



ADVENTIST EDUCATION
Journey to Excellence 2.0

Columbia Union Conference Education Code

July, 2023

COLUMBIA UNION CONFERENCE
Office of Education
5427 Twin Knolls Road
Columbia, MD 21045

INTRODUCTION

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

The Code is based on policies voted by the Columbia Union Conference Executive Committee and the Columbia Union Conference Board of Education, [and the North American Division Working Policy](#).

The Columbia Union Board of Education retains the right to amend and/or revise all education policies at any time when, in its judgment, conditions warrant such change. No existing employment agreement in force at the time such change is made shall be affected until the expiration of said agreement. Revisions to this Code become effective when voted by the Columbia Union Conference Board of Education. Columbia Union Conference Office of Education will [publish](#) revisions following approval by such Board.

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

This Code is divided into nine topical sections with four-digit numbers assigned to the related policies within the topics. Policies of this Code should be cited simply by identifying its four-digit number.

Additions and changes to the Columbia Union Education Code will be posted in blue under the section to which the update applies. Some changes will cause renumbering within the existing policy.

MISSION STATEMENT – NORTH AMERICAN DIVISION

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

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

The education program is predicated on the belief that each student is unique and of inestimable value and on the importance of the development of the whole person. Students are educated to accept service as a way of life, to be sensitive to the needs of the people in the home and society, and to become active members in the Church. (2021-22 NADWP FEA 05 05)

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DEFINITIONS

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

Church – the Seventh-day Adventist Church

Code – the Columbia Union Conference Education Code

local conference superintendent – the local conference’s superintendent of schools/vice president for education.

days – calendar days

employed at will – employed for an indefinite term. The employment relationship with an individual employed “at will” may be terminated by the employing organization at any time, with or without advance notice, for any reason or no reason. Similarly, one employed at will may be transferred or reassigned at any time, with or without advance notice, for any or no reason. Unless otherwise specifically indicated, no provision of the Code restricts the plenary discretion of the employing organization with respect to the employment of one employed at will.

gender – birth gender, male or female

Local Conference Board of Education – the local Conference Board of Education is the body authorized by the constituency and/or the conference executive committee to administer the conference EC-12 school system in accordance with policies adopted by the Columbia Union Conference Board of Education. (2021-22 NADWP FEA 20 20)

NADWP – North American Division Working Policy

principal – the chief administrator of an elementary school, junior academy, or senior academy, whichever is applicable. The term *principal* also includes the *teaching principal* or *head teacher* at a school that does not have a principal in the traditional sense of that term (see 9110-C).

Columbia Union – the Columbia Union Conference of Seventh-day Adventists sometimes referred to simply as the Columbia Union Conference.

Columbia Union Wage Scale – the *Columbia Union Conference Wage Scale for PK-12 Educational Personnel*.

working days – in the case of a twelve ten-month employee, those days upon which the employee is regularly scheduled to work. In the case of a less-than-twelve-month employee, *working days* means not only those days upon which the employee is regularly scheduled to work but also other days during the summer recess when school is not in session but upon which the employee’s employing organization is open for business.

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1000 -1499

1000 Mission Statement

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

1003 Philosophy of Education

The Seventh-day Adventist Church recognizes God as the ultimate source of existence, truth, and power. In the beginning, God created in His image a perfect humanity, a perfection later marred by sin. Education, in its broadest sense, is a means of returning human beings to their original relationship with God. The distinctive characteristics of this Adventist worldview built around creation, the fall, redemption, and re-creation are derived from the Bible and the inspired writings of Ellen G. White. The aim of true education is to restore human beings into the image of God as revealed by the life of Jesus Christ. Only through the guidance of the Holy Spirit can this be accomplished. An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—spiritual, physical, intellectual, and social-emotional—a process that spans a lifetime. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for citizenship here in this world and for eternity. (2021-22 NADWP FEA 05 01)

1005 Nondiscrimination Exception – Employment

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 that they be staffed only by those individuals who are in complete harmony with the beliefs and practices of the Church. Hence, in the employment of personnel for its educational institutions, one of the occupational qualifications for any position is that the individual must be a Seventh-day Adventist, committed to the program of the Church. Conference boards of education shall, officially and in practice, abide by the following policies relating to employment:

- A. Equal employment opportunities shall be afforded to all on the basis of qualifications, without regard to race, color, gender, national origin, ancestry, physical handicap, age, height, weight, marital status (single or married), 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 NAD Working Policy 2020 - 2021 EC-12 Education Policies / 375 to the standards of conduct that are in harmony with Seventh-day Adventist principles. (2021-22 NADWP FEA 05 30)

1010 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:

