planning

Proposed plans for a one day off-campus field trip or activity are to be discussed with the school administrator or school board chair, if there is no principal, prior to discussing plans with the students.

C. Authorization/Approval

1. Approval Process

Proposed plans for a one day off-campus field trip or activity are to be approved by the school administrator or school board chair, if there is no principal.

2. Documentation Required

Plans submitted for approval are to include details which support compliance with each of the areas listed in this section (A24-208) as follows:

- a. Purpose of field trip or activity.
- b. Transportation arrangements.
- c. Insurance coverage of vehicles and students.
- d. Safety requirements.
- e. Parental consent.
- f. Supervision arrangements.

D. Transportation Arrangements

Transportation of students for a one day off-campus field trip or activity is to meet the stipulations of Section A23-132.

E. Insurance Coverage

Insurance coverage for vehicles and students for a one day field trip or activity is as follows:

1. Vehicles. [See Section A24-136.]
2. Students. [See Section A24-140.]

F. Safety Requirements

The provisions for safety of students participating in a one day off-campus field trip or activity are given in Section A24-144.

A. Definition

An intra-union overnight tour or activity is within the union boundaries, extends beyond one day, and involves overnight accommodations for one or more nights.

B. Preliminary Planning

Proposed plans for an overnight tour or activity are to be discussed with the school administrator or school board chair, if there is no principal, prior to discussing the plans with students.

C. Authorization/Approval**1. Approval Process**

Proposed plans for an intra-union overnight off-campus tour or activity are to be approved by the following:

- a. The school administrator.
- b. The school board.

2. Documentation Required

Plans submitted for approval are to include details that support compliance with each of the areas listed in this section (A24-112) as follows:

- a. Purpose of tour or activity.
- b. Itinerary.
- c. Number of school days.
- d. Transportation arrangements.
- e. Insurance coverage for vehicles and students.
- f. Safety requirements.
- g. Supervision arrangements.
- h. Housing plans, if the tour or activity requires overnight accommodations.
- i. Parental consent.

D. Number of School Days for the Tour or Activity

The number of school days authorized for any intra-union overnight tour or activity is not to exceed the maximum number of days for the type of activity given in Section A24-128.

E. Transportation Arrangements

Transportation arrangements for an intra-union overnight tour or activity are to meet the stipulations of Section A24-132.

A24-112 Intra-Union Overnight Tours and Activities (Cont'd)

F. Insurance Coverage

Insurance coverage for vehicles and students for an intra-union overnight tour or activity is to be provided as follows:

1. Vehicles. [See Section A24-136.]
2. Students. [See Section A24-140.]

G. Safety Requirements

The provisions for safety of students participating in an intra-union overnight tour or activity are given in Section A24-144.

A24-116 Tours to Hawaii

A. Definition

A tour to Hawaii is one that has as its basic purpose a mission outreach and/or educational function and in which the group is completely self-sustaining while in Hawaii. The Hawaii Conference, Castle Medical Center, the schools, and the Seventh-day Adventist churches, including church members, are not to be contacted for the purpose of requesting courtesies.

B. Authorization/Approval

Proposed plans for a Hawaii tour are to be approved by:

1. The school administrator.
2. The local conference superintendent of schools.
3. The Hawaii Conference Superintendent of Schools.
4. The school board.
5. The local conference board of education.

C. Safety Requirements

The provisions for safety of students participating in a Hawaii tour are given in Section A24-144.

A24-120 Out-of-Union Tours and Activities

A. Definition

An out-of-union tour or activity is one that has as its purpose a mission outreach, educational enrichment, or recreation and involves travel outside the boundaries of the union and may or may not involve overnight accommodations.

B. Preliminary Planning

Proposed plans for an out-of-union tour or activity are to be discussed with the school administrator or school board chair, if there is no principal, prior to discussing plans with students.

C. Authorization/Approval

1. Approval Process

Proposed plans for an out-of-union overnight tour or activity are to receive approval by the following:

- a. The school administrator.
- b. The school board.
- c. The local conference board of education.

2. Documentation Required

Plans submitted are to include details which support compliance with each of the areas listed in this section (A24-120) as follows:

a. Purpose of the tour or activity

NOTE: A tour that has as its purpose a special mission project is to include information on: the purpose of the activity, those who are to be involved, and the financing plan. The group is to be completely self-sustaining while at the location of the mission project.

- b. Itinerary.
- c. Number of school days.
- d. Transportation arrangements.
- e. Insurance coverage of vehicles and students.
- f. Safety requirements.
- g. Supervision arrangements.
- h. Housing plans if the tour or activity requires overnight accommodations.
- i. Parental consent.

D. Number of School Days for the Tour or Activity

The number of school days authorized for an out-of-union overnight tour or activity is not to exceed the maximum for the type of tour or activity given in Section A24-128.

E. Transportation Arrangements

Transportation arrangements for an out-of-union overnight tour or activity are to meet the stipulations of Section A24-132.

F. Insurance Coverage

Insurance coverage for vehicles and students for out-of-union overnight tour or activity is as follows:

1. Vehicles. [See Section A24-136.]
2. Students. [See Section A24-140.]

A24-120 Out-of-Union Tours and Activities (Cont'd)

G. Safety Requirements

The provisions for safety of students participating in an out-of-union overnight tour or activity are given in Section A24-144.

A24-124 Interdivision Tours

A. Definition

An interdivision tour is one that involves travel outside NAD. Such tours are to be coordinated through the Adventist Volunteer Ministries Network, Office of the Secretariat, NAD.

B. Tours which need to be coordinated include the following:

1. Tours organized or sponsored by schools, colleges, and universities.
2. Tours of school organizations which have received an official invitation from an overseas denominational, cultural, or government organization.

C. Preliminary Planning

Proposed plans for an interdivision tour are to be discussed with and approval received from the school administrator or school board chair, if there is no principal, prior to discussing plans with students.

D. Authorization/Approval

1. Approval Process

An interdivision tour must be approved by the following:

- a. The school administrator.
- b. The school board.
- c. The local conference board of education.

2. Documentation Required

Plans submitted are to include details which support compliance with each of the areas listed in this section (A24-124) as follows:

- a. Purpose of the tour or activity.
- b. Itinerary.
- c. Number of school days.
- d. Transportation arrangements.
- e. Insurance coverage for students.
- f. Safety requirements.
- g. Supervision arrangements.
- h. Housing plans.
- i. Parental consent.

Interdivision Tours (Cont'd)

E. Number of School Days for the Tour or Activity

The number of school days authorized for an interdivision tour or activity is not to exceed the maximum for the type of tour or activity given in Section A24-128.

F. Transportation Arrangements

Transportation arrangements for an interdivision tour or activity are to meet the stipulations of Section A24-132.

G. Insurance Coverage

All interdivision tours must have adequate travel insurance for bodily injury and medical expenses caused by an accident, or sickness, and provisions for emergency extraction of individuals, if needed. Review any student accident insurance plans to determine if travel outside of the home country is included under the terms of the policy.

All trips must have general liability coverage to protect the denomination from liability risks. All travel agent/agency agreements should be reviewed by legal counsel to minimize the potential of financial loss in the event the trip is canceled due to the negligence or fraudulent actions of the travel agent or agency.

Participants must sign an acknowledgment of risk and code of conduct statement.

In addition, insurance coverage for students for an interdivision tour or activity is to meet the stipulations in Sections A 24-136 and A24-140.

H. Safety Requirements

The provisions for safety of students participating in an interdivision tour or activity are given in Section A24-144.

I. Out-of-Division Trips [Revised 11-2010]

Notification of approved tours shall be submitted to the Adventist Volunteer Ministries Network, Office of the Secretariat, NAD, 60 days in advance of the date for the tour on the form available from the local conference office of education. Applications are available at the North American Division Office of Education.

Upon receipt of the above information the NAD Secretariat will notify the GCDE for the purpose of communicating to the host division regarding the visit of the group.

J. Financial Responsibility When Visiting Denominational Institutions and Organizations

Groups and individuals should be advised of 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 entertainment gratis.

Number of School Days for Off-Campus Tours and Activities

The number of days (school days, weekends, regularly scheduled vacation days) authorized for off-campus tours and activities is identified according to the type of tour or activity. Each tour or activity is to be approved by the school administrator and the appropriate board(s). [See Section C11-128 for the definition of teacher-student contact days and Section C11-148 for innovative programs.]

A. Class, Club and Student Association Activities

Class activity days, such as senior class trips, class or club picnics, student association activities and other special class or club activities, are to be limited to a maximum of two school days per year.

A class, club or student association activity may be extended to include the weekend or regularly scheduled vacation day(s) in addition to the two school days.

B. Athletic Teams, Music Organizations, and Other Promotional Groups

Promotional groups include such groups as, but not limited to, music organizations, gymnastic, and athletic teams.

The approved tour is not to exceed three school days during a school year for any one organization.

Additional days which involve a weekend or regularly scheduled vacation day(s) may be granted in addition to the three school days.

C. Outdoor and Extended Campus Educational Activities and Mission Outreach Projects

These activities include curriculum enrichment activities such as modern language class tours, history class tours, outdoor education, and mission outreach projects.

The approved tour or activity is not to exceed five school days during a school year for any one grade, class or organization. Additional days which involve weekend day(s) or regularly scheduled vacation day(s) may be granted in addition to the five school days.

D. Combination of Tours or Activities and/or Requests for Additional School Days for a Specific Type of Tour Identified in A, B, C

If various types of off-campus tours or activities are combined, no more than five consecutive school days are to be authorized. However, the local conference board of education may grant additional school days for a tour that involves a mission outreach project.

E. Hawaii Mainland Tours and Activities

The Hawaii Conference Board of Education may grant additional travel days for mainland tours and activities. The number of travel days granted should take into consideration the destination of the proposed tour and the number of additional days needed for travel to and from the destination.

A24-132

Transportation of Students for Off-Campus Activities and Tours

A. Ground Transportation

Where possible, transportation of students for an off-campus tour or 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. However, under no circumstances are students to be transported in the cargo area of a vehicle.

In the absence of state vehicle code requirements for vehicles used to transport elementary and secondary students to and from a school tour or activity the following criteria are to apply:

A vehicle may be used if it is;

1. A vehicle carrying only the family members of the owner.
2. A passenger vehicle designed for and actually carrying, not more than twelve persons, including the driver.

Each vehicle is to have at least one adult authorized by the school administration as the driver. The driver must meet age and insurance requirements as per local conference policy and state law.

B. Air or Water Transportation

Air travel is to be only by commercial airlines. Arrangements for transportation of students by air or water for all off-campus tours or activities are to be approved by the local school board.

A24-136

Insurance Coverage for Vehicles – Off-Campus Tours and Activities

A. Employee-owned Vehicles

Employee-owned vehicles used for off-campus activities and tours are required to carry automobile insurance coverage as established by the local conference board of education.

B. Institution-owned Vehicles

All vehicles, including those operated by the churches and schools, should be registered in the name of the local conference and association and insured under a policy with an automobile fleet endorsement or equivalent attached. A non-ownership liability endorsement should also be attached to the above policy.

C. Private-owned Vehicles – Non-employee

Private-owned vehicles of non-employees used for off-campus activities and tours are required to carry required coverage established by the local conference board of education.

A24-136 Insurance Coverage for Vehicles – Off-Campus Tours and Activities (Cont'd)

D. Travel in Mexico

Each vehicle used for transportation of students in Mexico is to have Mexican insurance coverage for:

1. Bodily injury and property damage liability.
2. Medical payments.

A24-140 Insurance Coverage for Students – Off-Campus Tours and Activities

Each student participating in an off-campus tour or activity is to be covered with student accident insurance. Special coverage for activities not included in the student accident insurance is to be obtained.

A24-144 Safety of Students – Off-Campus Tours and Activities

Care for the safety of students for off-campus activities shall include:

A. Supervision

Each off-campus activity and tour is to be planned, organized and conducted so as to ensure the health and safety of students. A reasonable number of adult sponsors is to be provided for an off-campus tour or activity based on the policy adopted by the local conference board of education.

B. Parental Consent

The local conference board of education is to establish a policy regarding parental consent for a student to participate in off-campus tours and activities.

C. Operation of Vehicles - Transportation

A bus driver is to have a valid school bus driver's license and to observe all state regulations pertaining to the safe operation of vehicles. A vehicle used for the transportation of students must meet state regulations for maintenance and operation.

At least one adult authorized by the school administration is to ride in and be the driver of each vehicle used for the tour or activity. An additional adult driver is to be designated for longer trips.

D. Operation of Vehicles - Recreation

Vehicles used for recreation are to be operated according to applicable state and federal regulations. Boat engines should not be running when persons are outside the board during recreational activities. Teaking is specifically prohibited. Appropriate safety equipment is to be used at all times when engaging in recreational activities, i.e. skiing, bicycling, skateboarding, snowmobiling.

E. First Aid Kit

Classroom first aid kits contain supplies regularly used in the classroom through the year and for use in the event of any incident, emergency, earthquake, disaster, or other crisis. The recommended supplies include:

1. Storage container
2. Gauze pads, non-sterile
3. Roller gauze
4. Adhesive tape
5. Scissors
6. Anti-bacterial soap
7. Adhesive strips of various sizes
8. Latex gloves

For Teachers Trained in Triage Only

Triage tags made of red and yellow laminated construction Paper (4" x 5") with 24" ties attached.

F. Consent to Treatment Forms

Schools must have parents complete and sign the appropriate school form which will give permission for a child to receive medical treatment in the parents absence. This form will be completed at the beginning of every school year. Forms should include:

1. All contact information for parents or guardians.
2. Medical information that identifies special medical instructions, including allergies to medication, that might impact emergency medical treatment
3. Names and telephone numbers of physicians.
4. Possible hospital preference.
5. At least one, preferably two, relatives or friends who have consented to assume responsibility in the event the parent or guardian cannot be reached.
6. A signature line for the parent or guardian that is dated.

Academic credit for study tours may be granted if the following criteria are met:

- A. Only elective credit may be granted.
- B. One semester period of credit may be granted for twelve (12) clock hours of curriculum-focused activities.
- C. Credit earned for study tour cannot be applied towards meeting the Community Service graduation requirement.
- D. A maximum of two (2) semester periods of credit may be permitted per tour.
- E. A request for academic credit for a study tour must be included in the annual curriculum review report and approved by the local conference office of education.

General Personnel Policies – A25

A25-104 Definition of Employee

For the purposes of the *NAD Working Policy E 70*, all individuals receiving remuneration from denominational organization payrolls are 38 hours, but no less than 1,950 hours per year.

A25-108 Continuing Education of Certificated Personnel

Certificated administrative and instructional personnel in the union may be authorized to attend a college or university with financial assistance based on the following provisions.

A. Attendance at La Sierra University and Pacific Union College

1. General Provisions

Full-time certificated administrative and instructional personnel employed in the union may take up to a maximum of 12 quarter hours, during an academic year, July 1 - June 30 under the subsidized tuition program if authorized to attend La Sierra University or Pacific Union College.

- a. Personnel who wish to enroll in courses and/or programs under the subsidized tuition plan must submit the tuition authorization form obtained from the principal and/or local conference office of education and receive authorization from the local superintendent of schools in the local conference where the person is employed.
- b. Personnel must have a valid signed contract for the following school year as a prerequisite for authorization to enroll in courses and/or programs in a summer session.
- c. To be eligible for courses to count towards renewal for a current year all course work must be completed and returned to the instructor by September 1.
- d. To qualify for the subsidized tuition program courses must be taken on campus at either La Sierra University or Pacific Union College.

2. Special Provisions for Attendance at La Sierra University

The following special provisions apply to attendance at La Sierra University under the subsidized tuition plan.

- a. Authorized personnel attending La Sierra University may enroll in courses offered by the College of Arts and Sciences, School of Education, School of Business and Management, and School of Religion.
- b. Admission to degree programs in either the School of Education, School of Religion, School of Business and Management is achieved only by formal application. Those interested in a graduate degree in the School of Education, School of Religion, School of Business and Management should apply for admission into a degree program during the first summer of attendance.
- c. Authorized Early Childhood professionals may enroll in courses that meet credential requirements based on the following provisions.
 - (1) A local conference office of education is granted a specific number of units per year that can be allocated to full-time Early Childhood professionals for completion of credential requirements.
 - (2) The total hours granted to a local conference office of education is based on the allocation of 1 quarter hour per year for each Early Childhood professional. An Early Childhood professional may not be allocated more than 12 quarter hours during an academic year of the total hours available to the local conference office of education.
- d. The following courses and/or programs are not covered by the subsidized tuition plan at La Sierra University.
 - (1) Courses and/or programs to complete a baccalaureate degree. (Early Childhood professionals who are completing the credential requirements based on A.2.c. are exempted from this provision.)
 - (2) Courses taken to complete the requirements for the Ed.S. degree. This does not include the 9 quarter hours that are needed for renewal of the Professional Certificate or the courses needed for the Principal endorsement.
 - (3) Courses leading to the Ed.D. degree.

B. Attendance at Seventh-day Adventist Colleges Outside of the Union

As a general rule education personnel are expected to attend either La Sierra University or Pacific Union College. However, exceptions may be authorized when:

1. The necessary courses or programs are not available at either La Sierra University or Pacific Union College.
2. A person newly employed in the union is currently enrolled in a degree program at a college/university in the union where formerly employed and a transfer would entail hardship or loss of credit.

C. Attendance at Non-Seventh-day Adventist Institutions

Education personnel who are authorized to attend non-Seventh-day Adventist institutions, if the necessary courses or programs are not available at La Sierra University or Pacific Union College, may receive reimbursement for mileage or the lowest air fare, whichever is less, plus tuition and fees. No additional salary is granted for attendance at summer school.

An employee who elects to enroll in courses or programs at non-Seventh-day Adventist institutions for reasons of convenience or choice is not to receive assistance on tuition or fees.

D. Authorization for School Attendance

Education personnel who plan to attend La Sierra University or Pacific Union College with the exception of financial assistance on expenses must have written authorization prior to registering for courses or programs.

Elementary and junior academy personnel are to receive approval from the local conference office of education.

Secondary school personnel are to receive approval from the secondary school principal. Board approval must be obtained for attendance at a college or university outside the union.

The authorization is as follows:

1. Attendance at La Sierra University or Pacific Union College

The school attendance authorization form is to be completed prior to registration at either La Sierra University or Pacific Union College. This form is available from the principal or the local conference office of education. The form is to be returned to the local conference office of education.

2. Attendance at a Seventh-day Adventist Institution Outside of the Union

A certificated employee from another union newly employed in the union who is currently enrolled in a study program elsewhere, may, upon board approval, be permitted to complete work where enrolled if a transfer would entail hardship or a loss of credit. In such a situation, the employee is to receive benefits from the employing organization equal to those granted to personnel enrolled at La Sierra University or Pacific Union College.

Written authorization including information on any financial assistance that will be granted is to be received prior to registration.

E. Financial Assistance at La Sierra University and Pacific Union College

1. Tuition and fees

Tuition and fees for courses, including workshops and seminars are covered by the annual appropriation from the union.

2. Mileage

A mileage allowance will be granted for one round-trip by the most direct route to either La Sierra University or Pacific Union College based on the current mileage rate. This is to be paid by the employing organization [with the exception of Hawaii].

Employed personnel may earn academic credit for student teaching under the following conditions:

A. Purpose

The purpose of the student teaching in-service program is to assist an employed teacher-candidate who has completed a baccalaureate degree and all of the requirements for the Seventh-day Adventist Basic Teaching Certificate and/or the California Preliminary Credential except student teaching. The Student Teaching In-service Program is offered in cooperation with the union as a service to a limited number of applicants.

B. Prerequisites

1. Completion of a baccalaureate degree.
2. Completion of all credential requirements, with the exception of student teaching, and grades at or above the required GPA, as stated in the bulletin of the college or university granting the student teaching credit.
3. Admission into the teacher education program at La Sierra University or Pacific Union College.

C. Procedure

1. The employed teacher is to present a written request for the student-teaching in-service program to the principal, who will submit it with recommendations to the local conference office of education. A teacher in a small school where there is no principal will submit the request directly to the local conference office of education.
2. All requests will be evaluated by the local conference office of education. If approved, it will be forwarded to La Sierra University School of Education or Pacific Union College Department of Education.
3. The request forwarded from the local conference office of education will be processed by La Sierra University School of Education or Pacific Union College Department of Education. Notification of the action taken will be sent to the local conference office of education.
4. When approval is granted, the college or university will inform the applicant of registration procedures, including payment of tuition and fees.
5. Requests for student-teaching in-service are to be submitted to Pacific Union College Department of Education or La Sierra University School of Education by June 1 for the Fall Quarter and December 1 for the Spring Quarter.

D. Supervision

1. La Sierra University School of Education or Pacific Union College Department of Education designates a coordinator.
2. The local conference office of education, in consultation with the principal and college/university coordinator, designates a qualified individual as the on-site supervisor.
3. Qualifications of the on-site supervisor include:
 - a. Successful teaching experience.
 - b. Possession of a valid denominational Standard or Professional Certificate and/or State Credential.
4. Duties of the on-site supervisor include:
 - a. Attendance at an orientation program planned by the respective college or university, if requested by higher education.
 - b. Regular reports to the college/university coordinator regarding progress of the in-service student teacher.
 - c. Maintaining a schedule for weekly classroom supervision.
 - d. Counseling and advising the in-service student teacher.
5. An on-site supervisor currently employed by the school is to be given release time to meet the responsibilities as specified by the higher education institution responsible for granting the credit.
6. The college/university coordinator is to make bi-monthly visits during the student teaching in-service program to evaluate and supervise the work of the in-service student teacher. This shall include a coordinator-teacher conference outside of class time.

7. Final evaluation and assignment of a grade for the student teaching in-service program is the responsibility of the college/university coordinator and is to be determined after consideration of the recommendations of the on-site supervisor.

E. Course Requirements

The in-service student teacher will:

1. Cooperate with the supervisor in a preassessment to determine specific needs of the program and to develop objectives and long-range plans.
2. Maintain long-range and daily plans for approval by the supervisor and coordinator.
3. Maintain a file of class materials such as tests, work sheets, learning center materials, samples of students' work, etc., for the supervisor to review.
4. Submit a report for at least one professional activity approved by the coordinator in areas such as, but not limited to:
 - b. Classroom organization.
 - c. Discipline.
 - d. A specific curriculum area.
 - e. Teaching the handicapped, slow learner, gifted.
 - f. Child psychology.
 - g. Human relations.
 - h. Others as approved.
5. Participate in an orientation seminar if required by the higher education campus.
6. Meet the requirements as specified by the higher education institute granting credit.
7. Maintain weekly log, if required to do so, which is a summary of the learning gained in the program. The form for this will be provided by the college/university coordinator at the beginning of the student-teaching internship.

F. Financial Arrangements

1. The financial plan for a teacher employed as an in-service student teacher includes the following provisions:
 - a. Payment of regular tuition prior to admission to the in-service student teaching.
 - b. Expenses for attending the mid-term seminar at the college/university.
 - c. Coordinator's travel (board and room costs of the coordinator, if necessary) for any mileage over 50 miles from the higher education campus.

2. The employer is responsible for:
 - a. Costs incurred for the substitute teachers.
 - b. Cost of transportation, board and room for the on-site supervisor attending the orientation session held by the institute of higher education.
 - c. Transportation expenses for an on-site supervisor who is not denominationally employed.

3. The higher education institution is responsible for:
 - a. Salary and work load assignment of the coordinator.
 - b. Cost of transportation for visits by the coordinator to the in-service site up to a radius of 50 miles.
 - c. Cost incurred due to absence of the coordinator from campus duties.
 - d. Stipend paid to the on-site supervisor.

4. Amortization

Upon completion of the course, the intern-teacher is obligated for expenses, other than salary, incurred by the school and/or local conference in providing for the student teaching in-service. These expenses will be amortized by completion of two years of full-time teaching immediately following the school year during which the course was completed, at the rate of 50 percent per year.

A. Definition

The sabbatical summer leave is defined as the time during the summer recess when an employee who qualifies is granted released time for travel and/or study while being retained on the payroll at full salary.

B. Approval for Sabbatical

The sabbatical must be approved by the employer.

C. Criteria for Approval

Full-time certificated personnel employed by a local conference or secondary school on the 52-week employment plan may submit an application to the employer for a sabbatical summer leave, provided

1. The applicant has served satisfactorily for six consecutive years, or multiples of six years, for the same employing organization on the 52-week employment plan. Exceptions to this policy may be negotiated when a transfer is made between schools within the local conference.

A25-116 Sabbatical Summer Leave (Cont'd)

2. The applicant agrees to return for a minimum of one year of service following the summer sabbatical.
3. The applicant holds a Standard, or higher, denominational certificate. This certificate may have been acquired during the six years, but must be completed before the employee becomes eligible.

D. Responsibility for Unamortized Expenses When an Employee Transfers

A calling organization must reimburse, in full, the present employer for all sabbatical leave expenses if an employee is called before completing the one-year of service following the sabbatical.

A25-120 Deans' Leave and Vacation Time

Secondary school principals shall arrange for full-time residence hall deans to be relieved from duties on the regularly scheduled weekend leaves, or for corresponding time the weekend before or after the scheduled leave. The weekend of Christmas or New Year's vacation shall be considered a weekend leave as well as the weekend of spring vacation. (A weekend leave is generally considered a three day weekend, Friday through Sunday.)

When the Christmas recess and spring vacation are taken as vacation time, this is to be counted as two weeks of the total annual earned vacation time.

Schools that do not have need for a dean during the summer months may employ a dean on the 42-week schedule. Release time for weekend leaves will follow the same policy as those employed on the 52-week schedule.

A25-124 Leaves

For information regarding employee leaves such as: bereavement, jury duty, family and medical, leave of absence, personal, or sick, refer to the local conference policy.

A25-128 Calls for Education Personnel

The following protocols relate to the contacting of and/or placing calls to education personnel.

An educational institution or local conference that may have interest in placing a call for an education 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 education employee, the prospective employee's current administrator or local 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 *NAD Working Policy E 45 72*.

A25-128 Calls for Education Personnel (Cont'd)

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

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

A25-132 Transfer of Teacher During Summer

- A. A calling organization is responsible for obtaining information regarding an employee's financial indebtedness with the current employing organization.

See Section F17-124 for procedures.

- B. If a teacher transfer occurs during the summer (as permitted by the employing organization), salary and summer school expenses, if any, are to be assumed by the calling organization. The former organization will carry the salary until a transfer date is agreed upon by the two organizations. Salary for the new school year which has been advanced is to be reimbursed to the former employing organization.

A25-136 Teaching Certificate

- A. Denominational Certification

Denominational certification is the process whereby a person is recognized to be academically and professionally qualified to teach in Seventh-day Adventist schools. A teaching certificate with its endorsement(s) indicates that the individual has completed the qualifying requirements to practice the professional instruction of children and youth in a Seventh-day Adventist school setting.

Qualifying for the appropriate certificate and maintaining it through continued professional preparation and growth is the responsibility of a professional educator.

The NAD Board of Education establishes certification requirements for education personnel.

Implementing the certification policy is the responsibility of the NAD office of education. It delegates to the union offices of education the authority to issue certificates in its behalf to education personnel who meet the requirements. All teaching certificates are issued through the union office of education.

Details regarding certification are contained in the booklet *K-12 Educators' Certification Manual for North American Division*. A copy of this booklet is available from the local conference office of education.

A25-136 Teaching Certificate (Cont'd)

B. Suspension or Revocation of a Teaching Certificate

A certificate may be suspended or revoked by the union board of education for any cause which is grounds for dismissal or when a contract is prematurely terminated without the consent of the employer. Details regarding revocation of the teaching certificate are included in Section E10-188.

A25-140 Denominational Classification and Licensing

In addition to being professionally certificated, educators also receive denominational credentials and licenses.

Denominational employees shall be classified and accredited by the employing organization according to the categories listed below. No person shall be included in more than one category at the same time.

A. Certificated Educational Personnel-Ministerial Employees - Ordained, Commissioned and Licensed

Full-time certificated administrative and instructional personnel may be issued a credential or license when the provisions for a ministerial credential or license are met. [See *NAD Working Policy E 05 10*, "Ministerial Employees - Ordained, Commissioned and Licensed."]

B. Certificated Educational Personnel - Non-ministerial

1. Criteria

a. Commissioned Ministry of Teaching Credential

Issued to teachers and other professional educators with a life-long commitment to and significant experience in the Seventh-day Adventist ministry of education, usually not fewer than six years, with demonstrated proficiency in assigned responsibilities. Such teachers and professional educators will also to exhibit Christian responsibility for nurturing and leading souls to Christ, for consistently upholding Christ as the focal point of all curriculum and instruction, and for demonstrating positive interpersonal relationships, thus providing an environment of social, spiritual, and emotional stability.

b. Commissioned Ministry of Teaching License

Issued to licensed/certificated teachers/educators with not fewer than three years of satisfactory service, who have demonstrated a commitment to long-term service in the Seventh-day Adventist ministry of education, who support the fundamental beliefs of the Church, and are in regular standing in the Church, and who practice a Seventh-day Adventist lifestyle.

c. Ministry of Teaching License

Issued generally to entry level teachers or teachers initiating work within the Seventh-day Adventist ministry of education. This is a provisional status for all newly employed Seventh-day Adventist teachers.

2. Procedures

a. Candidates eligible for Ministry of Teaching credentials and licenses shall be reviewed and recommended by the respective employing boards to the appropriate issuing authority.

b. Employees holding a Commissioned Ministry of Teaching License, may be eligible for the Commissioned Ministry of Teaching Credential after five years of satisfactory full-time service.

c. An appropriate commissioning service be conducted when an employee is granted a Commissioned Ministry of Teaching Credential.

3. Renewal

After the initial period of approval, renewal of such credentials and licenses shall be in harmony with the provisions of *NAD Working Policy E 10*.

C. Classified School Personnel

1. Missionary Credential

Issued to employees with significant experience in denominational service, usually not less than five years, who demonstrate proficiency in the assigned responsibilities and whose remuneration is at approximately the maximum in the assigned category in the denominational remuneration scale. These may include regularly employed classified school employees.

2. Missionary License

Issued to employees with limited experience (less than five years) including regularly employed classified school employees.

A. Statement of Policy

Conflict of interest shall mean any circumstance under which an employee or volunteer by virtue of financial or other personal interest, present or potential, directly or indirectly, may be influenced or appear to be influenced by any motive or desire for personal advantage, tangible or intangible, other than the success and well-being of the denomination.

Because of the common objectives embraced by the various organizational units and institutions of the Seventh-day Adventist Church, membership held concurrently on more than one denominational committee or board does not of itself constitute a conflict of interest provided that all the other requirements of the policy are met. While serving as an officer, trustee, or director of multiple denominational entities is thus acknowledged and accepted, an officer, trustee, or director serving on an organization's board is expected to act in the best interest of the organization and its role in denominational structure.

A conflict of commitment shall mean any situation which interferes with an employee's ability to carry out duties effectively. Elected, appointed, or salaried employees on full-time assignment are compensated for full-time employment; therefore, outside or dual employment or other activity, whether compensated or not, that in any way interferes with the performance of an employee's duties and responsibilities is a conflict of commitment. A conflict of commitment also exists in situations where an employee functions contrary to the values and ethical conduct outlined in the organization's statement of ethical foundations and conduct or when an employee functions contrary to established codes of ethical conduct for employees in particular professions (e.g. legal, investments).

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

B. Conditions Constituting Conflict

A trustee, officer, 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. The following list, though not exhaustive, describes circumstances and conditions that illustrate conflict of interest or commitment:

1. Engaging in outside business or employment that encroaches on the denominational organization's call for the full services of its employees even though there may be no other conflict.
2. Engaging in business or employment that is in any way competitive or in conflict with any transaction, activity, policy, or objective of the organization.
3. Engaging in any business with or employment by an employer that is a supplier of goods or services to any denominational organization.
4. Making use of the fact of employment by the denominational organization to further outside business or employment, associating the denominational organization or its prestige with an outside business or employment or using one's connection to the denomination to further personal or partisan political interests.
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 party, excluding financial institutions, who is a supplier of goods or services or lending to/borrowing from a trustor or anyone who is in any fiduciary relationship to the denominational organization or is otherwise regularly involved in business transactions with the denominational organization.
7. Accepting or offering of any gratuity, favor, benefit, or gift or of any commission or payment, monetary or non-monetary, of greater than nominal value, in connection with work for the denominational organization other than the compensation agreed upon between the denominational organization and/or the employee.
8. Making use of or disseminating, including by electronic means, 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. Expending 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.
12. Employees shall not accept loans from church members or churches.

C. Statement of Acceptance

1. By Employees

At the time of initial employment an employee shall sign a statement indicating acceptance of the conditions of employment as outlined in the organization's employee handbook. This acceptance shall constitute the employee's declaration of compliance and resolve to remain in compliance with the conflict of interest and/or commitment policy. On an annual basis the employer shall provide 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.

2. By Administrators, Department Directors and Trustees

The administrator or designee, of the organization concerned shall receive annually a statement of acceptance and compliance with the policy on conflict of interest and/or commitment from each administrator, department director, member of the board, and any other person authorized to handle resources of the organization. (The employing organization may determine that other individuals shall also be required to submit annually a statement of acceptance and compliance.) 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.

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

D. Reporting Potential or Actual Conflicts of Interest or Commitment

All present and potential conflicts of interest must be disclosed:

1. If known, in advance of any meeting, business transaction, or other activity at which the issue may be discussed or on which the issue may have a bearing on the person's approach to the issue, whether directly or indirectly; or
2. If not known in advance, when the actual, possible, or potential conflict becomes apparent. Disclosure must be made to the person in charge of the meeting or activity and to the full meeting, or to the person's supervisor, as appropriate. The person should leave the room or situation to avoid participation in all discussion or deliberation on the issue, and voting. All such actions should be recorded in any minutes or records kept. Following full disclosure of the present or potential conflict, the board or equivalent group may decide that no conflict of interest exists and invite the participation of the person.

This policy establishes a process which is self-identifying. However, third parties may report alleged conflicts in writing with supporting documentation, to an officer of the organization concerned if the employee fails to disclose a conflict or does so inadequately. The source of the third party reports shall be held in confidence by the recipient unless it is required to divulge the information pursuant to a court order or if there is indication that the report is fraudulent or made with malicious intent.

E. Review Process for Conflicts of Interest and/or Commitment

The officer or human resource/personnel office that receives the report of potential conflict shall inform the employee's supervisor and shall have the matter reviewed by the appropriate employing authority or by the committee assigned to review such matters. If the disclosure has come from a third party, the officer or human resource/personnel office shall inform the employee concerned and shall give the employee an opportunity to submit any information which may help in the review of the reported conflict. The decision of the employing authority or review committee as to whether or not a conflict exists shall be communication to the employee in writing.

F. Sanctions for Noncompliance

Noncompliance includes failure to:

1. Comply with this policy;
2. Report accurately on the disclosure form;
3. Comply with decisions made by the employing authority or review committee as a result of reported potential or actual conflicts of interest and/or commitment.

Noncompliance may result in disciplinary action, up to and including termination from employment. Termination from employment shall be processed in harmony with existing policies.

G. Model Statement of Acceptance

See *NAD Working Policy E85-40* for the "Model Statement of Acceptance".

Records Management – A26

A26-104 School Records

A. Records Management

The normal operation of the school results in the production and the accumulation of a large volume of files and records of varying degrees of administrative and historical value. In order to preserve documents of permanent value and to avoid the unnecessary preservation of unneeded materials, each school will find it advantageous to establish a records management system.

The principal and/or designee should evaluate the legal, financial, and cultural worth of various types of files and records. Corporate papers and board minutes not only tell the history of an organization, but may be called upon in case of litigation. Many other documents and general files that seem to be of little value beyond the initial retention period grow rapidly in historical value as time passes and may serve future administrators in re-studying issues and problems.

B. Records Retention

1. Each school should establish a records center, that is, a storage place to protect documents from fire, deterioration and unauthorized access.
 - a. The record center should have non-current documents or files designated for either short term or permanent storage. The record center should not be used for the storage of current files, that is, those that are consulted several times a year in a normal course of business.
 - b. Documents and files stored in the records center awaiting later destruction shall be boxed in such a way as to make clear the dates of destruction under the provision of a records retention schedule approved by the local conference office of education.
 - c. Documents and files considered to be permanent, may be kept in hard copy or microform at the discretion of the local conference office of education. Storage may be in the same storage facility with less permanent items, but should be physically separated and clearly labeled.

2. The following retention schedule should be used for the specific types of school records listed.

a. Student Permanent Records

These records are to be kept indefinitely. See Section A26-108 for description of what constitutes the student permanent records.

b. Student Cumulative Record

(1) Grades K-8

The cumulative record for an elementary school student that has not been transferred to another school may be destroyed after the date the student would normally graduate from grade 12.

(2) Grades 9-12

The cumulative record for a student in grades 9-12 is to be kept for five years beyond the year when the student did or should have graduated from grade 12.

c. Teacher Grade Books or Equivalent Record

Teacher grade books or equivalent records should be kept as follows:

(1) Grades 1-8 - A minimum of one year.

(2) Grades 9-12 - A minimum of seven years. The local conference office of education or the secondary school board should adopt a policy regarding the status of the class record/grade books or equivalent record beyond the years stated above.

d. Vital School Records

These records are to be kept indefinitely. These include, but are not necessarily limited to; articles of incorporation, constitutions and by-laws, minutes of boards or governing committees, property records and other legal documents.

e. Historical Materials

The materials that have historical significance include, but are not necessarily limited to: faculty and committee minutes, school bulletins, student publications, class composite pictures.

A26-104 School Records (Cont'd)

C. Discontinued Schools - Permanent Records

The local conference office of education is responsible for the preservation of all records of discontinued schools.

If a new elementary school, junior academy, or secondary school succeeds one that is discontinued, the old records are to be transferred to the new school, otherwise, such records are to be transferred to the local conference office of education.

A26-108 Permanent Record - Student

A. Contents

A permanent record is to be established for each student. The record is to include name, date and place of birth, gender, scholarship, attendance, parent information and verification of immunizations or waiver. The individual permanent record is to be available only to authorized personnel, the parents and the student.

B. Location of the Student Permanent Record

1. Elementary School and Junior Academy

All student permanent records, i.e., the *School Register* of elementary schools and junior academies, are to be kept by the local conference office of education, including those of a secondary school - associated elementary schools.

2. Secondary School

The permanent records of secondary school students are to be kept by the respective school.

3. Discontinued Schools

The permanent student records of discontinued schools are to be transferred to the local conference office of education. [See Section A26-104.C.]

A26-112 Cumulative Record - Student

A. Purpose and Location

A cumulative record is to be maintained for each student. A student's cumulative record is to be readily available and accessible only to authorized personnel, the student, and the student's parents. The cumulative records should be kept in a fire-resistant safe or vault.

B. Contents

1. Elementary School, K-8

Cumulative record folders are supplied by the local conference office of education. Cumulative folders must contain the following items:

- a. ITBS/ITED scores
- b. Photo of student
- c. Yearly progress report
- d. Reading record card
- e. Health Exam including inoculation record
- f. Record of recommendation for retention, acceleration, special education
- g. Verification of place and date of birth

2. Grades 9-12

The cumulative record for each student should contain the records that the administration considers necessary for the proper guidance of the student.

C. Transfer of Cumulative Record

When a student transfers to another school, either Seventh-day Adventist or public, the cumulative record, or a copy thereof, shall be transferred to the school where the student intends to enroll upon written request of the student or parents if the student is under 18 years of age. [See Section A26-120.]

A26-116 Health Records - Student

A school health record for each student is to be maintained in the health folder. 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 school administrator and school board.

A26-120 Access to Student Records

Parents of currently enrolled or former students and students 18 years or older have the right of access to the cumulative and permanent student records maintained by the school relating to the children in the family or the individual student.

Each local conference shall adopt procedures to grant requests by parents to inspect and review records during regular school hours. Access shall be granted no later than five days following the date of the request. The procedures shall include notification to the parent of the location of all official student records, if not centrally located, and providing qualified certificated personnel to interpret records where appropriate.

General Administrative Policies – A27

A27-104 Major Fund Raising Projects

Major fund raising projects are to have local school board approval.

A27-108 Safety of Students on Campus

A. Drills

Safety drills should be effectively conducted within the first two weeks of the school year, then as follows:

1. Fire Drills

Elementary – at least one each month
Junior High – at least once each quarter
Secondary – at least once each semester

2. Earthquake Drills

Elementary and Junior High – at least once each quarter
Secondary – at least once each semester

3. Lockdown Drills – at least once each semester

Additional drills should be practiced as mandated by state laws and local ordinances.

B. Disaster/School Crisis Preparedness

Each school shall have an annually updated Disaster/School Crisis Plan in place and should review it with staff at the start of each school year. Ensure that the plan addresses traditional crises and emergencies, such as natural disasters, fires, school shootings and accidents, as well as biological, radiological, chemical, and other terrorist activities. It shall address four major areas: prevention/mitigation, preparedness, response, and recovery.

A27-108 Safety of Students on Campus (Cont'd)

C. First Aid Equipment and Emergency Supplies

Every classroom should have a small first aid kit containing supplies regularly used in the classroom throughout the year. Some emergency supplies should also be kept in each classroom. Additionally there should be a cache of supplies (water, first aid, sanitation supplies, tools, food, etc.) for the whole school.

See supply lists recommended by the Red Cross at:
www.redcross.org/disaster/masters/supplies.html.

A majority of the teachers in each school should have current First Aid and CPR certification.

A27-112 Labor Laws and Work Permits

All employing organizations shall comply with state and federal regulations governing the employment of minors.

A27-116 Flight Safety

Schools operating flight training programs shall conform to the *NAD Working Policy*.

A27-120 School Bus Safety and Operations

- A. The definition of church, camp, and school buses includes all vehicles designed for nine or more passengers, excluding the driver.
- B. Buses shall be used only for official activities of the Seventh-day Adventist Church and shall not be loaned, leased, or rented to individuals or nondenominational organizations.
- C. Pre-1977 buses shall not be purchased or otherwise obtained. It is recommended that currently owned pre-1977 buses should be removed from the fleet. [See *NAD Working Policy* S 60 31.]
- D. The maintenance of school buses and the driver qualifications shall meet state regulations.

A27-124 Identification of "Seventh-day Adventist" Institutions

Denominationally-owned and operated educational institutions in the union should identify themselves as Seventh-day Adventist institutions.

Privately-owned institutions are to refrain from the use of denominational names such as "Seventh-day Adventist," "SDA" or "Adventist" in nomenclature and promotion.

A Preamble

The schools shall strive to protect the safety and health of students.

The evidence is overwhelming that the risk of transmitting infectious blood borne disease, including but not limited to human immuno-deficiency virus (HIV), acquired immuno-deficiency syndrome (AIDS), and Hepatitis B and C, is extremely low in school settings when current guidelines are followed. The presence of a person living with or diagnosed with a blood borne infection poses no significant risk to others in school or school athletic settings.

The Christian response to someone with an infectious, blood borne disease should remain personal, compassionate, helpful, and redemptive.

B. School Attendance

A student with an infectious, blood borne disease shall be given the same opportunity to attend school as any other student, and will be subject to the same rules and policies. Any decision that would affect a student's attendance or participation in any school-sponsored activity shall be based on the same criteria as for any other chronic health problem and shall be made in consultation with the student's physician and parent or guardian and shall respect the student's and family's privacy rights.

C. Employment

The schools of the union do not discriminate on the basis of HIV infection or association with another person with HIV infection. In accordance with the Americans with Disabilities Act of 1990, an employee with an infectious, blood borne disease is welcome to continue working as long as able to perform the essential function of the position, with reasonable accommodation.

D. Privacy

Pupils or staff members are not required to disclose HIV infection status or any other medical information to anyone in the educational system. HIV antibody testing is not required for any purpose.

All personal health information, including that related to blood borne infections, is confidential. No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed, and dated consent of the person with HIV infection (or the parent or legal guardian of a minor). The written consent must specify the name of the recipient of the information and the purpose of the disclosure.

All health records, notes, and other documents that reference a person's HIV status will be kept under lock and key. Access to these confidential records is limited to emergency medical personnel and to those whose names appear in written permission from the person (parent or legal guardian). Information regarding HIV status will not be added to a student's permanent educational or health record.

E. Infection Control

All employees are required to consistently follow infection control guidelines in all settings and at all times, including playgrounds and field trips. Schools will operate according to the standards promulgated by the U.S. Occupational Safety and Health Administration (US-OSHA) for the prevention of blood borne infections. Equipment and supplies needed to apply the infection control guidelines will be maintained and kept reasonably accessible.

A school staff member is expected to alert the person responsible for health and safety issues if a student's health condition or behavior presents a reasonable risk of transmitting an infection.

If a situation occurs at school in which a person might have been exposed to an infectious agent, such as an instance of blood-to-blood contact, school authorities shall counsel that person (or if a minor, alert a parent or guardian) to seek appropriate medical evaluation.

F. HIV and Athletics

School authorities will make reasonable accommodations to allow students living with HIV infection or other infectious blood borne diseases to participate in school-sponsored physical activities. General health, not HIV status, will help determine a student's eligibility for participation in athletic activities.

Physical education teachers and athletic program staff will be instructed in first aid and injury prevention, including implementation of infection control guidelines.

G. HIV Prevention Education

The goals of HIV Prevention education are to promote healthful living and discourage the behaviors that put people at risk of acquiring infectious blood borne diseases. The educational program will:

1. Be taught at every grade level, 7 through 12.
2. Be consistent with Seventh-day Adventist standards.
3. Follow content guidelines prepared by the Centers for Disease Control and Prevention.
4. Build knowledge and skills from year to year.
5. Stress the benefits of abstinence from sexual activity and drug use.
6. Include accurate information on reducing risk of infectious blood borne diseases.
7. Address students' personal concerns.
8. Involve parents and families as partners in education.

Parents and guardians will be given opportunity to preview curricula and materials to be used in instruction of infectious blood borne disease prevention. If a parent or guardian submits a written request to a principal that a student not receive instruction in specific infectious blood borne disease prevention topics at school, the student shall be excused without academic penalty.

A27-128 Infectious Blood Borne Diseases Policy (Cont'd)

H. Hepatitis B Vaccination

Any employee considered to be at risk of acquiring Hepatitis B due to an occupational exposure to blood borne pathogens, will be given opportunity to be vaccinated with Hepatitis B vaccine at no charge to the employee.

If an exposure to blood borne pathogens should occur, a comprehensive post-exposure evaluation and follow-up process will be followed to ensure that employees receive the best and most timely treatment.

A27-132 Infectious Blood Borne Diseases Policy for Employees

See the following for the policy related to Infectious Blood Borne Diseases for employees.

A. Infectious Blood Borne Diseases Policy - Certificated Personnel

See Section E10-196.

B. Infectious Blood Borne Diseases Policy - Classified Personnel

See Section E18-152.

Curriculum Grades K-12

C10-104	Definition of Curriculum
C10-108	Spiritual Activities

General Provisions Grades K-12

C11-104	Patriotic Activities
C11-108	Home Visitation
C11-112	Student Organizations
C11-116	School-Sponsored Public Functions
C11-120	Graduation Honors
C11-124	Annual School Calendar
C11-128	Teacher-Student Contact Day
C11-132	<i>Guidelines for Activities with Elements of Competition</i>
C11-136	Statement on the Teaching of Literature in Seventh-day Adventist Schools
C11-140	Statement on Seventh-day Adventist Philosophy of Music
C11-144	Procedure for Establishing Innovative Programs
C11-148	Distance Education
C11-152	Approval of Innovative and/or Alternative Programs
C11-156	Classification of Curriculum Materials
C11-160	Integration of Technology Into the Classroom – Definition

Library and Instructional Media Center Grades K-12

C12-104	Library and/or Media Center Facilities
C12-108	The Librarian
C12-112	Library and Instructional Media Budget
C12-116	Library Collection
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Instructional Technology Grades K-12

C13-104	Definition and Resources of Instructional Technology
C13-108	Instructional Technology Coordinator
C13-112	Instructional Technology Budget
C13-116	Hardware
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C13-124	Network
C13-128	Integration
C13-132	Technology Plan
C13-136	Acceptable Use Policy
C13-140	Staff Development
C13-144	Distance Education
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Elementary School Curriculum

C14-104	Subject Areas
C14-108	Small Schools
C14-112	Secondary Correspondence Courses Supervised by an Elementary Teacher
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Elementary School Admission and Placement of Students

C15-104	Admission Policies
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C15-116	Approval Procedure for Acceleration of a Student
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Elementary School Evaluating, Recording, and Reporting of Student Progress

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C16-108	Forms for Reporting Student Progress
C16-112	Alternate Forms – Procedures for Approval
C16-116	Parent-Teacher Conferences
C16-120	Standardized Achievement Tests
C16-124	School Register
C16-128	Recommended Summer Retention

Elementary School General Provisions

C17-104	Daily Class Schedule
C17-108	Weekly Time Requirements
C17-112	Minimum School Day
C17-116	Subject Alternation Schedule
C17-120	Opening and Closing Reports
C17-124	Textbook Selection and Use
C17-128	Authorization for Alternate Textbooks, K-8
C17-132	Teaching Assignment and Load

Junior Academy Curriculum

C18-104	Specific Provisions for the Junior Academy
C18-108	Authorization for Curriculum
C18-112	Junior Academy Curriculum – Interim Reports
C18-116	Basic Curriculum for Grades 9 and 10
C18-120	Subject Alternation Schedule Grades 9 and 10

Junior Academy Admission, Evaluation and Reporting of Student Progress

C19-104	Admission Requirements
C19-108	Reporting Periods
C19-112	Scholarship Reports
C19-116	Transcripts
C19-120	Standardized Achievement Testing Program
C19-124	Purposes of Standardized Tests

Junior Academy General Provisions

C20-104	Semester Period Unit of Credit
C20-108	Class Time Requirements
C20-112	Length of School Week
C20-116	Minimum School Day
C20-120	Biological Science
C20-124	Earth Science
C20-128	Modern Language Courses – Teacher Endorsement Requirements
C20-132	Textbook Selection and Use
C20-136	Authorization for Use of Alternate Textbooks 9-12
C20-140	Teacher Load
C20-144	Proficiency (Basic Competency) Requirements
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Grades 9-12 Curriculum

C21-104	Definition of Curriculum
C21-108	Subject Areas – Grades 9-12
C21-112	Innovative and/or Alternative Programs
C21-116	Flight Training Programs
C21-120	Secondary Curriculum Review Committee – Membership
C21-124	Secondary Curriculum Review Committee – Responsibilities
C21-128	Subject Alternation Schedule Grades 11 and 12

Grades 9-12 Admission of Students

C22-104	Admission Policies and Requirements for Secondary School Students
C22-108	Admission of Non-Adventist Students
C22-112	Evidence of Completion of Elementary School Requirements
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Grades 9-12 Definition of Class Status

C23-104	Freshman Class
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C23-112	Junior Class
C23-116	Senior Class
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Grades 9-12 Evaluation, Recording and Reporting of Student Progress

C24-104	Evaluation and Reporting of Student Progress
C24-108	Grade-Point Average System
C24-112	Alternative Reporting Systems
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C24-120	Music Instruction Credit
C24-124	Student Attendance Records
C24-128	Recording Proficiency (Basic Competency)
C24-132	Religion Course Titles
C24-136	Standardized Achievement Testing Program

Grades 9-12 Graduation Requirements

C25-104	Graduation Requirements, Minimum
C25-108	Waiver Provision – Subject-area Graduation Requirement
C25-112	Criteria and Guidelines for Implementation of the Waiver Provision
C25-116	Residence Requirements
C25-120	Completion of Course Requirements
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C25-132	Proficiency (Basic Competency) Requirements
C25-136	Guidelines for Implementation of Proficiency (Basic Competency) Requirements
C25-140	Graduation Requirements for Schools Establishing Performance-based Programs
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Grades 9-12 Correspondence, Extension and Other Special Curriculum Plans

C26-104	Correspondence Courses for Secondary Credit
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C26-112	Summer School Classes
C26-116	Tutoring
C26-120	Credit by Proficiency Examination
C26-124	Credit by Independent Study
C26-128	Credit Transfer from Home Schools, Non-Accredited Schools, Non-Approved Correspondence Schools
C26-132	Dual Secondary/College Credit [New Policy 11/2008]

Grades 9-12 Academic Placement

C27-104	The Twelfth-year Program
C27-108	Opportunities to Earn College/University Credit
C27-112	Extension Courses for College/University Credit
C27-116	Early Graduation
C27-120	California High School Proficiency Examination
C27-124	Advanced Placement and/or Honors Courses

Grades 9-12 Co-Curricular Activities

C28-104	Definition
C28-108	Student Officers
C28-112	School Publications
C28-116	Class Organizations
C28-120	Class Will and Prophecy
C28-124	Clubs and Special Groups
C28-128	Student Association

Grades 9-12 General Provisions

C29-104	Definition of Semester Period
C29-108	Minimum School Day
C29-112	Class Time Requirements
C29-116	Teacher Load
C29-120	Secondary Textbook List

Curriculum Grades K-12 – C10

C10-104 Definition of Curriculum

Curriculum taught in NAD Seventh-day Adventist schools is based on the Word of God, is rooted in the belief that God created us with minds that can grasp spiritual and intellectual truths, and places first leading the student to accept Christ as personal Lord and Savior. With some common learning as a core, it is a dynamic, evolving, emerging plan for the education of children and youth in terms of physical, mental, spiritual, and social needs, in a continuously changing local, national, and world community. The curriculum stresses educating students for life of worship, growth and service, places a high estimate on the worth of the individual student, and dictates that Seventh-day Adventist Christian values be developed in every subject at all grade levels.

The Seventh-day Adventist system of education defines curriculum as all learning experiences, both formal and informal, recognizing the value of integrating the home, school, and church. The Adventist curriculum is developed by integrating spiritual values with rigorous academic standards for all content areas.

The goals for curriculum in Seventh-day Adventist schools are included in the *Journey to Excellence* framework developed by the NAD.

1. Acceptance of God - Each student will surrender one's whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one's life.
2. Commitment to the Church - Each student will desire to know, live, and share the message and mission of the Seventh-day Adventist Church.
3. Interpersonal Relationship - Each student will develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.
4. Responsible Citizenship - Each student will develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others, and accept responsibility for local, national, and global environments.
5. Healthy Balanced Living - Each student will accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.
6. Intellectual Development - Each student will adopt a systematic, logical, and biblically-based approach to decision-making and problem-solving when applied to a developing body of knowledge.
7. Communication Skills - Each student will recognize the importance of effective communication and develop the requisite skills.
8. Personal Management - Each student will function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.

C10-104 Definition of Curriculum (Cont'd)

9. Aesthetic Appreciation - Each student will develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.
10. Career and Service - Each student will develop a Christian work ethic with an appreciation for the dignity of service.

Curriculum materials prepared under the sponsorship of and adopted by the NAD and union offices of education are basic to the structure for learning experiences.

C10-108 Spiritual Activities

Spiritual activities are an essential part of Seventh-day Adventist education. Spiritual activities include events such as:

- A. Weeks of Spiritual Emphasis
- B. Spirit of Prophecy Emphasis
- C. Student Bible Study and Prayer Groups
- D. Chapels and Assemblies
- E. Vespers
- F. Student-led Church Services
- G. Retreats
- H. Mission Trips
- I. Community Service Activities.

These activities should be organized to encourage maximum student participation. [See Section A11-120.] These activities should serve as additional opportunities for staff members to provide spiritual mentoring for students. Students should regularly be given the opportunity to make a decision for baptism and/or rededication to Jesus Christ.

General Provisions Grades K-12 – C11

C11-104 Patriotic Activities

Each school is to include patriotic activities as an integral part of the school program. This includes the flag salute, singing of the national anthem at appropriate times and the commemoration of national holidays.

C11-108 Home Visitation

Administrators should encourage and make provision for home visitation of students and parents by school staff.

C11-112 Student Organizations

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

C11-116 School-Sponsored Public Functions

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

- A. Be conducted in accordance with recognized principles of correct decorum.
- B. Conform to the standards and principles of Seventh-day Adventist schools.
- C. Be free from objectionable features in subject and in presentation.

C11-120 Graduation Honors

The designations, valedictorian and salutatorian, of a graduating class are not to be given. Graduation honors are to be based on criteria developed by the faculty and approved by the school board.

A. Union Model School Calendar

The union model school calendar is adopted annually by the union board of education and consists of the following:

1. Teacher-Student Contact Days

A total of 180 student-teacher contact days is the basic requirement. [See Section C11-128.A. for the definition of "student-teacher contact days".] Instructional activities and tours that may be counted as teacher-student contact days are listed in Section C11-128.B.

2. Related Activity Days

Related activity days as approved by the local conference office of education may be scheduled for the following: registration (one day); teachers' convention and/or in-service; teacher visitation; parent-teacher conferences. (Parent-teacher conferences may be scheduled in connection with a minimum school day.)

3. Guidelines for Exceptions

When a school or local conference desires to implement a new curricular program that requires more teacher in-service and follow-up than can be scheduled during pre- and post-sessions of the regular school year, application may be made to the local conference board of education for permission to modify the 180 teacher-student contact day requirement. The following criteria shall be used in determining eligibility for the modified yearly calendar.

- a. The request shall be for no more than a five day reduction in the number of teacher-student contact days. In no case shall the number of teacher-student contact days be less than 175.
- b. A reduction from the 180 teacher-student contact days shall be approved annually.
- c. A rationale for reducing the teacher-student contact days is to be submitted to the local conference board of education as a part of the application process.
- d. The days for the staff development activities shall be for a specifically stated, planned program.
- e. Specific dates for the staff development activities shall be requested.
- f. The planned staff development activities for each day shall be specified, including speakers or facilitators, if used.
- g. Approval for the calendar adjustment shall be approved by the local conference board of education with written notification submitted to the union office of education.

C11-124 Annual School Calendar (Cont'd)

B. Local Conference Model School Calendar

Each local conference board of education is to adopt a school calendar based on the union model.

C. Local School Calendar

Each school is to follow the local conference adopted school calendar. Proposed modification in the calendar to meet the needs of a school must be approved by the local conference board and/or office of education.

C11-128 Teacher-Student Contact Day

A. Criteria for Student-Teacher Contact Days

An official teacher-student contact day is one that meets the following criteria:

1. Planned and organized learning experiences are implemented.
2. Direction and supervision is provided by a qualified teacher.
3. Specific educational objectives and/or goals are to be achieved.
4. Student attendance is required.
5. The session is scheduled as a minimum school day subject to the following:
 - a. The session is to include four hours of instruction exclusive of the lunch period.
 - b. Approval is obtained from the local conference office of education. [See Sections C17-112, C20-116 or C29-108.]

B. Instructional Activities and Tours as Student-Teacher Contact Days

The following instructional activities and tours may be counted as teacher-student contact days if the criteria listed above are met.

1. Bible conferences
2. Outdoor school
3. Witnessing/Service activities
4. Educational field trips
5. Track and field activities
6. School picnic.

C11-132 *Guidelines for Activities with Elements of Competition*

Schools may be provided opportunities to develop potential in students for physical, mental, and spiritual acuity through activities with elements of competition. While these activities, when carefully planned and activated, may accentuate the highest Christian principles and standards, there is potential for the development of rivalry and ill-will. Contests, athletic activities, and competition for grades and honors, all are susceptible to misuse.

For guidelines in planning competitive activities, see: *Guidelines for Activities with Elements of Competition*, General Conference of Seventh-day Adventist, 1976 and/or *Guidelines for Seventh-day Adventist Athletics*, SDA-HPERA, 2003. Both publications are available from the union office of education.

C11-136 Statement on the Teaching of Literature in Seventh-day Adventist Schools

Literature in general sets forth impressions of the world, as well as aspirations, deeds, thoughts, and accomplishments, whether good or bad. Literature selected, in particular for Seventh-day Adventist schools, should lead to the development of the whole person. It may be expressed through poetry or prose; it may be factual or non-factual; it may be drawn from secular or spiritual sources. It will give a comprehensive view of the universe, help solve fundamental problems, and answer questions on the origin, nature, and destiny of man while emphasizing the true, the honest, and the beautiful.

The teaching of literature in Seventh-day Adventist schools should give primary emphasis to character building. It should transmit the spiritual ideals, beliefs, attitudes, and values of the church, and furthermore should encourage thoughtfulness, exemplary citizenship and loyal, conscientious Christianity.

C11-140 Statement on Seventh-day Adventist Philosophy of Music

God has woven music into the very fabric of creation. Because God made humans in His image, we share a love and appreciation for music with all created beings. It is one of the most effective means of impressing the human heart and soul.

Tastes in music vary greatly from individual to individual and from culture to culture. Melodies, rhythms, instruments, harmonies, lyrics and styles may vary greatly, yet the focus of the Christian should be on choosing music that is noble, uplifting, and wholesome and which appeals to both the intellect and emotions and impacts the body in a positive way.

Seventh-day Adventist music making means to choose the best and above all to draw close to our Creator and Lord and glorify him.

C11-144 Procedure for Establishing Innovative Programs

A written request must be submitted by the school to the local superintendent of schools for authorization to pursue innovative programs involving such activities as are listed in Section C11-152. For permission to institute innovative programs as listed in Section C11-152, teachers must receive authorization from the school administrator. Progress reports are to be prepared and submitted to the local superintendent of schools for evaluation.

The written request must include definitive plans outlining basic factors such as:

- A. Rationale
- B. Objectives
- C. Materials
- D. Budget
- E. Time Factor (length of trial period)
- F. Description of Course or Activity
- G. Evaluation Plans.

C11-148 Distance Education

All educational entities that provide elementary and secondary school programs and desire to offer distance education courses are required to follow the procedures listed in the document entitled "*Distance Education Policies, Standards, and Guidelines K-12*" available from NAD office of education.

C11-152 Approval of Innovative and/or Alternative Programs

Proposed innovative and/or alternative activities and programs are to be approved prior to implementation. [See Section C11-144 for the procedure for establishing innovative or alternative programs.]

- A. The following are activities which require approval of the school administration:
 - 1. Adjustments in schedules in which the basic time requirements are not altered.
 - 2. Adoption and use of supplementary materials.
 - 3. Adoption of special teaching methods.
 - 4. School in-service sessions for staff members.
- B. The following are types of activities or proposals which require local conference and/or union approval:
 - 1. Major tours and extended field trips.
 - 2. Outdoor classes or nature classes in which school is conducted at a location other than the school campus.
 - 3. Schedules that alter the basic time requirements.

C11-152 Approval of Innovative and/or Alternative Programs (Cont'd)

4. Adoption of special pupil progress reports.
 5. Use of mini-courses designed to take the place of the prescribed curriculum.
 6. Individual school-based minimum performance levels.
 7. Adoption of a curriculum plan involving the entire school or a significant segment of the school program.
 8. Adoption of any endeavor calling for extraordinary expenditures.
- C. The following plan should be used for distance learning and/or traditional courses which alter the basic 200/240 minute minimum time requirement.
1. Full semester periods of credit may be granted for competency-based courses with acceptable standards of achievement as approved by the local conference office of education in consultation with the union office of education, when these courses may not meet minimum time requirements.
 2. Competency-based course descriptions should include at least the following:
 - a. Goals for teacher(s) and students
 - b. Basic elements of the course content
 - c. Means of curriculum delivery
 - d. Assessment procedures.

Annual evaluation reports are to be submitted to and approval obtained from the local superintendent of schools for innovative and/or alternative programs to be authorized as an on-going program.

C11-156 Classification of Curriculum Materials

Curriculum materials recommended by the union curriculum committee and adopted by the union board of education are placed in classification levels. The general guidelines and a description of the classification levels for these materials are listed below.

A. General Guidelines

Materials classified in Level No. 1 are to be adopted by each local conference as basic and required for use in the schools in the union.

Adoptions or revisions of any curriculum materials are to be made only with the permission of the author(s), union(s), or local conference(s) responsible for the development of the materials.

C11-156 Classification of Curriculum Materials (Cont'd)

B. Classification Levels

1. Level #1 - REQUIRED

Materials placed in level #1 are required and are to be used in the schools in the union.

Textbooks and other instructional materials produced and/or published by the NAD office of education are placed in this classification. Curriculum guides adopted by the union are placed in this classification.

2. Level #2 - RECOMMENDED

Materials placed in level #2 are recommended for basic, supplementary, or for enrichment.

3. Level #3 - ACCEPTABLE

Materials placed in level #3 have been reviewed and are considered acceptable for use in schools in the union.

4. Level #4 - EXPERIMENTAL

Materials placed in level #4 are those which require field testing and/or use in pilot or experimental programs. These materials may be returned to the union for reclassification when testing is complete.

5. Level #5 - REFERRED

Materials placed in level #5 require revision or additional editing prior to reclassification and use in schools in the union.

6. Level #6 - NOT APPROVED

Materials placed in level #6 are not approved for use in schools in the union.

C11-160 Integration of Technology Into the Classroom - Definition

Integration of technology into the classroom is a tool for teaching and learning rather than the focus of teaching and learning. It is not merely a set of technical skills or competencies but is a constantly growing set of instructional strategies built upon learning principles. Developing this set of instructional skills will be the subject of lifelong learning for educators as technology rapidly changes and new possibilities for curriculum integration emerge.

Library and Instructional Media Center Grades K-12 – C12

C12-104 Library and/or Media Center Facilities

Each school shall have a library and/or media center which provides a collection of appropriate instructional materials selected, organized and furnished for service to students and teachers. Space allotted for the library should be large enough to accommodate an entire class. If necessary a school may need to house the library in individual classrooms.

C12-108 The Librarian

- A. Schools are to provide library services appropriate to the needs of the students.
- B. A school shall provide professional growth opportunities for the librarian. Resources may include but not be limited to:
 - 1. American Association of School Librarians (AASL) website - www.al.org/aasl.
 - 2. *School Library Journal*
 - 3. Annual state convention for school librarians.
- C. The position of librarian may include the following tasks:
 - 1. Keep the holdings of the library current.
 - 2. Be knowledgeable about the curriculum in order to provide a spectrum of materials to support classroom instruction.
 - 3. Be viewed as a teacher-librarian, categorized as a professional.
 - 4. Teach students on a regular basis about good literature by reading to students, doing book talks, etc.
 - 5. Teach students library skills.
 - 6. Teach students research techniques and research resources including print material and online databases.
 - 7. Teach students how to be information literate.
 - 8. Work in tandem in all of the above areas with the faculty and administration.

C12-112 Library and Instructional Media Budget

An annual budget is to provide for a set expenditure for each student enrolled for library resources as listed below:

- A. Elementary
A minimum of \$30.00 per student.
- B. Junior Academy
 - 1. Grades K-9 should have a minimum annual expenditure of \$750.00 or \$30.00 per student if the enrollment exceeds 25 students.
 - 2. Grades K-10 should have a minimum annual expenditure of \$1,500.00 or \$30.00 per student if the enrollment exceeds 50 students.
- C. A school which provides extension or affiliated classes above grade 10 is to meet the minimum expenditures as specified for secondary schools.
- D. Secondary School
A minimum of \$1,500.00 under 50 students or \$30.00 per student.

C12-116 Library Collection

- A. General Works
A minimum number of titles as listed below including paperbacks and exclusive of textbook duplicates shall be provided to meet the scholastic, cultural and spiritual needs of the school.
 - 1. Elementary
 - a. One to two teacher school - 500 titles.
 - b. Three or more teacher school - 250 titles per classroom.
 - 2. Junior Academy
A minimum of 1,250 titles.
 - 3. Secondary School
A minimum of 5,000 titles.
- B. Reference Materials
Current print and/or online reference materials shall be provided, including but not limited to, dictionaries, encyclopedias, almanacs, atlases, and journal articles. Emphasis shall be placed on research resources in religion: Bible dictionaries, Bible atlases, Ellen G. White writings, the *Index to the Writings of E. G. White* and the *Seventh-day Adventist Bible Commentary*.

C12-116 Library Collection (Cont'd)

C. Periodicals

Periodicals shall be provided to meet devotional, instructional and general information interests and needs of students and teachers.

D. Newspapers

The number and types of newspapers shall be determined by the needs of teachers and students for adequate coverage of local, state, national and international events and issues.

E. Instructional Materials and Equipment

Computers and software shall be provided for librarian and student use.

Equipment and materials shall be catalogued the same as print material and shall be checked out through the circulation system.

C12-120 Library Record System

The library holdings shall be organized using standardized cataloging procedures. The system shall include a standard card catalog combined with a shelf list or a computerized online public access catalog (OPAC) with a barcode system.

Instructional Technology Grades K-12 – C13

C13-104 Definition and Resources of Instructional Technology

Instructional technology is the knowledge and use of electronic and digital resources as tools to enhance the teaching and learning process.

Resources must be current and may include:

- A. Digital Cameras
- B. Internet
- C. Webquests
- D. Podcasts
- E. Video
 - 1. Tapes/DVDs
 - 2. Streaming video
 - 3. Video on demand
- F. Audio
- G. PDAs
- H. Computers
- I. Printers
- J. Scanners
- K. Application Software
- L. Teleconferencing
- M. Videoconferencing
- N. Virtual Field Trips
- O. Blogs
- P. Multimedia Presentations
- Q. email
- R. ebooks
- S. Tutorials
- T. Projectors

C13-108 Instructional Technology Coordinator

The instructional technology coordinator is primarily concerned with the development, implementation, operation, monitoring and evaluation of the technology program for the school. Schools are to provide instructional technology services appropriate to the needs of the students. The responsibilities of this position may include:

- A. Provide leadership and implementation in a school technology plan.
- B. Provide leadership in instructional technology purchasing.
- C. Assist in coordination of staff development.
- D. Promote and implement special activities to promote technology.

C13-108 Instructional Technology Coordinator (Cont'd)

- E. Share information on trends, research and effective practices in instructional integration.
- F. Be knowledgeable about infrastructure requirements and components of networking, the Internet, intranets and distributed learning.
- G. Be knowledgeable about hardware configurations and computer-related items.
- H. Supervise the inventory of technology assets.

C13-112 Instructional Technology Budget

An annual budget should provide for replacing one-third to one-fourth of the hardware annually, maintaining licenses and equipment, renewing annual subscription fees, updating software, and hiring off-site assistance as needed.

C13-116 Hardware

Hardware should be no more than one generation behind current market standards. The student/hardware ratio should be as low a ratio as affordable.

C13-120 Software

- A. Operating system software should be no more than one generation behind current market standard.
- B. Application software should be compatible with hardware and the operating system.
- C. Application software should include an office suite with word processing, multimedia presentation, spread sheet, database and desktop publishing components and a keyboarding program.
- D. Application software should promote higher level thinking skills rather than drill and practice.

C13-124 Network

- A. The school should contract with an Internet service provider for Internet service and select the fastest affordable connection with appropriate screening technology.
- B. A local area network with a server can expand resources, centralize information, streamline routine tasks and reduce costs.

C13-128 Integration

The use of all technology resources should be innovatively maximized to enhance teaching and learning across the curriculum and at all grade levels.

C13-132 Technology Plan

The instructional technology coordinator, the principal and additional knowledgeable people should revise the school technology plan annually. The plan should focus on applications, not technology, i.e., focus student outcomes rather than pieces of equipment.

C13-136 Acceptable Use Policy

All students and parents must annually sign the acceptable use policy.

C13-140 Staff Development

The school should provide opportunities, funding, and time for teachers to participate in continuing education in the field of instructional technology preferably annually.

C13-144 Distance Education

This emerging frontier of instructional technology should be studied, evaluated and implemented as it evolves in the near future. Attention should be given to research showing student achievement in distance education courses and an overall enhanced educational experience.

C13-148 Outreach

Instructional technology resources provide opportunities for students to interact globally in faith sharing activities. The school should research, present, and encourage frequent student participation in a variety of activities.

Elementary School Curriculum – C14

C14-104 Subject Areas

The adopted course of study for grades K-8 shall include learning opportunities in the following areas:

- A. Bible/Religion: Instruction which has as its basic purpose the revelation of the truth about God and the development of a saving relationship with Christ. This implies the necessity of helping students to recognize and accept individual responsibility for personal choices. Opportunities will be provided for students to acquire Biblical literacy, including knowledge of Bible stories and events, understanding and commitment to memory of selected Bible passages and knowledge of the organization of the Bible. Activities for students to participate in community witnessing/service is an integral part of the instruction. The denominational textbooks together with the Bible and the writings of Ellen G. White are the basic materials to be used.
- B. Computer Education: Instruction in computer literacy, keyboarding, and basic functions such as: word processing, graphics, or spread sheet should begin at least by the fourth grade. Self-instructional and age appropriate teaching programs approved by the conference should be used. Instruction may begin earlier if age appropriate curriculum is used.
- C. Fine Arts: A program of fine arts which includes opportunities for the development of aesthetic appreciation, skills of creative expression, and use of creative imagination within the context of Adventist principles.
- D. Mathematics: Instruction in values; problem-solving; number systems, operations and arithmetic; measurements; geometric concepts; logic and reasoning; relations and functions; estimation; probability and statistics.
- E. Physical Education: A program of activities designed to promote optimal physical development, motor skills, attitudes, and habits of sportsmanlike conduct.
- F. Reading/Language Arts: Instruction in reading; the skills of listening, speaking, spelling, handwriting, reference and study; study of the English language; composition; critical evaluation of media forms; study of and appreciation for literature in its various forms which provides opportunity to develop discrimination in selection, preference for the beautiful and the true, and acceptance of responsibility for individual choices within the context of the Adventist philosophy of literature selection.
- G. Science and Health: Instruction in natural science and health which leads students to a knowledge of and respect for God as Designer, Creator, and Sustainer of an orderly universe. Focus of the instruction is on problem-solving and application rather than on mere acquisition of facts of science and health. The denominational textbooks together with related resource materials include the Bible and the writings of Ellen G. White as basic materials at each level.

C14-104 Subject Areas (Cont'd)

- H. Social Studies: Instruction in the social studies which will enable students to develop an awareness of God's hand in the affairs of men; to evaluate and preserve national and Christian heritage while developing an understanding of and an appreciation for cultural diversity; to understand and promote Christian principles of justice; to understand the forces of good and evil as related to men and nations; to develop social, ethnic and cultural values consistent with Seventh-day Adventist beliefs. Career awareness is developed as an integral part of the social studies instruction.

C14-108 Small Schools

The Small Schools guides, handbooks and correlations adopted by the union curriculum committee on Level 1 are to be used in one- and three-teacher schools.

C14-112 Secondary Correspondence Courses Supervised by an Elementary Teacher

An elementary school that proposes to permit students who have graduated from grade 8 to attend school and enroll in Griggs University/Griggs International Academy courses to be supervised by the elementary teacher must receive authorization as follows:

- A. A request for authorization to implement the plan is to be submitted to the local conference office of education. [See Section C18-108 for the authorization procedure.]
- B. Factors such as, but not limited to the following will be considered:
1. Teacher qualifications
 2. Teacher load
 3. A demonstrated need for the plan.
- C. If initial authorization is granted the school must receive annual approval based on the provisions of Section C18-108.B.

C14-116 Algebra I in Eighth Grade for Secondary Credit

An elementary school may offer Algebra I for secondary credit when all the following conditions have been met.

- A. Students have scored at or above the 85th percentile on a appropriate math placement test or the math component of the ITBS;
- B. Algebra I is taught as a separate class by a certificated teacher with at least a junior academy endorsement in mathematics;
- C. The union adopted Algebra I text is used and the course content as outlined in the *Mathematics Grades K-12 Curriculum Guide* is followed;
- D. Class time requirement as specified in the Sections C20-104, C20-108 and C29-112 is met;
- E. The elementary school seeks prior authorization from the local conference office of education using the Secondary Curriculum and Credit Review Form.

Elementary School Admission and Placement of Students – C15

C15-104 Admission Policies

A. Nondiscrimination in Admissions

Students who qualify shall be admitted to school without regard to race, color, ethnic background, country of origin or gender and shall be accorded equal rights and privileges pertaining to facilities, general activities, scholarship and loan programs. All local boards of education shall administer all educational and financial policies on a nondiscriminatory basis.

This statement of non-discrimination is to be printed in each school bulletin.

B. Application Form Required

Application forms available from or approved by the local conference office of education are to be completed by all students applying for admission. All applications are to be reviewed by the admissions committee. A cumulative record from the previous school attended is to be requested as a part of the admissions documents for all students transferring from other schools. The local conference office of education provides the form which is to be used for requesting student records.

C. Special Education

Seventh-day Adventist schools usually do not have the equipment or staff necessary for special education. A school may be unable to accept students who have exceptional mental, physical or social needs which would require special staff or equipment. If a student is accepted, a waiver is to be signed by parents acknowledging that the school may be unable to meet the identified needs of special education students.

D. Admission of Non-Adventist Students

Seventh-day Adventist education has a two-fold mission. The school's primary role is to educate and to spiritually strengthen Seventh-day Adventist students. In addition, the school is to serve as a mission outreach to the community. When a school and its constituency recognize its potential ministry to the community, non-Adventist students may be enrolled.

See the following section for the stipulations on admission of non-Adventist students.

Section A10-120.E. "The Seventh-day Adventist School as an Integral Part of the Seventh-day Adventist Church".

E. Age of School Entrance

Students are recommended for admission to kindergarten when reaching the age of five years on or before September 2 of the current year.

Admission to kindergarten and grade one will be defined by the local conference board of education.

F. Compulsory School Attendance

It is the responsibility of the local conference office of education and the school administration to be informed of current state laws relating to compulsory school attendance and reporting requirements related to denial of admission, withdrawal or severance from school. If laws conflict with the principle of readiness held by the denomination, the local conference office of education may provide information and assistance to the parents and school in resolving the issue.

G. Unpaid Accounts From Another School

A student who is applying for admission but who has an unpaid account at the school attended previously must make satisfactory arrangements for payment with the former school before being enrolled. A student who has an unpaid account at a school previously attended shall be denied admission or continued attendance unless verification is received from that school that satisfactory arrangements for payment have been made.

H. Criteria for Acceptance of Transfer Students

Prior to accepting a transfer student from another school, home school or an informal type of educational setting the following is to be evaluated:

1. Prior school performance as evidenced by cumulative records, report cards, and/or conversations with personnel of the previous school attended.
2. Age and physical development.
3. Social development.
4. Student's and parents' attitude toward the Seventh-day Adventist Church and its educational system.
5. Willingness to cooperate with the school.
6. Performance on a standardized achievement and/or readiness test(s).

A conference involving a parent and the child may be held to determine the extent to which the applicant meets the above criteria.

C15-108 Appropriate Academic Placement

Appropriate academic placement of the learner is a fundamental principle of education. The following factors are to be considered in grade or level placement:

- A. Chronological age.
- B. Emotional, physical, and social development.
- C. Scholastic achievement as determined by;
 - 1. Standardized achievement test scores.
 - 2. Teacher observation of the student's ability to reason and to express ideas logically.
 - 3. Teacher evaluation of academic progress.

C15-112 Acceleration of a Student

Criteria for acceleration of a student are to be based on the following minimal requirements:

- A. On the most recent standardized achievement test battery a student is expected to have a composite score at the 90th percentile or above.
- B. The student must demonstrate satisfactory evidence of academic, emotional, and social readiness for acceleration to the school staff and to the parents.
- C. Prior written requests for acceleration of the student in elementary education (i.e. two years in one, or three years in two) must be submitted to the local conference office of education. Written approval from the local conference office of education must be on file at the school.
- D. The student must maintain an average or above average level of achievement on the accelerated program.

C15-116 Approval Procedure for Acceleration of a Student

Procedures for the acceleration of a student are as follows:

- A. To initiate this program the faculty and principal must submit a form/letter of application to the local conference office of education. This application must include the written consent of the parent/s.
- B. An implementation plan showing how the student will demonstrate mastery of the subject areas in the grade levels being accelerated shall accompany the application.
- C. The application must be approved by the local conference office of education and made a matter of record before a student is permitted to accelerate.

C15-120 Retention of Students

Grade level retention is intended to provide an opportunity for a student to master basic skills required for academic success before proceeding to the next grade level, or to provide an extension of time for a student to complete the work of a single grade in two years. The decision to retain a student should be given careful consideration, evaluating a variety of factors. If circumstances should warrant retention, the following process should be followed:

- A. Provide the identified factors in written form to the parent/guardian that indicate the need for retention.
- B. Seek parental/guardian involvement and approval early in the school year.
- C. Implement the procedure for grade level retention using the approved local conference office of education form.
- D. Obtain approval for the retention from the local conference office of education.

Contact the local conference office of education for additional student retention guidelines.

C15-124 Eighth Grade Completion Requirements

The required subject areas for the completion of the eighth grade are:

- A. Bible/Religion
- B. Computer Education
- C. Fine Arts
- D. Mathematics
- E. Physical Education
- F. Reading/Language Arts (English, handwriting, spelling, composition)
- G. Science and Health
- H. Social Studies.

In the event that a course in United States History and Civics is required by state law and is not available to an eighth grade student, the school is to provide for the fulfillment of this requirement by correspondence work.

Elementary School Evaluating, Recording, and Reporting of Student Progress – C16

C16-104 Student Progress Reports

Elementary schools are to use a student progress report form approved by the local conference office of education. Information is to be provided regarding the student's subject-area progress, attendance, citizenship, and social relationships.

The student progress reports are to be distributed at the close of each nine-week period. There should be provision for at least two parent-teacher conferences during the school year.

C16-108 Forms for Reporting Student Progress

The following factors shall be included in the development of forms for reporting student progress prior to requesting approval [See Sections C16-104 and C16-112.]:

- A. The name of the student, age, year in school, date of the report, name of school, local conference, and teacher.
- B. An attendance record including both absences and tardinesses.
- C. An evaluation of growth in all subject areas as currently prescribed by union and/or NAD curriculum.
- D. Information regarding citizenship or social relationships.
- E. Appropriate explanations for all symbols.

C16-112 Alternate Forms - Procedures for Approval

The following procedures shall be followed in securing approval for the use of alternate forms for reporting student progress.

- A. A written request must be submitted to the local conference office of education pointing out the reasons for the proposed departure from the adopted program of student evaluation. This must include definite plans outlining basic factors, such as: rationale, objectives, form, and date for initiating the program.
- B. The request must be submitted to the local conference office of education at least three months prior to the beginning of the school year for which it is proposed.
- C. Written approval from the local conference office of education must be received before the proposed alternate program of student evaluation may be used.

C16-116 Parent-Teacher Conferences

The school is to schedule a minimum of two parent-teacher conferences in grades K-8 each school year. Among the purposes of the parent-teacher conferences are the following:

- A. To report the progress of the student's in the various aspects of school experience.
- B. To gain insights from the parents which may assist the school in furthering the progress of the student.

C16-120 Standardized Achievement Tests

Each school is to use the adopted standardized achievement tests provided by the local conference office of education.

C16-124 School Register

Each teacher, K-8, is required to maintain an up-to-date *School Register* as specified by the local conference office of education. The *School Register* is a legal document in which is recorded the names of students, birth dates, scholarship, attendance and other information which identifies students and parents. It is the permanent record for elementary schools. [See Sections A26-104 and A26-108.]

C16-128 Recommended Summer Remediation

When summer remediation is recommended for a student written documentation shall be recorded as follows:

- A. In the student's cumulative record.
- B. In the classroom register.
- C. Included with the end-of-the-year progress report.
- D. In the principal's office.
- E. In written communication to the parent(s) or guardian.

Elementary School General Provisions – C17

C17-104 Daily Class Schedule

Each teacher is to prepare and display a daily class schedule, based on the information in the union *Teacher Handbook*.

C17-108 Weekly Time Requirements

The elementary school instructional schedule is to meet the following minimum time requirements unless state regulations exceed these requirements in which case the state requirements will supersede:

Grades 1 and 2:	24 hours per five-day week not including lunch, recesses and passing time
Grades 3 and 4:	26.5 hours per five-day week not including lunch, recesses and passing time
Grades 5 through 8:	29 hours per five-day week not including lunch, recesses and passing time

The Friday schedule may be shortened provided the weekly time requirements are met.

C17-112 Minimum School Day

A minimum school day must include four-clock hours of instruction exclusive of the lunch period. Minimum school days must be approved by the local conference office of education.

C17-116 Subject Alternation Schedule

Designated subjects in the elementary school may be taught on a two-grade alternating basis. These include religion 5-8, social studies 1-8, health-science 1-8, and spelling 3-8. The pattern of alternation is indicated by the term “odd year” which designates a school year ending in an odd number and “even year” which designates a school year ending in an even number. Schools with enrollments which make it unnecessary to combine two grades are not required to follow the alteration schedule. An outline of the alternation plan is provided in the current union *Elementary Textbook List*.

C17-120 Opening and Closing Reports

School opening reports are to be completed and sent to the local conference office of education by the close of the third week of school.

School closing reports are due at the local conference office of education within five days after the close of the school year.

In one-teacher schools the teacher is to send the report directly to the local conference office of education. In all other schools the teacher is to submit the report to the principal, or head teacher, who will in turn send it to the local conference office of education. [See the *School Register* for further details.]

C17-124 Textbook Selection and Use

The textbooks officially adopted by the union Elementary Curriculum Committee, are listed in the union *Elementary Textbook List*, and are to be used in all elementary schools in the union unless specific arrangements have been made for alternatives. [See Section C17-128 for authorization procedures for use of alternative textbooks.] It is the responsibility of the union Elementary Curriculum Committee to recommend new adoptions as needed.

C17-128 Authorization for Alternate Textbooks, K-8

The textbooks listed in the union *Elementary Textbook List* have been officially adopted by the union board of education and are to be used in all elementary schools unless written authorization is granted by the local conference office of education to use an alternative. If such an alternative is desired, arrangements are to be made as follows:

- A. Submit a request to the local conference office of education on the form included in the union *Elementary Textbook List*. The request is to be submitted on or before February 1 prior to the school year the textbook would be used.
- B. Receive written authorization from the local conference office of education for use of the alternative textbook. This authorization is to be kept on file for future reference.

C17-132 Teaching Assignment and Load

- A. Kindergarten Teacher Load

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

B. Elementary School Teacher Load

1. Maximum number of grades

Six grades are the recommended maximum load for the elementary school teacher. A multi-grade classroom may include more than six grades if approval is granted by the local conference office of education. The need for a teacher assistant shall be determined in consultation with the local conference office of education.

2. Maximum number of students per teacher (See B.2.d.)

a. Single Grade Classroom

<u>Grade Level</u>	<u>Maximum Number of Students</u>
K	20
1	22
2	25
3	30
4	30
5	32
6	32
7	34
8	34

b. Combination (two-grade) Classroom (See B.2.e. Student Equivalent)

<u>Grade Levels</u>	<u>Maximum Number of Students</u>
1-2	25
3-4	28
5-6	32
7-8	32

c. Multi-grade Classroom (See B.2.e. Student Equivalent)

<u>Grade Levels</u>	<u>Number of Grades</u>	<u>Maximum Number of Students</u>
Lower grades	Three or more grades	20
Upper grades	Three or more grades	20
Any combination of grades	Three or more grades	20
Any combination of grades	Six grades	18

d. Notes

- (1) Up to a maximum of five students may be added to a classroom (single grade, combination or multi-grade) if teacher assistant time of one hour per day for each additional student is provided.
- (2) The number of students with special needs may warrant an adjustment in the class load.
- (3) Any variation to the above policies requires the approval of the local conference office of education.

e. Student Equivalent

- (1) When determining student load in a combination or multi-grade classroom each kindergarten or first grade student counts as 1 1/2 students.

Example: In a combination room 10 first graders and 12 second graders would be counted as 27 students ($10 \times 1.5 = 15$ first graders plus 12 second graders for a total of 27 students).

- (2) The number of primary grade students in a multi-grade classroom may necessitate an adjustment in the class load and/or teacher assistant time.

Junior Academy Curriculum – C18

C18-104 Specific Provisions for the Junior Academy

Sections C18-108 to C20-148 contain those policies which pertain directly to grades 7-10 in a junior academy organization. For specific policies concerning grades K-8, see Sections C14-104 to C17-132. For specific policies for grades 9-12, see Sections C21-104 to C29-120. For general policies which apply for grades K-12 see Sections C10-104 to C13-148.

C18-108 Authorization for Curriculum

A. Initial Authorization

Initial authorization to offer secondary subjects in grades 9 and 10 or in a secondary school extension program is granted by the union office of education.

See the sections indicated below for the authorization procedure for establishing and operating a junior academy or a secondary school extension program:

1. Junior Academy - Sections A14-122
2. Secondary School Extension Program - Section A14-148

B. Authorization for Curriculum

Each junior academy is to submit annually a report of all secondary subjects offered during the current school year including qualifications of teachers and proposed credit to be granted and a request for authorization for those subjects proposed for the following school year, including teacher qualifications and credit to be granted. This is to be submitted to the local conference office of education on the form provided for review and consideration by the Secondary Curriculum Review Committee. Local conference approval for all secondary subjects offered is a requirement for:

1. Secondary credit for students enrolled in the courses.
2. Conference subsidy.

C. Annual Authorization for Secondary Subjects - Secondary School Extension Programs

See Section A14-148 for details regarding authorization for courses for the Secondary School Extension Program.

C18-112 Junior Academy Curriculum - Interim Reports

Authorization for a course may be granted by the local conference office of education in counsel with the union associate director of secondary education when circumstances develop that could not be anticipated prior to the meeting of the Secondary Curriculum Review Committee and the request meets the criteria for course offerings. A request based on a school board action is to be submitted in writing to the local conference office of education.

C18-116 Basic Curriculum for Grades 9 and 10

The basic curriculum for grades 9 and 10 includes the following:

A. Grade 9

Religion (*CROSSROADS SERIES: Books 1 and 2 - In the Beginning God...and God's Gift*Our Choice*)

English I

Social Studies

Mathematics

Physical Education

Elective-Practical and/or Fine Arts

B. Grade 10

Religion 10 (*CROSSROADS SERIES: Books 3 and 4 - HIS Story- Just In Time and HIS Story - In Our Time*)

English II

Science [See Sections C20-120 and C20-124.]

Mathematics

Health

Physical Education

Elective-Practical and/or Fine Arts

First Aid and Safety (optional)

Driver Education (optional)

Career Development (optional)

C. Elective courses are offered to enrich the educational experience of students within the following considerations: Interests and needs of the students, qualified instructors, appropriate facilities, and schedule availability.

C18-120 Subject Alternation Schedule Grades 9 and 10

Certain subjects in grades 9 and 10 may be taught on a yearly alternation basis. These include mathematics, religion, social studies, science, practical arts, first aid and safety. The pattern of alternation is indicated by the term "odd year" which designates a year ending in an odd number and "even year" which designates a school year ending in an even number. Larger Schools may not need to alternate classes. Schools using the subject alternation plan should place a statement in the bulletin indicating that. However, if classes are alternated the subject alternation schedule must be followed.

A. Odd year (the school year ending with an odd number)

Religion I - *CROSSROADS SERIES: Books 1 and 2 -In the Beginning God...and God's Gift*Our Choice*

English I - Grade 9

Social Studies

Mathematics

Grade 9:

General Math

Algebra I

Grade 10:

Algebra II

Geometry

Combined 9th & 10th:

Algebra I

Typing I/Keyboarding

Computer Literacy

Physical Education

Elective(s):

Applied Arts, Fine Arts, Computer Science, Career Development

B. Even year (the school year ending with an even number)

Religion II - *CROSSROADS SERIES: Books 3 and 4 -HIS Story - Just In Time and HIS Story - In Our Time*

English II - Grade 10

Science [See Sections C20-120 and C20-124.]

Mathematics

Grade 9:

Algebra I or General Math

Grade 10:

Algebra II or Geometry

Combined 9th & 10th:

Geometry

Physical Education

Health

Elective(s):

Applied Arts, Business Education, Fine Arts, First Aid and Safety, Driver Education, Career Development

C. Elective courses are to be determined after consideration of faculty qualifications and load, availability of equipment and facilities, and student and community interests and needs and appropriateness of the course(s) for the grade level.

See Section A14-136 for the course offerings based on the subject alternation program grades 9 and 10.

Junior Academy
Admission, Evaluation and Reporting of Student Progress – C19

C19-104 Admission Requirements

For admission requirements to the ninth grade, see Sections C22-104 to C22-120.

C19-108 Reporting Periods

The nine-week reporting period plan is to be followed.

C19-112 Scholarship Reports

Teachers in junior academies are to report to the local conference office of education final grades, amount of credit earned, and achievement test results using the forms provided.

C19-116 Transcripts

Transcripts for secondary credit courses taken at a junior academy are issued by the local conference office of education.

Transcripts for secondary credit courses taken at an affiliate campus or an extension school of a secondary school, are issued by the sponsoring secondary school.

C19-120 Standardized Achievement Testing Program

Each school is to use the adopted standardized achievement tests provided by the local conference office of education.

For information regarding the standardized achievement testing program consult the current union *Elementary Textbook List* and the *NAD Secondary Textbook List*.

C19-124 Purposes of Standardized Tests

Standardized tests, recommended by the union office of education and ordered through the local conference office of education, are to be employed for the following purposes:

- A. To assist in diagnosing or pre-assessing student needs.
- B. To provide one of the means for prescribing appropriate learning activities for the students.
- C. To assist in identifying student achievement and in providing appropriate placement of the student.
- D. To provide a means of comparing individual and class achievement with the national norms.

Junior Academy General Provisions – C20

C20-104 Semester Period Unit of Credit

The semester period system for reporting course credit is to be used in grades 9 and 10.

Five semester periods of credit is defined as a minimum average of 200 minutes of class per week for one semester for non-laboratory courses and a minimum average of 240 minutes of class/laboratory per week for one semester for laboratory courses.

C20-108 Class Time Requirements

Non-laboratory classes shall be scheduled for a minimum of 200 minutes per week. Laboratory courses shall be scheduled for a minimum of 240 minutes per week.

Schools which inaugurate innovative programs which may not meet the minimum time requirements are to follow the procedures and guidelines for implementation of innovative programs as given in Sections C11-144 and C11-152.

C20-112 Length of School Week

The school week for grades 9 and 10 shall include a minimum of 29 clock hours of classroom instruction each five-day week, exclusive of the lunch period and passing time.

C20-116 Minimum School Day

A minimum school day is to include four clock hours of instruction exclusive of the lunch period.

C20-120 Biological Science

Courses in the biological sciences are to be taught as laboratory courses and are to be offered only when there is a qualified teacher, with a biology endorsement, and adequate laboratory facilities and equipment are available.

C20-124 Earth Science

Earth science is to be taught as a full-year laboratory course. It is to be offered in those schools that do not have facilities and equipment for biology.

C20-128 Modern Language Courses - Teacher Endorsement Requirements

Modern languages, such as Spanish I and II, are to be taught by teachers with full secondary school credential endorsements regardless of the grade levels at which those courses are offered.

C20-132 Textbook Selection and Use

Textbooks are to be selected from the current NAD *Secondary Textbook List*.

C20-136 Authorization for Use of Alternate Textbooks 9-12

If a school desires to use textbooks other than those listed in the NAD *Secondary Textbook List*, arrangements are to be made as follows:

- A. The teacher(s) should submit the request for use of a proposed alternative with accompanying written evaluation and reasons for the alternate textbook to the school principal.
- B. The principal shall submit a recommendation along with the written evaluation and the reasons for the use of an alternate textbook to the local conference office of education.
- C. Written authorization to purchase the alternate choice will be received from the local conference office of education.
- D. A form is available from the principal to assist in organizing and routing the alternate textbook request.

C20-140 Teacher Load

Five subject preparations per day and six to seven teaching periods will generally constitute a teaching load for a junior academy teacher. In a departmentalized program the major elementary subject areas and secondary subjects are to be considered equivalent when determining teacher load. Supervisory and co-curricular duties will be assigned by the school administrator as part of the teacher's professional responsibilities. [See Sections A14-124.B., A14-128.B., A14-132.B., and A14-136.B. for the minimum number of full-time teachers or equivalent based on the organizational plan of the junior academy.]

C20-144 Proficiency (Basic Competency) Requirements

Junior academies and secondary schools are to incorporate programs and/or courses as an integral part of the curriculum which will assist students who are deficient in computational skills and in such areas of language arts as reading, composition, spelling, and grammar to achieve at least a ninth grade (9.0 grade equivalency) proficiency level prior to graduation from the twelfth grade. [See Sections C25-132 and C25-136 for criteria and guidelines for implementing the proficiency (basic competency) requirements.]

C20-148 Student Attendance Records - Junior Academy

An attendance record for each student must be kept by the junior academy and recorded either in the *School Register* or by using an alternative method which has been approved by the local conference office of education.

The individual student attendance record must indicate all half- and full-day absences from school for each day that school is in session.

The attendance record is to be maintained as a part of the student permanent record.
[See Section A26-108.]

Grades 9-12 Curriculum – C21

C21-104 Definition of Curriculum

The curriculum encompasses the planned learning activities sponsored by the school.

A comprehensive curriculum for the Seventh-day Adventist Church educational system is defined as all the learning opportunities, both formal and informal, planned and guided cooperatively by the home, school, and church. [See Section C10-104 for the comprehensive definition of curriculum.]

C21-108 Subject Areas

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

- A. Bible/Religion. Instruction which provides opportunities for the student to know God, His Church, His Word, and His World. This instruction will provide opportunities for the student to develop a relationship with God as a person utterly worthy of love, trust, and admiration; an understanding of salvation by grace and the meaning of the Good News of the Gospel; and the ability to articulate the fundamental beliefs of the Seventh-day Adventist Church. Such instruction provides a climate conducive to individual commitment to the goal of becoming a loving person.
- B. Business Education. Instruction which provides opportunity for the development of skills with which to earn a living and knowledge of business practices that is vital for functioning effectively as an intelligent member of society. The concept of service as a life goal is emphasized as well as utilization of Biblical principles and decision-making skills in business practices. Self-realization, human relationships, economic efficiency and stewardship are emphasized.
- C. Career Development/Work Experience. Instruction which emphasizes the development of the whole person as the student relates to the world of work. As a part of career development, work experience education represents a cooperative effort of the school and the community to provide opportunities for students to discover career interests and aptitudes by doing meaningful and productive work.
- D. Communication/Language Arts. Instruction in reading; the skills of listening, speaking, spelling, handwriting, reference and study; study of the English language; composition; critical evaluation of media forms; study of and appreciation for literature which provides opportunity to develop discrimination in selection, preference for the beautiful and the true, and acceptance of responsibility for individual choices within the context of the Adventist philosophy of literature selection.

- E. Computers. Instruction designed to assist students in functioning effectively as members of a changing society. Since computers impact most other educational disciplines, competency in the use of computers is essential for all students.
- F. Driver Education. Instruction designed to develop a knowledge of the provisions of the state vehicle code and other laws relating to the operation of motor vehicles, acceptance of personal responsibility in traffic, appreciation of the causes, seriousness, and consequences of traffic accidents, and to develop the knowledge, skills and attitudes necessary for the safe operation of motor vehicles.
- G. Fine Arts. A program of art and music which includes opportunities for the development of aesthetic appreciation, skills of creative expression, and use of creative imagination within the context of Biblical principles.
- H. Health. Instruction designed to assist the student to gain a knowledge of the development, function and interrelationship of the body systems; develop skills essential to achieving and maintaining optimum physical and mental health, effective family participation, and positive community witness service; accept Biblical and scientific principles of health as basic to a vibrant, productive Christian life free of debilitating physical or mental illness or disease; implement positive productive health principles and ideals through divine guidance and personal commitment; and understand that the quality of our relationship to God and man is affected by personal health.
- I. Keyboarding/Computer Applications. Instruction to assist students in adapting to an information-oriented era. It is essential that each student acquire the basic knowledge and skills in key boarding, word processing and data entry equipment which can be applied to personal use and/or as a basis for building a vocational skill.
- J. Mathematics. Instruction designed to develop mathematical understanding, operational proficiency, insight into problem-solving procedures, and development of basic skills relevant to the world of work.
- K. Modern Language. Instruction designed to develop facility for understanding, speaking, reading, and writing the particular language. The study shall also be concerned with the social and cultural backgrounds of the people.
- L. Physical Education. Instruction and activities which promote the development of mental and physical health and fitness, motor skills, desirable attitudes and habits, an awareness of and interest in the need for life-long involvement in physical activity, and skill in a variety of activities which will encourage participation in the activities throughout life.
- M. Practical Arts/Technology Education. A comprehensive, action-based, hands-on program concerned with communication, manufacturing, construction, transportation, and bio-technical systems and possible uses to adapt the environment for social purposes. Emphasis is given to technological literacy by encouraging students to discover, create, problem solve, and construct using a variety of resources. Instruction in home arts, life skills, and a variety of industrial arts may be included.

C21-108 Subject Areas (Cont'd)

- N. Science. Instruction in biological and physical/earth sciences with emphasis on attitudes, basic concepts, theories, the processes of scientific investigation, with appropriate applications of the interrelationship and interdependence of the sciences. Basic to this approach is a growing understanding of the relationship of scientific methods and theories to Biblical concepts and principles which seeks to guide students to a knowledge of and respect for God as Designer, Creator, and Sustainer of orderly universe.
- O. Social Studies. Instruction in World History, United States History, and local, state, and national government with consideration of the mission of the church, the fulfillment of Bible prophecy, contemporary societal issues, contributions of ethnic groups, and the American legal system. The emphasis is on guiding students to develop a growing awareness of God's hand in the affairs of men; to evaluate and preserve national justice; to understand the forces of good and evil as related to men and nations; and to develop a life style of social, ethnic, and cultural values consistent with Seventh-day Adventist beliefs.
- P. Other Studies. Instruction may be offered in such other studies as authorized by the governing board in counsel with the local conference board of education.

C21-112 Innovative and/or Alternative Programs

See Sections C11-144 and C11-152 for procedures for establishing and approval of innovative and/or alternative programs.

C21-116 Flight Training Programs [Revised – 11-2009]

C75. K-12 schools considering a flight training program shall consult the *NAD Working Policy*

C21-120 Secondary Curriculum Review Committee - Membership

A Secondary Curriculum Review Committee shall be established in each local conference for junior and senior academies and shall be responsible to the local conference board of education.

The committee membership shall include but not be limited to the following:

- A. Chair - Superintendent or associate superintendent of schools.
- B. Superintendent and other associate superintendents.
- C. Secondary school principals.
- D. Junior academy principals.
- E. Director or associate director for secondary education, union office of education.

C21-124 Secondary Curriculum Review Committee - Responsibilities

The Secondary Curriculum Review Committee is responsible for reviewing the Annual Report from each junior academy and senior academy to:

- A. Maintain quality control for subjects taught in the secondary schools, and to determine whether all subjects are taught by qualified, certificated teachers.
- B. Verify that authorization was granted for each course offered during the current school year including teacher load and assignments.
- C. Review and approve the course requests for the following school year, including honors and advancement, teacher loads, endorsements and any stipulations that are to be met.
- D. Correlate scheduled minutes of instruction with units of credit being offered, and verify accuracy.
- E. Provide for consistency in course sequencing for effective articulation among the secondary schools.
- F. Provide for consistency in course nomenclature for transcript recording.
- G. Determine whether the weekly class schedules meet the Education Code guidelines.
- H. Assist in providing legitimacy for courses that are offered.
- I. Assist principals in curriculum planning and scheduling.
- J. When circumstances develop which necessitate additional courses, such courses should be authorized by the academic policies committee for the following year only, with notification of changes sent to the local conference office of education.

Local conference approval for all secondary subjects offered is a requirement for:

- A. Secondary credit for students enrolled in the courses.
- B. Conference subsidy.

Certain subjects in grades 11 and 12 may be taught on a yearly alternation basis. The pattern of alternation is indicated by the term "odd year" which designates a year ending in an odd number and "even year" which designates a school year ending in an even number. Larger schools may not need to alternate classes. Schools using the subject alternation plan should place a statement in the bulletin indicating that. However, if classes are alternated the subject alternation schedule must be followed.

A. Odd year (the school year ending with an odd number)

Religion III *CROSSROADS SERIES* Units

Basic Units

Daniel and Revelation

Beliefs

Supporting Units

Friendships

Romans

Choices and Challenges

Chemistry

English III

Physical Education

U. S. History

Electives

B. Even year (the school year ending with an even number)

Religion IV *CROSSROADS SERIES* Units

Basic Units

Hebrews

Marriage and Family

Worldviews and Religion

Supporting Units

John

Life Philosophy and Moral Issues

English IV

Physical Education

Physics

U. S. Government

Electives

C. Elective courses are to be determined after consideration of faculty qualifications and load, availability of equipment and facilities, and student and community interests and needs and appropriateness of the course(s) for the grade level. Sufficient electives should be provided to ensure that students have adequate breadth of course work for preparation for higher education.

D. If schools use the alternation plan, notification should place in the school bulletin indicating that scheduling and/or course sequencing difficulties may arise for transferring students.

Grades 9-12 Admission of Students – C22

C22-104 Admission Policies and Requirements for Secondary School Students

- A. Students who qualify shall be admitted without regard to race, color, ethnic background, country of origin, or gender. [See Section A23-108 for the nondiscrimination policy for the admission of students.]
- B. Most Seventh-day Adventist schools do not have the facilities or personnel available for special education. A school may be unable to accept students who have exceptional mental, physical or social needs which would require special staff or equipment.
- C. Application forms available from the registrar's office are to be completed by all students applying for admission. These are to be reviewed by the admissions committee.
- D. A cumulative record from the previous school attended should be requested as part of the admission documents.
- E. An individual who is applying for admission but who has an unpaid account at the school attended previously must make satisfactory arrangements for payment before the student may be enrolled.
- F. The school administration is to keep informed as to the state laws relating to compulsory school attendance and reporting requirements related to denial of admission, withdrawal or severance from school.

C22-108 Admission of Non-Adventist Students

Seventh-day Adventist education has a two-fold mission. The school's primary role is to educate and to spiritually strengthen Seventh-day Adventist youth. The school is to serve as a mission outreach to the community. Enrollment in Adventist schools is open to all applicants willing to accept and follow the established policies and practices of the school.

See the following section for the stipulations on admission of non-Adventist students.

Section A11-120.E. "The Seventh-day Adventist School as an Integral Part of the Seventh-day Adventist Church".

C22-112 Evidence of Completion of Elementary School Requirements

The student entering the Seventh-day Adventist secondary school must give evidence of having completed elementary school through the eighth grade. This evidence may be in the form of an official transcript, diploma, or progress report.

C22-116 Appropriate Academic Placement

Appropriate academic placement of a student is a fundamental principle of education. The following factors are to be considered in the grade placement of a student who has not been enrolled in a regular school program through grade eight but applies for admission as a secondary ninth grade student.

- A. Chronological age.
- B. Emotional, physical, and social readiness.
- C. Scholastic achievement as determined by;
 - 1. Standardized achievement test scores.
 - 2. Teacher evaluation of academic readiness which should include an interview to assess the student's ability to reason and express ideas logically.
 - 3. Documentation of academic progress.

C22-120 Citizenship and Attendance

Schools may require evidence of satisfactory citizenship and attendance as specified by the local school as a basis for admission.

Grades 9-12
Definition of Class Status – C23

C23-104 Freshman Class

All first year secondary school students are classified as freshman and are eligible to participate as a voting member of the class.

C23-108 Sophomore Class

All second year secondary school students who have completed 50 semester periods of credit are classified as sophomores and are eligible to attend the sophomore class meetings participate as a voting member.

C23-112 Junior Class

All third year secondary school students with a minimum of 100 semester periods of credit, currently enrolled in enough credits to have 150 semester periods at the end of the junior year are classified as juniors and are eligible to attend the junior class meetings as a voting members. An approved accelerated student will not have junior standing regardless of the number of credits.

C23-116 Senior Class

All fourth year secondary school students are classified as seniors who will have completed all requirements for graduation as set forth under graduation requirements. The student shall have completed a minimum of 150 semester periods of credit at the start of the senior year.

C23-120 Graduating Class

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

- A. Met the school's graduation requirements.
- B. Placed all credits from other schools on file in the registrar's office.
- C. Removed all incompletes.
- D. Completed all correspondence work and submitted final grades to the school register.
- E. Paid all school accounts.

Grades 9-12 Evaluation, Recording and Reporting of Student Progress – C24

C24-104 Evaluation and Reporting of Student Progress

Evaluation in education is concerned primarily with student growth. Measurement of student growth may be concerned with three areas: the cognitive or intellectual; the affective, or the area of the values and attitudes; and the psychomotor, the area of physical development and coordination.

Letter grades are the accepted means of reporting student progress in the conventional school curriculum. Secondary schools normally use the five letter grades-A, B, C, D, and F.

C24-108 Grade-Point Average System

The four-point system is to be used to determine grade-point average. The use of plus and minus with a letter grade is optional but if used the following numerical values are to be assigned: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = 0.7, F = 0.0. [See Section C27-124 for "Advanced Placement and/or Honors Courses-Secondary School".]

C24-112 Alternative Reporting Systems

- A. If a school elects to employ another system of reporting student progress, a proposal should be submitted as outlined under "Guidelines for the Implementation of Innovative Programs." [See Sections C11-144 and C11-152.]
- B. In adopting an alternative report form, consideration should be given to factors such as the following:
 1. The report form should be correlated with the curriculum of the school, the teaching strategies, and the learning objectives.
 2. The report form should be one that can be easily recorded and should be translatable in the event that a student transfers to a school that uses another recording system.

C24-116 Maximum Credit for Courses

If the conventional curriculum is used, the maximum credit given for any class is 10 semester periods; this includes the laboratory science, practical arts and fine arts courses.

C24-120 Music Instruction Credit

Semester period credits are granted for music organizations on the same basis as that used for granting credit in other subject areas.

Five semester periods are granted for a minimum of 30 half-hour lessons per year or one half-hour lesson per week for one school year. The credit may be prorated according to the number of lessons if there are more or less than the 30-35 lessons per year.

C24-124 Student Attendance Records

The individual student attendance record must indicate all half- and full-day absences from school for each day that school is in session. It may include a record of absences for each period of the day.

An attendance record for each student must be kept by the secondary school.

The attendance record is to be maintained as a part of the student permanent records. [See Section A26-108.]

C24-128 Recording Proficiency (Basic Competency)

The following procedures are to be used in recording the proficiency (basic competency) on the student permanent record.

- A. The proficiency (basic competency) level achieved in the basic skills as specified in Section C25-132 is to be recorded on the transcript.
- B. When a waiver of the proficiency requirement is granted, the information is to be recorded on the transcript giving the date and the grade placement when granted, the basic skill(s) for which the waiver is granted, the actual achievement level, and the test used to determine the achievement level.
- C. The data should be recorded and placed on the transcript during the school year in which the proficiency is achieved. The date used should be that date when the test(s) was (were) administered.

C24-132 Religion Course Titles

The following titles shall be used for recording Religion credit on the transcript.

- | | | |
|--------------|------------------------|------------|
| Religion I | - 10 semester periods. | [Grade 9] |
| Religion II | - 10 semester periods. | [Grade 10] |
| Religion III | - 10 semester periods. | [Grade 11] |
| Religion IV | - 10 semester periods. | [Grade 12] |

C24-136 Standardized Achievement Testing Program

Each secondary school is to use the adopted standardized achievement tests recommended by the local conference office of education.

For information regarding the standardized achievement testing program consult the current *NAD Secondary Textbook List*.

Grades 9-12
Graduation Requirements – C25

C25-104 Graduation Requirements, Minimum (See Note 1)*

Two graduation diploma tracks are available to students in the union. Course expectations, minimum proficiency and total semester periods of credit required for each diploma are shown below.

Subject Area	General Diploma	College Prep/Advanced Diploma	Clarification
I. Core Requirements	185 sp	220 sp	See Note 2
A. Basic Requirements			See Note 1
<i>Religion</i>	40 sp	40 sp	See Note 3
<i>English</i>	40 sp	40 sp	See Note 4
<i>Health</i>	5 sp	5 sp	See Note 5
<i>Mathematics</i>	20 sp	30 sp	See Note 6
<i>Physical Education</i>	30 sp	30 sp	See Note 7
<i>Science</i>	20 sp (10 sp may be non-lab)	30 sp	See Note 8
<i>Social Studies</i>	15 sp	30 sp	See Note 9
Sub-total	170 sp	205 sp	
B. Cognates			
<i>Keyboard/Computer Applications</i>	10 sp	10 sp	See Note 10
<i>Work Experience</i>	5 sp	5 sp	See Note 11
<i>Career Education</i>	required	required	See Note 12
<i>Community Service</i>	required	Required	See Note 13
Sub-total	15 sp	15 sp	
Total Core Requirement	185 sp	220 sp	

Subject Area	General Diploma	College Prep/Advanced Diploma	Clarification
II. Supporting Areas	30 sp	50 sp	See Note 14
A. General Studies	10 sp	20 sp*	See Note 15
English			
Family Living			
Modern Language		20 sp*	
Mathematics			
Science			
Social Studies			
B. Fine Arts	5 sp	20 sp	See Note 16
Art			
Drama			
Music (Performing Arts)			
Photography			
C. Life Skills	10 sp	10 sp	See Note 17
Business Education			
Computer Education			
Practical Arts Technology Education			
Total Credits Required in Supporting Areas	30 sp	50 sp	
III. Electives - Total (Courses from I & II and/or other electives offered by the school)	25 sp	0-10 sp	
Senior Project		0-10 sp	See Note 18
Minimum Credits Required for Diploma	240 semester periods	270-280 semester periods	See Note 19
Minimum Competency*	Language Arts and Math 9 th grade proficiency based on union adopted standardized tests.	Language Arts and Math 10 th grade proficiency based on union adopted standardized tests.	

Note 1 - Minimum Requirements for Graduation

The graduation requirements are the minimum expected of each student depending on the diploma track chosen. However, since the primary concern and focus of the educational program is on the welfare of the student, a specific subject-area requirement, except the Bible/Religion requirement, may be waived or substituted if it is determined that it is in the best interest of the student to apply such a waiver [See Waiver Policy Section C25-108] when;

- a. the requirement is unrealistic or unattainable for the student, and the criteria and guidelines for the waiver are followed [See Sections C25-108 and C25-112]; or
- b. the student has proficiency/competency in the specific course(s) as assessed by appropriate evaluation. [See Section C25-112.B.2. for details on challenge of a course for credit.]

A secondary school may adopt additional requirements beyond the minimum listed. However, each school is to require at least the minimum credit and course requirements listed.

Note 2 - Core Requirements

The core requirements are the minimum course, credit and competency requirements for students who graduate from a secondary school in the union. [See Note 1 for information on the waiver provision.]

The core requirements consist of two types; 1) basic subject requirement and, 2) cognates. Some of the subject-area requirements have a related competency requirement.

Note 3 - Bible/Religion

The Bible/Religion requirement is to be met by completion of a minimum of 40 semester periods or 10 semester periods for each semester of attendance in a Seventh-day Adventist school in grades 9-12.

The Family Living requirement is to be met by completion of one of the following:

- a. A nine-week, one quarter unit in the Senior Bible/Religion course.

When Family/Living is included as one of the units in the Senior Bible/Religion course, no additional credit beyond the 10 semester periods for Religion is granted. The unit is to be based on the course outline and textbook(s) adopted by the union.

- b. A separate one-semester course (5 semester periods of credit)

When Family Living is offered as a separate course, it is to be based on the course outline and textbook(s) adopted by the union.

Note 4 - English

Evidence of a minimum proficiency of 9.0 grade equivalency on the standardized achievement test (ITED) in reading and language skills for the basic diploma and 10.0 for the college pre/advanced diploma. The criteria and guidelines for implementation of the proficiency (basic competency) requirements are contained in Sections C25-132 and C25-136.

Note 5 - Health Education

The health education requirement is to be met by completion of 5 semester periods in a course that meets the following criteria:

- a. The *Curriculum Guide for Health Education, Grades 9-12* is used as the basis for the course content and minimum objectives.
- b. Course credit shall be a minimum of 5 semester periods.
- c. The course is required for all students and is recommended as a tenth-grade subject. [See Section C25-112.]

Note 6 - Mathematics

Evidence of a minimum proficiency of 9.0 grade equivalency on the standardized achievement test (ITED) in mathematics for the basic diploma and 10.0 for the college pre/advanced diploma. The criteria and guidelines for implementation of the proficiency (basic competency) requirements are contained in Sections C25-132 and C25-136.

Note 7 - Physical Education

The physical education requirement is to be met by completion of the following:

- a. A minimum of 30 semester periods of credit.
- b. Credit for physical education must be earned over six of the eight semesters with a maximum of 20 semester periods of formal physical education classes, as outlined in the *Physical Education Grades K-12 Curriculum Guide and Resource Materials*, earned in 9th and 10th grades.
- c. Credit for the third year of physical education may be earned during the junior and/or senior years in:
 - (1) Formal physical education classes, or
 - (2) An approved program offered by the secondary school that emphasizes physical fitness and/or lifetime recreation skills as outlined in the *Physical Education Grades K-12 Curriculum Guide and Resource Materials*, and meets the minimum class time requirements.

Note 8 - Science

The science requirement for the basic diploma is to be met by completion of the following:

- a. Ten (10) semester periods of biological science taught as a laboratory course. These courses include, but not limited to:
 - (1) Biology I and II
 - (2) Marine Biology
 - (3) Anatomy and Physiology
- b. Ten (10) semester periods of physical science. These courses include, but not limited to:
 - (1) Physical Science (lab or non-lab)
 - (2) Earth Science (lab) [See Section C20-124.]
 - (3) Physics
 - (4) Chemistry
- c. Thirty (30) semester periods of a laboratory science are required for the college prep/advanced diploma.

Note: Laboratory courses must be scheduled for a minimum of 240 minutes per week. [See Section C29-112.]

Note 9 - Social Studies

The social studies requirement is to be met by completion of the following:

- a. Ten (10) semester periods of United States History
- b. Five (5) semester periods of United States Government including state government.
- c. Thirty (30) semester periods are required for the college pre/advanced diploma. Required courses usually include World History, Government and United States History.

Geography should be a part of the social studies program, either incorporated in the existing program or as a separate course.

Note 10 - Keyboarding

The requirement for keyboarding is to be met by one of the following:

- a. Completion of a one-semester course based on the course outline for keyboarding in the *K-12 Business and Computer Education Curriculum Guide*.
- b. Waiver of the course requirement based on achieving the required competency level on the union proficiency test. A waiver of the requirement does not reduce the minimum 240 semester periods required for graduation. [See the *K-12 Business and Computer Education Curriculum Guide*, for the course objectives and course content.]
- c. Challenge of the course for credit (5 semester periods) based on achieving the required competency level on the union proficiency test.

Computer Applications

The requirement for computer applications is to be met by one of the following:

- a. Completion of a one-semester course (5 semester periods) in computer applications that requires demonstration of competency in the use of word processing software. This basic course may not apply to the fulfillment of the Life Skills requirement for graduation.
- b. Completion of a one-semester (5 semester period) course in advanced computer applications or advanced word processing if the student has demonstrated competency in basic computer applications.
- c. Waiver of the course requirement based on achieving the required competency level on the union proficiency test. A waiver of the requirement does not reduce the minimum 240 semester periods required for graduation. [See the *K-12 Business and Computer Education Curriculum Guide*, for course objectives and course content.]

Note 11 - Work Experience Education

The work experience education requirement is to be met by completion of the following, consistent with state and local laws:

- a. A minimum of 5 semester periods (100 clock hours) of paid or unpaid on-to-job experience.
- b. Twenty (20) clock hours of on-the-job work experience are required for each 1 semester period of credit.

Note 12 - Career Education

The career education requirement is to be met by completion of the following:

- a. Classroom instruction in career education

Classroom instruction in career education is to be offered through one of the following options:

- (1) As a separate course
 - (2) As a part of a Religion Course (the unit "*Choices and Challenges*" for grades 11 and 12 may be used)
 - (3) Other plans as approved by the local conference office of education in consultation with the union.
- b. Each secondary school is to establish the minimum time and credit requirement for the classroom instruction in career education.

Note 13 - Community Service

Students shall participate in a minimum of 25 clock hours of community service/service learning for each year of attendance in an Adventist school. The clock hours may not be applied to the Work Experience Education requirement.

Note 14 - Supporting Areas of Emphasis

The total minimum credit requirement for the supporting areas of emphasis is 30 semester periods for the basic diploma and 50 semester periods for the college pre/advanced diploma chosen from the three areas; A) General Studies; B) Fine Arts; and C) Life Skills. Each of the three supporting areas of emphasis has a minimum credit requirement which provides opportunity for a student to select the areas and additional courses for additional credit based on interests, needs and abilities.

Note 15 - General Studies

The minimum credit requirement in general studies is 10 semester periods for the basic diploma and 20 semester periods of a modern language for the college pre/advanced diploma selected from the course and/or subject areas listed. In providing guidance to students the following is to be considered:

a. English

A student who plans to attend college should complete four years of English.

b. Family Living

Credit for Family Living may be earned if it is taught as a separate course rather than as a part of senior Bible/Religion.

c. Modern Language

The study of modern language is not required for the basic diploma. Twenty (20) semester periods of the same modern language are required for the college pre/advanced diploma.

d. Mathematics

A student who plans to attend college should complete a sequence of a minimum of 30 semester periods in mathematics in courses that begin with Algebra I.

Note 16 - Fine Arts

This requirement can be met by completion of a minimum of 5 semester periods in fine arts courses such as art appreciation, photography, videography, cinematography, music appreciation, general art courses, music performance organizations, and private music lessons.

Note 17 - Life Skills

This requirement can be met by completion of a minimum of 10 semester periods in courses selected from home economics, business education, computer education, study skills, and technology education.

The credit for the cognates, computer literacy (5 semester period) and typing (5 semester period), does not fulfill the Life Skills requirement.

Note 18 - Senior Project

Up to 10 semester periods of credit may be granted depending on the specific expectations of the senior project, which may include a multi-media or other form of presentation of the senior project to the school/community.

Note 19 - Minimum Credits Required for Diploma

A secondary school may adopt additional requirements beyond the minimums listed. However, each school is to require at least 240 semester periods for the basic diploma and 270-280 semester periods for the college pre/advanced diploma plus proficiency (competency) requirements and the minimum credit and course requirements listed.

C25-108 Waiver Provision – Subject-area Graduation Requirement

The graduation requirements listed in Section C25-104 are the minimum expected of each student. However, since the primary concern and focus of the educational program is on the welfare of the student, a specific subject-area requirement, except the Bible/Religion requirement, may be waived or substituted when;

- A. The requirement is unrealistic or unattainable for the student, or
- B. The student has proficiency/competency in the specific course(s) as assessed by appropriate evaluation. [See Section C25-112.B.2. for details on challenge of a course for credit or exemption.]

A secondary school may develop and implement a waiver policy based on the following criteria:

- A. The plans and procedures are developed and approved by the appropriate faculty committees and/or the faculty and adopted by the school board.
- B. The minimum number of semester periods for graduation of 210 semester periods plus physical education are required of each student.
- C. The criteria and guidelines listed in Section C25-112 are used as the basis for implementation of the waiver of a subject-area requirement.

The following criteria and guidelines identify the basic elements for implementing the waiver provision for a specific subject-area graduation requirement.

- A. Criteria for granting a waiver of a specific subject-area graduation requirement.
1. A waiver is to be requested in writing by the student and supported by the parent(s) or guardian.
 2. Documentation supports the need for a waiver of a graduation requirement which may include, but is not necessarily limited to, such reasons as the following:
 - a. The student's composite score on the union-adopted standardized achievement test has been at least three grade levels below actual grade placement for a minimum of three years.
 - b. The student has a physical impairment which makes it difficult or impossible to meet the requirement or for the school to obtain valid data on which to evaluate the student's achievement or ability level.
 - c. The student demonstrates evidence of a mental alertness as determined by teacher observation over an extended period of time, but observation and testing indicates that there is an impairment which has resulted in a performance problem.
 - d. The student has verified by testing a proficiency/competency in a specific course and it would be in the best interest to substitute another course for the specific subject-area requirement. See B. 2. for details on challenge of a course for credit or exemption.
- B. Guidelines for documenting a waiver of a subject-area graduation requirement for the following.
1. A student with a learning disability.

The administration and faculty should identify a student who may have difficulty meeting a subject-area graduation requirement as early as possible after the student has enrolled in a junior academy or senior academy. This is to be done by, but not necessarily limited to the following:

 - a. Teacher observation of general attitude and performance of the student.
 - b. Evaluation of attendance records, achievement test results, and general academic progress to determine whether the present status is of recent origin or a continuation of problems over a number of years.
 - c. Evaluation of parental attitude and support.
 - d. Test results on the standardized achievement tests.

- e. When the initial evaluation has been completed, the director of guidance services should obtain additional testing results and other data which will identify as accurately as possible a student's actual achievement level. See Section C25-136.B.2. for the testing recommendations and procedures.

2. A student who wishes to challenge a specific requirement for credit or for exemption.

A student who verifies proficiency/competency may be granted a waiver of, or challenge credit for, a specific subject requirement.

The criteria and standards adopted by the union for verifying proficiency/competency in a specific subject-area are to be used. In the absence of such criteria for a subject-area criteria and standards are to be developed and approved by the appropriate faculty committee(s) and/or the faculty and adopted by the school board.

- C. Guidelines for recording the waiver of a subject-area requirement on the permanent record.

The waiver request form should become a part of the student's permanent record and should include:

1. The specific subject-area requirement to be waived, including the reason for the request.
2. Signatures of the student and the parent(s) or guardian(s).
3. The action voted by the faculty; the documentation for the waiver, if granted; the course substituted, if applicable.

When a waiver of a specific requirement is granted the following should be recorded on the transcript:

1. The specific requirement that is waived.
2. Date the waiver was voted by the faculty.

To qualify for graduation the student is to be enrolled at the present school for at least the entire semester prior to graduation. Exceptions for valid transfers must be approved by the appropriate faculty committee(s) or faculty.

All course work required for graduation is to be completed before the student may receive a diploma.

C25-124 Challenge of a Course for Credit

A student who wants to challenge a course for credit is to meet the criteria and guidelines listed in the subject-area curriculum guide.

C25-128 Citizenship and Attendance

The student is to maintain satisfactory citizenship and attendance as specified by the local school.

C25-132 Proficiency (Basic Competency) Requirements

Prior to graduation, each student is to demonstrate a proficiency level of ninth grade (9.0) for the basic diploma and 10.0 for the college prep/advanced diploma in mathematics skills, reading, and language as demonstrated by the results of a union adopted standardized test measuring basic skills. The requirement may be waived if it has been determined that it is not realistic or attainable for an individual student. Waiver plans must be approved by the local conference office of education.

The following criteria and suggested calendar may be used as a guide in the development and implementation of the above action. The plans should be based on criteria such as, but not limited to, the following:

- A. The plans and procedures should be developed through cooperative efforts of the faculty and approved by the local conference office of education.
- B. The methods of instruction should be based on diagnosis, prescription, and evaluation of the needs of the individuals.
- C. The program should be developmental as well as remedial.
- D. Individual student abilities and needs are to be determined by, but not limited to, the following: performance on a standardized test battery, teacher observation and results of additional psychological testing as needed, with consideration given to such factors as learning deficiencies and disabilities, and other psychological factors and physical disabilities.

C25-136 Guidelines for Implementation of Proficiency (Basic Competency) Requirements

- A. Clarification of the Intent of the Proficiency (Basic Competency) Requirement
 - 1. The school assumes responsibility for helping students who are deficient in the basic skills to reach a minimum level of competency by incorporating programs and/or courses as an integral part of the curriculum.
 - 2. The programs and/or courses developed and the instructional methods employed focus the emphasis of the instructional process on the individual student needs and utilize the techniques of diagnosis, prescription, and evaluation of those student needs.

3. The waiver provision of this policy will be an accepted procedure when it is determined that the requirement is unrealistic or unattainable for a student and will be granted without jeopardizing the issuance of a diploma to such a student.
 4. The emphasis of this requirement is on assisting of students to meet the proficiency requirement rather than on the denial of graduation.
- B. Methods and Procedures for Identification of, and Assistance to, Students Who Have Not or Can Not Achieve the Proficiency Requirements in the Basic Skills.

1. Initial Identification of Students

The administration is to identify the students who may have difficulty meeting the basic competency requirement in one or more of the areas (reading, mathematics, language) as early as possible after the student has enrolled in a junior academy or secondary school. This is to be done by, but not necessarily limited to the following;

- a. Teacher observation and evaluation of academic progress, the attendance record, and the general attitude of the student toward self and school.
- b. Evaluation of information contained in the cumulative record.
- c. Test results on the standardized achievement tests.

2. Testing Recommendations and Procedures

When the initial evaluation has been completed the director of guidance services should obtain additional testing results and other data which will identify as accurately as possible a student's actual achievement level in the basic skills.

The following procedures are recommended for testing students who are identified as having a learning problem.

- a. Out-of-level testing may be done using the level which will provide the most accurate description of the actual achievement level.
- b. When additional diagnostic information is needed, regarding cognitive abilities, test(s) should be selected from the following.
 - (1) *Cognitive Abilities Test, Form 4* (from the *Riverside Basic Skills Assessment Program K-12*).
 - (2) *Wechsler Intelligence Scale for Children (WISC)**
 - (3) *Wechsler Adult Intelligence Scale (WAIS)**
 - (4) *Stanford-Binet Intelligence Scale**

*This test is to be administered and evaluated only by a person qualified to administer individual intelligence tests.

- c. Subsequent achievement testing of a student should be done using the same level of the test(s) as that used for the initial testing.

3. School Program to Meet Student Needs

The student who has not achieved the proficiency (basic competency) requirement is to be enrolled in a program or course designed to assist the student to meet the requirement. The student is to be enrolled in a program or course each year of attendance until the competency level is achieved or until a waiver is granted up to and including the end of the first semester of the senior year.

C. Criteria for Waiver of the Proficiency Requirement

One or more of the criteria may be used as a basis for granting a waiver. The following criteria are to be used to determine whether a waiver of the proficiency requirement should be granted:

1. The student's composite score on the union adopted standardized achievement test is at least three grade levels below actual grade placement when using the testing procedures listed in B.2., "Testing recommendations and procedures," of this proposal.
2. The student lacks fluency in reading, writing, or speaking English because it is a foreign language to the student.
3. The student has a physical impairment, such as, but not limited to, the loss of sight or hearing which makes it difficult or impossible to obtain valid data on which to evaluate the achievement or ability level.
4. The student demonstrates evidence of a mental alertness as determined by teacher observation over an extended period of time but, observation and/or testing indicates that there may be a physical or psychological disorder which is interfering with the learning process.

D. Procedure for Recording the Proficiency Level Achieved on the Permanent Record

See Section C24-128 for procedure for recording the proficiency level on the permanent record.

Graduation Requirements for Schools Establishing Performance-based Programs

Schools structuring curricula in which students are expected to reach specified minimal performance levels in order to be eligible for graduation must submit proposals to the local conference office of education for approval. [See Sections C11-144 and C11-152.]

Certificate of Attendance

A Certificate of Attendance may be issued to a student who has not completed all the requirements for a Basic diploma. Criteria for differentiated diplomas/certificates should be developed in consultation with the conference office of education. Provision should be made for noting on the transcript the type of diploma or certificate to be issued.

Grades 9-12
Correspondence, Extension and Other Special Curriculum Plans – C26

C26-104 Correspondence Courses for Secondary Credit

- A. Limitations on the amount of correspondence courses, and the approval of such, is to be established by the school administration and board. Regulations may be governed by factors such as, but not limited to the following:
 - 1. The extent of the current course offerings in the school.
 - 2. The individual needs, interests, and abilities of the learner.
 - 3. Conflicts and problems in scheduling.
- B. Correspondence courses shall be taken only from accredited correspondence schools as approved by the union office of education. [Refer to the union *Registrar's Handbook*.]
- C. Appropriate deadlines should be set for the completion of correspondence courses.

C26-108 Off-Campus Courses

With prior approval of the appropriate faculty committee/administration a student may be granted permission to enroll in an off-campus course(s) at a local secondary school and/or college/university during the school year or the summer.

The criteria for granting a request includes, but is not necessarily limited to the following:

- A. The course is not offered at the secondary school.
- B. The student is not able to take the course because of schedule conflicts.
- C. The student needs to retake a course.
- D. The student qualifies for early graduation and this will create an overload. [See Section C27-116.]
- E. Other special circumstances.

C26-112 Summer School Classes

With board approval, a secondary school may offer summer school work. Each course is to be taught by a certificated teacher and is to be under the supervision of the school administrator. Each class giving 10 semester periods of credit is to meet for a total of 120 clock hours, and each class giving 5 semester periods of credit is to meet for a total of 60 clock hours.

If a performance-based curriculum has been established and approved, the above clock hours may not apply.

C26-116 Tutoring

When tutoring is necessary, authorization may be granted on the following basis:

- A. When tutoring is done during the summer months, only one secondary subject should be undertaken; clock hour requirements are comparable to those required for regular summer school course work.
- B. Arrangements for summer tutoring for credit must be made in advance with the principal of the school at which credit is to be recorded.
- C. 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/test scores given by the tutor and the grade earned on the final test.

C26-120 Credit by Proficiency Examination

In special cases, a student may earn secondary credit by examination or by demonstrating that the required level of proficiency has been achieved.

C26-124 Credit by Independent Study

Credit for courses other than those for which the student is registered is granted only when approval has been granted by the appropriate faculty committee.

C26-128 Credit Transfer from Home Schools, Non-Accredited Schools, Non-Approved Correspondence Schools

Students transferring credits from a home school, a non-accredited school, or a correspondence school not approved by the union may receive credit towards graduation for those courses in accordance with Section C22-116. Transfer grades should be recorded on a pass/fail basis with no honor points computed.

C26-132 Dual Secondary/College Credit - [New Policy 11/2008]

Dual high school and college credit shall not be granted unless the college/university requires the granting of dual credit.

With prior approval of the appropriate faculty committee/administration a student may be granted permission to enroll in a college course (See Section C26-108). Options to be considered in lieu of granting dual credit may include but not necessarily be limited to the following:

- A. Granting a waiver of a graduation requirement but not reducing the number of semester periods of credit needed for graduation.
- B. Granting secondary credit based on competency/proficiency in the subject area.

Grades 9-12 Academic Placement – C27

C27-104 The Twelfth-year Program

Secondary schools are to accommodate students during the twelfth-year with varying abilities and educational objectives and thus provide a variety of learning experiences which allow for appropriate educational placement and provide for the expanded role of the twelfth-year, and, in some instances, the other three years which will:

- A. Include a variety of major options, one of which will be the typical in-school course work; and
- B. Assist the student to plan and constructively use the senior year as a period of transition between secondary school and subsequent activities, academic and otherwise; and
- C. Develop, coordinate, and supervise an array of options to which other individuals or agencies contribute.

Opportunities to earn college/university credit and early graduation are options which are to be made available to twelfth grade students, and sometimes to underclassmen, which will free the senior year from many of its traditional constraints.

C27-108 Opportunities to Earn College/University Credit

To accommodate students who have demonstrated satisfactory performance on tests of basic skills, who have an accumulative GPA of 3.0, and who have taken enrichment courses offered at the secondary level, the following opportunities are available by which college/university credit may be earned at La Sierra University and Pacific Union College.

The procedures by which secondary school students may be able to earn college/university credit are as follows:

- A. Credit by examination is given to students who demonstrate knowledge comparable to that ordinarily acquired through regular college/university courses. Such credit is recorded on a Pass/Satisfactory basis.
 - 1. College Level Examination Program (CLEP) or Proficiency Examination Program (PEP) single subject examinations may be taken at designated testing centers, and earn college/university credit according to the published regulations of the college or university regarding the specific tests for which credit is granted, the percentile level that must be achieved, the amount of credit granted, its applicability to various program requirements, and the fee for test administration and the recording of credit.

2. Examinations prepared by the academic departments in subjects regularly taught by the college/university may be taken for credit. The fees for such examinations, the amount of credit granted, and its applicability to various program requirements is determined by the college/university.
- B. Advanced Placement examinations are prepared and administered by the College Entrance Examination Board in connection with special secondary school courses. Credit is granted for satisfactory performance (level 3) or better.
 - C. Extension courses may be offered by the college/university for students with appropriate academic qualifications. Such courses are comparable to regular college/university courses in regard to content, materials, examinations, and credit, as determined by the college/university. Credit for such courses conducted by secondary school personnel is granted only when prior arrangements for instruction and supervision have been made by the secondary school with the college/university.
 - D. Enrollment in regular college/university courses is possible, for students who live within commuting distance of the college/university, with the approval of the principal and the academic dean involved. Students must have the prerequisite educational background, and the courses considered must not be duplicated by courses available at the secondary school.
 - E. Summer courses may be offered on the college/university campus for selected students during the summer prior to the senior year. Admissions to such courses is granted on the recommendation of the secondary school principal.
 - F. Individual directed study programs carrying college/university credit may be arranged under the joint supervision of an secondary school teacher and a college or university teacher, with the approval of the secondary school principal and the academic dean of the college/university.
 - G. Correspondence course work for college/university credit may be taken by secondary school students with the prior approval of the secondary school principal and the academic dean of the college/university.

College/university credit earned by examination is granted and recorded when the student establishes an academic record at the college/university.

C27-112 Extension Courses for College/University Credit

Extension courses for college/university credit are offered under the following conditions:

- A. College/university extension courses may be offered and available to those students who qualify.
- B. Only extension courses from Seventh-day Adventist colleges/universities are to be offered on a secondary school campus.
- C. Adequate counseling is to be given to the student as to the nature of the extension course being offered, the type of credit to be earned, whether the credit will apply to the major or minor field of study and the amount of extension credit that a particular college/university and/or department will accept.
- D. Extension courses which compete the currently offered school courses are not to be offered.
- E. See Section C27-108 for guidelines and procedures relating to opportunities for college/university credit.

C27-116 Early Graduation

Early graduation is an option available to a student who wishes to complete the secondary curriculum in less than four years and who meets the following guidelines for early graduation. Exceptions to these guidelines should be made in consultation with the local conference office of education.

- A. Criteria for early graduation
 - 1. The student has achieved a cumulative grade-point average of at least 3.5 and continues to maintain the grade-point average following approval as a candidate for early graduation.
 - 2. The student has achieved a composite score at the 85th percentile on the union adopted standardized achievement test.
 - 3. The student is to meet the graduation requirements listed in Section C25-104 and any additional requirements of the school which apply to all graduating seniors.
- B. Procedure
 - 1. The student is to submit a written request for early graduation to the secondary school principal. The request is to be submitted as early as possible but no later than the end of the first quarter of the third year. A request received later than the end of the second year may mean that it will be very difficult for a student to arrange for all the courses needed to fulfill the school's graduation requirements. The request is to be accompanied by the written consent of the parent/s.
 - 2. The request and the projected courses must have the approval of the faculty.

C27-120 California High School Proficiency Examination

A student enrolled in a secondary school in California may elect to take the California High School Proficiency Examination (CHSPE) in lieu of completing the requirements for graduation. Information regarding eligibility and dates when the examination is administered are available at each secondary school.

A student who passes the CHSPE and elects to leave school is awarded an equivalency certificate and is not eligible for a diploma.

Students who have passed the CHSPE may apply for admission to a Seventh-day Adventist college/university. Admission to the college/university will be based on the college/university entrance requirements.

C27-124 Advanced Placement and/or Honors Courses

The following procedures are to be used when a secondary school implements advanced placement and/or honors courses.

A. Advanced Placement (AP)

1. Schools offering Advanced Placement courses must follow the course descriptions and requirements of the College Boards and University of California system. (California schools).
2. Advanced Placement courses must be taught by a teacher with secondary subject endorsement in the specific content area.
3. The GPA for Advanced Placement courses is to be based on a 5.0 scale:
A=5; B=4; C=3

NOTE: A letter grade of "D" may be recorded but no GPA advantage is allowed.
4. The advanced placement courses will be subject to review by the local conference Secondary Curriculum Review Committee.

B. Honors Courses

1. Student eligibility requirements are to be established by the school.
2. Honors Courses must be taught by a teacher with secondary subject endorsement in the specific content area.
3. Schools offering Honors Courses must follow the course descriptions and requirements of the College Boards and University of California system. (California schools)
4. The GPA for Honor Courses is to be based on a 5.0 scale:
A=5; B=4; C=3

NOTE: A letter grade of "D" may be recorded but no GPA advantage is allowed.

5. Honors courses should have well-defined course descriptions and requirements to provide clear differentiation from the regular courses.
6. Honors courses are not to be taught in conjunction with a regular class by the same teacher at the same time.
7. The honors courses will be subject to review by the local conference Secondary Curriculum Review Committee.

Grades 9-12
Co-Curricular Activities – C28

C28-104 Definition

In this *Education Code* the term “co-curricular” is synonymous with the terms “extra-curricular” and “extra-class” when referring to school-sponsored student activities. The administration and staff are to develop guidelines and procedures for the organization and implementation of co-curricular activities and organizations.

C28-108 Student Officers

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

A. Faculty approval

Officers must be selected with the approval of the faculty and must meet specified standards of citizenship, scholarship, reliability, cooperation, and leadership.

B. Standards

Officers must live in harmony with the distinctive standards of Seventh-day Adventist church and schools.

C. Leadership preparation

Officers must have leadership preparation under teacher direction for assigned responsibilities.

C28-112 School Publications

School publications are to be in harmony with the philosophy and principles of the school. Such publications are to be the product of student leadership and under the direction and counsel of the staff and administration. The factors to be considered are, but are not limited to, the following:

A. The qualifications of student body officers apply in the selection of the editorial staff of the student publications.

B. A member of the teaching staff will be assigned to advise and screen all publications.

C28-112 School Publications (Cont'd)

- C. Authorization for any publication must be obtained through staff, administration and board on the following basis:
1. The board must initially approve the publication.
 2. Approval of the proposed budget is to be obtained from the principal.
 3. A contract, where applicable, must be approved and signed by the principal.
 4. Editorial plans are to be approved by the principal before any editorial work is undertaken.
 5. The final copy is to be approved by the principal prior to publication.

C28-116 Class Organizations

The purpose of class organizations is to provide for spiritual and social activities, to foster school spirit and to afford training for leadership.

Each school is to adopt a policy for organization of classes which includes, but is not limited to; details of organization, qualifications of officers, social functions, financial policies, and sponsors.

C28-120 Class Will and Prophecy

Class wills and class prophecies are not to be a part of any class or school activity nor used in school publications.

C28-124 Clubs and Special Groups

Clubs and other special groups may be organized as student and staff interests, needs, and abilities may warrant. To obtain authorization for such an organization:

- A. Board, administration and staff approval must be acquired.
- B. Purposes, objectives, or goals must be clearly stated, and these purposes must be in harmony with the philosophy and objectives of the school.
- C. Officers must meet the standards required of student body officers or class officers.

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

- A. The organization membership is open to all students and staff members.
- B. An adequate number of staff advisors shall be appointed by the administration.
- C. A constitution shall be developed and subsequently approved by the administration and staff of the school prior to adoption by the student body.
- D. Major activities of the organization shall be approved by the administration and staff of the school.

Grades 9-12
General Provisions – C29

C29-104 Definition of Semester Period

Five semester periods of credit is defined as a minimum average of 200 minutes of class per week for one semester for non-laboratory classes and a minimum average of 240 minutes of class/laboratory per week for one semester for laboratory courses.

C29-108 Minimum School Day

A minimum school day must include four clock hours of instruction exclusive of the lunch period. Minimum school days must be approved by the local conference office of education.

C29-112 Class Time Requirement

Non-laboratory courses shall be scheduled for a minimum of 200 minutes per week. Laboratory courses shall be scheduled for a minimum of 240 minutes per week of which an average of 40 minutes per week is to be devoted to laboratory experiences.

Schools which inaugurate innovative or alternative programs which may not meet the minimum time requirements are to follow the procedures and guidelines for implementation of innovative programs as given in Sections C11-144 and C11-152.

C29-116 Teacher Load

Five subject preparations per day and six or seven teaching periods will generally constitute a teaching load for a teacher in grades 9-12. Supervisory and co-curricular duties in addition to the teaching load will be assigned by the school administrator as part of the professional responsibility of a teacher. Care should be exercised equally in the distribution of supervisory and co-curricular duties.

C29-120 Secondary Textbook List

Textbooks are to be selected from the *NAD Secondary Textbook List*.

A teacher considering the use a textbook not listed in the *NAD Secondary Textbook List* is to submit a request to the local conference office of education using the "Alternate Textbook Request" form available at the local conference or at the union website.

Employment of Certificated Personnel General Policies

E10-104	Employment Policies – Certificated Administrative and Instructional Personnel
E10-108	Employer
E10-112	Certificated Personnel – Defined
E10-116	Contract of Employment
E10-120	Renewal of Contract
E10-124	Conditions of Employment
E10-128	Nondiscrimination Exception – Employment
E10-132	Employment Plans for Certificated Personnel
E10-136	Employment Status for Certificated and Administrative Personnel
E10-140	Harassment Policy
E10-142	Employment of Sexual Offenders (Employment and Productivity) [New Policy 11/2008]
E10-144	Sexual Misconduct Policy and Guidelines
E10-148	Remuneration – Full-time Certificated Personnel
E10-152	Continuing Education of Certificated Personnel
E10-156	Remuneration – Part-time Certificated Personnel
E10-160	Remuneration – Substitute Teacher
E10-164	Vacations and Paid Holidays – Full-time Certificated Personnel
E10-168	Vacations and Paid Holidays – Part-time Certificated Personnel
E10-172	Reduction in Force (RIF)
E10-176	North American Division Retirement Plan
E10-180	Service Credit for North American Division Defined Benefit Retirement Plan
E10-184	Service Records
E10-188	Suspension or Revocation of a Certificate
E10-192	Termination Settlement [Revised 11/2008]
E10-196	Infectious Blood Borne Diseases Policy – Certificated Personnel

Regular Status Employment

E11-104	General Policies
E11-108	Definition of Regular Status Employment
E11-112	Granting Regular Status
E11-116	Evaluation
E11-120	Status Change
E11-124	Term Status Employment
E11-128	Transfer of Employee on Regular Status Employment
E11-132	Resignation of Employee on Regular Status Employment
E11-136	Suspension of Employee on Regular Status Employment
E11-140	Termination of Employee on Regular Status Employment
E11-144	Dismissal of Employee on Regular Status Employment
E11-148	Retirement of Employee on Regular Status Employment
E11-152	Probation Restriction of Employee on Regular Status Employment
E11-154	Lapse in a Standard or Professional Certificate
E11-156	Leaves for Employee on Regular Status Employment

Non-Regular Status, Provisional Employment

E12-104	General Policies
E12-108	Definition of Non-Regular Status, Provisional Employment
E12-112	Evaluation
E12-116	Status Change
E12-120	Regular Status
E12-124	Transfer of Employee on Non-Regular Status, Provisional Employment
E12-128	Resignation of Employee on Non-Regular Status, Provisional Employment
E12-132	Suspension of Employee on Non-Regular Status, Provisional Employment
E12-136	Non-renewal of Contract of Employee on Non-Regular Status, Provisional Employment
E12-140	Termination of Employee on Non-Regular Status, Provisional Employment
E12-144	Dismissal of Employee on Non-Regular Status, Provisional Employment
E12-148	Retirement of Employee on Non-Regular Status, Provisional Employment
E12-152	Leaves for Employee on Non-Regular Status, Provisional Employment

Non-Regular Status, Annual Employment

E13-104	General Policies
E13-108	Definition of Non-Regular Status, Annual Employment
E13-112	Employment Plan
E13-116	Evaluation
E13-120	Remuneration
E13-124	Status Change
E13-128	Resignation of Employee on Non-Regular Status, Annual Employment
E13-132	Suspension of Employee on Non-Regular Status, Annual Employment
E13-136	Termination/Non-Renewal of Employee on Non-Regular Status, Annual Employment
E13-140	Retirement of Employee on Non-Regular Status, Annual Employment
E13-144	Leaves for Employee on Non-Regular Status, Annual Employment

Non-Regular Status, Part-time Employment

E14-104	General Policies
E14-108	Definition of Non-Regular Status, Part-time Employment
E14-112	Employment Plan
E14-116	Evaluation
E14-120	Status Change
E14-124	Resignation of Employee on Non-Regular Status, Part-time Employment
E14-128	Suspension of Employee on Non-Regular Status, Part-time Employment
E14-132	Termination/Non-Renewal of Contract of Employee on Non-Regular Status, Part-time Employment
E14-136	Retirement of Employee on Non-Regular Status, Part-time Employment
E14-140	Leaves for Employee on Non-Regular Status, Part-time Employment

Non-Regular Status, Post-Retirement Employment

E15-104	General Policies
E15-108	Definition of Post-Retirement Employment
E15-112	Remuneration
E15-116	Vacations and Paid Holidays
E15-120	Evaluation
E15-124	Status Change
E15-128	Resignation of Employee on Non-Regular Status, Post-Retirement Employment
E15-132	Suspension of Employee on Non-Regular Status, Post-Retirement Employment
E15-136	Termination/Non-Renewal of Contract of Employee on Non-Regular Status, Post-Retirement Employment
E15-140	Leaves for Employee on Non-Regular Status, Post-Retirement Employment

Term Status Employment

E16-104	General Policies
E16-108	Definition of Term Status Employment
E16-112	Employment with Term Status
E16-116	Relationship of Regular Status Classification to Term Status Employment
E16-120	Evaluation
E16-124	Status Change
E16-128	Reassignment of a Term Status Employee
E16-132	Resignation of a Term Status Employee
E16-136	Suspension of a Term Status Employee
E16-140	Dismissal of a Term Status Employee
E16-144	Non-Renewal of Contract of a Term Status Employee Not Holding Regular Status
E16-148	Retirement of a Term Status Employee
E16-152	Leaves for a Term Status Employee

Hearing and Appeal Processes for Eligible Employees

E17-104	Hearing and Appeal Processes
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Employment of Classified Personnel General Policies

E18-104	Employment Policies – Classified Personnel
E18-108	Employer
E18-112	Employment Agreement for Classified Employees
E18-116	Conditions of Employment
E18-120	Nondiscrimination Exception – Employment
E18-124	Employment Status of Classified Personnel
E18-128	North American Division Retirement Plan
E18-132	Service Records for Classified Personnel
E18-136	Service Credit for North American Division Defined Benefit Retirement Plan
E18-140	Termination Settlement
E18-144	Harassment Policy
E18-146	Employment of Sexual Offenders (Employment and Productivity) [New Policy 11/2008]
E18-148	Sexual Misconduct Policy and Guidelines
E18-152	Infectious Blood Borne Diseases Policy – Classified Personnel

Salaried Classified Personnel

E19-104	General Provisions for Salaried Classified Personnel
E19-108	Definition of Salaried Classified Employment Status
E19-112	Employment Plan for Salaried Classified Employees
E19-116	Remuneration for Full-time Salaried Classified Employees
E19-120	Vacation and Paid Holidays – Full-time Salaried Classified Employees
E19-124	Leaves for Full-time Salaried Classified Employees
E19-128	Status Change
E19-132	Resignation of a Salaried Classified Employee
E19-136	Suspension of a Salaried Classified Employee
E19-140	Termination of a Salaried Classified Employee
E19-144	Retirement of a Salaried Classified Employee
E19-148	Post-Retirement Employment of a Salaried Classified Employee

Hearing and Appeal Processes for Eligible Employees

E20-104	Hearing and Appeal Processes
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Non-Exempt Classified Personnel

E21-104	General Provisions for Non-exempt Classified Personnel
E21-108	Definition of Non-exempt Classified Employment Status
E21-112	Employment Plan for Non-exempt Classified Employees
E21-116	Remuneration for Non-exempt Classified Employees
E21-120	Vacation and Paid Holidays
E21-124	Leaves for Non-exempt Classified Employees
E21-128	Status Change
E21-132	Resignation of a Non-exempt Classified Employee
E21-136	Suspension of a Non-exempt Classified Employee
E21-140	Termination of a Non-exempt Classified Employee
E21-144	Retirement of a Non-exempt Classified Employee
E21-148	Post-Retirement Employment of a Non-exempt Classified Employee

Employment of Certificated Personnel General Policies – E10

E10-104 Employment Policies - Certificated Administrative and Instructional Personnel

The policies related to the employment of certificated administrative and instructional personnel are in Sections E10 to E17 of the *Education Code*.

The policies are organized as follows:

E10-108 to E10-196 - General policies that are applicable to certificated administrative and instructional personnel

E11-104 to E11-156 - Specific policies applicable to certificated instructional personnel on Regular Status Employment

E12-104 to E12-152 - Specific policies applicable to certificated instructional personnel on Non-Regular Status-Provisional Employment

E13-104 to E13-144 - Specific policies applicable to certificated instructional personnel on Non-Regular Status-Annual Employment

E14-104 to E14-140 - Specific policies applicable to certificated instructional personnel on Non-Regular Status-Part-time Employment

E15-104 to E15-140 - Specific policies applicable to certificated instructional personnel on Non-Regular Status-Post-Retirement Employment

E16-104 to E16-152 - Specific policies applicable to certificated administrative personnel on Term Status Employment

E17-104 - The Hearing and Appeal Processes for Eligible Employees

E10-108 Employer

The local conference board of education derives its authority from the local conference executive committee, and is the employing organization referred to hereinafter as the employer. The local conference board of education has an inherent legal obligation in the employment, changes in employment status, termination or dismissal of education personnel.

To ensure the effective and orderly operation of the schools within the local conference, the local conference board of education consults with the local school board and delegates selected functions. However, the local conference board of education may take action on its own initiative or may take action that supersedes a recommendation from the local school board.

Inasmuch as the local conference executive committee remains legally bound by actions of local school boards, it is incumbent that there be close cooperation between the local school boards and the local conference board of education in the operation of schools and in the application of employment policies for school personnel.

E10-112 Certificated Personnel-Defined

Certificated personnel are those employees who have responsibility for classroom instruction, student services or administrative duties that involve supervision of instruction. Such personnel are to hold a valid certificate with endorsements for the position held.

E10-116 Contract of Employment

- A. The employer shall adopt and use a written instrument, which contains the agreement of the parties.

- B. The contract shall include, but not be limited to, the following terms and conditions of employment:
 - 1. Names of the parties.
 - 2. Duration of the obligation.
 - 3. Salary or wages to be paid.
 - 4. Employer's right to transfer an employee within the local conference when in the best interest of the students, the total school, or the employee.
 - 5. Employee's willingness to comply with the policies of the Seventh-day Adventist Church existing at the time of acceptance of a contract and changes that may be duly implemented during the contract period.
 - 6. Date and time by which acceptance of the offer shall be received by the employer. Failure to return the contract within 30 days of issuance indicates that the individual has chosen to decline employment or has voluntarily resigned.
 - 7. The employee agrees to accept the Hearing Process as recourse for grievances. [See Section E17-104, "Hearing and Appeal Processes for Eligible Employees".]

E10-120 Renewal of Contract

All reasonable attempts shall be made by the employer to notify the employee in writing on or before May 1 of the current contract year whether the contract will be renewed for the ensuing year.

Conditions of Employment

A. Certification

1. The NAD office of education establishes requirements for certification of elementary and secondary education personnel.
2. The authority to issue certificates to qualified personnel is delegated to the union office of education.
3. Personnel with responsibility for classroom instruction or administrative duties are to hold a valid denominational certificate with endorsement(s) for the position held. The requirements for certification are detailed in the current edition of the pamphlet titled *K-12 Educators' Certification Manual for North American Division*. See also Section A25-136.

B. Church Membership

Employees shall be members of the Seventh-day Adventist Church in regular standing and as such shall provide a positive Christian role model and demonstrate a concern for the spiritual and moral development of students so that the unique philosophy of Seventh-day Adventist education is reflected throughout the curriculum and the total school program.

C. Tithe Paying

Faithful tithing is a condition for initial and continued employment, and transfer to another school, conference or other denominational organization. [See *NAD Working Policy* Section E 80 20.]

D. Conflicting Activities

An employee shall not engage in any business or activity, either denominational or extra-denominational which has the effect of diminishing the employee's influence and/or infringing on the time and efficiency of the work to which the employee is assigned.

E. Divorce and/or Remarriage

An employee shall adhere to the policies and procedures pertaining to divorce and remarriage, which are published in the current edition of the *Seventh-day Adventist Church Manual*.

F. Employment Eligibility Verification, Form I-9

A certificated employee who is given a conditional offer of employment must complete an I-9 Form, "Employment Eligibility Verification", U. S. Department of Justice, Immigration and Naturalization Service, within 72 hours. The form shall be maintained at the payroll center.

G. Criminal Record Summary

A new employee employed who has contact with minor students is to obtain a criminal record summary from the Department of Justice.

This includes any person hired to work in a private school on a regular, paid full-time or regular, paid part-time basis who will have contact with minor pupils. In addition, each new employee shall forward fingerprints and the request for the criminal record summary to the Department of Justice on or before the first day of employment.

H. Statement of Knowledge of Duty to Report Abuse

A certificated employee is to sign a statement on the form provided by the employer acknowledging the duty to report cases of child abuse and will comply with the provisions of state law. This requires that any employee who is a child care custodian who has knowledge of or observes a child known or reasonably suspected of having been the victim of child abuse is to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report within the time required of receiving the information concerning the incident.

I. Health Records

1. After a conditional offer of employment, an employee shall provide the employer with a completed physical examination form signed by a physician of the employer's choice. The form shall verify that the employee is capable of performing the job functions.

- a. If a disability is identified which interferes with performance of a job function, the employer shall determine if the job function is essential.
- b. If the job function is essential, the employer shall determine if a reasonable accommodation can be made.
- c. If an essential job function cannot be performed and accommodation is not reasonably possible, the offer of employment may be revoked.
- d. The examination referred to in I. above shall be conducted, and the written proof shall be filed, every four years after initial employment.

2. A prospective employee shall provide written proof signed by the conducting physician that an examination, conducted within 60 days preceding the date of employment, has determined the employee is free from communicable tuberculosis. The superintendent of schools/designee shall require additional testing as required by the state law where employed.

3. Health records are maintained at the employee's payroll center or the local conference office of education. The records shall be kept in a file separate from the personnel files.

J. Required School Attendance and Professional Growth Expectation

A teacher holding a Conditional Certificate is required to secure a minimum of nine quarter hours of academic course work each year to apply toward the requirements for the appropriate denominational certificate. [See Section F11-104.B.]

All education personnel are expected to improve skills by participating in a variety of professional growth activities. These activities are designed to enhance competencies in the following areas:

1. Subject area knowledge
2. Instructional methods and techniques
3. Curriculum development
4. Seventh-day Adventist philosophy as part of curriculum and the instructional process.

For Seventh-day Adventists the free exercise of religion includes the right to operate educational institutions that are distinctively Seventh-day Adventist. The creation and maintenance of such institutions require staffing only by those individuals who are in complete harmony with the beliefs and practices of the Church. Hence, in the employment of personnel for its educational institutions one of the occupational qualifications for any position is that the individual must be a Seventh-day Adventist, committed to the program of the Church.

Local school boards and local conference boards of education shall, officially and in practice, abide by the following policies relating to employment:

- A. Equal employment opportunities and compensation shall be afforded to all on the basis of qualifications, without regard to race, color, gender (except where gender is a bona fide occupational qualification), national origin, ancestry, physical handicap, age, height, weight, marital status (single, married, or widowed), or prior military service.
- B. Inasmuch as the personal life and the professional identity of an individual are inseparable, all employees are expected to conform to the standards of conduct that are in harmony with Seventh-day Adventist principles.
- C. Decisions on the promotion of an employee shall be based upon the qualifications of the employee as related to the requirements of the position for which the employee is being considered.

Employment Plans for Certificated Personnel

A certificated employee is employed on one of the following plans:

A. Twelve-month Assignment Employment Plan

The 12-month assignment employment plan is primarily for administrative personnel. At the discretion of the employer, it may also be available for those instructional personnel who are offered summer employment. The summer assignment will be determined by the local conference office of education in cooperation with the principal.

B. Ten-month Assignment Employment Plan

The 10-month assignment employment plan is primarily for classroom teachers. A part-time teacher employed for the full school year may be employed on the 10-month assignment plan.

The annual contract period is July 1 through June 30, inclusive and is comprised of:

1. The working assignment dates of August 15 through June 14, inclusive, (or closest dates, which provide an equal period of time) with:
 - a. A minimum of 180 teacher-student contact days. [See Sections C11-124.A.1. and C11-128]
 - b. A minimum of 15 on-duty days beyond the 180 teacher-student contact days.
2. Continuing education and professional growth activities for renewal and/or upgrading of the certificate or for curriculum and instruction activities related to the assignment.
3. Summer work assignments as requested by the employing organization for which teachers will be paid an additional weekly stipend.
4. Annual vacation and paid holidays.
5. A minimum of 195 days should be used to determine a per-day pay rate.

C. Annual Employment Plan

The annual employment plan is for an employee on Non-Regular Status Annual Employment who may not necessarily be employed for the 10-month or the 12-month assignment plan. The length of the period of employment is determined by mutual agreement between the employer and employee. [See Sections E13-108 to E13-112.]

E10-136 Employment Status for Certificated and Administrative Personnel

Certificated and administrative personnel are classified for employment purposes in one of the following [See Section E10-112 for the definition of certificated personnel.]:

A. Regular Status

This category is for instructional personnel, including certificated administrative personnel who are assigned less than two-thirds time to administrative responsibilities, who meet the criteria for Regular Status. [See Sections E11-104 to E11-156.]

B. Non-Regular Status

This category is for instructional personnel listed in "A" who do not meet the criteria for Regular Status and are employed in one of the following:

1. Provisional Employment. [See Sections E12-104 to E12-152.]
2. Annual Employment [See Sections E13-104 to E13-144.]
3. Part-Time Employment [See Sections E14-104 to E14-140.]
4. Post-Retirement Employment [See Sections E15-104 to E15-140.]

C. Term Status

This category is for assigned administrators. [See Sections E16-104 to E16-152.]

E10-140 Harassment Policy

The following harassment policy applies to all certificated administrative and instructional personnel in the union.

A. Working Environment

The union recognizes its responsibility to all employees to maintain a working environment free from harassment. It endeavors to achieve this environment through educating employees that harassment violates the law and will not be tolerated. The union also endeavors to prevent harassment by publishing this policy, by developing appropriate sanctions for misconduct, and by informing all employees of a right to complain of harassment.

B. Personal Conduct

Education employees are to exemplify the Christ-like life and should avoid all appearances of wrongdoing. Engaging in behavior that is harmful to self or others, or that casts a shadow on or dedication to the Christian way of life should be avoided. 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, may not be displayed anywhere on the premises or while representing the employer in any capacity. Employees should respect and uplift one another. Employees should never be placed in a position of embarrassment, harassment, ridicule, and belittlement or disrespected because of gender, race, color, national origin, age, disability, or any other classification under state or local law that does not conflict with the tenets of the church. To do so would be a violation of God's law and civil laws protecting human rights and governing workplace conduct.

C. Sexual Harassment

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

1. Submission to such conduct is made either explicitly or implicitly a term or condition of employment; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting an individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment.

D. Improper Conduct

Improper conduct by the employer, co-workers and, in some instances, non-employees includes, but is not limited to:

1. Any subtle or other pressure or request for sexual favors or activity, including any suggestion that an applicant's or employee's giving in to or rejecting sexual advances will have an effect on that person's employment or terms of employment;
2. Unwelcome sexual flirtation or propositions;
3. Unnecessary or inappropriate touching of a sexual or abusive nature (e.g., patting, pinching, hugging, repeated brushing against another person's body, etc.);
4. Displays, whether worn on the person, displayed in offices or on personal vehicles parked in parking lots used by the organization of sexually suggestive pictures, drawings, cartoons or objects or other erotica;
5. Threats or demands for sexual favors;
6. Unwelcome or derogatory statements related to gender, race, color, national origin, age or disability (for example, kidding, teasing, degrading jokes or offensive comments or tricks);
7. Demeaning or degrading comments about an individual's appearance;

8. Denying an employee the opportunity to participate in training or education on account of gender, race, color, national origin, age or disability;
9. Limiting opportunities for promotion, transfer or advancement on account of gender, race, color, national origin, age or disability; or
10. Requiring a protected employee to perform more difficult tasks or less desirable work assignments intended to force retirement or resignation.

E. Reporting Incidents

An employee who believes that harassment has occurred should immediately take the following steps:

1. Make it clear that such conduct is offensive and should be stopped immediately; and,
2. Report the incident to the immediate supervisor, principal, associate superintendent or superintendent of schools. The initial report should be followed by a written statement describing the incident and identifying potential witnesses.

F. Third Party Reports

Employees who are aware of incidents of potential workplace harassment toward others are to report such incidents to the immediate supervisory, principal, associate superintendent or superintendent of schools.

G. Investigation

A complaint of harassment shall be promptly handled and maintained in confidence to the extent possible.

H. Discipline

A violation of this policy may result in discipline, up to and including dismissal from employment, based on the provisions of the *Education Code*.

I. Prohibition of Retaliation

The union prohibits retaliation against an employee who complains of harassment.

J. False Allegations of Harassment

While individuals are urged to report alleged harassment, unfounded allegations against another employee or volunteer can irreparably harm the reputation and limit the ability to fulfill duties and responsibilities. Employees who bring malicious, spiteful, or false allegations of harassment may be subject to the disciplinary standards policies in the union *Education Code*.

See NAD Working Policy E 84.

E10-142 Employment of Sexual Offenders (Employment and Productivity) – [New Policy 11/2008]

A. Employment

In hiring all categories of denominational employees great diligence should be exercised to secure persons who are members of the Church and who exert a positive influence in up building the work along spiritual lines.

B. Productivity

Care is to be exercised in making assignments to conference and institutional employees so as to fully utilize their capabilities. The effectiveness of all employees is to be reviewed periodically. Where employees are found to be ineffective, counsel should be given them and if necessary they should be given other lines of work or be advised to seek employment outside of the denomination.

C. Employment of Sexual Offenders

The Seventh-day Adventist Church desires to make its work and worship environments a safe place at all times. To achieve this goal, no denominational employing organization shall knowingly employ an employee where any of the following exists:

1. Any admission of guilt pertaining to sexual abuse, or sexual misconduct (See *NAD Working Policy 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.).
2. Any criminal conviction or plea of guilty, nolo contendere (no contest), or its equivalent for sexual abuse, or sexual misconduct.
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 suite 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, individuals they are considering for employment. Designated Officers, or their designees, responding to inquires about current or former employees of their organizations shall make very effort to assure that accurate information is being communicated.

[*NAD Working Policy E 81*]

E10-144 Sexual Misconduct Policy and Guidelines

Certificated and administrative employees are bound by the following sexual misconduct policy and guidelines for education personnel in the union.

A. Purpose of Policy and Guidelines

It is the policy of the union to eliminate sexual misconduct through prevention, appropriate investigation of complaints, civil reporting and corrective action where appropriate. Each local conference office of education and school is responsible for implementing policies and procedures to prevent sexual misconduct and to investigate and to take corrective action in response to complaints.

B. Definition of Sexual Misconduct

Sexual misconduct as used in this policy refers to sexually oriented behavior by an adult, volunteer or employee toward a student. It includes but is not limited to, sexual advances; requests for sexual activity; inappropriate touching of a sexual, offensive or abusive nature; sexual comments, suggestions or threats; or conduct, which has the purpose or effect of sexually stimulating the adult or student.

C. Prevention of Sexual Misconduct

Local conferences and/or schools should attempt to prevent sexual misconduct by:

1. Careful screening of adults before employment begins. This should generally include a completed application, reference checks and a criminal record check where required by law.
2. Periodic training for all adults who have a contact with students regarding sexual misconduct and child abuse reporting requirements.
3. Periodic training for students which emphasizes identification of and protection from sexual misconduct and reporting procedures of suspected incidents to an adult.

D. Obligation to Report Instances of Suspected Sexual Misconduct or Child Abuse

All instances of suspected sexual misconduct or child abuse must be reported to the appropriate school administrator and child protection agency as specified by state laws. Persons who are mandated by law to report suspected child abuse are protected from retaliation and civil or criminal liability under applicable state laws.

E. Procedure for Reporting Suspected Instances of Sexual Misconduct or Child Abuse

The following reporting procedures should be followed:

1. An employee who has knowledge of or observes a child who is known or reasonably suspected of being the victim of sexual misconduct or child abuse shall report the known or suspected incident to a child protective agency as soon as practically possible by telephone. Child abuse includes sexual abuse, physical abuse and neglect. A written report should be sent within the specified time required by state law. The employee should consult with the administrator at the time of reporting.
2. If volunteers or other adults have reasonable suspicion of sexual misconduct or child abuse it should be promptly reported to child protective services and a school administrator.
3. The superintendent of schools or designee should be notified of the suspected incident as soon as practically possible if the suspected abuser is an employee or volunteer.
4. If the suspected incident involves an employee or volunteer that person may be suspended from duty during the investigation by the child protection agency at the discretion of the superintendent of schools in consultation with the principal.
5. All suspected incidents of sexual misconduct or child abuse should be maintained in confidence apart from required notification to child protective services and school administrators. The information should only be shared with others on a need to know basis.

F. Investigation of Suspected Instances of Sexual Misconduct or Child Abuse

The superintendent of schools and the school administrator should cooperate with civil authorities in any investigation of suspected sexual misconduct or child abuse. The superintendent of schools or school administrator may need to conduct an independent investigation of suspected sexual misconduct or child abuse for employment purposes. This investigation should be conducted in a thorough and confidential manner and should be documented. Employment action should be taken in compliance with the procedures set forth in the *Education Code*. Employees may be suspended from duty with pay during the investigation.

E10-148 Remuneration - Full-time Certificated Personnel

Remuneration for a full-time certificated administrative or instructional employee consists of salary and the allowances or benefits for which the employee qualifies as follows:

A. Salary

The salary is determined annually by the employer after consideration of the following:

1. Salary-step Placement

The salary-step placement as determined by the certificate held at the time of issuance of the contract, the years of experience and the job assignment. [See the Section F11-104, "Relationship of Certification and Assignment to Remuneration".]

2. Employment Plan. [See Section E10-132.]

See Section E10-132 for descriptions of the employment plans for certificated personnel.

The special salary provisions for the 10-month assignment plan are in item 4 below.

3. Cost-of-Living Remuneration Factor

The applicable cost-of-living remuneration factor voted by the local conference executive committee.

4. Ten-month Employment Plan - Special Salary Provisions

The special salary provisions for the 10-month assignment plan are as follows:

- a. The annual salary is based on 95 percent of the annual 12-month salary. The 10-month annual salary is paid in equal installments over the 12-months of the contract year, July 1 - June 30.
- b. A person who is employed after the July 1 employment date and before the designated "report to work" date is to receive the full 10-month annual salary. A teacher employed after the designated "report to work" date is to receive salary based on the number of days employed, using a minimum of 195 days to determine a per day pay rate at the appropriate salary-step placement. [See also Section E10-132.]

- c. A person who discontinues employment is to repay all salary advanced but unearned for the time period between the employment date, July 1, and the designated "report to work" date.
- d. Additional salary is not granted for attendance at summer school.
- e. A teacher may be employed for special projects for a maximum of five weeks during that portion of the year not included in the 10-month working assignment and paid a weekly stipend based on the current rate. [See Section F11-112.D.]

B. Allowances and Benefits

Allowances and benefits are granted certificated personnel who qualify. Details regarding the allowances and benefits are provided in the citation(s) listed following each item by category as follows.

<u>Allowance or Benefit</u>	<u>Education Code Section</u>
1. Administrative Budget	F11-152
2. Adoption Assistance	F18-108
3. Death of Employee in Denominational Service	F16-108
4. Employee Basic Life Insurance	F16-104
5. Employee Disability Income Plan	F16-116
6. Graduate Study	
a. Doctoral Degree	
(1) Employee Expense	F19-120
(2) Doctoral Degree Denominational Expense	F19-116
b. School Attendance of Certificated Personnel	A25-108 E10-152
7. Holiday Gift	F22-152
8. Housing	
a. Housing Assistance, Additional	F13-116
b. Rental of Academy-owned Housing	F13-108
9. Medical and Dental Expense Assistance Plan	F18-104
10. Moving Allowances, Employee	F17-120
11. Moving Allowance for Retiring Personnel	F17-120.E.
12. Parsonage Allowance, Ministers	F13-112
13. Per Diem	F17-116

	<u>Allowance or Benefit</u>	<i>Education Code Section</i>
14.	Rental Assistance	
	a. Housing Assistance, Additional	F13-116
	b. Rental of Academy-owned Housing	F13-108
15.	Retirement Allowance	F15-120
16.	Retirement Plan, NAD	F15-104
17.	Retirement for Retired Personnel	F11-146
18.	Retirement, Medical	F15-112
19.	Service Credit	E10-180
20.	Social Security	F15-108
21.	School Attendance of Certificated Personnel	A25-108 E10-152
22.	Surviving Spouse Temporary Benefit	F16-112
23.	Termination Settlement	E10-192
23.	Transfer and Retirement Gifts Guidelines	F15-116
24.	Tuition Assistance for Children of Employees	F14-104
25.	Vacations and Holidays	E10-164

Certificated administrative and instructional personnel in the union may be authorized to attend a college or university with financial assistance based on the following provisions.

A. Attendance at La Sierra University and Pacific Union College

1. General Provisions

Full time certificated administrative and instructional personnel employed in the union may take up to a maximum of 12 quarter hours, during an academic year, July 1 - June 30 under the subsidized tuition program if authorized to attend La Sierra University or Pacific Union College.

- a. Personnel who wish to enroll in courses and/or programs under the subsidized tuition plan must submit the tuition authorization form obtained from the principal and/or local conference office of education and receive authorization from the local superintendent of schools in the local conference where the person is employed.
- b. Personnel must have a valid signed contract for the following school year as a prerequisite for authorization to enroll in courses and/or programs in a summer session.
- c. To be eligible for courses to count towards renewal for a current year all course work must be completed and returned to the instructor by September 1.
- d. To qualify for the subsidized tuition program courses must be taken on campus at either La Sierra University or Pacific Union College.

2. Special Provisions for Attendance at La Sierra University

The following special provisions apply to attendance at La Sierra University under the subsidized tuition plan.

- a. Authorized personnel attending La Sierra University may enroll in courses offered by the College of Arts and Sciences, School of Education, School of Business and Management, and School of Religion.
- b. Admission to degree programs in either the School of Education, School of Religion, School of Business and Management is achieved only by formal application. Those interested in a graduate degree in the School of Education, School of Religion, School of Business and Management should apply for admission into a degree program during the first summer of attendance.

- c. Authorized Early Childhood professionals may enroll in courses that meet credential requirements based on the following provisions.
 - (1) A local conference office of education is granted a specific number of units per year that can be allocated to full-time Early Childhood professionals for completion of credential requirements.
 - (2) The total hours granted to a local conference office of education is based on the allocation of one quarter hour per year for each Early Childhood professional. An Early Childhood professional may not be allocated more than 12 quarter hours during an academic year of the total hours available to the local conference office of education.
 - d. The following courses and/or programs are not covered by the subsidized tuition plan at La Sierra University.
 - (1) Courses and/or programs to complete a baccalaureate degree. (Early Childhood professionals who are completing the credential requirements based on A.2.c. are exempted from this provision.)
 - (2) Courses taken to complete the requirements for the Ed.S. degree. This does not include the 9 quarter hours that are needed for renewal of the Professional Certificate or the courses needed for the Principal endorsement.
 - (3) Courses leading to the Ed.D. degree.
- B. Attendance at Seventh-day Adventist Colleges Outside of the Union
- As a general rule, education personnel are expected to attend either La Sierra University or Pacific Union College. However, exceptions may be authorized when:
- 1. The necessary courses or programs are not available at either La Sierra University or Pacific Union College.
 - 2. A person newly employed in the union is currently enrolled in a degree program at a college/university in the union where formerly employed and a transfer would entail hardship or loss of credit.

C. Attendance at Non-Seventh-day Adventist Institutions

Education personnel who are authorized to attend non-Seventh-day Adventist institutions, if the necessary courses or programs are not available at La Sierra University or Pacific Union College, may receive reimbursement for mileage or the lowest air fare, whichever is less, plus tuition and fees. No additional salary is granted for attendance at summer school.

An employee who elects to enroll in courses or programs at non-Seventh-day Adventist institutions for reasons of convenience or choice is not to receive assistance on tuition or fees.

D. Authorization for School Attendance

Education personnel who plan to attend La Sierra University or Pacific Union College with the exception of financial assistance on expenses must have written authorization prior to registering for courses or programs.

Elementary and junior academy personnel are to receive approval from the local conference office of education.

Secondary school personnel are to receive approval from the secondary school principal. Board approval must be obtained for attendance at a college or university outside the union.

The authorization is as follows:

1. Attendance at La Sierra University or Pacific Union College

The school attendance authorization form is to be completed prior to registration at either La Sierra University or Pacific Union College. This form is available from the principal or the local conference office of education. The form is to be returned to the local conference office of education.

2. Attendance at a Seventh-day Adventist Institution Outside of the Union

A certificated employee from another union conference newly employed in the union who is currently enrolled in a study program elsewhere, may, upon board approval, be permitted to complete work where enrolled if a transfer would entail hardship or a loss of credit. In such a situation, the employee is to receive benefits from the employing organization equal to those granted to personnel enrolled at La Sierra University or Pacific Union College.

Written authorization including information on any financial assistance that will be granted is to be received prior to registration.

E. Financial Assistance at La Sierra University and Pacific Union College

1. Tuition and Fees

Tuition and fees for courses, including workshops and seminars are covered by the annual appropriation from the union.

2. Mileage

A mileage allowance will be granted for one round-trip by the most direct route to either La Sierra University or Pacific Union College based on the current mileage rate. This is to be paid by the employing organization [with the exception of Hawaii].

Remuneration - Part-time Certificated Personnel

A. Salary

The salary is determined annually by the employer after consideration of the following:

1. The appropriate salary-step placement as determined by the certificate held at the time of issuance of the contract, the years of experience and the job assignment. [See Section F11-104, "Relationship of Certification and Assignment to Remuneration".]
2. Ratio of the employment to full-time employment.
3. The employment plan. [See Section E10-132.]

If employed for the full school year the prorated salary is based on the 10-month assignment employment plan. If employed for a portion of the school year the prorated salary is based on the 12-month assignment employment plan.

4. The applicable cost-of-living remuneration factor as voted by the local conference executive committee. [See Section F10-104.]

B. Allowances and Benefits

The following allowances and benefits are granted to part-time employees who qualify:

1. Service credit for retirement if employed at least half-time during the full school year.
2. Paid vacation based on the prorated time employed.
3. Pay for holidays that fall within the normal working time based on the prorated time employed.

E10-160 Remuneration - Substitute Teacher [Revised 04-2010]

Remuneration for a substitute teacher is to be based on the following:

A. One Through Twenty Days in the Same School

Remuneration only is based on the rate adopted by the local conference board of education.

B. Twenty-one or More Consecutive Days in the Same School

Remuneration and allowances or benefits for which the employee qualifies is to be based on:

1. Employment on the 10-month assignment employment plan. [See Section E10-132.]
2. Full-time or part-time employment.
 - a. Full-time employment. [See Section F11-108.]
 - b. Part-time employment. [See Section F11-120.]
3. The remuneration differential between the rate for the first twenty days and the remuneration based on "A" and "B" may be based on local conference board of education policy.

E10-164 Vacations and Paid Holidays - Full-time Certificated Personnel

A. Twelve-month Assignment Plan

1. Annual Vacation

- a. An annual vacation entitlement for full-time administrative and certificated employees shall be provided. The entitlement is accrued and calculated on the following basis:

<u>Years of Service</u>	<u>Vacation entitlement per year of full-time service</u>
During first four-year period	2 weeks
During next five-year period	3 weeks*
After nine years	4 weeks*

*Employees are eligible to begin accruing vacation at the 3 and 4 weeks after completing 4 and 9 years of service or in harmony with mandated government requirements.

- b. The vacation entitlement is based on the fiscal year, July 1-June 30. For full-time certificated personnel employed for less than 12 months during the fiscal year the entitlement is accrued on a prorated basis.

- c. Christmas recess taken as vacation time shall be counted as one week of the total annual earned vacation.
- d. Vacation time should generally be taken in the year of accrual. A formal accounting system must be in place. The maximum accrual is up to 150 percent of vacation entitlement including current year accruals.
- e. Vacation may be used at such time or times when requested by the employee, approved by the principal or local superintendent of schools and authorized by the appropriate authority.
- f. Vacation must be used during the Family and Medical Leave of Absence according to local conference policy.
- g. When a full-time certificated employee is transferred from one denominational organization to another, transfers from 12-month to 10-month employment, or discontinues denominational employment, accrued vacation time of up to 150 percent of vacation entitlement including current year accruals, shall be paid in cash by the former employer to the employee at the time of transfer or discontinuance of employment. The accrued amount will be equal to the amount the employee would receive while taking vacation entitlement before the transfer or discontinuance of employment begins.

2. Paid Holidays

Paid holidays and office closings are at individual employer's discretion and are generally influenced by the respective organization's needs, climatic conditions, as well as national and local laws.

B. Ten-month Assignment Plan

1. Annual Vacation

The annual paid vacation for personnel on the 10-month assignment plan is included within the annual employment contract irrespective of years of service.

2. Paid holidays are included within the annual employment contract.

Vacations and Paid Holidays - Part-time Certificated Personnel

A. Twelve-month Assignment Plan

1. Annual Vacation

Annual vacation is accrued on a pro rata basis and calculated based on the following:

a. The years of service

<u>Years of Service</u>	<u>Vacation entitlement per year of full-time service</u>	<u>Vacation entitlement accrued per 38-hour week</u>
During first 4-year period	2 weeks	1.4575 hrs.
During next 5-year period*	3 weeks*	2.1863 hrs.
After 9 years*	4 weeks*	2.9151 hrs.

*Employees are eligible to begin accruing vacation at the 3 and 4 week rates after completing 4 and 9 years of service or in harmony with mandated government requirements.

b. Relationship of the assignment to full-time employment

c. Number of months employed during the fiscal year July 1 - June 30.

Example: An employee with 4 years of service employed for 60 percent for 10 months from August 15 - June 15.

$3/5$ (the working assignment) x 10 months (the assignment period of 10/12 of the fiscal year) x 10 days (vacation if employed full time) = 5 days paid vacation.

2. Paid Holidays

Paid holidays falling on a regularly scheduled working day are granted in the amount the employee would earn if on duty.

B. Ten-month Assignment Plan

1. Annual Vacation

The annual paid vacation for part-time personnel on the 10-month assignment plan is included within the annual employment contract irrespective of years of service.

2. Paid holidays are included within the annual employment contract.

E10-172 Reduction in Force (RIF)

When it is necessary to implement a reduction in force (RIF) because of financial reasons the following criteria shall be used:

- A. Consideration of the instructional program offered by the school.
- B. Consideration of the employment status and the qualifications of the employees in each category in "C". This shall precede any decision regarding which employees shall be affected by the RIF.
- C. Subject to the criteria in "D", each category of employees listed below shall be RIFed before moving to the next category:
 1. Part-time employees
 2. Non-Regular Status employees
 3. Regular Status employees, with consideration of
 - a. Certification and appropriate endorsements
 - b. Total years of service to the school, local conference and the Church
- D. The instructional personnel remaining at the school must have the personal and professional qualifications necessary to function in the restructured position(s).
- E. In unusual circumstances one or more of the above criteria may be waived if prior approval has been obtained from the local conference office of education.

E10-176 North American Division Retirement Plan

The following describes the retirement plans currently available for employees of participating employers.

A. Defined Benefit Plan

The NAD Retirement Plan is a traditional defined benefit plan which provides a flow of funds until the death of the retiree and eligible spouse ceased to function for purposes of earning service credit on December 31, 1999 except for specific exceptions as detailed in the *Retirement Plan of the NAD and Auxiliary Benefits* Z 05 through Z 50. Service credit earned prior to that date will be "frozen" until the employee becomes eligible for retirement benefits under the terms of the plan.

Education personnel who were denominationally employed prior to January 1, 2000 are eligible to earn service credit for retirement on the defined benefit plan based on the provisions of the *Retirement Plan of the NAD and Auxiliary Benefits* section Z 15 05, "Criteria for Recognizing Service". Retirement benefits earned prior to January 1, 2000 in the defined benefit plan cannot be combined with benefits earned after December 31, 1999 in the defined contribution plan except for vesting and health care purposes.

See Section E10-180 for details about service credit and benefits in the defined benefit plan.

E10-176 North American Division Retirement Plan (Cont'd)

B. Defined Contribution Plan

Effective January 1, 2000 the Adventist Retirement Plan, a defined contribution plan has been made available for employees of participating employers. The defined contribution plan accumulates a lump sum which can be converted to an annuity, cashed out or invested at the option of the retiree at the time of retirement eligibility. Retirement benefits earned prior to January 1, 2000 in the defined benefit plan cannot be combined with benefits earned after December 31, 1999 in the defined contribution plan except for vesting and health care purposes.

Details about the defined contribution plan may be obtained from the local conference office of education.

E10-180 Service Credit for North American Division Defined Benefit Retirement Plan

The defined benefit plan ceased to function for purposes of earning service credit on December 31, 1999 except for specific exceptions as detailed in the *Retirement Plan of the NAD and Auxiliary Benefits* Z 05 through Z 50. Service credit earned prior to that date will be "frozen" until the employee becomes eligible for retirement benefits under the terms of the plan.

Education personnel who were denominationally employed prior to January 1, 2000 earned service credit for retirement on the defined benefit plan based on the provisions of the *Retirement Plan of the NAD and Auxiliary Benefits* section Z 15 05, "Criteria for Recognizing Service".

A qualified employee who applied for the Career Completion Option by December 31, 1999 could earn up to a maximum of five additional years of service credit or a total of 40 years of service credit, whichever is less, under the frozen plan.

Retirement benefits earned prior to January 1, 2000 in the defined benefit plan cannot be combined with benefits earned after December 31, 1999 in the defined contribution plan except for vesting and healthcare purposes.

A "safety net" is provided to assist those who may be disadvantaged by the "freeze" in the defined benefit plan. For those eligible to retire the Plan will calculate the monthly benefit of the frozen single life annuity, plus an estimate of what the employer-contributed account balance in the new plan would be if invested in the plan designated "default" strategy, converted to a single life annuity. This "combined annuity" will then be compared with what the single life annuity would have been had the plan not been frozen. If the "combined annuity" is less than the "no-freeze annuity", the Plan will top-up the single life annuity by the amount of the shortfall. This Transitional Enhancement is designed to protect employees from possible reductions in the single life annuity benefits. It is not designed to replace the elimination spouse allowance for post-freeze service.

An employee who does not have enough service credit in the frozen defined benefit plan at the time of the freeze can count up to ten post-freeze years towards meeting minimal qualifying vesting thresholds under the pre-freeze plan up to December 31, 2014. The employee does not earn additional benefit service credit. Post-freeze service is considered only for purposes of reaching certain service thresholds. The qualifying thresholds that can be reached by post-freeze service include:

	<u>Requirements</u>
1. Monthly Benefits	10 years
2. Spouse Allowance	20 years
3. No Penalty Early Retirement	40 years
4. Surviving Spouse Benefits	10-15 years
5. Death Benefit	10 years
6. Early Retirement Health care	40 years

Service credit for retirement under the defined benefit plan was earned as follows:

A. Twelve-month Employment Plan

One year of service credit is credited to an employee for each calendar year in which there was remuneration for at least 1,950 hours or for at least 11.5 months on a full-time salaried basis for participating employers.

After January 1, 1981, an employee who works less than full-time during a calendar year shall be eligible for proportionate credit based on the provisions of the *Retirement Plan of the NAD and Auxiliary Benefits*, Section Z 15 05 (4).

B. Ten-month Employment Plan

A full-time education employee who has the option to be off duty during the summer period shall be considered employed from July 1 to December 31 if serving for the full first semester of a school year, and shall be considered employed from January 1 to June 30 if serving the full second semester of a school year. A teacher who is employed at least half-time shall also be eligible for proportionate service credit during the periods listed above. [See *Retirement Plan of the NAD and Auxiliary Benefits*, Section Z 15 15 (1).]

C. Personnel Employed by a Local School

An education employee whose payroll costs are funded by a local school or church is eligible to earn denominational service credit if the conditions stated below are met. The only benefits that the conferences provide such employees are service credit and Worker's Compensation insurance. *NAD Working Policy Y 47 05* and *Retirement Plan of the NAD and Auxiliary Benefits Z 15 35*.

E10-180 Service Credit for North American Division Defined Benefit Retirement Plan (Cont'd)

Service credit shall be granted to an employee of a church or elementary schools provided:

1. The employee is remunerated for at least 1,000 hours during a calendar year.
2. The local conference has the employee on its payroll and the remuneration is at least the federal minimum wage but does not exceed the denominational remuneration scale. Employees paid their remuneration directly by the church or school are not eligible to participate in either the frozen defined benefit plan or the defined contribution retirement.

D. Task Force Workers

A Task Force Worker is normally a volunteer and thus not considered to be an employee, and normally is not eligible for service credit.

See Section E10-176 for information about the NAD Retirement Plan.

E10-184 Service Records

The local conference secretary or human resource services director is responsible for the service records of all education employees. Each employee shall be given a copy of the service record at any time at the employee's request by the last employing organization each time the employee transfers from one denominational organization to another, and at the time the employee discontinues denominational service.

E10-188 Suspension or Revocation of a Certificate

- A. The certificates subject to suspension or revocation are; Basic, Standard, Professional, Administrator, and Designated Subjects/Services.
- B. The certificate may be suspended or revoked for any of the following:
 1. Any cause that is grounds for dismissal.
 2. When a contract has been prematurely terminated without the employer's consent.
 3. When an employee resigns and fails to repay money owed to employer such as but not necessarily limited to the following; advanced salary, unamortized graduate study assistance, unamortized moving, housing loans.

C. Procedure

1. The local superintendent of schools shall notify the former employee in writing of the proposed action recommending suspension or revocation of a certificate including the right to a hearing by the local conference board of education upon request.
2. The local superintendent of schools shall submit a recommendation regarding suspension or revocation of the certificate to the local conference board of education.
3. The local conference board of education shall conduct a hearing if such is requested by the former employee.
4. The local conference board of education shall take action regarding the suspension or revocation of the certificate.
5. Following action by the local conference board of education recommending suspension or revocation of the certificate, a formal request with supporting affidavits shall be sent to the union office of education.
6. The union director of education shall give notice to a former employee of the proposed action to suspend or revoke the certificate including the right to a hearing by the union board of education.
7. The union board of education shall conduct a hearing if such is requested by the former employee and shall act on the recommendation of the local conference board of education.
8. The union board of education shall have the final decision regarding suspension or revocation, including the length of time for suspension or revocation.

- D. The employee may submit a request for reinstatement to the union board of education after 90 days have elapsed following the decision regarding suspension or revocation.

E. Hearing and Appeal Processes

A certificated employee who is subject to suspension or revocation of the teaching certificate or has had the certificate suspended or revoked under the provisions of this section is eligible for and agrees to accept the hearing process as recourse for grievance regarding the suspension or revocation of the certificate. [See Section E17-104, "Hearing and Appeal Processes for Eligible Employees".]

E10-192 Termination Settlement

In order to provide transition funds for an involuntarily terminated full-time employee leaving denominational service, a termination settlement may be provided under the terms of this policy. The settlement is not an earned employee benefit automatically provided in every case of employment termination.

A. Eligible Recipient

A termination settlement may be granted to an involuntarily terminated employee who has worked in denominational employment for at least two years. A resignation as a result of being counseled to resign by the employer is considered an involuntary termination for the purposes of this policy. Eligibility shall be determined according to the following criteria.

1. Closure or Reduction

An employee involuntarily terminated due to closure of a denominational facility or staff reductions due to financial exigency or enrollment.

2. Lack of Performance

An employee who is terminated for failing to adequately perform the functions of the job.

3. Medical Condition

An employee who is unable to continue employment because of a medical condition but is not eligible for disability benefits under the Employee Disability Income Plan (NAD Working Policy Y 33).

B. Ineligible Recipient

1. Part-time/Local Hire Employees

2. Involuntary Termination

An employee terminated for violation of organizational policies and/or practices regarding misconduct, or for criminal behavior.

3. Retirement

An employee who (a) is counseled to resign or terminated, (b) is eligible for retirement benefits at the employee's normal retirement age (as defined in the *Retirement Plan of the NAD and Auxiliary Benefits*), and (c) begins to receive retirement benefits following cessation of employment.

4. Resignation

An employee who voluntarily resigns from employment.

5. Continued Denominational Employment

Any employee who at the time of execution of the Release called for in *NAD Working Policy Y36 30* has been offered comparable employment by another entity as listed in the *Seventh-day Adventist Yearbook*.

C. Service Record

A termination settlement shall be recorded on the terminated employee's service record. Such settlement, however, shall not increase service credit, nor shall it cancel any part of the employee's service credit.

D. Settlement

1. Payment

Any termination settlement paid under this policy shall be paid by the terminating employer to the eligible employee in either a lump sum payment or in series of payments at the discretion of the terminating employer.

2. Calculation

The settlement shall be 25 percent of current monthly wages multiplied by total number of years of denominational service credit up to a maximum of twenty years. Current monthly wages shall include wages and cost of living adjustments, but shall not include area travel or any other allowances.

3. Independent Transfers

In the case of the termination of an employee who has been voted an independent transfer, the settlement shall be calculated only on years of service earned as a church employee within the territory of the NAD or as a regularly appointed interdivision employee from the NAD.

E. Other Benefits

Any benefits payable at the time of termination under the employer's policies or as required by law, if any, shall have no effect on the calculation of this settlement. If an employee has received a previous termination settlement under the terms of *NAD Working Policy Y 36*, any subsequent termination settlement shall be calculated based on years of service credit earned since the date of the previous termination settlement.

F. Health Care Benefits

Health care benefits in most situations cease with the effective date of termination (see *NAD Working Policy Y 22*). However, the terminating employer may provide continued emergency hospitalization and medical benefits to the terminated employee and dependents participating in the health care assistance plan, provided that such assistance shall be granted only in case of illness or accident. Non-emergency medical, dental and optical care is specifically excluded. This assistance may continue (1) as required by applicable law, or (2) for up to two months from the date of termination, or (3) until the terminated employee obtains health care assistance cover, whichever occurs first. Terminated employees shall promptly notify the terminating employer when obtaining health care assistance coverage while eligible for assistance under this policy.

E10-192 Termination Settlement (Cont'd)

G. Release

As a condition of receiving a termination settlement, terminated employees are required to execute the separation agreement of their terminating employer, which shall include, without limitation, a waiver and release of any and all claims against their terminating employer, related organizations, and the officers, agents and employees of the terminating employer. The terminating employer shall issue the separation agreement to the terminated employee as soon as reasonably practicable following cessation of employment.

Terminated employees will have 21 days from receipt of the separation agreement to sign and return it to the terminating employer, unless a longer time period for consideration and signature is required by applicable law. If the separation agreement is not signed and returned to the terminating employer within the applicable time period, the termination settlement may well be forfeited. (A model separation agreement and release for terminating employees is available on the website of the NAD.)

H. Variances

Properly constituted governing or administrative bodies of denominational employers may authorize a termination settlement at variance with the provisions of this policy in order to comply with state or local laws. Involuntarily terminated teachers under continuous appointment may be eligible for a termination settlement as described in *NAD Working Policy* FEC 05 25-5 rather than under the terms of this policy.

E10-196 Infectious Blood Borne Diseases Policy - Certificated Personnel

A. Preamble

The schools of the union shall strive to protect the safety and health of students in their care, as well as their families, employees and the general public. Staff members shall cooperate with public health authorities to promote these goals.

School staff members will always strive to maintain a respectful school climate and not allow physical or verbal harassment of any individual or group by another individual or group. This includes taunts directed against a person living with HIV infection, a person perceived as having HIV infection, or a person associated with someone with HIV infection.

The evidence is overwhelming that the risk of transmitting infectious blood borne disease, including but not limited to human immuno-deficiency virus (HIV), acquired immuno-deficiency syndrome (AIDS), and Hepatitis B and C, is extremely low in school settings when current guidelines are followed. The presence of a person living with or diagnosed with a blood borne infection poses no significant risk to others in school.

B. Employment

The schools of the union do not discriminate on the basis of HIV infection or association with another person with HIV infection. In accordance with the Americans with Disabilities Act of 1990, an employee with an infectious, blood borne disease is welcome to continue working as long as the employee is able to perform the essential function of the position, with reasonable accommodation.

C. Privacy

Teachers and staff members are not required to disclose HIV infection status or any other medical information to anyone in the educational system. HIV antibody testing is not required for any purpose.

All personal health information, including that related to blood borne infections, is confidential. Willful or negligent disclosure is punishable by law.

D. Infection Control

All employees are required to consistently follow infection control guidelines in all settings and at all times, including playgrounds and field trips. Schools will operate according to the standards promulgated by the U.S. Occupational Safety and Health Administration (US-OSHA) for the prevention of blood borne infections. Equipment and supplies needed to apply the infection control guidelines will be maintained and kept reasonably accessible. Each school shall have a designee that shall implement the precautions and investigate, correct, and report on instances of lapse.

A school staff member is expected to alert the person responsible for health and safety issues if a student's health condition or behavior presents a reasonable risk of transmitting an infection.

If a situation occurs at school in which a person might have been exposed to an infectious agent, such as an instance of blood-to-blood contact, school authorities shall counsel that person (or if a minor, alert a parent or guardian) to seek appropriate medical evaluation.

E. Staff Development

School staff members will be given opportunity to participate in infectious blood borne disease education programs that:

1. Convey factual and current information.
2. Provide guidance on infection control procedures.
3. Inform about current laws and school policies concerning infectious blood borne diseases.
4. Assist staff to maintain productive parent and community relations.
5. Include annual review sessions.

It is recommended that certain employees receive additional specialized training as appropriate to individual positions and responsibilities.

F. Hepatitis B Vaccination

Any employee considered to be at risk of acquiring Hepatitis B due to an occupational exposure to blood borne pathogens, will be given opportunity to be vaccinated with Hepatitis B vaccine at no charge to the employee. The vaccinations consist of a series of three inoculations over a six-month period.

If an exposure to blood borne pathogens should occur, a comprehensive post-exposure evaluation and follow-up process will be followed to ensure that employees receive the best and most timely treatment.

Regular Status Employment – E11

E11-104 General Policies

The general policies, Sections E10-108 to E10-196, are applicable to employees on Regular Status Employment.

E11-108 Definition of Regular Status Employment

A status indicating intent of continuous full-time employment in the schools within a conference granted to an employee on Non-Regular Status, Provisional Employment who meets the following criteria:

- A. A minimum of three years of full-time denominational employment in a position which requires a certificate.
- B. A valid denominational Standard or Professional Certificate.
- C. Competency evidenced by formal evaluations while on Non-Regular Status, Provisional Employment conducted by the principal and/or conference office of education personnel.
- D. Regular status may be granted to a school counselor who holds a Designated Subjects/Services Certificate with a four-year degree and appropriate training.
- E. Provisional Status may be extended for a reasonable period of time at the discretion of the local conference board of education.

E11-112 Granting Regular Status

The local conference board of education is responsible for granting Regular Status Employment. The local conference board of education acts on the recommendation of the local superintendent of schools. The local superintendent of schools shall consider the recommendation of the local school board when such a recommendation has been voted.

E11-116 Evaluation

The evaluation of an employee on Regular Status shall be based on the procedures adopted by the local conference board of education and shall include the following:

- A. A minimum of one summative evaluation every other year.
- B. The evaluation report shall include data from formal classroom observations conducted by the principal and/or the superintendent of schools/designee.

E11-120 Status Change [Revised 11-2011]

The employment status of an employee on Regular Status may be changed when in the best interest of the employee, the students, and/or the school as follows:

- Term Status. [See Section E11-124.]
- Transfer. [See Section E11-128.]
- Resignation. [See Section E11-132.]
- Suspension. [See Section E11-136.]
- Termination. [See Section E11-140.]
- Dismissal. [See Section E11-144.]
- Retirement. [See Section E11-148.]
- Probation Restriction. [See Section E11-152.]
- Non-Regular Status Provisional Employment [See Section E11-154]

E11-124 Term Status Employment

An employee on Regular Status who is elected to an administrative position is employed on Term Status in the new position based on the provisions of Section E16-116.

E11-128 Transfer of Employee on Regular Status Employment

A. Voluntary Transfer

1. Definition.

A change initiated by an employee who requests transfer to another position or school, or accepts an official call within the same or to a different local conference or union.

2. An employee who transfers to a different local conference may be changed to Non-Regular Provisional Status at the discretion of the new employer.

B. Administrative Transfer

1. Definition

A change initiated by the employer at any time during or at the close of the contract year that results in a change to a teaching or non-teaching position within the school or in another school.

2. Employer's Right to Transfer

The employer shall have the right to transfer an employee when in the best interest of the students, the staff, the school, or the employee.

3. Procedure for Implementing an Administrative Transfer

a. The local conference office of education is to determine whether an administrative transfer to another school is feasible or in counsel with the principal whether a transfer within the school is feasible.

b. The superintendent of schools/designee or principal shall give written notice to the employee of the intent to implement an administrative transfer and of the right to a hearing based on the employee's written request.=

- c. A hearing shall be conducted, if requested based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees". A recommendation shall be submitted to the local conference board of education. The superintendent of schools or designee shall be present when the recommendation is voted.
- d. The local conference board of education shall conduct an appeal if such is requested in writing by the employee.
- e. Following the appeal, if conducted, the local conference board of education shall take action on the recommendation regarding the administrative transfer.
- f. The superintendent of schools shall notify the principal or school board and the employee in writing of the local conference board of education action.

4. Hearing and Appeal Processes

A person on Regular Status who is subject to an administrative transfer or has been transferred under the provisions of this section is eligible for and agrees to accept the hearing and appeal processes as recourse for grievance regarding an administrative transfer. [See Section E17-104, "Hearing and Appeal Processes for Eligible Employees".]

A. Definition

Voluntary discontinuance of employment during or at the close of the contract year by the employee.

B. Procedure

- 1. The employee shall submit written notice of resignation to the superintendent of schools/designee.
- 2. The superintendent of schools/designee shall inform the school board of the resignation.
- 3. The local conference board of education shall record the resignation in the official minutes of the board.
- 4. The employee shall repay any money owed to the employer such as but not limited to the following: advanced salary, unamortized graduate study assistance, unamortized moving expenses, and any other expenses.

E11-136

Suspension of Employee on Regular Status Employment

A. Definition

The immediate temporary removal from duties for a reasonable period of time pending investigation of serious charges related to reasons for termination or dismissal.

B. Salary During the Suspension

Salary shall continue during the suspension, except when a suspension continues beyond three months because of, but no necessarily limited to a criminal investigation and/or prosecution. Salary may be discontinued at the discretion of the local conference board of education or executive committee of the board upon the recommendation of the local conference office of education.

C. Procedure

1. The superintendent of schools/designee or principal shall give written notice, including the reason to the employee.
2. The superintendent of schools/designee or principal shall make reasonable effort to complete the investigation as soon as possible.
3. A suspension beyond three working days shall require the approval of the superintendent of schools/designee.

D. The suspension shall continue until;

1. The employee is reinstated to active status; or,
2. The employee resigns; or,
3. The employment is discontinued by termination or dismissal.

E. Hearing and Appeal Processes

If the suspension results in termination or dismissal the employee is eligible for and agrees to accept the hearing and appeal processes during the procedure for termination or dismissal.

E11-140

Termination of Employee on Regular Status Employment

[Revised 11-2010]

A. Definition

The discontinuance of employment during or at the close of the contract year.

B. Reasons for Termination

An employee on Regular Status may be terminated for any one of the following reasons:

1. Insufficient enrollment.
2. Lack of funds to support the teaching position.
3. Failure to correct or overcome an identified problem area during the probationary period.
4. Recurrence of a failure to correct or overcome an identified problem after a previous probationary status change.
5. Refusal to accept an administrative transfer.

C. Procedure

1. The superintendent of schools/designee shall give written notice to the employee of the proposed termination including the reasons and of the right to a hearing, if requested in writing by the employee.
2. The hearing shall be conducted, if such is requested in writing by the employee, based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees". The superintendent of schools/designee shall be present at the hearing.
3. The hearing body shall submit a recommendation to the local conference board of education. The superintendent of schools/designee shall be present when the recommendation is voted.
4. The superintendent of schools shall give written notice to the employee of the decision of the hearing body and the right of appeal to the local conference board of education based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees".
5. The local conference board of education shall conduct an appeal if such is requested in writing by the employee.
6. Following the appeal, if conducted, the local conference board of education shall take action on the recommendation regarding termination.
7. The superintendent of schools shall communicate the decision of the local conference board of education in writing to the employee, the principal and/or the local school board. If the employee is terminated the notice shall include the reason(s) for termination, the effective date of the termination and the date for discontinuance of salary.

D. Hearing and Appeal Processes

A person on Regular Status who is subject to termination or has been terminated under the provisions of this section is eligible for and agrees to accept the hearing and appeal processes as recourse for grievance regarding termination. [See Section E17-104, "Hearing and Appeal Processes for Eligible Employees".]

A. Definition

The discontinuance of employment for cause during or at the end of the contract year.

B. Reasons for Dismissal

The reasons affecting an employee's fitness to teach or administer include but are not limited to the following:

1. Moral or personal conduct not in accordance with the principles of the Seventh-day Adventist Church.
2. Conviction of a crime that is a felony or involves moral turpitude.
3. Persistence in advocating, practicing, or teaching beliefs, and/or philosophy contrary to the basic tenets, standards, and doctrines of the Seventh-day Adventist Church.
4. The use of alcohol, tobacco, marijuana, or misuse of other dangerous drugs.
5. Insubordination as evidenced by persistent violation of, or refusal to cooperate with policies and assignments.
6. Membership in an organization advocating the overthrow of the government by force or subversion.

C. Procedure

1. The superintendent of schools/designee shall give written notice to the employee of the proposed dismissal action including the reasons and of the right to a hearing, if requested in writing by the employee.
2. The hearing shall be conducted, if such is requested in writing by the employee, based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees". The superintendent of schools/designee shall be present at the hearing.
3. The hearing body shall submit a recommendation to the local conference board of education. The superintendent of schools/designee shall be present when the recommendation is voted.
4. The superintendent of schools shall give written notice to the employee of the decision of the hearing body and the right of appeal to the local conference board of education based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees".
5. The local conference board of education shall conduct an appeal if such is requested in writing by the employee.
6. Following the appeal, if conducted, the local conference board of education shall take action on the recommendation regarding dismissal.
7. The superintendent of schools shall communicate the decision of the local conference board of education in writing to the employee, the principal and/or the local school board. If the employee is dismissed the notice shall include the reason(s) for dismissal, the effective date of the dismissal and the date for discontinuance of salary.

D. Hearing and Appeal Processes

A person on Regular Status who is subject to dismissal or has been dismissed under the provisions of this section is eligible for and agrees to accept the hearing and appeal processes as recourse for grievance regarding dismissal. [See Section E17-104, "Hearing and Appeal Processes for Eligible Employees".]

E11-148 Retirement of Employee on Regular Status Employment

A. Definition

Discontinuance of employment by an employee who meets the qualifications for retirement under the provisions of the NAD Retirement Plan.

B. Procedure

The employee shall submit the proper application form(s) to the local conference executive secretary.

C. Policies

For a complete listing of retirement policies see *Retirement Plan of the NAD and Auxiliary Benefits*.

E11-152 Probation Restriction of Employee on Regular Status Employment

A. Definition

A restriction placed on the employment status of an employee on Regular Status at any time during the contract year, limited to a reasonable period of time for the employee to overcome an identified problem area based on a plan for rehabilitation developed by the principal and/or superintendent of schools/designee.

B. Reasons for Probation Restriction

1. Unsatisfactory professional competency as determined by evaluation.
2. Unsatisfactory and/or adverse personal conduct or influence.

C. Procedure

1. The superintendent of schools/designee shall give written notice to the employee of the proposed probation restriction including the reasons and of the right to a hearing, if requested in writing by the employee.
2. The hearing shall be conducted, if such is requested in writing by the employee, based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees". The superintendent of schools/designee shall be present at the hearing.
3. The hearing body shall submit a recommendation to the local conference board of education. The superintendent of schools/designee shall be present when the recommendation is voted.
4. The superintendent of schools shall give written notice to the employee of the decision of the hearing body and the right of appeal to the local conference board of education based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees".
5. The local conference board of education shall conduct an appeal if such is requested in writing by the employee.
6. Following the appeal, if conducted, the local conference board of education shall take action on the recommendation regarding the probation restriction.

7. The superintendent of schools shall communicate the decision of the local conference board of education in writing to the employee, the principal and/or the local school board.

D. Plan for Rehabilitation

The principal and/or the superintendent of schools/designee shall develop a professional growth or counseling plan for rehabilitation of the employee as follows:

1. The employee shall receive a copy of the plan for rehabilitation.
2. The plan shall be implemented as soon as reasonable/feasible after the local conference board of education ratification of the probation restriction.

E. Evaluation

The evaluation of a Regular Status employee on probation restriction shall be based on the procedures adopted by the local conference board of education which shall include the following:

1. Provide regular feedback to the employee regarding performance relative to the terms of probation. This feedback shall occur at least once during each 90 days of the probationary period based on formal and informal classroom observations.
2. A written summary of each feedback conference shall be prepared.
3. An evaluation conference based on the written evaluation stipulated in 1. and 2. A copy of the written evaluation shall be given to the employee and superintendent of schools.
4. Copies of each written evaluation are to be given to the employee and the superintendent of schools and placed in the employee's personnel file.

F. Completion of the Probationary Period

At the completion of the probationary period the employee's status shall be changed to one of the following:

1. Returned to Regular Status without probation.
2. Transferred.
3. Terminated.

E11-152 Probation Restriction of Employee on Regular Status Employment (Cont'd)

G. Procedure for Removal from Probation Restriction

1. The superintendent of schools/designee shall recommend the change in status (See "F") based on the results of the evaluation to the local conference board of education.
2. The local conference board of education shall take action regarding the recommendation on status change. If the decision is for administrative transfer or termination, the employee is eligible for the hearing and appeal processes during the procedure for administrative transfer or termination.
3. The superintendent of schools shall communicate the decision of the local conference board of education in writing to the employee, the principal and/or the local school board. The notice shall include the effective date for the administrative transfer or termination.

H. Hearing and Appeal Processes

A person on Regular Status who is subject to a probation restriction under the provisions of this section is eligible for and agrees to accept the hearing and appeal processes as recourse for grievance regarding the probation restriction. [See Section E17-104, "Hearing and Appeal Processes for Eligible Employees".]

E11-154 Lapse in a Standard or Professional Certificate [New Section 11-2010]

An employee on Regular Status who does not renew the Standard or Professional Certificate may be returned to Non-Regular Status Provisional Employment.

E11-156 Leaves for Employee on Regular Status Employment

A full-time employee on Regular Status may be granted a leave for a reasonable period of time. Any leave for an extended period of time requires prior approval in writing by the school board and/or local conference office of education. A leave may be granted for the following based on the provisions of local conference policy.

- A. Bereavement
- B. Family and Medical
- C. Illness
- D. Jury Duty
- E. Leave of Absence
- F. Military Duty
- G. Personal.

Non-Regular Status Provisional Employment – E12

E12-104 General Policies

The general policies, Sections E10-108 to E10-196, are applicable to employees on Non-Regular Status, Provisional Employment.

E12-108 Definition of Non-Regular Status, Provisional Employment

Provisional Employment is that period of time during which a certificated full-time employee is to demonstrate professional competency. The status is voted by the local conference board of education based on the following provisions:

A. Mandatory for the Following

1. A person who has completed less than three years of full-time service in a position that requires a certificate. The status may be extended for a reasonable period of time at the discretion of the local conference board of education, or;
2. A person who holds a Conditional Certificate, or;
3. A person who holds a Designated Subjects/Services Certificate.

B. Optional for the Following

1. A person who has achieved Regular Status in a local conference within the union prior to transfer to the present conference.
2. A person with more than three years of full-time service employed for the first time in the union and who holds a valid Standard or Professional Certificate.
3. A person who re-enters teaching in the union after a leave of more than one year and who holds a valid Standard or Professional Certificate.

E12-112 Evaluation

Competency evidenced by professional evaluation is a condition of continued employment. The evaluation process shall be based on the policies adopted by the local conference board of education and shall consist of the following:

A. Required

A minimum of one written evaluation during the first semester of each year based on supervisory visits by the principal or the superintendent of schools/designee

E12-112 Evaluation (Cont'd)

B. Recommended

1. A minimum of two formal classroom observations should be conducted, one each semester. A feedback conference and written evaluation should be conducted and a written evaluation given.
2. At least one summative evaluation should be conducted to include an evaluation conference and a summative document.

A copy of each written evaluation shall be given to the employee and the superintendent of schools/designee.

E12-116 Status Change

The employment status of an employee on Non-Regular Status, Provisional Employment may be changed when in the best interest of the employee, the students, and/or the school as follows:

- Regular Status. [See Section E12-120.]
- Transfer, [See Section E12-124.]
- Resignation. [See Section E12-128.]
- Suspension. [See Section E12-132.]
- Non-renewal of Contract. [See Section E12-136.]
- Termination. [See Section E12-140.]
- Dismissal. [See Section E12-144.]
- Retirement. [See Section E12-148.]

E12-120 Regular Status

See Sections E11-108 and E11-112.

E12-124 Transfer of Employee on Non-Regular Status, Provisional Employment

A. Voluntary Transfer

Definition

A change initiated by an employee who requests transfer to another position or school, or accepts an official call within the same or to a different conference or union.

B. Administrative Transfer**1. Definition**

A change initiated by the employer at any time during or at the close of the contract year that results in a change to a teaching or non-teaching position within the school or in another school.

2. Employer's Right to Transfer

The employer shall have the right to transfer an employee when in the best interest of the students, the staff, the local school, or the employee.

3. Procedure for Implementing an Administrative Transfer

- a. The local conference office of education is to determine whether an administrative transfer is feasible to another school or in counsel with the principal whether a transfer is feasible within the local school.
- b. The superintendent of schools/designee or principal shall give written notice to the employee of the intent to implement an administrative transfer and of the right to a hearing based on the employee's written request.
- c. A hearing shall be conducted, if requested based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees". A recommendation shall be submitted to the local conference board of education. The superintendent of schools/designee shall be present when the recommendation is voted.
- d. The local conference board of education shall conduct an appeal if such is requested in writing by the employee.
- e. Following the appeal, if conducted, the local conference board of education shall take action on the recommendation regarding the administrative transfer.
- f. The superintendent of schools shall notify the principal or local school board and the employee in writing of the local conference board of education action.

4. Hearing and Appeal Processes

A person on Non-Regular Status, Provisional Employment who is subject to an administrative transfer or has been transferred under the provisions of this section is eligible for and agrees to accept the hearing and appeal processes as recourse for grievance regarding the transfer. [See Section E17-104, "Hearing and Appeal Processes for Eligible Employees".]

E12-128 Resignation of Employee on Non-Regular Status, Provisional Employment

A. Definition

Voluntary discontinuance of employment during or at the close of the contract year by the employee.

B. Procedure

1. The employee shall submit written notice of resignation to the superintendent of schools/designee or principal.
2. The superintendent of schools/designee or principal shall inform the local school board of the resignation.
3. The local conference board of education shall record the resignation in the official minutes of the board.
4. The employee shall repay any money owed to the employer such as but not limited to the following: advanced salary, unamortized moving expenses, and any other expenses.

E12-132 Suspension of Employee on Non-Regular Status, Provisional Employment

A. Definition

The immediate temporary removal from duties for a reasonable period of time pending investigation of serious charges related to reasons for termination or dismissal.

B. Salary During the Suspension

Salary shall continue during the suspension, except when a suspension continues beyond three months because of, but not necessarily limited to a criminal investigation and/or prosecution. Salary may be discontinued at the discretion of the local conference board of education or local executive committee of the board upon the recommendation of the local conference office of education.

C. Procedure

1. The superintendent of schools/designee or principal shall give written notice to the employee.
2. The superintendent of schools/designee or principal shall make reasonable effort to complete the investigation as soon as possible.
3. A suspension beyond three working days shall require the approval of the superintendent of schools/designee.

D. The suspension shall continue until;

1. the employee is reinstated to active status; or,
2. the employee resigns; or,
3. the employment is discontinued by termination or dismissal.

E12-132 Suspension of Employee on Non-Regular Status, Provisional Employment (Cont'd)

E. Hearing and Appeal Processes

If the suspension results in termination or dismissal the employee is eligible for and agrees to accept the hearing and appeal processes as a part of the termination or dismissal procedures. [See Section E17-104, "Hearing and Appeal Processes for Eligible Employees".]

E12-136 Non-renewal of Contract of Employee on Non-Regular Status, Provisional Employment

A. Definition

The ending of employment without cause at the close of a contract for an employee on Non-Regular Status, Provisional Employment.

B. Procedure

1. The local conference office of education in consultation with the local school board shall submit a recommendation regarding the non-renewal of a contract to the local conference board of education. The superintendent of schools/designee shall be present when any recommendation is voted.
2. The local conference board of education shall make reasonable effort to take action regarding the non-renewal of a contract so that the employee may be notified in writing on or before May 1 if the contract is not to be renewed at the close of the current contract year.
3. The superintendent of schools shall make reasonable effort to communicate the decision of the local conference board of education in writing to the employee, the principal and/or the local school board on or before May 1 if the contract is not to be renewed.

E12-140 Termination of Employee on Non-Regular Status, Provisional Employment

A. Definition

The discontinuance of employment of an employee during the contract year.

B. Reasons for Termination

An employee on Non-Regular Status, Provisional Employment may be terminated for reasons such as but not limited to the following:

1. Insufficient enrollment.
2. Insufficient funds for the position.
3. Inability of employee to fulfill responsibilities.
4. Employee incompetence as determined by evaluation.
5. Employee indifference to pupil welfare.
6. Lack of cooperation by employee with administration or supervisors.

7. Employee's failure to provide a positive Christian role model, and to uphold the doctrines and the generally accepted standards of the Seventh-day Adventist Church.
8. Inability of the employer to effect a transfer.
9. Refusal of the employee to accept an administrative transfer.

C. Procedure

1. The superintendent of schools/designee shall give written notice to the employee of the proposed termination including the reasons and of the right to a hearing, if requested in writing by the employee.
2. The hearing shall be conducted, if such is requested in writing by the employee, based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees". The superintendent of schools/designee shall be present at the hearing.
3. The hearing body shall submit a recommendation to the local conference board of education. The superintendent of schools/designee shall be present when the recommendation is voted.
4. The superintendent of schools shall give written notice to the employee of the decision of the hearing body and the right of appeal to the local conference board of education based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees".
5. The local conference board of education shall conduct an appeal if such is requested in writing by the employee.
6. Following the appeal, if conducted, the local conference board of education shall take action on the recommendation regarding termination.
7. The superintendent of schools shall communicate the decision of the local conference board of education in writing to the employee, the principal and/or the local school board. If the employee is terminated the notice shall include the reason(s) for termination, the effective date of the termination and the date for discontinuance of salary.

D. Hearing and Appeal Processes

A person on Non-Regular Status, Provisional Employment who is subject to termination or has been terminated under the provisions of this section is eligible for and agrees to accept the hearing and appeal processes as recourse for grievance regarding termination. [See Section E17-104, "Hearing and Appeal Processes for Eligible Employees".]

A. Definition

The discontinuance of employment for cause during or at the end of the contract year.

B. Reasons for Dismissal

The reasons affecting an employee's fitness to teach or administer include but are not limited to the following:

1. Moral or personal conduct not in accordance with the principles of the Seventh-day Adventist Church.
2. Conviction of a crime that is a felony or involves moral turpitude.
3. Persistence in advocating, practicing, or teaching beliefs and/or philosophy contrary to the basic tenets, standards, and doctrines of the Seventh-day Adventist Church.
4. The use of alcohol, tobacco, marijuana, or misuse of other dangerous drugs.
5. Insubordination as demonstrated by persistent violation of, or refusal to cooperate with policies and assignments.
6. Membership in an organization advocating the overthrow of the government by force or subversion.

C. Procedure

1. The superintendent of schools/designee shall give written notice to the employee of the proposed dismissal including the reasons and of the right to a hearing, if requested in writing by the employee.
2. The hearing shall be conducted, if such is requested in writing by the employee, based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees". The superintendent of schools/designee shall be present at the hearing.
3. The hearing body shall submit a recommendation to the local conference board of education. The superintendent of schools/designee shall be present when the recommendation is voted.
4. The superintendent of schools shall give written notice to the employee of the decision of the hearing body and the right of appeal to the local conference board of education based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees".
5. The local conference board of education shall conduct an appeal if such is requested in writing by the employee.
6. Following the appeal, if conducted, the local conference board of education shall take action on the recommendation regarding dismissal.
7. The superintendent of schools shall communicate the decision of the local conference board of education in writing to the employee, the principal and/or the local school board. If the employee is dismissed the notice shall include the reason(s) for dismissal, the effective date of the dismissal and the date for discontinuance of salary.

D. Hearing and Appeal Processes

A person on Non-Regular Status, Provisional Employment who is subject to dismissal or has been dismissed under the provisions of this section is eligible for and agrees to accept the hearing and appeal processes as recourse for grievance regarding dismissal. [See Section E17-104, "Hearing and Appeal Processes for Eligible Employees".]

E12-148 Retirement of Employee on Non-Regular Status, Provisional Employment

A. Definition

Discontinuance of employment by an employee who meets the qualifications for retirement under the provisions of the NAD Retirement Plan.

B. Procedure

The employee shall submit the proper application form(s) to the local conference executive secretary.

C. Policies

For a complete listing of retirement policies see *Retirement Plan of the NAD and Auxiliary Benefits*.

E12-152 Leaves for Employee on Non-Regular Status, Provisional Employment

An employee on Provisional Employment may be granted a leave for a reasonable period of time. Any leave for an extended period of time requires prior approval in writing by the local school board and/or the local conference office of education. A leave may be granted for the following based on the provisions of local conference policy.

- A. Bereavement
- B. Family and Medical
- C. Illness
- D. Jury Duty
- E. Leave of Absence
- F. Military Duty
- G. Personal.

Non-Regular Status Annual Employment – E13

E13-104 General Policies

The general policies, Sections E10-108 to E10-196, are applicable to employees on Non-Regular Status, Annual Employment.

E13-108 Definition of Non-Regular Status, Annual Employment

Non-Regular Status, Annual Employment is full- or part-time employment as an “at-will” employee in a tentative position based on budget constraints, type of services, or enrollment.

While Non-Regular Status, Annual Employment does not necessarily lead to Regular Status, this classification shall not be used to circumvent eligibility for Regular Status.

An employee may not be employed on Non-Regular Status, Annual Employment for more than four years.

E13-112 Employment Plan

An employee may not necessarily be employed on either the 10-month or the 12-month assignment plan. The length of the period of employment is determined by mutual agreement between the employer and the employee.

E13-116 Evaluation

Competency evidenced by professional evaluation is a condition of continued employment. The evaluation process shall be based on the policy adopted by the local conference board of education for evaluation of employees on Non-Regular Status, Annual Employment.

E13-120 Remuneration

Remuneration for an employee on Non-Regular Status, Annual Employment consists of salary and the allowances or benefits for which the employee qualifies.

A. Salary

The salary may be based on Section E10-132 or may be determined by negotiation between the employing organization and the employee without consideration of certification and years of experience. However, the salary may not exceed the maximum the employee would otherwise be eligible for on Regular Status Employment.

E13-120 Remuneration (Cont'd)

B. Allowances and Benefits

In addition to the salary certain allowances and benefits are granted when the employee qualifies.

E13-124 Status Change

The employment status of an employee on Non-Regular Status, Annual Employment may be changed when in the best interest of the employee, the students, and/or the total school as follows:

- Resignation. [See Section E13-128.]
- Suspension. [See Section E13-132.]
- Termination/Non-Renewal of Contract. [See Section E13-136.]
- Retirement. [See Section E13-140.]

E13-128 Resignation of Employee on Non-Regular Status, Annual Employment

A. Definition

Voluntary discontinuance of employment during or at the close of the contract year.

B. Procedure

1. The employee shall submit written notice of resignation to the superintendent of schools/designee or principal.
2. The superintendent of schools/designee or principal shall inform the local school board of the resignation.
3. The local conference board of education shall record the resignation in the official minutes of the board.
4. The employee shall repay any money owed to the employer such as but not limited to the following: advanced salary, unamortized graduate study assistance, unamortized moving expenses, and any other expenses.

E13-132 Suspension of Employee on Non-Regular Status, Annual Employment

A. Definition

The immediate temporary removal of an employee on Non-Regular Status, Annual Employment from duties for a reasonable period of time pending investigation of serious charges related to reasons for termination or dismissal.

Suspension of Employee on Non-Regular Status, Annual Employment (Cont'd)

B. Salary During the Suspension

Salary shall continue during the suspension, except when a suspension continues beyond three months because of, but not necessarily limited to a criminal investigation and/or prosecution. Salary may be discontinued at the discretion of the local conference board of education or executive committee of the board upon the recommendation of the local conference office of education.

C. Procedure

1. The superintendent of schools/designee or principal shall give written notice of the suspension to the employee.
2. The superintendent of schools/designee shall make reasonable effort to complete the investigation as soon as possible.
3. A suspension beyond three working days shall require the approval of the superintendent of schools/designee.

D. The suspension shall continue until;

1. the employee is reinstated to active status; or,
2. the employee resigns; or,
3. the employment is discontinued by termination or dismissal.

Termination/Non-Renewal of Employee on Non-Regular Status, Annual Employment

A. Definition

The discontinuance of employment without cause on two-week written notice during or at the close of the contract year.

B. Procedure

1. The local school board or, at the discretion of the local conference office of education, a sub-committee of the local conference board of education in lieu of the local school board shall submit a recommendation to the local conference board of education regarding termination or non-renewal of contract of an employee. The superintendent of schools/designee shall be present when the recommendation is voted.
2. The superintendent of schools/designee shall give written notice to the employee of the action to recommend termination/non-renewal of contract.
3. The local conference board of education shall take action regarding the recommendation for termination/non-renewal of contract.
4. The superintendent of schools shall communicate the decision of the local conference board of education to the employee, the principal and the local school board. If the employment is terminated or contract is not renewed the notice shall indicate the effective date(s) for discontinuance of employment and discontinuance of salary and any benefits.

E13-140 Retirement of Employee on Non-Regular Status, Annual Employment

A. Definition

Discontinuance of employment by an employee who meets the qualifications for retirement under the provisions of the NAD Retirement Plan.

B. Procedure

The employee shall submit the proper application form(s) to the local conference executive secretary.

C. Policies

For a complete listing of retirement policies see *Retirement Plan of the NAD and Auxiliary Benefits*.

E13-144 Leaves for Employee on Non-Regular Status, Annual Employment

An employee on Non-Regular Status, Annual Employment may be granted a leave for a reasonable period of time. Any leave for an extended period of time requires prior approval in writing by the local school board and/or local conference office of education. A leave may be granted for the following based on the provisions of conference policy.

- A. Bereavement
- B. Family and Medical
- C. Illness
- D. Jury Duty
- E. Leave of Absence
- F. Military Duty
- G. Personal.

Non-Regular Status Part-Time Employment – E14

E14-104 General Policies

The general policies, Sections E10-108 to E10-144, E10-156, E10-168 to E10-188, E10-196, are applicable to employees on Non-Regular Status, Part-time Employment.

E14-108 Definition of Non-Regular Status, Part-time Employment

Non-Regular Status, Part-time Employment is less than full-time employment for a portion of or a full school year as an “at-will” employee and is subject to discontinuance of employment without cause on two-week notice.

Part-time employees must be paid hourly unless meeting both Federal and State exemption requirements to be paid salary. This includes meeting the minimum monthly earnings test.

E14-112 Employment Plan

The prorated assignment and the length of the period of employment is determined by mutual agreement between the employer and the employee. [See Section E10-124.]

E14-116 Evaluation

The superintendent of schools/designee or principal shall follow the policy adopted by the local conference board of education for evaluation of employees on Non-Regular Status, Part-Time Employment.

E14-120 Status Change

The employment status of an employee on Non-Regular Status, Part-time Employment may be changed when in the best interest of the employee, the students, and/or the total school as follows:

- Resignation. [See Section E14-124.]
- Suspension. [See Section E14-128.]
- Termination/Non-Renewal of Contract. [See Section 14-132.]
- Retirement. [See Section E14-136.]

E14-124 Resignation of Employee on Non-Regular Status, Part-time Employment

A. Definition

Voluntary discontinuance of employment by the employee during or at the close of the contract year.

B. Procedure

1. The employee shall submit written notice of resignation to the principal or superintendent of schools/designee or principal.
2. The superintendent of schools/designee or principal shall inform the local school board of the resignation.
3. The local conference board of education shall record the resignation in the official minutes of the board.
4. The employee shall repay any money owed to the employer such as but not limited to the following: advanced salary, unamortized graduate study assistance, unamortized moving expenses, and any other expenses.

E14-128 Suspension of Employee on Non-Regular Status, Part-time Employment

A. Definition

The immediate temporary removal from duties for a reasonable period of time pending investigation of serious charges related to the employment.

B. Salary During the Suspension

Salary shall continue during the suspension, except when a suspension continues beyond three months because of, but not necessarily limited to a criminal investigation and/or prosecution. Salary may be discontinued at the discretion of the local conference board of education or executive committee of the board upon the recommendation of the local conference office of education.

C. Procedure

1. The superintendent of schools/designee or principal shall give written notice of the suspension to the employee.
2. The superintendent of schools/designee or principal shall make reasonable effort to complete the investigation as soon as possible.
3. A suspension beyond three working days shall require the approval of the superintendent of schools/designee.

D. The suspension shall continue until;

1. the employee is reinstated to active status; or,
2. the employee resigns; or,
3. the employment is discontinued by termination or dismissal.

E14-132 Termination/Non-Renewal of Contract of Employee on Non-Regular Status,
Part-time Employment

A. Definition

The discontinuance of employment without cause on two-week notice during or at the close of the contract year.

B. Procedure

1. The local school board, or at the discretion of the local conference office of education a sub-committee of the local conference board of education in lieu of the local school board, shall submit a recommendation to the local conference board of education regarding termination or non-renewal of contract of an employee. The superintendent of schools/designee shall be present when the recommendation is voted.
2. The superintendent of schools/designee shall give written notice to the employee of the action to recommend termination/non-renewal of contract.
3. The local conference board of education shall take action regarding the recommendation for termination/non-renewal of contract.
4. The superintendent of schools shall communicate the decision of the local conference board of education to the employee, the principal and the local school board. If the employment is terminated or contract is not renewed the notice shall indicate the effective date(s) for discontinuance of employment and discontinuance of salary and any benefits.

E14-136 Retirement of Employee on Non-Regular Status, Part-time Employment

A. Definition

Discontinuance of employment by an employee who meets the qualifications for retirement under the provisions of the NAD Retirement Plan.

B. Procedure

The employee shall submit the proper application form(s) to the local conference executive secretary.

C. Policies

For a complete listing of retirement policies see *Retirement Plan of the NAD and Auxiliary Benefits*.

E14-140 Leaves for Employee on Non-Regular Status, Part-time Employment

An employee on Non-Regular Status, Part-time Employment may be granted a leave for a reasonable period of time. Any leave for an extended period of time requires prior approval in writing by the local school board and/or local conference office of education. A leave may be granted for the following based on the provisions of local conference policy.

- A. Bereavement
- B. Family and Medical
- C. Illness
- D. Jury Duty
- E. Leave of Absence
- F. Military Duty
- G. Personal.

Non-Regular Status Post-Retirement Employment – E15

E15-104 General Policies

The general policies, Sections E10-108 to E10-144, E10-172, E10-188, E10-196, are applicable to employees on Non-Regular Status, Post-Retirement Employment.

E15-108 Definition of Post-Retirement Employment

Post-Retirement Employment status is full- or part-time employment of a person receiving denominational retirement benefits. A person on this status is an “at-will” employee who and is subject to discontinuance of employment without cause on two-week notice.

E15-112 Remuneration

When a person on denominational retirement benefits and/or Social Security is employed on Non-Regular Status, Post-Retirement Employment, the employing organization should consult the *NAD Working Policy* and the *Retirement Book* for approved length of service and remuneration restrictions.

E15-116 Vacations and Paid Holidays

The paid vacation and holidays may be negotiated as a part of the employment contract. However, the vacations and paid holidays may not exceed what the employee would otherwise be eligible for on Regular Status Employment.

E15-120 Evaluation

The superintendent of schools/designee or principal shall follow the policy adopted by the local conference board of education for evaluation of employees on Non-Regular Status, Post-Retirement Employment.

E15-124 Status Change

The employment status of an employee on Non-Regular Status, Post-Retirement Employment may be changed when in the best interest of the employee, the students, and/or the total school as follows:

- Resignation. [See Section E15-128.]
- Suspension. [See Section E15-132.]
- Termination/Non-Renewal of Contract. [See Section E15-136.]

E15-128 Resignation of Employee on Non-Regular Status, Post-Retirement Employment

A. Definition

Voluntary discontinuance of employment during or at the close of the contract year.

B. Procedure

1. The employee shall submit written notice of resignation to the superintendent of schools/designee or principal.
2. The superintendent of schools/designee or principal shall inform the local school board of the resignation.
3. The local conference board of education shall record the resignation in the official minutes of the board.
4. The employee shall repay any money owed to the employer such as but not limited to the following: advanced salary, unamortized moving expenses, or any other expenses.

E15-132 Suspension of Employee on Non-Regular Status, Post-Retirement Employment

A. Definition

The immediate temporary removal from duties for a reasonable period of time pending investigation of serious charges related to employment.

B. Salary During the Suspension

Salary shall continue during the suspension, except when a suspension continues beyond three months because of, but not necessarily limited to a criminal investigation and/or prosecution. Salary may be discontinued at the discretion of the local conference board of education or executive committee of the board upon the recommendation of the office of education.

C. Procedure

1. The superintendent of schools/designee or principal shall give written notice of the suspension to the employee.
2. The superintendent of schools/designee or principal shall make reasonable efforts to complete the investigation as soon as possible.
3. A suspension beyond three working days shall require the approval of the superintendent of schools/designee.

D. The suspension shall continue until;

1. the employee is reinstated to active status; or,
2. the employee resigns; or,
3. the employment is discontinued by termination or dismissal.

E15-136 Termination/Non-Renewal of Contract of Employee on Non-Regular Status,
Post-Retirement Employment

A. Definition

The discontinuance of employment without cause on two-week notice during or at the close of the contract year.

B. Procedure

1. The local school board, or at the discretion of the local conference office of education a sub-committee of the local conference board of education in lieu of the local school board, shall submit a recommendation to the local conference board of education regarding termination or non-renewal of contract of an employee. The superintendent of schools/designee shall be present when the recommendation is voted.
2. The superintendent of schools/designee shall give written notice to the employee of the action to recommend termination/non-renewal of contract.
3. The local conference board of education shall take action regarding the recommendation for termination/non-renewal of contract.
4. The superintendent of schools shall communicate the decision of the local conference board of education to the employee, the principal and the local school board. If the employment is terminated or contract is not renewed the notice shall indicate the effective date(s) for discontinuance of employment and discontinuance of salary and any benefits.

E15-140 Leaves for Employee on Non-Regular Status, Post-Retirement Employment

An employee on Non-Regular Status, Post-Retirement Employment may be granted a leave for a reasonable period of time. Any leave for an extended period of time requires prior approval in writing by the local school board and/or local conference office of education. A leave may be granted for the following based on the provisions of local conference policy.

- A. Bereavement
- B. Family and Medical
- C. Illness
- D. Jury Duty
- E. Military Duty
- F. Personal.

Term Status Employment – E16

E16-104 General Policies

The general policies, Sections E10-108 to E10-196, are applicable to administrators on Term Status Employment.

E16-108 Definition of Term Status Employment

That status for administrators who are employed for a specified term not to exceed three years.

E16-112 Employment with Term Status

A person who is employed in one of the following administrative positions may be placed on Term Status Employment.

- A. Principal
- B. Vice-Principal

The following administrative positions may be placed on Term Status Employment with a valid certificate.

- A. Vice-Principal for Finance, Business Manager
- B. Assistant Business Manager
- C. Residence Hall Dean
- D. Director of Development/Marketing/Recruitment
- E. Registrar.

E16-116 Relationship of Regular Status Classification to Term Status Employment

The following identifies the relationship of Regular Status classification to Term Status Employment.

- A. An employee does not hold Regular Status for the administrative position but does hold the status as an instructional employee in the local conference if the status was obtained prior to Term Status Employment and returns to Regular Status classification at the close of Term Status Employment.
- B. An employee employed to an administrative position on Term Status in another local conference in the union may transfer the classification of Regular Status as an instructional employee to the new position if the status is voted by the local conference board of education. The transfer of the status is to be clarified during the negotiations of the transfer.

E16-120 Evaluation

An employee on Term Status Employment is to be evaluated once a term.

The principal is to be evaluated by the superintendent of schools or designee. Other school administrators are evaluated by the principal or superintendent of schools/designee.

Competency evidenced by professional evaluation is a condition of continued Term Employment and shall consist of a minimum of one written evaluation per term by the superintendent of schools/designee or principal.

E16-124 Status Change

The employment status of an employee on Term Status Employment may be changed when in the best interest of the administrator, the students, and/or the total school as follows:

- Reassignment. [See Section E16-128.]
- Resignation. [See Section E16-132.]
- Suspension. [See Section E16-136.]
- Dismissal. [See Section E16-140.]
- Non-renewal of Term Status. [See Section E16-144.]
- Retirement. [See Section E16-148.]

E16-128 Reassignment of a Term Status Employee

A. Definition

A change in employment status initiated by the Term Status employee or the employer at any time during the term of employment which results in reassignment from an administrative position to another position in the local school or another school in the local conference.

B. Employment Status

A reassignment to a position that requires a certificate reinstates the employment status achieved prior to Term Status employment.

C. Salary

The salary (excluding the administrative allowance) is unaffected for the remainder of the term if the administrator qualifies for or has achieved Regular Status.

D. Reasons for Reassignment

Reassignment may be initiated for reasons such as, but not limited to, the following:

1. Failure to fulfill the responsibilities in the job description as detailed in the *Education Code*.
2. Unsatisfactory performance in the current position as determined by the local conference board of education in consultation with the local school board.
3. Conflicting personal relationships.
4. Failure to complete the requirements for the Administrator Certificate, where applicable.
5. Insufficient enrollment.

E. Procedure for Affecting the Reassignment of Term Status Employee

1. The superintendent of schools/designee shall give written notice to the employee of the proposed reassignment including the reasons and of the right to a hearing, if requested in writing by the employee.
2. The hearing shall be conducted, if such is requested in writing by the employee, based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees". The superintendent of schools/designee shall be present at the hearing.
3. The hearing body shall submit a recommendation to the local conference board of education regarding the reassignment. The superintendent of schools/designee shall be present when the recommendation is voted.
4. The superintendent of schools shall give written notice to the employee of the decision of the hearing body and the right of appeal to the local conference board of education based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees".
5. The local conference board of education shall conduct an appeal if such is requested in writing by the employee.
6. Following the appeal, if conducted, the local conference board of education shall take action on the recommendation regarding reassignment.
7. The superintendent of schools shall communicate the decision of the local conference board of education in writing to the employee, the principal and/or the local school board. If the employee is reassigned the notice shall include the effective date of the reassignment.

F. Hearing and Appeal Processes

An employee on Term Status Employment who is subject to reassignment or has been reassigned under the provisions of this section is eligible for and agrees to accept the hearing and appeal processes as recourse for grievance regarding reassignment. [See Section E17-104, "Hearing and Appeal Processes for Eligible Employees".]

E16-132 Resignation of a Term Status Employee

A. Definition

Voluntary discontinuance of employment during or at the close of the term by the employee.

B. Procedure

1. The employee shall submit written notice of resignation to the superintendent of schools/designee or principal, whichever is the immediate supervisor.
2. The local school board is informed of the resignation.
3. The local conference board of education shall record the resignation in the official minutes of the board.
4. The employee shall repay any money owed to the employer such as but not limited to the following: advanced salary, unamortized graduate study assistance, unamortized moving expenses, and any other expenses.

E16-136 Suspension of a Term Status Employee

A. Definition

The immediate temporary removal from duties for a reasonable period of time pending investigation of serious charges related to reasons for dismissal.

B. Salary During the Suspension

Salary shall continue during the suspension, except when a suspension continues beyond three months because of, but not necessarily limited to a criminal investigation and/or prosecution. Salary may be discontinued at the discretion of the local conference board of education or executive committee of the board upon the recommendation of the local conference board of education.

C. Procedure

1. The superintendent of schools/designee in counsel with the immediate supervisor shall give written notice of the suspension to the administrator including the reasons.
2. The superintendent of schools/designee shall make reasonable efforts to complete the investigation as soon as possible.
3. A suspension beyond three working days shall require the written approval of the superintendent of schools/designee.

D. The suspension shall continue until;

1. the employee is reinstated to active status; or,
2. the employee resigns; or,
3. the employment is discontinued by termination or dismissal.

E16-136 Suspension of a Term Status Employee (Cont'd)

E. Hearing and Appeal Processes

An employee on Term Status Employment who is subject to suspension or has been suspended under the provisions of this section is eligible for and agrees to accept the hearing and appeal processes as recourse for grievance regarding suspension. [See Section E17-104, "Hearing and Appeal Processes for Eligible Employees".]

E16-140 Dismissal of a Term Status Employee

A. Definition

The discontinuance of employment for cause during or at the end of the term.

B. Reasons.

The reasons affecting a term status employee's fitness to administer and/or teach include but are not limited to:

1. Moral or personal conduct not in accordance with the principles of the Seventh-day Adventist Church.
2. Conviction of a crime that is a felony or involves moral turpitude.
3. Persistence in advocating, practicing, or teaching beliefs and/or philosophy contrary to the basic tenets, standards, and doctrines of the Seventh-day Adventist Church.
4. The use of alcohol, tobacco, marijuana, or misuse of other dangerous drugs.
5. Insubordination as evidenced by persistent violation of, or refusal to cooperate with policies and assignments.
6. Membership in an organization advocating the overthrow of the government by force or subversion.
7. Misappropriation of school assets.

C. Procedure

1. The superintendent of schools/designee shall give written notice to the employee of the proposed dismissal including the reasons and of the right to a hearing, if requested in writing by the employee.
2. The hearing shall be conducted, if such is requested in writing by the employee, based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees". The superintendent of schools/designee shall be present at the hearing.
3. The hearing body shall submit a recommendation to the local conference board of education. The superintendent of schools/designee shall be present when the recommendation is voted.
4. The superintendent of schools shall give written notice to the employee of the decision of the hearing body and the right of appeal to the local conference board of education based on the provisions of Section E17-104, "Hearing and Appeal Processes for Eligible Employees".

E16-140

Dismissal of a Term Status Employee (Cont'd)

5. The local conference board of education shall conduct an appeal if such is requested in writing by the employee.
6. Following the appeal, if conducted, the local conference board of education shall take action on the recommendation regarding dismissal.
7. The superintendent of schools shall communicate the decision of the local conference board of education in writing to the employee, the principal and/or the local school board. If the employee is dismissed the notice shall include the reason(s) for dismissal, the effective date of the dismissal and the date for discontinuance of salary.

D. Hearing and Appeal Processes

An employee on Term Status Employment who is subject to dismissal or has been dismissed under the provisions of this section is eligible for and agrees to accept the hearing and appeal processes as recourse for grievance regarding dismissal. [See Section E17-104, "Hearing and Appeal Processes for Eligible Employees".]

E16-144

Non-Renewal of Contract of a Term Status Employee Not Holding Regular Status

A. Definition

The discontinuance of employment without cause at the close of the term.

B. Procedure

1. The local school board or, at the discretion of the local conference office of education, a sub-committee of the local conference board of education in lieu of the local school board shall submit a recommendation to the local conference board of education regarding non-renewal of contract of an employee. The superintendent of schools/designee shall be present when the recommendation is voted.
2. The superintendent of schools/designee shall give written notice to the employee of the action to recommend non-renewal of contract.
3. The local conference board of education shall take action regarding the recommendation for non-renewal of contract.
4. The superintendent of schools shall communicate the decision of the local conference board of education to the employee, the principal and the local school board. If the employment contract is not renewed the notice shall indicate the effective date(s) for discontinuance of employment and discontinuance of salary and any benefits.

E16-148 Retirement of a Term Status Employee

A. Definition

Discontinuance of employment by an administrator who meets the qualifications for retirement under the provisions of the NAD Retirement Plan.

B. Procedure

The employee shall submit the proper application form(s) to the local conference executive secretary.

C. Policies

For a complete listing of retirement policies see *Retirement Plan of the NAD and Auxiliary Benefits*.

E16-152 Leaves for a Term Status Employee

A full-time Term Status employee may be granted a leave for a reasonable period of time. Any leave for an extended period of time requires prior approval in writing by the local school board and/or local conference office of education. A leave may be granted for the following based on the provisions of local conference policy.

- A. Bereavement
- B. Family and Medical
- C. Illness
- D. Jury Duty
- E. Leave of Absence
- F. Military Duty
- G. Personal
- H. Sabbatical.

Hearing and Appeal Processes for Eligible Employees – E17

E17-104 Hearing and Appeal Processes

A. Informal Process

As Christians we are enjoined to initiate communication in a Christian spirit when there are concerns. In a Seventh-day Adventist organization all persons should initiate candid and open communication in a manner that solves problems at the level closest to their origin, promotes unity and harmony and strengthens the employer-employee relationship. In this spirit the employee, the principal or the superintendent of schools/designee shall initiate communication when a problem surfaces. This should be done on an informal basis as needed.

B. Formal Process

When employment concerns are not resolved through the informal process either the local school board or the local conference office of education may make a recommendation on employment status change to the local conference board of education. When such a process is specified for an employment status change, the employee has a right to a hearing before any recommendation of employment status change is recommended. The employee also has a right to an appeal to the local conference board of education before a recommendation is acted on when this is specified for the status change. A request from an employee for a hearing or an appeal is to be presented in writing.

C. General Provisions of the Hearing and Appeal Processes

The following general provisions apply to the hearing and appeal processes

1. Notice to the Employee

Prior to a hearing or appeal the employee is to be given a written notice that will provide the following:

- a. The time and place of the hearing or appeal.
- b. The employment status change being considered or recommended and the factual basis for the status change.
- c. The employee's right of access to relevant records prior to the hearing or appeal.
- d. The employee's right to present relevant evidence at the hearing or appeal.
- e. The employee's right to have another person present, other than an attorney.
- f. Assurance that participation in the hearing or appeal process will not be used against the employee in any employment decision.

2. Employee's Access to Evidence

The employee shall have access to the relevant records and evidence prior to the hearing or appeal and the right to make copies of these records and evidence. The employee shall not have the right to records of other employees or the private files of the administrator.

3. Reprisals

The fact that the employee requests and participates in a hearing or appeal process cannot be used as a basis for any employment decision or action regarding the employee.

D. The Hearing

1. Purpose of the Hearing

The hearing is a process that assists the employing organization in making fair and equitable employment decisions. It is intended to provide opportunity for the employee to hear the concerns regarding performance and the proposed actions to be taken, and an opportunity to present a case.

2. A request from an employee for a hearing is to be presented in writing within 10 working days of notification for consideration of a status change.

3. A hearing may be conducted by:

- a. The local school board or personnel committee if voted by the board; or
- b. At the discretion of the local conference office of education by a sub-committee of the local conference board of education in lieu of the local school board or personnel committee.

4. The employee has a right to be present at a hearing to:

- a. Hear the concerns
- b. Hear the facts supporting the concerns
- c. Ask questions
- d. Present a case
- e. Present other relevant information

5. The employee may have another person present, other than an attorney.

6. The body granting the hearing may set reasonable limits on the length of the employee's presentation and other procedures of the hearing.

E. The Appeal

1. Purpose of the Appeal

The purpose of the appeal is not to hear new evidence but to assist the local conference board of education in ensuring that the recommendation from the hearing was made as a result of a process that was fair and equitable and that the evidence provided a reasonable basis for the decisions.

2. An appeal request from an employee must be presented in writing.

3. The appeal is to be conducted by the local conference board of education.

4. The employee has a right to be present at the appeal to present information to support the claim that:

- a. the process was not fair; and/or,
- b. there was a lack of evidence to support a reasonable basis for the decision.

5. The employee may have another person present other than an attorney.

6. The local conference board of education may set reasonable limits on the length of the employee's presentation and other procedures of the appeal.

F. Disposition of the Appeal

The superintendent of schools shall communicate the decision of the local conference board of education to the employee.

G. Failure to Appear

An employee is expected to attend the hearing or appeal on the date scheduled in the notice to the employee described in Section E17-104 C. (1). If an employee states an inability to attend the hearing or appeal for medical reasons, the following procedures shall apply:

1. The local conference office of education may require sufficient certification from the employee's physician that the employee is unable to attend an employment hearing or appeal. The certification should, at a minimum, set forth:

- a. The date on which the employee's medical condition commenced;
- b. The probably duration of the condition; and,
- c. The appropriate medical facts within the knowledge of the health care provider regarding the condition and an explanation as to why these medical facts prevent the employee's participation in the hearing or appeal.

2. The local conference office of education may require the employee to submit to a medical evaluation by a physician of the local conference's own choosing, and at its own expense, for the purpose of obtaining a second medical opinion regarding whether the employee is medically unable to attend the hearing or appeal.
 - a. The physician shall not be regularly employed or utilized by the local conference unless the employee is located in an area where health care is extremely limited.
 - b. The second medical opinion shall be subject only to the condition that the examination may not include a diagnostic test or procedure that is painful, protracted, or intrusive. The drawing of blood or the taking of a urine sample shall be permitted provided it is reasonably necessary for the determination of medical facts needed to form the basis of an opinion that the employee is medically unable to attend the hearing or appeal.
 - c. The second opinion shall specify, when solicited by the local conference, what reasonable accommodations could be made in the hearing or appeal process that would allow the participation of the employee.
3. If the second medical opinion differs from the employee's original assertion or certification that the employee is medically unable to attend the hearing or appeal, the local conference may, at its own expense, require that the employee submit to another medical evaluation for the purpose of obtaining the opinion of a third health care provider designed or approved jointly by the employer and the employee. This third opinion shall be binding.
4. The employer may require the employee to obtain subsequent recertifications on a reasonable basis.
5. It is not beneficial to the school, the local conference, or the employee to delay the resolution of employment disputes. Thus, when a medical opinion sets for that an employee will be medically unable to attend an employment hearing or appeal within 60 days, the local conference may conduct the hearing or appeal and require the attendance of a representative of the employee. This representative may not be an attorney. The employee or representative will be given a 30 day notice of the hearing or appeal in order to properly prepare. If the employee fails or refuses to designate a representative, the proposed status change may be acted upon without the hearing or appeal.

Employment of Classified Personnel General Policies – E18

E18-104 Employment Policies - Classified Personnel

The policies related to the employment of classified personnel are in Sections E18-104 to E21-148.

The policies are organized as follows:

E18-108 to E18-152 - General policies that are applicable to salaried classified and non-exempt classified personnel

E19-104 to E20-104 - Specific policies applicable to salaried classified personnel

E21-104 to E21-148 - Specific policies applicable to non-exempt classified personnel

E18-108 Employer

The local conference board of education derives its authority from the local conference executive committee, and is the employing organization referred to hereinafter as the employer. The local conference board of education has an inherent legal obligation in the employment, changes in employment status, termination or dismissal of education personnel.

To ensure the effective and orderly operation of the schools within the local conference, the local conference board of education consults with and delegates selected functions to local school boards. However, the local conference board of education may take action on its own initiative or may take action that supersedes a recommendation from or action of a local school board.

Inasmuch as the local conference executive committee remains legally bound by actions of local school boards, it is incumbent that there be close cooperation between the local school boards and the local conference board of education in the operation of schools and in the application of employment policies for school personnel.

Classified personnel are recommended for employment, assignment, transfer, or termination to the personnel committee of the local school board by the principal in counsel with the superintendent of schools/designee and the local school board chair.

The employment, assignment, suspension or termination of classified personnel shall be by action of the local school board using the procedures stated for the specific employment status. Discipline, counseling and supervision of personnel is the responsibility of the principal and/or superintendent of schools/designee.

E18-112 Employment Agreement for Classified Employees

The school shall use the written agreement form adopted by the local conference office of education in hiring classified employees.

Any changes made in the employment agreement and/or failure on the part of the prospective employee to return the contract by the specified time, will void the offer.

The employment agreement shall include but not necessarily be limited to the following:

- A. Names of the parties to the agreement.
- B. Initial assignment and/or duties to be performed.
- C. Beginning date of employment.
- D. Salary or wages to be paid to the employee.
- E. Hours to be worked and/or proportion of full-time.
- F. A statement on the agreement for hour-time employees that specifies that the employment is "at-will" and may be terminated by the employer and/or the classified employee at any time without requirement of cause.
- G. A statement that the employee willingly agrees to comply with the policies and standards of the local conference, the union, and the Seventh-day Adventist Church which are in effect and/or may be altered during employment.
- H. A summary of the allowances and benefits that are granted when the employee qualifies.
- I. Provision for signatures and dates for the signature and date signed for the agent of the local school board and the employee.
- J. The deadline the signed agreement is to be returned.

E18-116 Conditions of Employment

A. Church Membership

Employees shall be members of the Seventh-day Adventist Church in regular standing and as such shall provide a positive Christian role model and demonstrate a concern for the spiritual and moral development of students so that the unique philosophy of Seventh-day Adventist education is reflected throughout the total school program.

B. Tithe Paying

Faithful tithing is a condition for initial and continued employment, and transfer to another school, local conference or other denominational organization. [See *NAD Working Policy*, Section E 80 20.]

C. Conflicting Activities

An employee shall not engage in any business or activity, either denominational or extra-denominational which has the effect of diminishing the employee's influence and/or infringing on the time and efficiency of the work to which the employee is assigned.

D. Divorce and/or Remarriage

An employee shall adhere to the policies and procedures pertaining to divorce and remarriage which are published in the current edition of the *Seventh-day Adventist Church Manual*.

E. Tuberculosis Examination

A person to whom the employer has made a conditional employment offer must submit written documentation of that an examination for tuberculosis, completed within 60 days preceding date of employment, has determined the employee is free from communicable tuberculosis before the conditional employment offer is confirmed. The superintendent of schools or designee shall require additional testing as required by the state law where employed. Health records shall be maintained at the payroll center in separate, confidential medical files.

This section shall not apply to an employee who is employed part-time or for any period of time less than a school year and whose function does not require frequent or prolonged contact with students.

F. Employment Eligibility Verification, Form I-9

A classified employee who is given a conditional offer of employment must complete an I-9 Form, "Employment Eligibility Verification", U. S. Department of Justice, Immigration and Naturalization Service within 72 hours. The form shall be maintained at the payroll center.

G. Criminal Record Summary

A new employee who has contact with minor students is to obtain a criminal record summary, from the Department of Justice.

This includes any person hired to work in a private school on a regular paid full-time or regular paid part-time basis who will have contact with minor pupils. In addition, each new employee shall forward fingerprints and the request for the criminal record summary to the Department of Justice on or before the first day of employment.

H. Statement of Knowledge of Duty to Report Child Abuse

A classified employee is to sign a statement on the form provided by the employer acknowledging the duty to report cases of child abuse and will comply with the provisions of state law. This requires that any employee who is a child care custodian who has knowledge of or observes a child known or reasonably suspected of having been the victim of child abuse is to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report within the time required of receiving the information concerning the incident.

E18-120 Nondiscrimination Exception - Employment

For Seventh-day Adventists the free exercise of religion includes the right to operate educational institutions that are distinctively Adventist. The creation and maintenance of such institutions require staffing only by those individuals who are in complete harmony with the beliefs and practices of the Church. Hence, in the employment of personnel for its educational institutions one of the occupational qualifications for any position is that the individual must be a Seventh-day Adventist, committed to the program of the Church.

School boards shall, officially in practice, abide by the following policies relating to employment:

- A. Equal employment opportunities and compensation shall be afforded to all on the basis of qualifications, without regard to race, color, gender (except where gender is a bona fide occupational qualification), national origin, ancestry, physical handicap, age, height, weight, marital status (single, married, or widowed), or prior military service.
- B. Inasmuch as the personal life and the professional identity of an individual are inseparable, all employees are to be members of the Seventh-day Adventist Church and are expected to conform to the standards of conduct that are in harmony with Seventh-day Adventist principles.
- C. Decisions on the promotion of an employee shall be based on the qualifications of the employee as related to the requirements of the position for which the employee is being considered.

E18-124 Employment Status of Classified Personnel

The employment status of a classified employee will be in one of the following categories:

- A. Salaried Classified. [See Sections E19-104 to E20-104.]

This category is for full-time salaried employees exempt from overtime under the FLSA and applicable state laws.
- B. Non-Exempt Classified. [See Sections E21-104 to E21-148.]

This category is for non-exempt employees employed either full-time or part-time, and eligible for overtime under the FLSA and applicable state laws.

E18-128 North American Division Retirement Plan

The following describes the retirement plans currently available for employees of participating employers.

A. Defined Benefit Plan

The NAD Retirement Plan is a traditional defined benefit plan which provides a flow of funds until the death of the retiree and eligible spouse ceased to function for purposes of earning service credit on December 31, 1999 except for specific exceptions as detailed in the *Retirement Plan of the NAD and Auxiliary Benefits*, Z 05 through Z 50. Service credit earned prior to that date will be “frozen” until the employee becomes eligible for retirement benefits under the terms of the plan.

Education personnel who were denominationally employed prior to January 1, 2000 are eligible to earn service credit for retirement on the defined benefit plan based on the provisions of the *Retirement Plan of the NAD and Auxiliary Benefits*, section Z 15 05, “Criteria for Recognizing Service”. Retirement benefits earned prior to January 1, 2000 in the defined benefit plan cannot be combined with benefits earned after December 31, 1999 in the defined contribution plan except for vesting and health care purposes.

See Section E10-180 for details about service credit and benefits in the defined benefit plan.

B. Defined Contribution Plan

Effective January 1, 2000 the Adventist Retirement Plan, a defined contribution plan has been made available for employees of participating employers. The defined contribution plan accumulates a lump sum which can be converted to an annuity, cashed out or invested at the option of the retiree at the time of retirement eligibility. Retirement benefits earned prior to January 1, 2000 in the defined benefit plan cannot be combined with benefits earned after December 31, 1999 in the defined contribution plan except for vesting and health care purposes.

Details about the defined contribution plan may be obtained from the local conference office of education.

E18-132 Service Records for Classified Personnel

The local conference secretary or human resource services director is responsible for the service records of all education personnel. Each employee shall be given a copy of the service record at any time at the employee’s request by the last employing organization each time the employee transfers from one denominational organization to another, and at the time the employee discontinues denominational service.

The defined benefit plan ceased to function for purposes of earning service credit on December 31, 1999 except for specific exceptions as detailed in the *Retirement Plan of the NAD and Auxiliary Benefits*, Z 05 through Z 50. Service credit earned prior to that date will be “frozen” until the employee becomes eligible for retirement benefits under the terms of the plan.

Education personnel who were denominationally employed prior to January 1, 2000 earned service credit for retirement on the defined benefit plan based on the provisions of the *Retirement Plan of the NAD and Auxiliary Benefits*, section Z 15 05, “Criteria for Recognizing Service”.

A qualified employee who applied for the Career Completion Option by December 31, 1999 could earn up to a maximum of five additional years of service credit or a total of 40 years of service credit, whichever is less, under the frozen plan.

Retirement benefits earned prior to January 1, 2000 in the defined benefit plan cannot be combined with benefits earned after December 31, 1999 in the defined contribution plan except for vesting and healthcare purposes.

A “safety net” is provided to assist those who may be disadvantaged by the “freeze” in the defined benefit plan. For those eligible to retire the Plan will calculate the monthly benefit of the frozen single life annuity, plus an estimate of what the employer-contributed account balance in the new plan would be if invested in the plan designated “default” strategy, converted to a single life annuity. This “combined annuity” will then be compared with what the single life annuity would have been had the plan not been frozen. If the “combined annuity” is less than the “no-freeze annuity”, the Plan will top-up the single life annuity by the amount of the shortfall. This Transitional Enhancement is designed to protect employees from possible reductions in the single life annuity benefits. It is not designed to replace the elimination spouse allowance for post-freeze service.

An employee who does not have enough service credit in the frozen defined benefit plan at the time of the freeze can count up to ten post-freeze years towards meeting minimal qualifying vesting thresholds under the pre-freeze plan up to December 31, 2014. The employee does not earn additional benefit service credit. Post-freeze service is considered only for purposes of reaching certain service thresholds. The qualifying thresholds that can be reached by post-freeze service include:

	<u>Requirements</u>
1. Monthly Benefits	10 years
2. Spouse Allowance	20 years
3. No Penalty Early Retirement	40 years
4. Surviving Spouse Benefits	10-15 years
5. Death Benefit	10 years
6. Early Retirement Healthcare	40 years

Service credit for retirement under the defined benefit plan was earned as follows:

A. Twelve-month Employment Plan

One year of service credit is credited to an employee for each calendar year in which there was remuneration for at least 1,950 hours or for at least 11.5 months on a full-time salaried basis for participating employers.

After January 1, 1981, an employee who works less than full-time during a calendar year shall be eligible for proportionate credit based on the provisions of the *Retirement Plan of the NAD and Auxiliary Benefits*, Section Z 15 05 (4).

B. Ten-month Employment Plan

A full-time education employee who has the option to be off duty during the summer period shall be considered employed from July 1 to December 31 if serving the full first semester of a school year, and shall be considered employed from January 1 to June 30 if serving the full second semester of a school year. A teacher who is employed at least half time shall also be eligible for proportionate service credit during the periods listed above. [See *Retirement Plan of the NAD and Auxiliary Benefits*, Section Z 15 15 (1).]

C. Personnel Employed by a Local School

A education employee whose payroll costs are funded by a local school or church is eligible to earn denominational service credit if the conditions stated below are met. The only benefits that the conferences provide such employees are service credit and Worker's Compensation insurance. *NAD Working Policy Y 47* and *Retirement Plan of the NAD and Auxiliary Benefits*, Z 15 35.

Service credit shall be granted to an employee of a church or elementary school provided:

1. The employee is remunerated for at least 1,000 hours during a calendar year.
2. The local conference has the employee on its payroll and the remuneration is at least the federal minimum wage but does not exceed the denominational remuneration scale. Employees paid their remuneration directly by the church or school are not eligible to participate in either the frozen defined benefit plan or the defined contribution retirement.

D. Task Force Workers

A Task Force Worker is normally a volunteer and thus not considered to be an employee, therefore, he/she normally is not eligible for service credit.

See Section E10-176 for information about the Adventist Retirement Defined Contribution Plan.

E18-140 Termination Settlement

In order to provide transition funds for an involuntarily terminated full-time classified employee, a termination settlement may be provided under the terms of this policy. The settlement is not an earned employee benefit automatically provided in every case of employment termination.

A. Eligible Recipient

A termination settlement may be granted to an involuntarily terminated employee who has worked in denominational employment for at least two years. A resignation as a result of being counseled to resign by the employer is considered an involuntary termination for the purposes of this policy. Eligibility shall be determined according to the following criteria.

1. Closure or Reduction

An employee involuntarily terminated due to closure of a denominational facility or staff reductions due to financial exigency or enrollment.

2. Lack of Performance

An employee who is terminated for failing to adequately perform the functions of the job.

3. Medical Condition

An employee who is unable to continue employment because of a medical condition but is not eligible for disability benefits under the Employee Disability Income Plan (*NAD Working Policy Y 33*).

B. Ineligible Recipient

1. Part-time and Non-regular Status/Local Hire Employees

2. Involuntary Termination

An employee terminated for violation of organizational policies and/or practices regarding misconduct, or for criminal behavior.

3. Retirement

An employee who (a) is counseled to resign or terminated, (b) is eligible for retirement benefits at normal retirement age (as defined in the NAD Retirement Plan), and (c) begins to receive retirement benefits following cessation of employment.

4. Resignation

An employee who voluntarily resigns from employment.

C. Service Record

A termination settlement shall be recorded on the terminated employee's service record. Such settlement, however, shall not increase service credit, nor shall it cancel any part of the employee's service credit.

D. Settlement

1. Payment

A termination settlement shall be paid by the terminating employer to the eligible employee in either a lump sum payment or in series of payments at the discretion of the terminating employer.

2. Calculation

The settlement shall be 25 percent of current monthly wages multiplied by total number of years of denominational service credit up to a maximum of twenty years. Current monthly wages shall include wages and cost of living adjustments, but shall not include area travel or any other allowances

3. Independent Transfers

In the case of the termination of an employee who has been voted an independent transfer, the settlement shall be calculated only on years of service earned as a church employee within the territory of the NAD or as a regularly appointed interdivision employee from the NAD.

E. Other Benefits

Unpaid accrued benefits, such as vacation or sick leave, shall have no effect on the calculation of this settlement. If an employee has received a previous termination settlement under the terms of *NAD Working Policy Y 36*, any subsequent termination settlement shall be calculated based on years of service credit earned since the date of the previous termination settlement.

F. Health Care Benefits

Health care benefits in most situations cease with the effective date of termination (see *NAD Working Policy Y 22*). However, the terminating employer may provide continued emergency hospitalization and medical benefits to the terminated employee and dependents participating in the health care assistance plan, provided that such assistance shall be granted only in case of illness or accident. Non-emergency medical, dental and optical care is specifically excluded. This assistance may continue (1) as required by applicable law, or (2) for up to two months from the date of termination, or (3) until the terminated employee obtains health care assistance cover, whichever occurs first. Terminated employees shall promptly notify the terminating employer when obtaining health care assistance coverage while eligible for assistance under this policy.

E18-140 Termination Settlement (Cont'd)

G. Release

As a condition of receiving a termination settlement, terminated employees are required to execute the separation agreement of their terminating employer, which shall include, without limitation, a waiver and release of any and all claims against their terminating employer, related organizations, and the officers, agents and employees of the terminating employer. The terminating employer shall issue the separation agreement to the terminated employee as soon as reasonably practicable following cessation of employment.

Terminated employees will have 21 days from receipt of the separation agreement to sign and return it to the terminating employer, unless a longer time period for consideration and signature is required by applicable law. If the separation agreement is not signed and returned to the terminating employer within the applicable time period, the termination settlement may well be forfeited. (A model separation agreement and release for terminating employees is available on the website of the NAD.)

H. Variances

Properly constituted governing or administrative bodies of denominational employers may authorize a termination settlement at variance with the provisions of this policy in order to comply with state or local laws. Involuntarily terminated teachers under continuous appointment may be eligible for a termination settlement as described in *NAD Working Policy* FEC 05 25-5 rather than under the terms of this policy.

E18-144 Harassment Policy

The following harassment policy applies to all classified personnel in the union.

A. Working Environment

The union recognizes its responsibility to all employees to maintain a working environment free from harassment. It endeavors to achieve this environment through educating employees that harassment violates the law and will not be tolerated. The union also endeavors to prevent harassment by publishing this policy, by developing appropriate sanctions for misconduct, and by informing all employees of their right to complain of harassment.

B. Personal Conduct

Education employees are to exemplify the Christ-like life and should avoid all appearances of wrong doing. Engaging in behavior that is harmful to self or others, or that casts a shadow on or dedication to the Christian way of life should be avoided. 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, may not be displayed anywhere on the premises or while representing the employer in any capacity. Employees should respect and uplift one another. Employees should never be placed in a position of embarrassment, harassment, ridicule, belittlement or disrespected because of gender, race, color, national origin, age or disability or any other classification under state or local law, that does not conflict with the tenets of the church. To do so would be a violation of God's law and civil laws protecting human rights and governing workplace conduct.

C. Sexual Harassment

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

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting an individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment.

D. Improper Conduct

Improper conduct by the employer, co-workers and, in some instances, non-employees includes, but is not limited to:

1. Any subtle or other pressure or request for sexual favors or activity, including any suggestion that an applicant's or employee's giving in to or rejecting sexual advances will have an effect on that person's employment or terms of employment;
2. Unwelcome sexual flirtation or propositions;
3. Unnecessary or inappropriate touching of a sexual or abusive nature (e.g., patting, pinching, hugging, repeated brushing against another person's body, etc.);
4. Displays, whether worn on the person, displayed in offices or on personal vehicles parked in parking lots used by the organization of sexually suggestive pictures, drawings, cartoons or objects or other erotica;
5. Threats or demands for sexual favors;
6. Unwelcome or derogatory statements related to gender, race, color, national origin, age or disability (for example, kidding, teasing, degrading jokes or offensive comments or tricks);

7. Demeaning or degrading comments about an individual's appearance;
8. Denying an employee the opportunity to participate in training or education on account of gender, race, color, national origin, age or disability;
9. Limiting opportunities for promotion, transfer or advancement on account of gender, race, color, national origin, age or disability; or
10. Requiring a protected employee to perform more difficult tasks or less desirable work assignments in order to force retirement or resignation from employment.

E. Reporting Incidents

An employee who believes that harassment has occurred should immediately take the following steps:

1. Make it clear that such conduct is offensive and should be stopped immediately; and,
2. Report the incident to the immediate supervisor, principal, associate superintendent or superintendent of schools. The initial report should be followed by a written statement describing the incident and identifying potential witnesses.

F. Third Party Reports

Employees who are aware of incidents of potential workplace harassment toward others are to report such incidents to the immediate supervisory, principal, associate superintendent or superintendent of schools.

G. Investigation

A complaint of harassment shall be promptly handled and maintained in confidence to the extent possible.

H. Discipline

A violation of this policy may result in discipline, up to and including dismissal from employment, based on the provisions of the *Education Code*.

I. Prohibition of Retaliation

The union prohibits retaliation against an employee who complains of harassment.

J. False Allegations of Harassment

While individuals are urged to report alleged harassment, unfounded allegations against another employee or volunteer can irreparably harm a reputation and limit the ability to fulfill duties and responsibilities. Employees who bring malicious, spiteful, or false allegations of harassment may be subject to the disciplinary standards policies in the union *Education Code*.

See *NAD Working Policy E 84*.

A. Employment

In hiring all categories of denominational employees great diligence should be exercised to secure persons who are members of the Church and who exert a positive influence in upbuilding the work along spiritual lines.

B. Productivity

Care is to be exercised in making assignments to conference and institutional employees so as to fully utilize their capabilities. The effectiveness of all employees is to be reviewed periodically. Where employees are found to be ineffective, counsel should be given them and if necessary they should be given other lines of work or be advised to seek employment outside of the denomination.

C. Employment of Sexual Offenders

The Seventh-day Adventist Church desires to make its work and worship environments a safe place at all times. To achieve this goal, no denominational employing organization shall knowingly employ an employee where any of the following exists:

1. Any admission of guilt pertaining to sexual abuse, or sexual misconduct (See *NAD Working Policy 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.).
2. Any criminal conviction or plea of guilty, nolo contendere (no contest), or its equivalent for sexual abuse, or sexual misconduct.
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 suite 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, individuals they are considering for employment. Designated Officers, or their designees, responding to inquires about current or former employees of their organizations shall make very effort to assure that accurate information is being communicated.

[*NAD Working Policy E 81*]

Classified employees are bound by the following sexual misconduct policy and guidelines for education personnel in the union.

A. Purpose of Policy and Guidelines

It is the policy of the union to eliminate sexual misconduct through prevention, appropriate investigation of complaints, civil reporting and corrective action where appropriate. Each local conference office of education and local school is responsible for implementing policies and procedures to prevent sexual misconduct and to investigate and to take corrective action in response to complaints.

B. Definition of Sexual Misconduct

Sexual misconduct as used in this policy refers to sexually oriented behavior by an adult, volunteer or employee toward a student. It includes but is not limited to, sexual advances; requests for sexual activity; inappropriate touching of a sexual, offensive or abusive nature; sexual comments, suggestions or threats; or conduct which has the purpose or effect of sexually stimulating the adult or student.

C. Prevention of Sexual Misconduct

Local conferences and/or schools should attempt to prevent sexual misconduct by:

1. Careful screening of adults before employment begins. This should generally include a completed application, reference checks and a criminal record check where required by law.
2. Periodic training for all adults who have a contact with students regarding sexual misconduct and child abuse reporting requirements.
3. Periodic training for students which emphasizes identification of and protection from sexual misconduct and reporting procedures of suspected incidents to an adult.

D. Obligation to Report Instances of Suspected Sexual Misconduct or Child Abuse

All instances of suspected sexual misconduct or child abuse must be reported to the appropriate school administrator and child protection agency as specified by state laws. Persons who are mandated by law to report suspected child abuse are protected from retaliation and civil or criminal liability under applicable state laws.

E. Procedure for Reporting Suspected Instances of Sexual Misconduct or Child Abuse

The following reporting procedures should be followed:

1. An employee who has knowledge of or observes a child who is known or reasonably suspected of being the victim of sexual misconduct or child abuse shall report the known or suspected incident to a child protective agency as soon as practically possible by telephone. Child abuse includes sexual abuse, physical abuse and neglect. A written report should be sent within the specified time required by state law. The employee should consult with the administrator at the time of reporting.
2. If volunteers or other adults have reasonable suspicion of sexual misconduct or child abuse it should be promptly reported to child protective services and a school administrator.
3. The superintendent of schools or designee should be notified of the suspected incident as soon as practically possible if the suspected abuser is an employee or volunteer.
4. If the suspected incident involves an employee or volunteer that person may be suspended from duty during the investigation by the child protection agency at the discretion of the superintendent of schools in consultation with the principal.
5. All suspected incidents of sexual misconduct or child abuse should be maintained in confidence apart from required notification to child protective services and school administrators. The information should only be shared with others on a need to know basis.

F. Investigation of Suspected Instances of Sexual Misconduct or Child Abuse

The superintendent of schools and the school administrator should cooperate with civil authorities in any investigation of suspected sexual misconduct or child abuse. The superintendent of schools or school administrator may need to conduct an independent investigation of suspected sexual misconduct or child abuse for employment purposes. This investigation should be conducted in a thorough and confidential manner and should be documented. Employment action should be taken in compliance with the procedures set forth in the *Education Code*. Employees may be suspended from duty with pay during the investigation.

A. Preamble

The schools of the union shall strive to protect the safety and health of students in their care, as well as their families, employees and the general public. Staff members shall cooperate with public health authorities to promote these goals.

School staff members will always strive to maintain a respectful school climate and not allow physical or verbal harassment of any individual or group by another individual or group. This includes taunts directed against a person living with HIV infection, a person perceived as having HIV infection, or a person associated with someone with HIV infection.

The evidence is overwhelming that the risk of transmitting infectious blood borne disease, including but not limited to human immuno-deficiency virus (HIV), acquired immuno-deficiency syndrome (AIDS), and Hepatitis B and C, is extremely low in school settings when current guidelines are followed. The presence of a person living with or diagnosed with a blood borne infection poses no significant risk to others in school.

B. Employment

The schools of the union do not discriminate on the basis of HIV infection or association with another person with HIV infection. In accordance with the Americans with Disabilities Act of 1990, an employee with an infectious, blood borne disease is welcome to continue working as long as the employee is able to perform the essential function of the position, with reasonable accommodation.

C. Privacy

Teachers and staff members are not required to disclose HIV infection status or any other medical information to anyone in the educational system. HIV antibody testing is not required for any purpose.

All personal health information, including that related to blood borne infections, is confidential. Willful or negligent disclosure is punishable by law.

D. Infection Control

All employees are required to consistently follow infection control guidelines in all settings and at all times, including playgrounds and field trips. Schools will operate according to the standards promulgated by the U.S. Occupational Safety and Health Administration (US-OSHA) for the prevention of blood borne infections. Equipment and supplies needed to apply the infection control guidelines will be maintained and kept reasonably accessible. Each school shall have a designee that shall implement the precautions and investigate, correct, and report on instances of lapse.

A school staff member is expected to alert the person responsible for health and safety issues if a student's health condition or behavior presents a reasonable risk of transmitting an infection.

If a situation occurs at school in which a person might have been exposed to an infectious agent, such as an instance of blood-to-blood contact, school authorities shall counsel that person (or if a minor, alert a parent or guardian) to seek appropriate medical evaluation.

E. Staff Development

School staff members will be given opportunity to participate in infectious blood borne disease education programs that:

1. Convey factual and current information.
2. Provide guidance on infection control procedures.
3. Inform about current laws and school policies concerning infectious blood borne diseases.
4. Assist staff to maintain productive parent and community relations.
5. Include annual review sessions.

It is recommended that certain employees receive additional specialized training as appropriate to individual positions and responsibilities.

F. Hepatitis B Vaccination

Any employee considered to be at risk of acquiring Hepatitis B due to an occupational exposure to blood borne pathogens, will be given opportunity to be vaccinated with Hepatitis B vaccine at no charge to the employee. The vaccinations consist of a series of three inoculations over a six-month period.

If an exposure to blood borne pathogens should occur, a comprehensive post-exposure evaluation and follow-up process will be followed to ensure that employees receive the best and most timely treatment.

Salaried Classified Personnel – E19

E19-104 General Provisions for Salaried Classified Personnel

The general provisions, Sections E18-104 to E18-152, are applicable to Salaried Classified Personnel.

E19-108 Definition of Salaried Classified Employment Status

A salaried classified employee is employed and meets the overtime exemption criteria of the Fair Labor Standards Act 29 U.S.C. 213 (a) (1) and the state requirements and is employed in a management or supervisory position as industrial manager or service department head.

Federal and state laws and regulations favor designating a classified employee as eligible for overtime. A classified employee should only be placed on exempt status and compensated as salaried after the following have been completed:

- A. A job description has been adopted for the position.
- B. The job description is reviewed by a specialist designated by the employing organization to make a determination that the position qualifies for classification as salaried classified under applicable wage laws.
- C. Approval in writing is given by the superintendent of schools to grant status as salaried classified to an employee.
- D. The actual duties performed by the employee are the duties contained in the job description.

- Notes:
- Improperly classifying an employee as salaried classified can result in payment of past overtime and substantial penalties.
 - See Section A21-104 for information on the availability of federal and state regulations.

E19-112 Employment Plan for Salaried Classified Employees

A salaried classified employee is one who meets eligibility requirements and whose employment agreement stipulates full-time salary for either;

- A. The school year, or
- B. The full 12 months from July 1 - June 30.

Remuneration for Full-time Salaried Classified Employees

Remuneration for a full-time salaried classified employee consists of salary and allowances or benefits for which the employee qualifies.

A. Salary

Salary for a full-time salaried classified employee is based on the salary step-
placement schedule adopted by the union and is determined annually by the
employing organization after consideration of the following factors:

1. Occupational preparation.
2. Total years of experience. [See Section F11-128.]
3. The cost-of-living remuneration factor as designated by the local
conference executive committee. [See Section F10-108.]

B. Allowances and Benefits

In addition to the annual salary certain allowances and benefits are granted when
the salaried classified employee qualifies. Details regarding eligibility
requirements for the allowances and benefits are provided in the section listed
following each item.

<u>Allowance or Benefit</u>	<u>Education Code Section</u>
1. Administrative Budget	F12-104
2. Adoption Assistance	F18-108
3. Death of Employee	F16-108
4. Employee Basic Life Insurance	F16-104
5. Employee Disability Income Plan	F16-116
6. Holiday Gift	F22-152
7. Housing	
a. Housing Assistance, Additional	F13-116
b. Rental of Academy-owned Housing	F13-108
8. Leaves	E19-124
9. Medical and Dental Expense Assistance Plan	F18-104
10. Moving Allowances, Employee	F17-120
11. Per Diem	F17-116
12. Rental Assistance	
a. Housing Assistance, Additional	F13-116
b. Rental of Academy-owned Housing	F13-108
13. Retirement Allowance	F15-120
14. Retirement Medical	F15-112
15. Retirement Plan, NAD	E12-128, F15-104
16. Service Credit	E18-136
17. Social Security	F15-108
18. Surviving Spouse Temporary Benefit	F16-112
19. Termination Settlement	E18-140
20. Transfer and Retirement Gifts Guidelines	F15-116
21. Tuition Assistance for Children of Employees	F14-104
22. Vacations and Holidays	E19-120

Vacation and Paid Holidays - Full-time Salaried Classified Employees

A. Annual Vacation

An annual vacation entitlement for full-time salaried classified employees shall be provided. The entitlement is accrued and calculated on the following basis:

<u>Years of Service</u>	Vacation entitlement per <u>year of full-time service</u>
During first four-year period	2 weeks
During next five year period	3 weeks
After nine years	4 weeks

1. The vacation entitlement is based on the fiscal year, July 1 - June 30. For full-time salaried classified personnel employed for less than 12 months during the fiscal year the entitlement is accrued on a prorated basis.
2. Employees are eligible to begin accruing vacation at the three and four week rates after completing four and nine years of service or in harmony with mandated government requirements.
3. Vacation time should generally be taken in the year of accrual. A formal accounting system must be in place. The maximum accrual is up to 150 percent of vacation entitlement including current year accruals.
4. Vacation time may be used at such time or times when requested by the employee, approved by the principal or superintendent of schools and authorized by the appropriate authority.
5. Vacation must be used during the Family and Medical Leave of Absence according to local conference policy.
6. When a full-time salaried classified employee is transferred from one denomination organization to another, or discontinues denominational employment, accrued vacation time of up to 150 percent of vacation entitlement including current year accruals, shall be paid in cash by the former employer to the employee at the time of transfer or discontinuance of employment. The accrued amount will be equal to the amount the employee would receive while taking vacation entitlement before the transfer or discontinuance of employment begins.

B. Paid Holidays

Paid holidays and office closings are at individual employer's discretion and are generally influenced by the respective organization's needs, climatic conditions, as well as national and local laws.

Leaves for Full-time Salaried Classified Employees

A full-time salaried classified employee may be granted a leave for a reasonable period of time. Any leave for an extended period of time requires prior approval in writing by the local school board and/or local conference office of education. A leave may be granted for the following based on provisions of local conference policy.

- A. Bereavement
- B. Family and Medical
- C. Illness
- D. Jury Duty
- E. Leave of Absence
- F. Military Duty
- G. Personal.

E19-128 Status Change

The following categories represent the changes in status for which a salaried classified employee is eligible:

- A. Resignation. [See Section E19-132.]
- B. Suspension. [See Section E19-136.]
- C. Termination. [See Section E19-140.]
- D. Retirement. [See Section E19-144.]
- E. Post-retirement Employment. [See Section E19-148.]

E19-132 Resignation of a Salaried Classified Employee

A. Definition

The voluntary termination of employment initiated by an employee with or without the consent of the employer.

B. Procedure

1. The employee is requested to submit written notice of the intent to resign to the principal.
2. The employee is to repay any money owed to the employer or reimburse the employer for any unamortized allowance(s) that have been granted before release from the employment agreement is given.

E19-136 Suspension of a Salaried Classified Employee

A. Definition

Suspension is the immediate temporary removal of an employee from duties. An employee may be suspended for a reasonable period of time for disciplinary purposes or for investigation of serious charges related to reasons for termination.

B. Salary During the Suspension

Salary shall continue during the suspension, except when a suspension continues beyond three months because of, but not necessarily limited to a criminal investigation and/or prosecution. Salary may be discontinued at the discretion of the local conference board of education or executive committee of the board upon the recommendation of the local conference office of education.

C. Procedure

1. The principal or local school board chair shall notify the superintendent of schools of the proposed suspension of a salaried classified employee.
2. The superintendent of schools/designee or principal shall give written notice to the employee, including the reason(s) for the suspension.
3. The superintendent of schools/designee or principal shall make reasonable effort to complete the investigation as soon as possible.
4. A suspension beyond three working days shall require the approval of the superintendent of schools/designee.

Suspension of a Salaried Classified Employee (Cond't)

D. The suspension continues until:

1. The employee is reinstated to active status; or,
2. The employee resigns; or,
3. The employment is discontinued by termination or dismissal.

E. Hearing and Appeal Processes

If the suspension results in the termination of employment the employee is eligible for and agrees to accept the hearing and appeal processes during the procedure for termination. [See Section E20-104, "Hearing and Appeal Processes for Eligible Employees".]

Termination of a Salaried Classified Employee

A. Definition

Termination is the discontinuance of employment of an employee with cause by the employer.

B. Reasons for Termination

The reasons for termination may include, but are not limited, to the following:

1. Insufficient enrollment.
2. Lack of adequate funds for the position.
3. Employee's inability to fulfill required responsibilities because of physical, mental, or emotional disability after the employer has made reasonable accommodation of the employee or accommodation by the employing institution constitutes an undue hardship.
4. Employee's failure to satisfactorily perform as determined by the administration.
5. Moral or personal conduct not in accordance with the principles of the Seventh-day Adventist Church.
6. Committing, aiding, advocating, pleading guilty or being convicted of any crime that is a felony, or any crime involving moral turpitude, either a misdemeanor or felony.
7. Persistence in advocating, practicing, and teaching beliefs or philosophy contrary to the basic tenets, standards, and doctrines of the Seventh-day Adventist Church.
8. The use of alcohol, tobacco, marijuana, or the illegal use of a controlled substance.
9. Insubordination - violation of, or refusal to comply with policies or perform work assignments.
10. Membership in any organization advocating the overthrow of the government by force or subversion.

Termination of a Salaried Classified Employee (Cont'd)

C. Procedure

1. The principal should generally follow progressive discipline procedures prior to a proposed action to discontinue the employment of a salaried classified employee.
2. The principal or the local school board chair shall notify the superintendent of schools of the proposed action to terminate a salaried classified employee.
3. The superintendent of schools/designee or principal shall give written notice to the employee of the proposed termination including the reasons and of the employee's right to a hearing and/or appeal upon written request from the employee.
4. A hearing and/or appeal shall be conducted, if requested by the employee following the procedures in Section E20-104, "Hearing and Appeal Processes for Eligible Employees". The superintendent of schools shall be present at the hearing or appeal and when an action on the recommendation for termination is voted.
5. The superintendent of schools/designee or principal shall communicate the decision of the local school board in writing to the employee. If the decision is for termination, the notice shall indicate the reason(s) for the termination, effective date of termination and the date for discontinuance of salary.

C. Hearing and Appeal Processes

A salaried classified employee who is subject to termination or has been terminated under the provisions of this section is eligible for and agrees to accept the hearing and appeal processes as recourse for grievance regarding termination. [See Section E20-104, "Hearing and Appeal Processes for Eligible Employees".]

Retirement of a Salaried Classified Employee

A. Definition

The voluntary discontinuance of employment by a salaried classified employee.

B. Procedure

The employee shall submit in writing the intent to retire and the proposed date for retirement to the superintendent of schools and the local conference executive secretary.

Post-Retirement Employment of a Salaried Classified Employee

A. Definition

That status which results when a person on denominational retirement benefits is employed full-time or part-time.

B. Remuneration

Remuneration for a salaried classified employee on Post-Retirement Employment status is based on the provisions of Section F11-146.

C. Termination

A salaried classified employee on Post-Retirement Employment is an "at-will" employee and can be terminated without notice or cause.

Hearing and Appeal Processes for Eligible Employees – E20

E20-104 Hearing and Appeal Processes

A. Informal process

As Christians we are enjoined to initiate communication in a Christian spirit when there are concerns. In a Seventh-day Adventist organization all persons should initiate candid and open communication in a manner that solves problems at the level closest to their origin, promotes unity and harmony and strengthens the employer-employee relationship. In this spirit the employee, the principal or the superintendent of schools/designee shall initiate communication when a problem surfaces. This should be done on an informal basis as needed.

B. Formal Process

When employment concerns are not resolved through the informal process either the local school board or the local conference office of education may make a recommendation on employment status change to the *local* conference board of education. When such a process is specified for an employment status change, the employee has a right to a hearing before any recommendation of employment status change is recommended. The employee also has a right to an appeal to the local conference board of education before a recommendation is acted on when this is specified for the status change. A request from an employee for a hearing or an appeal is to be presented in writing.

C. General Provisions of the Hearing and Appeal Processes

The following general provisions apply to the hearing and appeal processes

1. Notice to the Employee

Prior to a hearing or appeal the employee is to be given a written notice that will provide the following:

- a. The time and place of the hearing or appeal.
- b. The employment status change being considered or recommended and the factual basis for the status change.
- c. The employee's right of access to relevant records prior to the hearing or appeal.
- d. The employee's right to present relevant evidence at the hearing or appeal.
- e. The employee's right to have another person present, other than an attorney.
- f. Assurance that participation in the hearing or appeal process will not be used against the employee in any employment decision.

2. Employee's Access to Evidence

The employee shall have access to the relevant records and evidence prior to the hearing or appeal and the right to make copies of these records and evidence. The employee shall not have the right to records of other employees or the private files of the administrator.

3. Reprisals

The fact that the employee requests and participates in a hearing or appeal process cannot be used as a basis for any employment decision or action regarding the employee.

D. The Hearing

1. Purpose of the Hearing

The hearing is a process that assists the employing organization in making fair and equitable employment decisions. It is intended to provide opportunity for the employee to hear the concerns regarding performance and the proposed actions to be taken, and an opportunity to present a case.

2. A request from an employee for a hearing is to be presented in writing within 10 working days of notification for consideration of a status change.

3. A hearing may be conducted by;

- a. The local school board or personnel committee if voted by the board; or
- b. At the discretion of the local conference office of education by a sub-committee of the local conference board of education in lieu of the local school board or personnel committee.

4. The employee has a right to be present at a hearing to:

- a. Hear the concerns
- b. Hear the facts supporting the concerns
- c. Ask questions
- d. Present a case
- e. Present other relevant information

5. The employee may have another person present, other than an attorney.

6. The body granting the hearing may set reasonable limits on the length of the employee's presentation and other procedures of the hearing.

E. The Appeal

1. Purpose of the Appeal

The purpose of the appeal is not to hear new evidence but to assist the local conference board of education in ensuring that the recommendation from the hearing was made as a result of a process that was fair and equitable and that the evidence provided a reasonable basis for the decisions.

2. An appeal request from an employee must be presented in writing.

3. The appeal is to be conducted by the local conference board of education.

4. The employee has a right to be present at the appeal to present information to support the claim that:

- a. the process was not fair; and/or,
- b. there was a lack of evidence to support a reasonable basis for the decision.

5. The employee may have another person present other than an attorney.

6. The local conference board of education may set reasonable limits on the length of the employee's presentation and other procedures of the appeal.

F. Disposition of the Appeal

The superintendent of schools shall communicate the decision of the local conference board of education to the employee.

G. Failure to Appear

An employee is expected to attend the hearing or appeal on the date scheduled in the notice to the employee described in Section E20-104.C.(1). If an employee states an inability to attend the hearing or appeal for medical reasons, the following procedures shall apply:

1. The local conference office of education may require sufficient certification from the employee's physician that the employee is unable to attend an employment hearing or appeal. The certification should, at a minimum, set forth:

- a. The date on which the employee's medical condition commenced;
- b. The probably duration of the condition; and,
- c. The appropriate medical facts within the knowledge of the health care provider regarding the condition and an explanation as to why these medical facts prevent the employee's participation in the hearing or appeal.

2. The local conference office of education may require the employee to submit to a medical evaluation by a physician of the local conference's own choosing, and at its own expense, for the purpose of obtaining a second medical opinion regarding whether the employee is medically unable to attend the hearing or appeal.
 - a. The physician shall not be regularly employed or utilized by the local conference unless the employee is located in an area where health care is extremely limited.
 - b. The second medical opinion shall be subject only to the condition that the examination may not include a diagnostic test or procedure that is painful, protracted, or intrusive. The drawing of blood or the taking of a urine sample shall be permitted provided it is reasonably necessary for the determination of medical facts needed to form the basis of an opinion that the employee is medically unable to attend the hearing or appeal.
 - c. The second opinion shall specify, when solicited by the local conference, what reasonable accommodations could be made in the hearing or appeal process that would allow the participation of the employee.
3. If the second medical opinion differs from the employee's original assertion or certification that the employee is medically unable to attend the hearing or appeal, the local conference may, at its own expense, require that the employee submit to another medical evaluation for the purpose of obtaining the opinion of a third health care provider designed or approved jointly by the employer and the employee. This third opinion shall be binding.
4. The employer may require the employee to obtain subsequent recertifications on a reasonable basis.
5. It is not beneficial to the school, the local conference, or the employee to delay the resolution of employment disputes. Thus, when a medical opinion sets for that an employee will be medically unable to attend an employment hearing or appeal within 60 days, the local conference may conduct the hearing or appeal and require the attendance of a representative of the employee. This representative may not be an attorney. The employee or representative will be given a 30 day notice of the hearing or appeal in order to properly prepare. If the employee fails or refuses to designate a representative, the proposed status change may be acted upon without the hearing or appeal.

Non-Exempt Classified Personnel – E21

E21-104 General Provisions for Non-exempt Classified Personnel

The general provisions, Sections E18-104 to E18-152, are applicable to Non-exempt Classified Personnel.

E21-108 Definition of Non-exempt Classified Employment Status

A non-exempt classified employee is an “at-will” employee who is employed in a position that does not require a certificate, is paid an hourly rate and is eligible for overtime under Fair Labor Standards Act and applicable state laws. “At-will” means that either the employer or employee can terminate the employment without requirement of cause or advance notice. [See Section A22-104.]

This includes positions such as, but not necessarily limited to those listed in Section F12-112. [See Sections A22-108 and A22-112.]

E21-112 Employment Plan for Non-exempt Classified Employees

A non-exempt classified employee is employed on one of the following plans.

A. Full-time employment

A full-time non-exempt classified employee is one who is regularly scheduled for a minimum of 38 hours per week.

B. Part-time Employment

A part-time non-exempt classified employee is one who is regularly scheduled less than 38 hours per week.

To be eligible for prorated benefits, an employee must work a minimum of 20 hours per week.

E21-116 Remuneration for Non-exempt Classified Employees

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

A. Wages

The wages for a non-exempt classified employee are based on the hourly wage-step placement adopted by the union. [See Section F12-112.] The wage-step placement is to be determined annually after consideration of the following factors:

1. The job classification.
2. The years of experience.
3. The wage rate determined by either (a) or (b): [See Section F12-112.]
 - a. The wage rates for the classification based on the 12 month rate.
 - b. The prevailing community rate for a comparable position unless the community rate exceeds the maximum on the wage scale.
4. The number of working hours per week.
5. Overtime eligibility.

B. Authorization for Overtime

An employee is to receive authorization from the immediate supervisor for any work beyond the 40 hours during any work week or 8 hours in one day.

C. Allowances and Benefits

In addition to the wages certain allowances and benefits are granted when a non-exempt employee qualifies. Details regarding allowances and eligibility requirements are provided in the citation listed following each item.

1. Full-time Employment

<u>Allowance or Benefit</u>	<u>Education Code Section</u>
a. Adoption Assistance	F18-108
b. Employee Basic Life Insurance	F16-104
c. Employee Disability Income Plan	F16-116
d. Holiday Gift	F22-152
e. Housing-Rental of Academy-owned	F13-108
f. Leaves	E21-124
g. Medical and Dental Expense Assistance Plan	F18-104
h. Retirement Allowance	F15-120
i. Service Credit	E18-136
j. Social Security	F15-108
k. Surviving Spouse Temporary Benefit	F16-112
l. Retirement Plan NAD	E18-128, F15-104
m. Termination Settlement	E18-140
n. Transfer and Retirement Gifts-Guidelines	F15-116
o. Vacations and Paid Holidays	E21-120

2. Part-time employment

<u>Allowance or Benefit</u>	<u>Education Code Section</u>
a. Service credit if employed more than 1,000 hours per year	E18-136
b. Leaves based on prorated hours of employment	E21-124
c. Holidays based on the prorated hours when the holiday falls within the normal working time	E21-120
d. Vacation time based on prorated hours of employment	E21-120
e. Social Security	F15-108
f. Holiday gift based on the prorated hours worked	F22-152

E21-120

Vacation and Paid Holidays

A. An annual vacation entitlement for non-exempt classified employees shall be provided. The entitlement is accrued and calculated on the following basis:

1. Full-time employee

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

- a. Example: An employee with 12 years of service receives 2.1863 hours vacation for each 38 hour week, times the number of weeks worked.
- b. For the purpose of facilitating vacation records, the vacation is to be based on a fiscal year (July 1 to June 30). Vacation time accrues on a prorated basis for a period less than a full year.
- c. Vacation time should generally be taken in the year of accrual. A formal accounting system must be in place. The maximum accrual is up to 150 percent of vacation entitlement including current year accruals.
- d. Vacation may be used at such time or times when requested by the employee, approved by the principal or superintendent of schools and authorized by the appropriate authority.
- e. Vacation must be used during the Family and Medical Leave of Absence according to local conference policy.

- f. When an employee is transferred from one denominational organization to another, or discontinues denominational employment, accrued vacation time of up to 150 percent of vacation entitlement including current year accruals, shall be paid in cash by the former employer to the employee at the time of transfer or discontinuance of employment. The accrued amount will be equal to the amount the employee would receive while taking vacation entitlement before the transfer or discontinuance of employment begins.

2. Part-time Employee

<u>Years of Service</u>	<u>Vacation entitlement accrued per year 38-hour week</u>	<u>Vacation entitlement accrued per each hour worked</u>
During first four year period	1.4575 hrs	.038355 hrs
During next five year period	2.1863 hrs	.057534 hrs
After nine years	2.9151 hrs	.076713 hrs

Example:

An employee with eight years of service who works 18 hours per week for 40 weeks. 18 hours per week x 40 is a total of 720 hours x .057534 (the accrual for each hour worked) = 41.42 or 41 1/2 hours of vacation for that year.

B. Paid Holidays are Granted to Non-exempt Classified Personnel

1. Full-time Employees

Paid holidays and office closings are at individual employer's discretion and are generally influenced by the respective organization's needs, climatic conditions, as well as national and local laws.

2. Part-time Employees

Paid holidays may be granted at the discretion of the local school board if a holiday falls on a regularly scheduled working day for the part-time employee. The amount granted is to be the amount the employee would earn if on duty.

A non-exempt classified employee may be granted a leave for a reasonable period of time. Any leave for an extended period of time requires prior approval in writing by the local school board and/or local conference office of education. A leave may be granted for the following based on the provisions of local conference policy.

- A. Bereavement
- B. Family and Medical
- C. Illness
- D. Jury Duty
- E. Military Duty
- F. Personal.

E21-128 Status Change

The following categories represent the changes in status possible for a non-exempt classified employee:

- A. Resignation. [See Section E21-132.]
- B. Suspension. [See Section E21-136.]
- C. Termination. [See Section E21-140.]
- D. Retirement. [See Section E21-144.]
- E. Post-retirement Employment. [See Section E21-148.]

E21-132 Resignation of a Non-exempt Classified Employee

A. Definition

The voluntary termination of “at-will” employment initiated by an employee without requirement of cause.

B. Procedures

1. The employee is requested to submit written notice of the intent to resign to the principal.
2. The employee is to repay money owed to the employer such as but not limited to unamortized moving and other expenses before release from the employment agreement is given or reimburse the employer for any unamortized allowance(s).

E21-136 Suspension of a Non-exempt Classified Employee

A. Definition

Suspension is the immediate temporary removal of an employee from duties. An employee may be suspended for a reasonable period of time for disciplinary purposes or for investigation of serious charges related to reasons for termination.

B. Salary During the Suspension

Salary shall continue during the suspension, except when a suspension continues beyond three months because of, but not necessarily limited to a criminal investigation and/or prosecution. Salary may be discontinued at the discretion of the local conference board of education or executive committee of the board upon the recommendation of the local conference office of education.

C. Procedures

1. The principal or local school board chair shall notify the superintendent of schools of the proposed suspension of a non-exempt classified employee.
2. The principal or local school board chair shall notify the employee of the suspension and the conditions of the suspension including the status of wages during the suspension.
3. The investigation of the reasons which led to the suspension should be completed as soon as possible.

E21-136 Suspension of a Non-exempt Classified Employee (Cont'd)

- B. The suspension continues until:
 - 1. The employee is reinstated to active status, with or without disciplinary action; or,
 - 2. The employee resigns; or,
 - 3. The employment is discontinued by termination or dismissal.

E21-140 Termination of a Non-exempt Classified Employee

- A. Definition

The ending of employment of an employee without requirement of cause or prior notice by the employer.
- B. Procedure
 - 1. The principal or local school board chair shall notify the superintendent of schools of the proposed action to terminate the non-exempt classified employee.
 - 2. The personnel committee acts on the recommendation for termination of the employee.
 - 3. The local school board acts on the personnel committee's recommendation.
 - 4. The principal or local school board chair notifies the employee in writing of the school board action. If the decision is for termination, the notice shall indicate the effective date of termination and discontinuance of wages.

E21-144 Retirement of a Non-exempt Classified Employee

- A. Definition

The voluntary discontinuance of employment initiated by an employee.
- B. Procedure

The employee shall submit in writing the intent to retire and the proposed date for retirement to the superintendent of schools and the local conference executive secretary.

E21-148

Post-Retirement Employment of a Non-exempt Classified Employee

A. Definition

That status which results when a person on denominational retirement benefits is employed either full-time or part-time.

B. Remuneration

Remuneration for a non-exempt classified employee on Post-Retirement Employment status is based on the provisions of Section F11-146.

General Provisions of Remuneration

F10-104	Basis for Remuneration – Education Personnel
F10-108	Annual Remuneration Factors

Remuneration for Certificated Administrative and Instructional Personnel

F11-104	Relationship of Certification and Assignment to Remuneration
F11-108	Remuneration for Full-time Certificated Personnel
F11-112	Special Financial Provisions of 10-Month Assignment Employment Plan
F11-116	Remuneration for Part-time Certificated Personnel
F11-124	Salary-Step Placement Schedule – Elementary and Secondary Certificated Instructional Personnel
F11-128	Salary-Step Placement Schedule – Elementary and Secondary Certificated Administrative Personnel and Salaried Classified Administrative Personnel
F11-132	Remuneration for the Principal
F11-136	Remuneration for Other Full-time Certificated Administrative Personnel Employed With Term Status
F11-140	Remuneration for Campus Pastor
F11-144	Remuneration for Substitute Teachers
F11-146	Remuneration for Retired Personnel
F11-148	Allowances and Benefits
F11-152	Administrative Budget

Remuneration for Classified Personnel

F12-104	Remuneration for Full-time Salaried Classified Administrative Personnel
F12-108	Remuneration for Non-exempt Classified Personnel
F12-112	Wage-Step Placement Schedule – Non-exempt Classified and Instructional Aides

Housing Allowance

F13-104	General Provisions
F13-108	Rental of Academy-Owned Housing
F13-112	Parsonage Allowance
F13-116	Additional Housing Assistance

Tuition Assistance for Children of Employees

F14-104	Tuition Assistance for Children of Employees
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Retirement and Retired Persons Allowances

F15-104	North American Division Retirement Plan
F15-108	Social Security
F15-112	Medical Retirement
F15-116	Transfer and Retirement Gifts – Guidelines
F15-120	Retirement Allowance – [Revised 11/2008]
F15-124	Moving Allowance for Retiring Personnel
F15-128	Employment of Retired Persons
F15-132	Tuition Assistance for Children of Seventh-day Adventist Retirement Plan Beneficiaries
F15-136	Military Service and Service Credit for Denominational Retirement

Employee Basic Life Insurance

F16-104	Employee Basic Life Insurance
F16-108	Death of Employee While in Denominational Service
F16-112	Surviving Spouse Temporary Benefits
F16-116	Employee Disability Income Plan

Allowances for Travel, Lodging, Meals and Moving

F17-104	Union Conference Committees
F17-108	Special Mileage for Administrators
F17-112	Travel by Private Plane
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F17-120	Employee Moving Allowances
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Miscellaneous Expense/Allowances

F18-104	Medical and Dental Expense Assistance Plan
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Allowances for Professional Growth

F19-104	School Attendance of Certificated Personnel
F19-108	College/University Sponsored Tours
F19-112	Sabbatical Leave
F19-116	Doctoral Degree at Denominational Expense
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Computation of Subsidies

F20-104	Funding Education K-12
F20-108	Local Conference Subsidy to Education K-10
F20-112	Basic Academy Subsidies
F20-116	Summer Subsidy to Secondary Schools

School Plant and Facilities

F21-104	Building Financial Policies
F21-108	Remodeling Buildings
F21-112	Use of Denominational Facilities by Other Organizations
F21-116	Injury and Loss Prevention Programs
F21-120	Fire Protection in Denominational Buildings

General Financial Policies

F22-104	Accounting Manual
F22-108	Tuition Rates for Non-Constituent and Non-Seventh-day Adventist Students
F22-112	Settlement of Student Accounts
F22-116	Financial Audit Review Committee
F22-120	Responsible Financial Management
F22-124	Handling of Petty Cash
F22-128	Agency Fund Audits
F22-132	Cash Advances
F22-136	Bank Reconciliations – Monthly
F22-140	Working Capital
F22-144	Depreciation Expense
F22-148	Inventory of Equipment
F22-152	Holiday Gift
F22-156	Dealing with Offenders
F22-160	Financial Consequences of Litigation [New Policy 11/2008]

Insurance

F23-104	Automobile Insurance
F23-108	Transportation of Students
F23-112	Contractual Liability Insurance
F23-116	Demolition Insurance
F23-120	Volunteer Labor Insurance
F23-124	Public Liability Insurance
F23-128	New Construction Insurance
F23-132	Property (Fire) Insurance
F23-136	Student Accident Insurance
F23-140	Interdivision Student Trip Insurance
F23-144	Earthquake and Flood Insurance
F23-148	Crime (Theft) Insurance
F23-152	Boiler and Machinery Insurance
F23-156	Property and Premises Security

General Provisions of Remuneration – F10

F10-104 Basis for Remuneration – Education Personnel

A. Philosophy

To provide a basis for the remuneration of various classes of employees, a denominational remuneration scale has been adopted. The philosophy of this remuneration scale is predicated upon the fact that a spirit of sacrifice and dedication should mark God's workers irrespective of the position held or the department represented. The work of the church, including every denominational organization, is a mission to which lives are dedicated rather than a business or commercial venture. The church remuneration scale does not always compensate its dedicated employees in monetary units commensurate with talents, accomplishments, and contributions, but does provide employees with a modest living income, which gives recognition of responsibilities borne, preparation undertaken, professional attainment, previous experience, and years of service. In addition to basic remuneration, the church has also made provision for various types of allowances.

B. Certificated Administrative and Instructional Personnel

1. NAD Remuneration Scale

The annual salary for the 12-month working assignment is based on the NAD Remuneration Scale as adopted at the NAD year-end meetings and the union executive committee and the local conference executive committee. The annual salary for the 10-month working assignment is computed at 95 percent of the annual 12-month salary.

2. Change in Remuneration Policy

If a remuneration policy is changed resulting in an employee receiving a lower salary or wage percentage placement on the salary/wage scale, that employee shall remain at the higher rate while remaining in the same position.

C. Classified Personnel

The salary or wages for classified personnel is based on the 12-month salary rate.

Remuneration for classified personnel is based on employment classification as follows:

1. Salaried Classified Personnel. [See Section F12-104.]
2. Non-exempt Classified Personnel. [See Section F12-108.]

F10-108 Annual Remuneration Factors

The cost-of-living remuneration factors for a local conference are voted by the local conference executive committee and may vary from those voted by the union executive committee. Each local conference office of education is to implement the cost-of-living remuneration factors voted by the local conference executive committee.

Remuneration for Certificated Administrative and Instructional Personnel – F11

F11-104 Relationship of Certification and Assignment to Remuneration

The relationship of certification and assignment to remuneration is indicated by the following:

A. Salary-step Placement

Remuneration of certificated administrative and instructional personnel is based on the certificate held at the time of employment or issuance of contract, the years of experience, and the job assignment.

The following identifies the applicable salary-step placement schedule for certificated administrative and instructional personnel.

1. Certificated Administrative Personnel

The Salary-Step Placement Schedule - Elementary and Secondary Certificated Administrative Personnel and Salaried Classified Administrative Personnel (Section F11-128) applies to full-time certificated administrative personnel. Details regarding remuneration for specific administrative personnel are contained in the following sections.

- a. Principal - Section F11-132.A.
- b. Supervising Principal - Section F11-132.B.
- c. Vice-Principal for Finance, Business Manager or Assistant Business Manager - Section F11-136.
- d. Administrative Vice-Principal - assigned administrative responsibilities for at least two-thirds time - Section F11-136.
- e. Registrar - Section F11-136.
- f. Residence Hall Dean - Section F11-136.
- g. Director of Development/Marketing/Recruitment - Section F11-136.

2. Certificated Instructional Personnel

The Salary-Step Placement Schedule - Elementary and Secondary Certificated Instructional Personnel (Section F11-124) applies to elementary and secondary certificated instructional personnel and to administrative personnel who are assigned administrative responsibilities less than two-thirds time. Details regarding remuneration are contained in the following sections.

- a. Classroom instructional personnel - Section F11-108.
- b. Supervising principal in a school with one to six teachers including the principal - Section F11-1132.B.
- c. Teaching principal/head teacher - Section F11-132.C.
- d. Administrative Vice-Principal assigned administrative responsibilities for less than two-thirds time - Section F11-108.
- e. Campus Pastor/Chaplain - Section F11-140.

B. Endorsement(s) and the Administrative or Teaching Assignment

A certificated employee who does not have endorsement(s) for the teaching or administrative assignment is to complete a minimum of nine quarter hours each year. Three years (four summers) will be the maximum for completion of the requirements for the endorsement(s) without financial penalty. Failure to complete the requirements during the time granted may result in implementation of the provisions of "C".

C. Deadline for Receipt of Transcripts

Complete transcripts needed for issuance of a certificate or documentation of credit needed to renew or update a certificate must be in the union office of education by November 1. The salary will be reduced five percentage points beginning November 1 if documentation is not received by that date and will remain in effect until the first day of the calendar month after the certificate is presented to the employing organization. No retroactive adjustment will be made for the period of time between November 1 and the date the certificate is presented to the employing organization. Delay due to no fault of the teacher will not result in a loss of salary.

F11-108 Remuneration for Full-time Certificated Personnel

Remuneration for a full-time certificated employee consists of salary and the allowances or benefits for which the employee qualifies. [See Section F 11-104.A.2. for a listing of certificated instructional personnel.]

A. Salary

Salary for full-time certificated employees, including administrators assigned administrative responsibilities for less than two-thirds time, is based on the salary scale adopted by the union executive committee and is determined annually by the employing organization after consideration of the following factors.

1. Salary-step placement as determined by the certificate held at the time of issuance of the contract and the years of experience in a position that requires a certificate. [See Section F11-124 for a listing of the salary-step placement schedule for elementary and secondary instructional personnel and F11-140 for the campus chaplain.]
2. The assignment employment plan, either 10-month or 12-month. [See Section E10-132 for a description of the employment plans. See Section F11-112 for the special financial provisions for certificated instructional personnel on the 10-month assignment employment plan.]
3. The cost-of-living remuneration factor as designated by the local conference executive committee.

B. Allowances and Benefits

In addition to the annual salary certain allowances and benefits are granted when the employee qualifies. [See Sections E10-148, E10-156 and F11-148.]

F11-112 Special Financial Provisions of 10-Month Assignment Employment Plan [Rev. 04-2010]

The special financial provisions apply to certificated instructional personnel employed on the 10-month assignment employment plan.

- A. The annual salary for certificated instructional personnel on the 10-month assignment employment plan is based on 95 percent of the annual 12-month salary. The 10-month annual salary is paid in equal installments over the 12-months of the contract year, July 1-June 30.
- B. Certificated instructional personnel who are employed after the July 1 employment date and before the designated "report to work" date are to receive the full 10-month annual salary. A teacher employed after the designated "report to work" date is to receive salary based on the number of days employed, using a minimum of 195 days to determine a per day pay rate at the appropriate salary-step placement. [See also Section F10-132.B.]
- C. Additional salary is not granted for attendance at summer school. See Sections F19-104 to F19-120 for details regarding advanced study.
- D. Certificated personnel on the 10-month assignment employment plan may be employed for special projects or assignments during that portion of the year which is not included in the 10-month working assignment. Personnel who are requested by the employing organization to work during the summer, up to a maximum of five weeks, will be paid a weekly stipend which is 12 percent of the remuneration factor.

F11-112 Special Financial Provisions of 10-Month Assignment Employment Plan

- E. Certificated personnel on a 10-month contract who have been assigned teaching as well as administrative duties may be granted a summer stipend of one to five weeks, at the discretion of the employing organization. This stipend will be based on the NAD summer stipend for teachers on special assignment, to partially compensate for the performance of duties incidental to the start of the new school year.

F11-116 Remuneration for Part-time Certificated Personnel

Remuneration for a part-time certificated employee consists of salary and the allowance or benefits for which the employee qualifies. [See Section F11-104 for the listing of certificated administrative and instructional personnel.]

A. Salary

The salary is based on the following:

1. The appropriate salary-step placement as determined by the certificate held at the time of issuance of the contract and the years of experience. [See Sections F11-104 and F11-124.]
2. Ratio of the employment to full-time employment.
3. The employment plan. [See Section E10-132.]

If employed for the full school year the salary is based on the 10-month assignment employment plan. [See Sections E10-132.B. and F 11-112.]

4. The cost-of-living remuneration factor as designated by the local conference executive committee.

B. Allowances and Benefits

The following allowances and benefits are granted to part-time employees who qualify:

1. Service credit for retirement under the Defined Benefit Plan if employed at least half-time during the full school year prior to January 1, 2000. [See Sections E10-180 and E18-136.]
2. Vacation and pay for holidays falling within the normal working time based on the prorated time employed. [See Section E10-168.]

Salary-Step Placement Schedule - Elementary and Secondary Certificated Instructional Personnel

Degree	Certificate	Year of Experience and Percentage Factor					
		1st	2nd	3rd	4th	5th	6th or More
None	None (a)	67%	67%	67%	67%	67%	67%
None	Designated Subject	68%	69%	70%	71%	72%	73%
Bachelors	None (a)	72%	72%	72%	72%	72%	72%
Bachelors	Conditional (a)	77%	79%(d)	79%	79%	79%	79%
Bachelors	Designated Subject	77%	80%	83%	86%	89%	93%
Bachelors	Basic (a)(b)	83%	85%	87%			
Bachelors	Standard (a)(b)				89%	92%	95%
5th Yr or 60 qtr. hrs.	None (a)	74%	74%	74%	74%	74%	74%
5th Yr or 60 qtr. hrs.	Conditional (a)(c)	77%	79%(d)	79%	79%	79%	79%
5th Yr or 60 qtr. hrs.	Designated Subject	78%	81%	84%	87%	90%	93%
5th Yr or 60 qtr. hrs.	Basic (a)(b)	83%	85%	87%			
5th Yr or 60 qtr. hrs.	Standard (a)(b)				89%	92%	95%
5th Yr or 60 qtr. hrs.	Professional (a)(b)				95%	97%	102%
Masters	None (a)	74%	74%	74%	74%	74%	74%
Masters	Conditional (a)(c)	77%	79%(d)	79%	79%	79%	79%
Masters	Designated Subjects	83%	86%	89%	92%	95%	99%
Masters	Basic (a)(b)	84%	86%	88%			
Masters	Standard (a)(b)				90%	93%	95%
Masters	Professional (a)(b)				96%	98%	102%
EdS, PhD, EdD	None (a)	74%	74%	74%	74%	74%	74%
EdS, PhD, EdD	Conditional (a)(c)	77%	79%(d)	79%	79%	79%	79%
EdS, PhD, EdD	Designated Subject	83%	86%	89%	92%	95%	99%
EdS, PhD, EdD	Basic (a)(b)	85%	87%	89%			
EdS, PhD, EdD	Standard (a)(b)				91%	93%	95%
EdS, PhD, EdD	Professional (a)(b)				96%	98%	102%

F11-124 Salary-Step Placement Schedule - Elementary and Secondary Certificated Instructional Personnel (Cont'd)

NOTES

- a. (1) A non-degreed person employed for the first time in a certificated position [See Sections F11-108 and F11-124] will be placed at 67 percent on the salary-step placement and will remain at that level until the requirements for a certificate are met.
- (2) A degreed person employed for the first time in a certificated position [See Sections F11-108 and F11-124] who does not hold a valid certificate at the time of employment or issuance of a contract will be placed at 72 percent or 74 percent based on the educator's salary level until the stipulations of "b.(1)" or "b.(2)" are met. [See Note "c" for exception.]
- (3) Currently employed certificated personnel will receive the salary-step placement based on the certificate held at the time of issuance of a contract or employment. If the certificate is allowed to expire on August 31 the salary will be based on the provisions of either "b.(1)" or "b.(2)".
- (4) A pastor who transfers to the teaching ministry from the pulpit ministry will receive salary-step placement based on the years of service in the ministry and the degree held. The annual salary increment will be granted if a minimum of nine quarter hours is completed each year which fulfill the requirements for the Basic Teaching Certificate. Three years (four summers) will be granted for completion of the requirements for a certificate.
- b. (1) Certificates issued by November 1
- If the requirements for the initial issuance or renewal of a certificate are completed and documentation received in the union office of education by November 1, the teacher will be placed on the appropriate step and the resultant salary step change will be retroactive to July 1.
- (2) Certificates issued after November 1 [Revised 11-2010]
- If the requirements for the initial issuance or renewal of a certificate are not completed and/or documentation is not received in the union office of education by November 1, the salary will be reduced according to the salary scale. No retroactive adjustment will be made for the period of time between November 1 and the date the certificate is presented to the employing organization. Delay which is not the fault of the teacher will not result in a loss of salary.

- c. The salary for a degreed teacher (with a valid state credential) who is employed in a Seventh-day Adventist school for the first time or is employed following a leave of absence and does not meet the requirements for a Basic, Standard or Professional Certificate will be subject to the following guidelines.
- (1) Placement on the salary scale will be determined by the degree held and the number of years of teaching experience, non-denominational or denomination years, if all requirements have been completed for a Basic, Standard or Professional Certificate except "General Requirements" 2.1.2 and 2.1.3 on pages 10 and 11 of *K-12 Educators' Certification Manual for North American Division*, Revised 2007.
 - (2) Three years (four summers) will be granted for completion of the specific requirements cited in (1).
 - (3) The annual salary increment will be granted if the minimum of nine quarter hours of course work is completed during each of the three years (four summers) or an annual progress report submitted to the local conference office of education which meet the requirements cited in (1).
 - (4) Failure to complete the required course work cited in (1) either annually or during the three years (four summers) time limit will result in implementation of the provisions of "Note b.(2)."
- d. Nine quarter hours of course work which meet requirements for a certificate must be completed before the teacher is eligible for this salary-step increase. The teacher will remain at 79 percent until requirements have been met for the Basic or Standard Teaching Certificate and will then advance to the salary step commensurate with the certificate held and the years of teaching experience.

If the Conditional Certificate is not renewed by November 1 the salary of the employee will be reduced to 77 percent until the certificate is renewed. The salary will be advanced to 79 percent on the first day of the month after the certificate is presented to the employing organization. [See Note "c" for exception.]

Salary-Step Placement Schedule – Elementary and Secondary Certificated
 Administrative Personnel and Salaried Classified Administrative Personnel
 [Revised – 04-2010]

Position/ Degree	Certificate	Year of Experience and Percentage Factor						
		1st	2 nd	3 rd	4 th	5th	6th or More	
I. Principal	None or Conditional	77%	79%	79%	79%	79%	79%	
	Standard				91%	93%	95%	
	Professional				97%	99%	102%*	
	Administrator				98%	100%	102%*	
II. Other Certificated Administrators								
No Degree	Designated Subjects	68%	69%	70%	71%	72%	73%	
Bachelors	None or Conditional	77%	79%	79%	79%	79%	79%	
Bachelors	Designated Subjects	77%	80%	83%	86%	89%	93%	
Bachelors	Basic	83%	85%	87%				
Bachelors	Standard				89%	92%	95%	
5 th Year or 60 Qtr. Hours	Non or Conditional	78%	80%	80%	80%	80%	80%	
	Designated Subjects	78%	81%	84%	87%	90%	93%	
	Basic	83%	85%	87%				
	Standard				89%	92%	95%	
	Professional				95%	97%	102%*	
Masters	None or Conditional	77%	79%	79%	79%	79%	79%	
	Designated Subjects	83%	86%	89%	92%	95%	99%	
	Basic	84%	86%	88%				
	Standard				90%	93%	95%	
	Professional				96%	98%	102%*	
EdS, PhD, EdD	None or Conditional	77%	79%	79%	79%	79%	79%	
	Designated Subjects				92%	95%	99%	
	Basic	85%	87%	89%				
	Standard				91%	93%	95%	
	Professional				97%	99%	102%*	
	Administrator				98%	100%	102%*	
	III. Salaried Classified Administrators/ Managers		68-80%	70-84%	72-88%	74-92%	77-96%	80-99%
		Professional Certificate/ Preparation				96%	98%	102%

* Equivalent certification for the job where employed.

Remuneration for the principal is based on the following.

A. Full-time Principal

1. Definition

A full-time principal is one who is assigned administrative responsibilities for at least two-thirds time by the employing organization. [See Section A18-104.]

2. Basis for Remuneration

The remuneration for a full-time principal consists of salary, administrative budget, allowances and benefits for which the principal qualifies.

a. Salary

- (1) A principal may be paid on the "Salary-Step Placement Schedule-Elementary and Secondary Certificated Administrative Personnel and Salaried Classified Administrative Personnel" if the principal has completed the required years of teaching and administrative experience and holds a Standard, Professional or Administrator Certificate. [See Section F11-128 for the salary-step placement schedule.]
- (2) A person who accepts the position of principal for the first time and who would receive a decrease in salary as a result of the change will not be penalized by a decrease in salary nor in loss of the annual salary increments if a minimum of nine quarter hours are completed each year which meet the requirements for the Administrator Certificate.
- (3) A principal who does not hold an Administrator Certificate is to complete a minimum of nine quarter hours each year which meet the requirements for the Administrator Certificate to be eligible for the annual salary increments.
- (4) The requirements for the Administrator Certificate are to be completed during three years (four summers). The three year (four summer) period may be extended by the local conference board of education.

b. Administrative Budget

An administrative budget will be granted in addition to the salary based on the type of school and the number of students enrolled. [See Section F11-152 for details regarding the administrative budget.]

c. Allowances and Benefits

A principal is eligible for the allowances and benefits for which the principal qualifies. The listing of allowances and benefits is provided in Section F11-148. Details regarding each allowance are provided as noted.

B. Supervising Principal

A supervising principal functions as an instructional administrator in an elementary, junior high, or a senior academy. [See also Section A19-112]

The remuneration for a supervising principal is to be based on the assigned responsibilities in one of the following categories:

1. Full-time principal. [See "A" of this section.]
2. Teaching principal/head teacher. [See "C" of this section.]

C. Teaching Principal/Head Teacher

A teaching principal/head teacher in a school with one to six teachers including the principal/head teacher will receive remuneration based on the following: [See also Section A19-116.]

1. Remuneration for Full-time Certificated Personnel. [See Section F11-108.]
2. Salary-step Placement Schedule-Elementary and Secondary Certificated Instructional Personnel. [See Section F11-124.]
3. Administrative Budget. [See Section F11-152.]
4. Allowances and Benefits. [See Section F11-148.]

Remuneration for Other Full-time Certificated Administrative Personnel Employed With Term Status

A. Definition

A full-time certificated administrator other than the principal is one who meets the following criteria:

1. Is employed full-time with Term Status Employment and is assigned administrative responsibilities for at least two-thirds time by the school board or local conference board of education in one of the following positions:
 - a. Administrative Vice-Principal [For administrative Vice-Principal assigned administrative responsibilities for less than two-thirds time see Section F11-104.A.2.]
 - b. Vice-Principal for Finance, Business Manager or Assistant Business Manager [See Section A19-108.]
 - c. Registrar
 - d. Residence Hall Dean
 - e. Director of Development/Marketing/Recruitment

A Director of Development/Marketing/Recruitment shall be employed on Term Status as Certificated Administrative (See Section F11-136.A.1.) or Salaried Classified Administrative.
2. Holds a valid Basic, Standard, Professional, Administrator or Designed Subjects/Services Certificate.

B. The remuneration for a certificated full-time administrator consists of salary, administrative budget, and allowances and benefits.

1. Salary

The salary may be based on the following:

- a. The certificate held at the time of issuance of the contract. [See Section F11-128 for the Salary-step Placement Schedule-Elementary and Secondary Administrative Personnel.
- b. The assignment employment plan, either 10-month or 12-month. [See Section E10-132 for a description of the employment plans.]
- c. The cost-of-living remuneration factors as designated by the local conference executive committee.

2. Administrative Budget

An administrative budget will be granted in addition to the salary based on a percentage of the principal's budget. [See Section F11-152 for details regarding the administrative budget.]

F11-136

Remuneration for Other Full-time Certificated Administrative Personnel Employed With Term Status (Cont'd)

3. Allowances and Benefits

An administrator is eligible for the allowances/benefits for which the administrator qualifies. [See Section F11-148 for a listing of allowances and benefits.]

F11-140

Remuneration for Campus Pastor

A. Definition

A campus pastor is one who has been so designated by the school board and/or the local conference executive committee as a church pastor and/or associate and serves the campus as a spiritual counselor for at least two-thirds time or serves as Bible teacher.

B. Remuneration

The campus pastor may be paid on the following salary-step placement schedule based on years of service, professional preparation and ordination status.

SALARY-STEP PLACEMENT SCHEDULE FOR CAMPUS PASTORS			
Year of Service	Bachelor's Degree	Masters/5 th Year/ 60 Quarter Hours	Professional Certificate or Ordination
1	83%	87%	
2	87%	90%	
3	93%	93%	
4	93%		96%
5	93%		99%
6	93%		103%

C. Ordination and Standard Teaching Certificate

Campus pastors will remain at 93 percent until ordained to the pulpit ministry or the Professional Teaching Certificate has been obtained. The uncertificated campus pastor will be allowed up to three years (four summers) to complete certification requirements.

F11-140 Remuneration for Campus Pastor (Cont'd)

D. Summer Assignment

A campus pastor may be employed on a 12-month working assignment at the discretion of the principal and the superintendent of schools.

E. Travel Budget

A campus pastor will be reimbursed on a mileage reported basis for the use of his personal automobile in authorized ministerial field services.

F. Minister's Parsonage Allowance

The campus pastor who is a licensed or ordained minister is eligible for the minister's parsonage allowance. For details regarding the parsonage allowance see Section F13-112.

G. Social Security for Ordained/Licensed Ministers

An education employee licensed or ordained as a minister is responsible for the payment of social security taxes as a self-employed individual.

H. Additional allowances and benefits are granted to the campus pastor who qualifies. The listing of the allowances and benefits is provided in Section E10-148. Details regarding each allowance are provided as noted.

F11-144 Remuneration for Substitute Teachers

Remuneration for a substitute teacher is to be based on the following:

A. One through twenty days in the same school

Salary only is based on the rate adopted by the local conference board of education.

B. Twenty-one or more consecutive days in the same school

Salary and allowances or benefits for which the employee qualifies is to be based on:

1. Employment on the 10-month assignment employment plan. [See Section E10-132.]
2. Full-time or part-time employment
 - a. Full-time employment. [See Section F11-108.]
 - b. Part-time employment. [See Section F11-116.]
3. The salary differential between the rate for the first twenty-days and the salary based on "A" and "B" may be based on local conference board of education policy.

F11-146 Remuneration for Retired Personnel [Revised – 11-2009]

The following provisions shall apply for remuneration of retired personnel.

A. Retired Participants in the Adventist Retirement Plan

Retired participants in the Seventh-day Adventist Retirement Plan of the NAD may be employed on a 75 percent basis by a denominational employer without the loss of retirement benefits. Employment by a denominational employer on a full-time basis renders the participant ineligible to receive benefits from the Adventist Retirement Plan. Benefits may be reinstated when the employee ceases full-time employment again.

B. Maximum Remuneration

The remuneration of a person receiving retirement benefits from the Adventist Retirement Plan and/or Social Security shall be based on the following provisions.

1. The total remuneration, including denominational retirement benefits and/or Social Security, shall not exceed the annual ceiling on earnings imposed by Social Security.
2. Mileage and other travel expenses may be reimbursed.
3. No additional service credit is granted for such service.

F11-148 Allowances and Benefits

A. Certificated Administrative and Instructional Personnel

1. Full-time personnel - Section E10-148.B.
2. Part-time personnel - Section E10-156.B.

B. Classified Personnel

1. Salaried Classified personnel - Section E19-116.B.
2. Non-exempt Classified personnel - Section E21-116.C.

F11-152 Administrative Budget

An administrative budget that includes area travel and the additional automobile insurance assistance is granted to administrators who qualify.

A. The following administrators qualify for the administrative budget.

1.	Administrator	<u>Basis of Budget</u>
	Principal	See "F" this section.
	Supervising Principal-Full-time	See "F" this section.
	Teaching Principal/Head Teacher	See "F" this section.
2.	The school board will determine the budget within the range for each of these categories.	
	Administrative Vice-Principal - Full-time	25-50% of principal's budget.
	Administrative Vice-Principal Less than 2/3 time	See "D" of this section.
	Other Administrative Personnel	Up to 50% of principal's budget.
	Vice-Principal for Finance, Business Manager Assistant Business Manager:	50-75% of principal's budget.
	Industrial manager: Major Industry Minor Industry	When voted by the local board.

B. Basis for the Administrative Budget

The administrative budget is based on the number of miles authorized for the type of school and the number of students enrolled and calculated using the current mileage rate adopted by the union and/or the local conference executive committee.

The proposed administrative budget for the ensuing year is to be determined at the time the tentative budget for the following school year is developed and is to be based on the enrollment reported on the opening report submitted at the beginning of the school year. The budget is to be adjusted on October 1 to reflect the actual enrollment reported for the current school year.

The "Step-Placement Schedule-Administrative Budget" identifies the minimum and maximum reimbursable mileage for each category based on the type of school and the number of students. The local school board or local conference board of education is to determine the number of miles within this range that are to be the basis for setting the principal's administrative budget. The administrative budgets for other administrators are based on a percentage of the principal's budget.

C. Administrative Budget and Use of Personal Automobile

When an administrative budget is provided for a certificated or classified administrative employee the employee's personal automobile is to generally and consistently be used for school business travel within the administrator's territory. The local conference board of education is to designate the flat travel area of the administrator.

D. Administrators Who Do Not Receive an Administrative Budget

Administrative school personnel not receiving an administrative budget will be reimbursed on an actual mileage basis for authorized travel when using a personal automobile.

E. Administrative Budget is Taxable Income

The administrative budget is to be included as part of the annual taxable income to comply with Internal Revenue Service regulations.

F. Step-Placement Schedule - Administrative Budget

Number of Students	Type of School and Mileage Range			
	Boarding Academy	Day Academy	Junior Academy	Elementary
	Mileage Range	Mileage Range	Mileage Range	Mileage Range
Above 275	1525-2000	1275-1750	975-1750	975-1600
251-275	1450-1925	1200-1675	875-1675	725-1525
226-250	1350-1850	1125-1600	875-1600	725-1450
201-225	1275-1750	1050-1525	800-1525	650-1350
176-200	1200-1675	975-1450	725-1450	650-1200
151-175	1125-1600	875-1350	650-1350	550-1200
126-150	1050-1525	800-1275	550-1275	550-1125
101-125		725-1200	475-1125	475-975
81-100		650-1125	400-975	400-800
61-80		550-1050	325-800	325-650
46-60		475-975	250-650	250-550
31-45		400-875	175-550	175-475
1-30		325-800	75-475	75-400

Remuneration for Classified Personnel – F12

F12-104 Remuneration for Full-time Salaried Classified Administrative Personnel

A. Salary

Remuneration for a full-time salaried classified employee consists of salary and allowances or benefits for which the employee qualifies. See Section E19-116 for details regarding remuneration.

A full-time employee assigned administrative responsibilities in one of the following positions will receive remuneration based on Section F11-128.

Positions: Vice-Principal for Finance/Business Manager/
Assistant Business Manager*
Industrial Manager
Industrial Business Manager
Service Department Head
Food Service Director
Development Director/Marketing/Recruitment*
Information Technology Director

*A Vice-Principal for Finance/Business Manager/Assistant Business Manager and a Development Director/Marketing/Recruitment shall be employed on Term Status Certificated Administrative or Salaried Classified Administrative.

B. Placement within the range is based on occupational preparation and training, scope of responsibility, skills and performance. An industrial manager's and industrial business manager's salary may be based on a board approved profit plan.

C. Administrative Budget

An administrative budget may be granted in addition to the salary to: Vice-Principal for Finance/Business Manager/Assistant Business Manager, and Industrial Manager. [See Section F11-152 for details regarding the administrative budget.]

D. Allowances and Benefits

Administrative and instructional support personnel are eligible for the allowances and benefits upon qualification. The listing of allowances and benefits is provided in Section E19-116.B. Details regarding each allowance are provided as noted.

F12-108 Remuneration for Non-exempt Classified Personnel

A non-exempt classified employee is an “at-will” employee and is employed in a position that does not require a certificate and is paid an hourly rate. This category includes positions such as, but not necessarily limited to those listed in Section F12-112. [See also Sections A22-108 and E22-112.]

Remuneration for a non-exempt classified employee consists of the wages and allowances or benefits for which the employee qualifies. See Section E21-116 for details regarding remuneration.

A. Wage-step Placement Schedule

The following wage-step placement schedule applies to non-exempt classified employees and para-professionals who serve as instructional aides not required to have a teaching certificate and are paid on an hourly rate. Step increases may be determined by performance evaluation and approved by the local school board. [See Notes 1-8.] See Section E21-116 for details regarding remuneration of non-exempt classified employees.

PLACEMENT SCHEDULE NON-EXEMPT CLASSIFIED AND INSTRUCTIONAL SUPPORT PERSONNEL						
Classification of Employee	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Accountants Accountant [Note 8a]	77%	80%	83%	86%	88%	91%
Accountant-Junior [Note 8b]	68%	71%	73%	76%	78%	81%
Accounting Clerk, Senior [Note 8c]	57%	61%	65%	69%	73%	77%
Accounting Clerk [Note 8d]	56%	59%	63%	67%	71%	76%
Information Technology Services Support Specialist	77%	80%	83%	86%	88%	91%
Bus Driver	49%	53%	57%	61%	65%	69%
Custodian Regular	49%	53%	57%	61%	65%	69%
Supervisor	56%	59%	63%	67%	71%	76%
Instructional Aides [Note 5]	45%	48%	51%	54%	56%	59%
Food Service Employee Regular	45%	48%	51%	54%	56%	59%
Supervisor	52%	55%	57%	60%	63%	65%
Grounds Regular	49%	53%	57%	61%	65%	69%
Supervisor	55%	59%	63%	67%	71%	75%
Industrial Employee	55%	59%	63%	67%	71%	75%
Maintenance Regular	49%	53%	57%	61%	65%	69%
Journeyman Level	60%	64%	68%	72%	75%	80%
Night Watchman	49%	53%	57%	61%	65%	69%
Secretary Regular	56%	59%	63%	67%	71%	76%
Administrative	58%	62%	66%	70%	74%	78%
Receptionist	52%	55%	59%	63%	67%	72%
Clerk Typist	45%	49%	53%	57%	61%	65%
Registrar	74%	77%	80%	83%	86%	89%
Librarian	74%	77%	80%	83%	86%	89%

B. NOTES

1. Refer to the cost-of-living remuneration factor adopted by the local conference executive committee to determine the hourly rate and monthly or annual remuneration for the applicable percentage on the accompanying Placement Schedule. The hourly rate is based on the 12-month salary scale.
2. The maximum rate for each step may be applied only to a competent, experienced employee. In the application of these rates, an administrator is advised not to exceed community hourly wage rates. The local conference board of education may grant authorization to a school to exceed the published rate when the community rate is higher for that category of employees and documentation is submitted on the community rate.
3. All hourly computations are based on 164.66 hours per month.
4. The allowances and benefits granted to non-exempt classified and related instructional personnel are listed in Section E21-116.
5. The instructional aides include such persons who serve as attendance clerks, library assistant, teacher aide, registrar clerk.
6. A person certificated as a librarian, and employed in this capacity, may be paid on the teacher's salary scale at the appropriate level according to years of experience and certificate held.
7. A person employed as a registrar with appropriate experience and teaching certificate may be paid on the teacher's salary scale if the position requires the person to serve in a bona fide administrative capacity.
8. The categories of accountants listed below are sufficiently varied as to permit governing boards to exercise judgment as to the abilities of the employee and the requirements of the position. It is not anticipated that an organization will have employees filling all categories or any specific category. Some organizations may not require anyone on the accountant level if the assistant treasurer or assistant business manager is also caring for this responsibility.
 - a. Accountant - An accountant is one who applies principles of accounting to install and/or maintain operation of the total accounting system. The accountant is knowledgeable as to the reasons for, and the effect of, various accounting procedures. Typically, this individual will have a BA/BS degree in accounting or business management, or a CPA.
 - b. Junior Accountant - A junior accountant is one who has elementary knowledge of accounting principles and is able to apply it to limited areas of accounting procedures. This individual will normally have an AA degree in business or accounting, or a minimum of 25 semester hours in accounting and/or business management.
 - c. Senior Accounting Clerk - Performs similar duties as an accounting clerk, but typically with minimal accounting or bookkeeping preparation such as an academy bookkeeping course or one semester in beginning accounting at the college/university level and/or five years of experience in similar work.

- d. Accounting Clerk - An accounting clerk is one who performs a variety of routine calculating, posting and typing duties to accomplish the accounting function. Typically, this person's education background in the area is limited to on-the-job training.

Housing Allowances – F13

F13-104 General Provisions

The remuneration factor and the implementation of cost-of-living granted to the employee include a provision for housing. The full implementation of the Relocation Assessor published by the Economic Research Institute, Inc. (ERI) provides the employee with adequate housing assistance as per local conference policy. No additional housing allowances may be granted, except as provided for in Section F13-116.

F13-108 Rental of Academy-Owned Housing

Housing provided by the employer should be charged to the employee at current community rates or at the rate indicated by the Economics Research Institute, Inc. (ERI) indicator for the location where the employee is employed, whichever is less. Any variance to this recommendation is to be approved by the next higher organization. In the case of boarding academy personnel who are requested to live in school-owned houses or dormitory quarters as a condition of employment, the rate of rent charged shall be at least 75 percent of the community rate. This same rate will apply to local conference and camp caretakers.

F13-112 Parsonage Allowance

An education employee licensed or ordained as a minister is eligible for the minister's parsonage allowance. The minister's parsonage allowance is tax-free. In order to be eligible for this exemption from income it is necessary that an estimate of parsonage expense be submitted 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 is to be acted upon by the governing board and is to become a part of the minutes of that organization. A report of actual expense for the year is to 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) is deducted from the annual salary. Forms for reporting parsonage expense are available from the local conference office of education or finance officer.

The maximum parsonage exclusion effective January 1, 2003 is not to exceed 80% of salary plus cost-of-living allowance. The percentage of parsonage exclusion may be adjusted by union executive committee action.

Additional Housing Assistance

A. Initial Assistance

When an employee is moved from one location to another, and because of the conditions of a lease or failure to sell or rent a home, housing expenses must be paid at both locations, 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 up to three months.

B. Unusual Circumstances

In unusual circumstances when the employee has not been able to sell the home at the former location and evidence is presented indicating that the asking price for said home at the end of the three-month period referred to in F13-116.A. was no more than 100 percent of an appraisal provided by an independent appraiser, up to an additional three months' assistance may be granted. An independent appraiser shall be understood to be a qualified appraiser such as may be contacted through banks or home loan associations. Real estate agents shall specifically be excluded from this group. The reasonable cost of such appraisal will be reimbursed by the employing organization.

C. Extreme Circumstances

If the employee has not been able to sell the home after having received an allowance for six months because of extreme circumstances, the allowance may be continued for a further period of up to six months if the asking price for the said home is not more than 95 percent of the appraisal during this period.

D. Amount

When granted, the allowance monthly shall be the actual expense for 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 Economics Research Institute, Inc. (ERI) for which the employee was eligible at his former location. Fifty percent of any rental income shall be deducted from the allowance.

E. Sharing of Loss on Sale

In view of the importance of pricing a home correctly before it is placed on the market, and due to the critical importance of the first 30 days in the sale of the property, both the employee and the new employer may agree at any time during the selling process that in lieu of spending all the duplicate housing allowance provided above, the property may be placed for sale at less than 100 percent of market value as determined by current appraisal. The cost of the reduction may be shared between the new employer and the employee at an agreed upon ratio on an individual basis. The employer cost is not to exceed the maximum duplicate housing allowance provision.

F. Purchase of Employee's Home

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

G. Coordination of Benefits

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

Tuition Assistance for Children of Employees – F14

F14-104 Tuition Assistance for Children of Employees

Tuition assistance for children of full-time certificated, administrative and salaried classified administrative personnel is based on the following provisions:

A. Purpose

Employees are encouraged to support the Church's philosophy of Christian education by enrolling dependents in Seventh-day Adventist schools for the purpose of perpetuating the practice of Seventh-day Adventist beliefs and teachings enlarging the reservoir of future church employees and lay church leaders, providing a positive example and reducing the possibility that the children adopt a lifestyle that is not in harmony with the teachings of the Church.

B. General Provisions

1. Church employees in administrative, professional, and supervisory positions (those considered to be exempt from Federal and state/provincial wage and hour laws) are expected to send dependents to Seventh-day Adventist denominationally owned and operated schools. Employing organizations shall provide assistance on the tuition expense to full-time certificated, administrative and classified administrative personnel for dependents who are enrolled in denominationally owned and operated schools on the elementary, secondary, or liberal arts college/university levels, or technical or professional schools on the undergraduate levels, or a fifth year of college/university or graduate work required to secure teaching credentials.
2. No tuition assistance is provided to children of employees who are not exempt from Federal or state/provincial wage and hour laws and who are employed by denominationally owned, but unrelated business operations (as defined by the IRS).
3. When both employee and spouse are denominationally employed by separate organizations and both provide tuition assistance according to this policy, each organization shall be responsible for one-half of the assistance. The method of paying the assistance and dividing the cost may be mutually agreed on by the organizations concerned. Only one tuition assistance shall be provided per student.

C. Eligibility

1. 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 and/or spouse or is a stepchild by marriage receiving more than 50 percent of support from the new family unit.

2. 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.

3. Students Not Eligible for Tuition Assistance

- a. An unmarried child not under the custody of the employee and not eligible to be claimed as a dependent on the employee's tax return is not eligible for assistance.

The controlling committee may make an exception to the above if the employee has assumed full responsibility for a child's educational expenses in a denominational school.

- b. Children attending schools outside the conference or union territory are not eligible for assistance unless exceptions are authorized by the employing organization.

D. Assistance to be Granted

The organization employing the parent of the student may provide assistance of up to 70 percent of the tuition and all required fees for dormitory students, and up to 35 percent for those not in the dormitory. The assistance on the secondary or college/university level should be calculated on the gross charges for tuition and required fees, according to the current bulletin, before family or other discounts granted by the school. In cases where an employee's church provides a subsidy to cover the differential between constituent and non-constituent tuition rates, the tuition assistance from the employer shall be based on the net tuition expense to the employee. This shall not include charges for private music lessons except where such lessons are required for credit toward music majors or minors, in which case the above percentages may be applied on the basis of the tuition ordinarily charged for an equivalent number of credit hours.

E. Method of Payment

Assistance for students enrolled in secondary or college/university shall be made directly to the school. Organizations providing assistance shall make the appropriate arrangement for students attending elementary schools and junior academies.

F. Limitation on Assistance

Assistance shall continue until an undergraduate course of studies is completed, or for a maximum of nine semester or thirteen quarters of undergraduate studies. An additional two semesters or three quarters may be granted only to complete work necessary to secure teaching credentials. Governing committees may also grant assistance of up to an additional two semesters or three quarters for valid undergraduate programs that require a fifth year for graduation.

G. Professional Programs

Assistance provided for professional programs in medicine or dentistry for students who have not completed an undergraduate degree shall be based on, and shall not exceed, the normal tuition costs for a maximum number of semesters or quarters as listed in "D" above.

H. Summer Sessions

Students who attend summer sessions shall be eligible for tuition assistance. Such attendance shall not count against the maximum semesters or quarters referred to in "F" above.

I. Attending Schools Outside the NAD

Children independently attending denominationally owned and operated schools located outside NAD may be granted assistance amounting to 70 percent of the actual tuition provided the amount of the assistance is not greater than the amount received if attending the home college/university.

J. Adventist Colleges Abroad

Students who study under the Adventist Colleges Abroad program would receive tuition assistance based on the cost of tuition at the home campus.

K. Griggs University/Griggs International Academy

Tuition assistance for studies through Griggs University/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 percent whether or not the student is residing in a school dormitory.

L. Exceptions

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

1. Attendance at privately operated Seventh-day Adventist schools if the school is approved by the union board of education.
2. In cases where an undergraduate level program of study is not offered in a denominational school in the NAD, the total assistance shall not exceed the amount which would normally be granted for attendance at a denominational school in student's area.

M. Employees Disabled

This policy would extend tuition assistance to the dependents of employees who become disabled as outlined in *NAD Working Policy Y 33*. Assistance would be continued through the school year in which the employee's elimination period occurs, but in no event would it be carried for more than one school year.

Retirement and Retired Persons Allowances – F15

F15-104 North American Division Retirement Plan

The following describes the retirement plans currently available for employees of participating employers.

A. Defined Benefit Plan

The NAD Retirement Plan is a traditional Defined Benefit Plan which provides a flow of funds until the death of the retiree and eligible spouse ceased to function for purposes of earning service credit on December 31, 1999 except for specific exceptions as detailed in the *Retirement Plan of the NAD and Auxiliary Benefits*, Z 05 through Z 50. Service credit earned prior to that date will be “frozen” until the employee becomes eligible for retirement benefits under the terms of the plan.

Education personnel who were denominationally employed prior to January 1, 2000 are eligible to earn service credit for retirement on the Defined Benefit Plan based on the provisions of the *Retirement Plan of the NAD and Auxiliary Benefits* Z 15 05, “Criteria for Recognizing Service”. Retirement benefits earned prior to January 1, 2000 in the defined benefit plan cannot be combined with benefits earned after December 31, 1999 in the defined contribution plan except for vesting and health care purposes.

See Sections E10-108 and E18-136 for details about service credit and benefits in the Defined Benefit Plan.

B. Defined Contribution Plan

Effective January 1, 2000 the Adventist Retirement Plan, a defined contribution plan has been made available for employees of participating employers. The defined contribution plan accumulates a lump sum which can be converted to an annuity, cashed out or invested at the option of the retiree at the time of retirement eligibility. Retirement benefits earned prior to January 1, 2000 in the defined benefit plan cannot be combined with benefits earned after December 31, 1999 in the defined contribution plan except for vesting and health care purposes.

Details about the Defined Contribution Plan may be obtained from the local conference office of education.

F15-108 Social Security

All education personnel (except ordained ministers) are covered by Social Security through the respective organizations. The employee and employing organization contribute to the Social Security fund according to percentages established by government regulations.

An education employee who is licensed or ordained as a minister is responsible for payment of Social Security taxes as a self-employed individual.

F15-112 Medical Retirement

When an education employee becomes disabled and ceases active service, the employing organization shall continue full remuneration for six months prior to the employee's admittance to the Retirement Plan. These six months are to be added to the employee's service credit.

F15-116 Transfer and Retirement Gifts - Guidelines

- A. Employees who serve in local conference offices and institutions and who transfer to another denominational organization, resign, or retire may be granted a farewell gift, calculated as a percentage of the employee's remuneration rate, excluding cost-of-living, rounded off to the nearest \$5, according to the following schedule of service in that organization:

<u>Remuneration Scale</u> <u>Percentage</u>	<u>Percentage Per Year</u> <u>Of Service</u>	<u>Maximum</u> <u>Percentage</u>
102% and above	4.0%	20%
98% to 101%	3.0%	15%
Below 98%	2.0%	10%

- B. Employees who receive a termination settlement are excluded from this provision.
- C. The gift is taxable income.

F15-120 Retirement Allowance – [Revised 11/2008]

A retirement allowance shall be granted to an employee who qualifies, by the last employer. The retirement allowance is not termination pay but is a retirement benefit provided by the employer based on the following provisions.

A. The retirement allowance for a teacher who is employed on a 10-month basis shall be calculated on the maximum monthly remuneration rate which would be available if employed on the 12-month basis.

B. Amount

The maximum allowance shall be equivalent to five months (865 hours) remuneration (including wages and cost-of-living adjustment, but not including travel allowance) for employees with 40 years of service credit prior to January 1, 2000. For an employee with less than 40 years the allowance is equivalent to 12.5 percent of a month's remuneration for each year of service credit prior to January 1, 2000. (See *NAD Working Policy Y 46 12* for retirement allowance based on denominational employment after December 31, 1999.) Prior receipt of a termination settlement (See *NAD Working Policy Y 36*) shall not jeopardize or reduce a retirement allowance payable after December 31, 2004. In the case of part-time employment immediately prior to retirement eligibility, the retirement allowance is calculated at the employee's current remuneration percentage or rate based upon full-time service.

Retirement Allowance (Cont'd)

C. Disability

Receipt of disability benefits from the Employee Disability Income Plan (See *NAD Working Policy Y 33*) shall not jeopardize or reduce a retirement allowance payable after December 31, 2004.

D. Service Credit

The retirement allowance does not entitle an employee to any additional service credit.

E. Death Before Retirement

If an employee was eligible to retire at the time of death but was still employed, the surviving spouse shall be entitled to a retirement allowance.

F. Cost of Contribution

If an individual on a regular employment basis - as opposed to a casual or temporary basis - is employed directly from one denominational employer to another organization after passing the 60th birthday, the previous denominational employer shall be responsible for, and shall pay to the new employer at the time(s) of the employee's retirement, a portion of the contribution required to provide a retirement allowance based on the following formula: 50 percent of the contribution plus 10 percent for each year that the employee's age exceeded 60 at the time of such employment. In no case shall an amount greater than 100 percent of the benefit be granted. Signed agreements by employers to share the contribution on a different basis shall be honored.

G. Special Exceptions

The requirement that employees go directly from active service into retirement in order to be eligible for a retirement allowance payable at the time regular retirement benefits begin may be waived by the employer by special action for reasons such as the following:

1. Termination of active employment was no more than 36 months prior to the date retirement benefits become effective, and
2. The termination of active employment was due to the transfer of the spouse to a different location or because of retirement of the spouse, or
3. The employer may, because of exceptional circumstances, approve a request of the employing organization to waive the requirement that an employee go directly from active service into retirement.

Moving Allowance for Retiring Personnel

A retiring employee may be eligible for a moving allowance.

See Section F17-120.E. for details.

F15-128 Employment of Retired Persons

A retired person may be employed with full- or part-time responsibilities. See Section F11-146 for financial details regarding employment of a retired person.

F15-132 Tuition Assistance for Children of Seventh-day Adventist Retirement Plan Beneficiaries

The tuition assistance policy for children of employees as stated in Section F14-104 shall apply to children of beneficiaries of the Seventh-day Adventist Retirement Plan of the NAD except where superseded by the following provisions:

A. Eligibility

A participant in the Seventh-day Adventist Retirement Plan of the NAD may be granted tuition assistance for dependent children if the participant:

1. Is admitted to the Plan directly from employment prior to 1/1/98, or
2. Died while in denominational employment prior to 1/1/98, and
3. Was eligible for tuition assistance from his/her last employer.

B. Amount

Assistance is provided toward the cost of tuition and regular fees. The maximum is 35 percent for day students and 70 percent for dormitory students.

1. Children of a disabled participant whose benefit starting date is prior to January 1, 1996 and an employee who is denied disability income because of a disability occurring during 1996 from a preexisting condition on January 1, 1996 - 100 percent of policy.
2. Children of a deceased employee/retiree whose spouse are is below retirement age and is not eligible for tuition assistance from an employer - 100 percent of the policy as long as the surviving spouse remains unmarried.
3. Children of age participants with 35 or more years of service credit - 100 percent of the policy. For a participant with less than 35 years, the assistance is 100 percent multiplied by the full years of service credit divided by 35.

C. Exclusions

1. Scholarship grants or tuition assistance is not available from the Tuition Assistance Fund if the student is eligible to receive tuition assistance from a denominational employer.
2. Tuition assistance is not provided for children who are born or adopted after the participant discontinued full-time denominational service. However, an exception may be made for children born to a participant during the time disability retirement benefits are received.

D. Funding

Tuition assistance for eligible participants shall be funded by an allocation of 1.2 percent of GC payroll through December 31, 2000.

Military Service and Service Credit for Denominational Retirement

- A. A person who went into military service or who was assigned to alternate service in lieu of military service, and who within one year after discharge enters or reenters full-time denominational employment or engages in further training for denominational service and within one year enters or reenters full-time denominational employment upon completion of such training, shall be eligible for up to two years of service credit for calendar years prior to January 1, 2000 spent in military service.

- B. Uniformed Services Employment and Reemployment Rights Act

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

Employee Basic Life Insurance – F16

F16-104 Employee Basic Life Insurance

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.

A. Benefit Provisions

1. Benefit Scale

The benefit shall be as follows:

Employee	\$100,000.00
Spouse	\$50,000.00 (Benefits reduced at age 70)
Dependent child	\$10,000.00
Stillborn	\$750.00

2. 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.

B. Funding

This benefit shall be provided at denominational employer's expense for employees of all organizations and institutions in the NAD except health care institutions, and for NAD based employees serving in other divisions on a regular full-time basis. All participating organizations shall pay a monthly premium as determined by the insurance company to the insurance company selected by the NAD Risk Management Committee.

C. Purpose

The purpose of this benefit is to provide financial assistance in meeting the employee's share of the expenses of the final illness and funeral as well as the needs of the survivors.

D. Administration

This benefit plan shall be administered by the Adventist Risk Management Inc. on behalf of the NAD. Benefit claims shall be submitted on claim forms supplied by the insurance company with all required information completed. This benefit plan may be converted at the time of termination of employment.

F16-104 Employee Basic Life Insurance (Cont'd)

E. Additional Benefits Financed by Employees

1. Life Insurance

An employee on a voluntary basis may supplement basic life insurance amounts by participating in an insured Supplemental Life Insurance Plan administered by Adventist Risk Management, Inc., for the employee, for the spouse, and dependent children through payroll deductions.

2. Eligibility

Eligibility for participation in the Supplemental Life Insurance Plan may be determined by an underwriting evaluation of the employee's application form conducted by the insurance carrier.

F16-108 Death of Employee While in Denominational Service

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 *NAD Working Policy Y 34* and *Y 46*.

A. Continuation of Employee Remuneration

The surviving spouse is eligible to continue receiving the deceased employee's remuneration for five months.

B. 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 months to the extent that the deceased employee was eligible at the time of death. This benefit is available to all full-time denominational employees, the spouse thereof, and dependent(s) as defined in the Health Care Assistance Policy for the NAD.

C. 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 *NAD Working Policy Y 24*.

F16-112 Surviving Spouse Temporary Benefit [Revised 11-2010]

In the event of the death of a full-time employee who was a participant in the Adventist Retirement Plan on December 31, 1999 and who is survived by a spouse to whom the employee was married the entire calendar year of 1999, such spouse shall be eligible to receive temporary benefits according to the following provisions.

The surviving spouse of an employee or vested former employee dies at a time when the employee could have retired and begun to receive an early or normal retirement benefit and is survived by a spouse to whom the employee had been married for at least one year immediately preceding the death, such spouse shall be eligible for a surviving spouse benefit at the time of the spouse's choosing. This benefit shall equal the monthly amount which such spouse would have received if the deceased participant had been receiving a retirement benefit in the form of a joint and survivor annuity, as well as any spouse allowance for which the spouse might qualify. Eligibility is based on the provisions of the *Retirement Plan of the NAD and Auxiliary Benefits Z 20 30*.

F16-116 Employee Disability Income Plan [Revised 11-2009]

Consult the local conference human resources department and the *NAD Working Policy Z 20*.

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Allowances for Travel, Lodging, Meals and Moving – F17

F17-104 Union Conference Committees

All food, lodging, and transportation expense incurred by field members of committees appointed by the union office of education are to be paid by the employing organization.

F17-108 Special Mileage for Administrators

A school administrator traveling outside the school constituent territory on school business may report mileage at the rate approved by the local conference executive committee.

F17-112 Travel by Private Plane

Personnel using private airplanes in authorized travel will be granted a rate approved by the employing organization per road mile plus tie-down charges, regardless of the number of passengers carried.

F17-116 Per Diem and Lodging Expense

Consult local conference policy for per diem and lodging expense.

F17-120 Employee Moving Allowances

The moving and transportation expense of certificated administrative and instructional, and salaried administrative classified personnel is paid by the employing organization under the following provisions:

A. Allowance

When an employee is requested by an employing organization to move to a new location or a person is being called into denominational service, the employer may provide the following assistance:

1. An amount to cover freight/van charges and insurance up to maximums established by the employer.
2. Travel expense and per diem as per current policy and 100 percent of the regular mileage allowance to move the employee's car or up to two cars for employee and spouse to the new place of employment.

3. A flat amount rounded up to the nearest \$10 to cover packing and other moving costs as follows:

Employee - 16.5 percent of the Remuneration Factor
Spouse - 16.5 percent of the Remuneration Factor

A single parent with dependent children may be granted 33 percent of the Remuneration Factor as a moving allowance.

4. Automobile Registration and Excise Tax

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

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

B. Maximum Assistance

The allowances referred to in A.2, 3, and 4, shall be limited to two vehicles and two flat moving allowances per family even though both spouses are employed.

C. Sharing of Moving Expenses

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

D. Amortization of Moving Expense

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

1. Any organization in the NAD calling an employee who has rendered less than two full years of service to the current employing organization shall make 100 percent reimbursement for the employee's last move to the territory of that organization. In case the employee has rendered more than two but less than three full years of service, the reimbursement shall be 50 percent and for less than four years of service, 25 percent. Any exception to this may be worked out on the administrative level.
2. In the case of employees called for overseas service, employing organizations are encouraged to waive the provisions of this policy.

E. Retiring Employees

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 employment.

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 NAD. If the employee's service credit is less than thirty years, the employing organization may pro-rate the move expense on years of actual service credit.

2. Timing

The retirement move must occur within five years after retirement, unless other arrangements are documented by the employer prior to retirement.

3. 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.

4. 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.

5. Tax Obligations

The retiring employee shall be responsible for any tax obligation accruing due to such assistance provided.

6. 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.

F. An Employee Who Resigns

Employees who voluntarily withdraw from the organized work, the denomination is under no obligation to return the individual to a former location.

Responsibility for Indebtedness of Transferred Employees

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

A. Responsibility of Calling Organization

The calling organization shall be responsible to obtain full information regarding the employee's financial responsibilities to the current employer. Any indebtedness information not communicated at the time of the transfer or within 60 days of confirmation of the call will not be the responsibility of the calling organization.

B. Home Loans

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

C. Automobile Loans

The calling organization is responsible to either assume the financing of automobile loans or to require the employee to refinance.

D. Unamortized Moving Expense and Educational Loans

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

E. Amortization of Moving Expense

The moving expense of a denominational employee shall be amortized as follows:

1. Any organization in the NAD calling an employee who has rendered less than two full years of service to the employing organization shall make 100 percent reimbursement for the employee's last move to the territory of that organization. In case the employee has rendered more than two but less than three full years of service, the reimbursement shall be 50 percent, and for less than four years of service, 25 percent. Any exception to this may be worked out on the administrative level.
2. In the case of employees called for overseas service, employing organizations are encouraged to waive the provisions of this policy.

Miscellaneous Expense/Allowances – F18

F18-104 Medical and Dental Expense Assistance Plan

Full-time education personnel are eligible to receive assistance on medical and dental expenses. Details are provided by the local conference office of education.

F18-108 Adoption Assistance

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

Allowances for Professional Growth – F19

F19-104 School Attendance of Certificated Personnel

See Sections A25-108 and E10-152.

F19-108 College/University Sponsored Tours

A teacher may participate in college/university sponsored tours for credit or for professional growth credit for renewal of the certificate. Tour costs of an employee on the 42-week salary plan are the responsibility of the employee.

F19-112 Sabbatical Leave

A principal on a 12-month salary plan may be granted a leave of up to four weeks in addition to earned vacation. The leave may be given after seven years of service and funded by the employing organization. The time granted for a sabbatical leave must be taken all at once and used for professional growth and personal renewal.

F19-116 Doctoral Degree at Denominational Expense

Generally, graduate study beyond the master's degree is the responsibility of the employee. The preferred method of graduate study is the doctoral cohort offered by La Sierra University with financial support from the local and union conferences.

However, recognizing the possibility of an exceptional circumstance, employees wishing to pursue a doctoral degree outside the cohort must make individual arrangements with the employing organization consistent with the guidelines of the NAD graduate study assistance policy (*NAD Working Policy* FEA 37). Generally, expenses are shared between the employee, school, employing organization and the union office of education. A written agreement must be signed by all interested parties prior to commencement of a program of study with denominational financial support.

F19-120 Doctoral Degree at Employee Expense

An employee who has earned a doctoral degree at personal expense, or who has secured the doctoral degree with partial denomination support, may be reimbursed for personal expenses up to the prescribed limits as follows:

A. Written Agreement

A written agreement must be signed by all interested parties outlining the details of the actual expenses, amount of assistance, payment schedule, and amortization prior to payments.

B. Financial Limits

Full reimbursement will be equal to 70 percent of the annual remuneration factor as voted annually by the Church. The remuneration factor in effect at the time of the agreement will apply over the full period of the reimbursement. Any assistance which an institution may provide a teacher for doctoral studies will reduce on an actual basis the amount of doctoral reimbursement which would otherwise be provided.

C. Amortization

A maximum of five years of full-time service will amortize full reimbursement. A prorated scale will establish amortization time for less than full reimbursement. Employment of a prospective teacher between the conferral of the doctorate and employment by the school will normally reduce the total amount granted by the school for doctoral reimbursement.

F19-124 Intern Teaching Program

See Section A25-112.

Computation of Subsidies – F20

F20-104 Funding Education K-12

Each conference shall develop a plan for the distribution of K-12 subsidy funds provided by the local conference, union and NAD.

F20-108 Local Conference Subsidy to Education K-10

The local conference subsidy toward the costs of operating an elementary and/or junior academy, based on a percentage of the total costs related to certificated personnel, shall be determined by the local conference board of education.

When a local conference-authorized kindergarten program is adopted, it shall become an integral part of the local conference school system, and shall be fostered, controlled, and financed in the same way as the regular elementary program.

F20-112 Basic Academy Subsidies

The recommended minimum annual local conference subsidies to secondary schools shall be established by the union executive committee.

F20-116 Summer Subsidy to Secondary Schools

The conference summer subsidy to secondary schools is, at minimum, to be one-half the package salary for 11 weeks of all certificated staff members, excepting the principal, Bible teacher(s) and deans. Registrars and librarians would be included if certificated staff members. This is the total conference subsidy for summer expense.

School Plant and Facilities – C21

F21-104 Building Financial Policies [Revised 11-2009]

Written approval of the local conference executive committee, the union and NAD, as needed, shall be obtained prior to contracting for construction or major alteration of any school building. The construction, reconstruction, enlargement, or improvement of properties shall be done within *NAD Working Policy S 05 42*.

F21-108 Remodeling Buildings

A remodeling project on a school campus is defined as work done that alters a building or buildings.

When a school needs to remodel the following applies:

- A. All projects and plans must receive approval from the local school board.
- B. In building where asbestos is present the local office of education must be notified to be sure all safety guidelines are met before any surfaces are disturbed.
- C. Any project changing the footprint of buildings or requiring funding/loans from institutions outside of the school must receive approval from the appropriate department within the local conference office. Depending on the size of the project local conference committee approval may be required.
- D. Follow local conference policy for building procedures.

F21-112 Use of Denominational Facilities by Other Organizations

If denominational facilities are leased, rented, or loaned to nondenominational non-profit or for-profit organizations, the user shall be required to provide a certificate evidencing general liability insurance and an additional insured endorsement naming the corporate entity holding the title to the facility as an additional named insured. In addition, the nondenominational organization shall sign a "*Use Agreement or Hold Harmless Agreement*" as applicable with the corporate entity holding the denominational owner harmless from any liability resulting from use of the facility. Insurance shall be from an insurer rated A Class VII or better from A M Best with coverage limits of at least \$1 Million aggregate. The nondenominational non-profit organization must also provide proof of its non-profit status to the corporate entity. The nondenominational organization must also agree to pay for any and all tax increases that may be assessed as a result of use. Coverage shall remain in force for the duration of the usage.

F21-116 Injury and Loss Prevention Programs

Each local conference, in coordination with Adventist Risk Management, Inc. or other insurance shall establish and maintain a written Injury and Loss Prevention Program (ILPP) with certain key components. These shall include:

- A. Identification of the person(s) responsible for implementing the program.
- B. The individual supervisor's system for identifying and evaluating hazards, including no less than annual scheduled inspections to identify unsafe conditions and work practices, compliance with playground safety requirements and for correcting unsafe or unhealthy conditions and work practices in a timely manner.
- C. A health and safety training program specific to the hazards in each employee's classroom or office assignment.
- D. The employer's provisions designed to encourage employees to report hazards at the work site without fear of reprisal.
- E. Maintenance of all records relating to the above items.
- F. Accident investigation.

F21-120 Fire Protection in Denominational Buildings [Revised 11-2009]

A. Fire Safety - Introduction

Fire safety is dependent on a balanced combination of good building construction, proper attention against specific hazards, approved fire detection systems, adequate fire-extinguishing facilities, and a well-organized fire-prevention and evacuation procedure. Preventing loss of life or personal injury by fire is the first objective of all fire-protection programs.

B. Standards for Fire Protection Programs

1. New Construction

- a. In the construction of new buildings, a definite effort shall be made to meet the requirements of fire-resistive construction. Special care for life safety should be given to buildings designed primarily for habitational use.
- b. All plans drawn for any denominational building shall be in accordance with the most recent edition of the National Fire Protection Association standards (NFPA standards apply to the United States only), uniform building codes, and other applicable safety codes, as the minimum requirement. In the event of a conflict of codes, the more stringent one shall be applied.

2. Fire Prevention and Life Safety - All Buildings

- a. Fire doors shall not be blocked, wedged, or fastened in the open position. Fire doors may be held only with an approved automatic self-closing device.
- b. Approved fire extinguishers of the proper type and quantity should be placed throughout the premises. All fire extinguishers, fire suppression and sprinkler systems should be inspected annually and tagged on a regular basis and recharged by a licensed technician.
- c. Electrical wiring shall be installed and maintained in accordance with the National Electrical Code.
- d. Installation of an approved fire detection system which signals an alarm to a central station should be considered. Such an installation greatly increased the fire protection of the building and may also reduce the fire insurance premium.
- e. An approved hood and vent system with an automatic fire-extinguishing system shall be provided for all commercial and institutional cooking equipment such as ranges, griddles, broilers, and deep fat fryers.
- f. Data processing back-up tapes and records shall be stored in a fire resistive location which is remote to the data processing center of the organization.

3. Dormitories and Other Habitational Areas

- a. All dormitories shall have approved interior smoke detection and fire alarm systems with power backup in accordance with National Fire Protection Association standards. These systems shall be inspected on a regular basis and monitored by a central station where monitoring is available.
- b. Dormitories not of fire-resistive construction shall be completely equipped with an approved sprinkler system.
- c. All sleeping areas shall be free of dead-end corridors and, in addition, those not located on ground level shall have a minimum of two well-separated exit stairs leading to the ground level. All outside fire escapes shall be of the stair-type only.

[See *NAD Working Policy*, S 60 50.]

General Financial Policies – F22

F22-104 Accounting Manual

Financial reports shall be prepared in accordance with the accounting manual prepared by the NAD.

F22-108 Tuition Rates for Non-Constituent and Non-Seventh-day Adventist Students

Non-Seventh-day Adventist and/or non-constituent pupils in secondary schools, junior academies, or elementary schools may be charged an additional amount of tuition as determined by the local conference board of education.

F22-112 Settlement of Student Accounts

Past due student accounts are to be paid or satisfactory arrangements made before beginning a new school term. A student owing an account in one school shall not be accepted in another school until the account is paid or satisfactory arrangements made with the former school.

When an administrator becomes aware that a student has an outstanding account in a former school, after the student has been enrolled, the student will not be allowed to continue until satisfactory arrangements are made with the former school.

F22-116 Financial Audit Review Committee

Each organization is to appoint a Financial Audit Review Committee as per the stipulations outlined in *NAD Working Policy* S 71 36.

F22-120 Responsible Financial Management

Administrators are expected to operate the school with a balanced operating budget.

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

F22-124 Handling of Petty Cash

The administrative officers of schools may provide for the petty cash needs of the various departments by use of an imprest cash fund. The amount is set by board action. All disbursements are by voucher or supported by receipts, the total, when added to the remainder of the cash in the fund, should always equal the amount set. The fund can be replenished by submitting the vouchers and receipts to the business manager/accountant/treasurer who will issue a check, never cash, for the sum.

F22-128 Agency Fund Audits

The school administrator should provide for the auditing of all student organizations and agency funds. Student agency funds are to be accounted by the school business office in accordance with generally acceptable accounting principles.

F22-132 Cash Advances

Only payroll centers may provide cash advances to employees. All cash advances are to be cleared at the end of each month.

F22-136 Bank Reconciliations - Monthly

All schools in the union should follow generally accepted accounting practices and make bank reconciliations on all accounts monthly as statements become available. General Conference auditors are not obligated to make such reconciliations.

F22-140 Working Capital

Working capital shall be defined as the amount of current assets above the total of current liabilities.

The minimum standard of working capital to be maintained by educational institutions is as follows: colleges – 20 percent of the annual operating expense; secondary schools, junior academies and elementary schools – 15 percent of the operating expense of the latest complete fiscal year, or for interim statements, the latest 12 month actual operating expense, plus Long-Term Payables and Temporarily Restricted Net Assets.

The minimum standard for cash or negotiable securities is the equivalent of liabilities and reserves.

F22-144 Depreciation Expense

All denominational organizations are to include depreciation expense on buildings, land improvements, and equipment for which the organization is the legal owner in the annual financial statements.

Funded depreciation is to be used for the erection of new buildings and meeting replacement expenses, such as renewing of roofs, replastering, reflooring of rooms; and for meeting the expense of replacement of furniture and equipment.

F22-148 Inventory of Equipment

All schools shall maintain an up-to-date equipment inventory which shall be kept in a fireproof vault or file.

F22-152 Holiday Gift

Denominational organizations may wish to recognize the service of employees by granting an annual holiday gift. This gift shall not exceed 3 percent of the remuneration factor rounded up to the nearest \$5.

F22-156 Dealing with Offenders

When a volunteer or an employee of a Seventh-day Adventist organization performs an act in violation of the laws of the country and of the financial trust of responsibility reposed in him/her, discipline shall be administered and the employing organization will report all violation(s) to appropriate law enforcement officials.

F22-160 Financial Consequences of Litigation – [New Policy 11/2008]

When a church entity names 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 uninvolved, named party. This includes insured costs when the requirements of *NAD Working Policy S 60 05 (3)* are not followed.

Unless there are extenuating circumstances that cause reasonable delay in notifying the party actually involved in the suit, the responsible entity(ies) involved shall be notified of any such pending litigation at the commencement of the litigation and shall be permitted to take part in or control the defense of the action to the extent of such entity's anticipated liability. If, as a result of this policy or for any other reason, it is anticipated that the North American Division or General Conference will be requested to fund any portion of the litigation costs or damages awarded, then the Division or General Conference shall be notified at the commencement of the case and the Office of General Counsel shall be responsible for administering.

Insurance – F23

F23-104 Automobile Insurance

Automobile insurance for employee-owned and institution-owned vehicles is required as follows:

A. Employee-owned Vehicles

An education employee is required to carry Bodily Injury Liability and Property Damage Liability insurance on all owned vehicles.

[See *NAD Working Policy Y 29-15* and *Y 29 20* for minimum coverage limits.]

B. Institution-owned Vehicles

All vehicles should be titled and registered in the legal corporate name of the governing denominational entity and included in the governing entity's Auto Liability policy. This includes secondary schools and local entities.

Commercial Auto Liability protection should be secured 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. [See *NAD Working Policy S 60 31* and *S 60 10* for minimum limits of liability.]

F23-108 Transportation of Students

See Section A24-132.

F23-112 Contractual Liability Insurance

All contractual agreements such as leases and building contracts are to be approved by the insurance manager of each local conference organization, and legal counsel if necessary, prior to execution.

F23-116 Demolition Insurance

All local conferences and schools shall carry Demolition and Increased Cost of Construction coverage in its property policy. Contact Adventist Risk Management, Inc. for counsel.

F23-120 Volunteer Labor Insurance

The treasurer of the local conference is responsible for securing proper insurance coverage for all entities within the conference corporation regarding donated labor which includes construction of school buildings.

Denominational organizations which utilize the service of volunteers should consider providing coverage for accidental injuries which may occur as the result of volunteer services. Either workers' compensation or a volunteer labor accidental medical insurance policy should be used for this purpose.

Volunteer Labor coverage, through Adventist Risk Management, Inc. provides limited coverage for all persons providing volunteer labor and services for all Adventist organizations.

F23-124 Public Liability Insurance

See the *NAD Working Policy S 60 30*, "Public Liability Insurance", for complete details.

A. Denominational Properties and Operations

All schools within the local conference are part of the conference corporation. Schools should verify the general comprehensive liability insurance coverage with the local conference treasurer to make certain such coverage is being provided.

All schools are to provide minimum limits of protection for all liability exposures at not less than \$1,000,000.

Schools with broadcasting and/or publishing operations should have adequate coverage for the exposures included as part of the general liability insurance program.

B. Excess Liability

Denominational organizations shall participate in the Excess Liability NAD Master Policy for catastrophic losses which exceed \$1,000,000 limits of primary general liability, employment practices liability, employers liability, commercial auto and garage policies. The NAD Risk Management Committee shall be responsible for the establishment of adequate limits, approve requests for variances and determine the allocation of premiums to all entities on an annual basis. See *NAD Working Policy S 60 34*.

F23-128 New Construction Insurance

Liability protection is to be secured on all denominational properties including new buildings under construction. [See *NAD Working Policy S 60 30*.]

F23-132 Property (Fire) Insurance

Adequate insurance shall be carried on all denominational properties for fire and multi-peril coverage, where applicable, it being recommended that the coverage should be on the basis of replacement values, where eligible, for both buildings and contents. All buildings shall be covered from commencement of construction.

F23-136 Student Accident Insurance

Each elementary school, junior academy and secondary school is to participate in the master student accident insurance plan approved by the local conference board of education.

Information about the approved student accident insurance will be supplied by the local conference superintendent of schools. Any deviation from the approved plan must be recommended by local the conference board of education and voted by the local conference executive committee.

F23-140 Interdivision Student Trip Insurance

When planning interdivision student trips for education or short-term mission work, careful planning shall include appropriate insurance to cover the planned activities.

Adventist Risk Management, Inc. (ARM) provides accidental death and dismemberment, basic medical, personal effects, emergency evacuation/repatriation, and trip cancellation insurance while traveling away from the country of residence. Contact ARM for the "AIU Short Term Travel Application". This coverage is for travel and does not cover high risk, physical hazards such as: construction work, organized competitive sports, mountain climbing, hang gliding, etc.

To cover construction work, access the "Volunteer Labor Coverage Application" from ARM.

Applications are available on the ARM website - www.adventistrisk.org.

F23-144 Earthquake and Flood Insurance

Earthquake and flood insurance should be considered, subject to availability, on all denominational property. Consideration of the costs, the risks associated with earthquakes and floods in respective areas, and all other alternatives including closing the institution in the event of a major earthquake or flood should be carefully evaluated.

F23-148 Crime (Theft) Insurance

It is recommended that all schools protect properties and moneys from the perils of theft, burglary, and robbery by the purchase of Crime Insurance.

F23-152 Boiler and Machinery Insurance

It is recommended that organizations operating either low- or high-pressure boilers, water heaters, central air conditioning, and commercial freezers or refrigeration units obtain adequate boiler and machinery coverage.

Each school should carefully plan for the security of the property and premises. Consideration should be given to the following areas:

A. Security Lighting

All property should be provided with adequate security lighting to provide proper illumination for public safety and to minimize the potential for vandalism and other forms of property damage.

B. Locked Doors and Windows

All doors and windows on the premises should be checked at the end of each usage to insure that the building has been properly locked and secured. A system to check out keys to employees and authorized volunteers should be utilized. It is good practice to re-key all doors whenever a number of keys have been lost or if keys have been reported stolen in order to prevent a breach in the building's security.

C. Security System

If security systems are utilized, the security systems 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 facilities it is advisable to secure the services of a night watch or security patrol service to check facilities during the nighttime hours to assure that all buildings have been properly locked and secured.

E. Security Guards

If security guards are employed by denominational organizations, the security guards should be properly trained in security techniques and practices. Security guards shall not carry firearms of any type. In the event that armed security guards are needed by a denominational entity, these services should be secured from a licensed security guard service which is bonded and insured. The security service shall provide evidence of professional liability and workers' compensation insurance to the denominational entity before the contract is executed.

[See *NAD Working Policy S 60 52.*]

Glossary

AAA—An acronym for the North American Division Commission on Accreditation. This commission acts on behalf of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc. for school accreditation within the North American Division.

Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc.—The denominational accrediting authority for all educational institutions and programs operated in the name of the Seventh-day Adventist Church.

ARM—Adventist Risk Management, Inc. The insurance carrier for many educational institutions.

Division—The North American Division. An administrative unit of the Seventh-day Adventist Church responsible for operations within Bermuda, Canada, and the United States of America.

Education Code—The Pacific Union Conference *Education Code*. This document provides the framework for the K-12 educational operations within the Pacific Union Conference of Seventh-day Adventists.

Education Council—A twice-yearly meeting of local school administrators, local conference educators, representatives of higher education, and union office of education personnel. This meeting is held for professional growth, policy development, and spiritual growth. Policies voted by this group are referred to the Union Executive Committee for final action.

EGW—Ellen G. White. Ellen G. White was one of the founders of the Seventh-day Adventist church. She wrote widely on devotional and practical topics including education.

ELC—Education Leadership Council. This group is comprised of local conference superintendents and associates, representatives of higher education, and Pacific Union Conference Office of Education personnel. Policies and procedures are discussed and voted, or forwarded to the Education Council for action.

Employer—The local conference. K-12 education personnel are employed by the local conference, through the office of the superintendent of schools.

ERI—Economic Research Institute, Inc. This company sets a cost of housing index for geographical locations and is used by the North American Division to set cost of housing allowances for employees.

Evaluation Criteria for Seventh-day Adventist Schools—The protocols used by schools for accreditation activities. These documents are provided in K-8, K-10, K-12, and 9-12 editions.

Focus on Learning—The accreditation protocol used by the Western Association of Schools and Colleges. Adventist K-12 schools and secondary schools use this protocol for accreditation activities.

GC—General Conference of Seventh-day Adventists. This is the highest governing body of the Seventh-day Adventist Church worldwide with headquarters in Silver Spring, Maryland.

Griggs University/Griggs International Academy—A distance education school operated by the General Conference of Seventh-day Adventists. This institution provides primary and supplemental services to K-university students worldwide.

J2E—*Journey to Excellence*. This document, adopted in 2002, provides a model for Adventist K-12 education including a philosophy, goals, essential core elements, and preferred practices for school improvement.

Local Conference—The administrative unit within the Pacific Union Conference responsible for the operation of K-12 schools. This unit is the employing organization for K-12 education employees in local schools within the Pacific Union Conference.

LSU—La Sierra University. A small Seventh-day Adventist university in Riverside, California. This university is operated by the Pacific Union Conference of Seventh-day Adventists.

NAD—The North American Division. This administrative unit of the General Conference of Seventh-day Adventists is responsible for the operations of the church within Bermuda, Canada, and the United States of America.

NAD Working Policy—This document provides the authoritative voice of the Seventh-day Adventist church in North America and contains the accumulated policies adopted by the General Conference.

NAD Commission on Accreditation—This commission acts on all matters of accreditation for the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc. within the North American Division.

Pacific Union Conference of Seventh-day Adventists—The administrative unit responsible for the operations of the Seventh-day Adventist Church within the territory of Arizona, California, Hawaii, Nevada, and Utah.

PUC—Pacific Union College. A liberal arts college located in Angwin, California, operated by the Pacific Union Conference.

School Board—The operating board of local schools within the Pacific Union Conference. This board operates within the policies of the *Education Code* and the local conference office of education.

Union—Refers to the Pacific Union Conference.

Union Executive Committee—The highest administrative authority within the Pacific Union Conference. This committee makes final decisions on educational policies referred by the Education Council.

Union Office of Education—The administrative unit within the Pacific Union Conference responsible for K-12 education.

WASC—Western Association of Schools and Colleges. Through the *Focus on Learning*, this organization accredits public and private K-12 schools in California, Hawaii, and the international schools in the South Pacific.

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