- A. Acceptance of God and His Word - Each student will surrender his or her whole life to God through conversion; use the Bible as a basis for a relationship with Jesus Christ and an authoritative guide in all areas of life.
- B. Commitment to the Church - Each student will desire to know, live out, and share the basic tenets of the Seventh-day Adventist Church.
- C. Family and Interpersonal Relationships - Each student will develop a sense of self-worth, along with skills in interpersonal relationships needed for meeting the responsibilities of family membership and respond with sensitivity to the needs of others.
- D. Responsible Citizenship - Each student will develop an understanding of multi-cultural diversity and historical heritage, and a working knowledge of governmental processes, while affirming a belief in the dignity and worth of others and a responsibility for one's local, national, and global environments.
- E. Healthy Balanced Living - Each student will accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.
- F. Intellectual Development - Each student will adopt a systematic, logical approach to decision-making and problem solving based on a body of scientific, mathematical, and historical knowledge, within the context of a biblical perspective.
- G. Communication Skills - Each student will acquire optimum competency in verbal and nonverbal communication, in the use of information technology, and in effective communication of one's faith.
- H. Life Skills - Each student will function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.
- I. 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.
- J. Career and Service - Each student will develop a strong work ethic and an appreciation of the dignity of service, along with an awareness of career options and opportunities, as they relate to one's personal involvement in the mission of the Church. (2021-22 NADWP FEA 05 10)

1013 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:

1. a love and appreciation for the privileges, rights and responsibilities guaranteed each individual and social group.
2. a wholesome respect and attitude for each unit of society – home, church, school, government.

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

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,
- command of fundamental learning processes,
- 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. (2021-22 NADWP FEA 05 15)

1015 The Seventh-day Adventist School as an Integral Part of the 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 or as active, contributing lay members.
 - 1 The students generally come from Seventh-day Adventist homes and/or are baptized members of the Seventh-day Adventist Church.
 - 2 In addition, the school may also serve as a mission outreach to the community. When a school desires to recognize this potential ministry to the community, non-Seventh-day Adventist youth may be enrolled in larger numbers. This type of program carries additional responsibility as detailed in 2021-22 NADWP FEA 45 10.
- F. The members of the school boards and conference board of education are members of the Seventh-day Adventist Church.
 1. The school board is composed of members of the Seventh-day Adventist Church in regular standing who represent a cross section of the school constituency and who are supportive of Seventh-day Adventist education.
 2. The conference and Columbia Union conference boards of education are composed of representatives of various church institutions and/or conferences, lay members of the Church, in regular standing, and church officials.

- G. Educational 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 as he seeks to relate to the Creator and to his fellow human beings.
- I. The title to school buildings and property is held by the conference association, which is the legal corporation that holds title to all church and school properties, not by individual trustees or congregations. (2021-22 NADWP FEA 05 20)

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1500-1999

1500 Philosophy of Decision-making

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

1505 Administrative Organization of the Columbia Union Educational Program

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

The Columbia Union Executive Committee elects the associate directors of the Columbia Union Office of Education. It also appoints the Columbia Union Board of Education and delegates to it authority and responsibility for carrying out the Columbia Union's EC-12 education program.

1510 Columbia Union Conference Board of Education – CUBOE

The Columbia Union Board of Education formulates education policies, meets at least once per year, and operates under authority delegated by the Columbia Union Executive Committee. (2021-22 NADWP FEA 15 30)

A. CUBOE Membership

The Columbia Union Board of Education will consist of forty-four members, including:

1. Ex Officio Members

- a. Executive Secretary, Columbia Union Conference, Chair
- b. President, Columbia Union Conference
- c. Vice President for Education, Columbia Union Conference, Executive Secretary
- d. Treasurer, Columbia Union Conference, Vice Chair
- e. Associate Directors of Education, Columbia Union Conference
- f. Washington Adventist University President or designee
- g. Kettering College President or designee
- h. North American Division Vice President for Education or designee
- i. local conference presidents
- j. local conference superintendents

2. Appointed Members

Appointed members are *recommended* by the Columbia Union Office of Education and voted by the Columbia Union Executive Committee for the quinquennium. In case an appointed member is unable to complete the five-year term, a new member will be voted in to will serve out the remainder of the term. Lay persons from local conferences will be selected on the basis of

nominations submitted to the Columbia Union Office of Education by the local conference board of education. An attempt will be made to appoint members from various local conferences:

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

A quorum will be fifty percent of the Columbia Union Board of Education's voting members.

B. Columbia Union Board of Education Functions

The Columbia Union Board of Education's functions include:

1. to consider agenda items recommended by Columbia Union School Administrators Council
2. to develop and annually update this Code, the basic authority for educational practice in all Columbia Union EC-12 schools.
3. to authorize the establishment of junior academies as recommended by the local conference board of education and the Columbia Union School Administrators Council
4. to **annually** re-authorize the teaching of secondary subjects in junior academies.
5. **review applications for establishing senior academies.**
6. to approve PK-12 alternate textbook adoptions
7. to provide for an ongoing program of curriculum development based on standing curriculum committees supported by ad hoc steering committees, study groups in specific disciplines, workshops, and other professional groups.
8. to receive an annual report from the Vice President for Education.
9. to approve an annual wage scale for Columbia Union education personnel.
(2021-22 NADWP FEA 15 35)

C. Executive Committee of Columbia Union Board of Education

An executive committee shall be appointed by the Board of Education and shall meet as necessary between the sessions of the board. It shall operate within the powers delegated to it by the board and meet at the discretion of the Columbia Union Board of Education chair, addressing agenda items recommended by the Vice President for Education. Actions taken by the executive committee will be brought to Columbia Union Board of Education at its next regularly scheduled meeting for ratification. Committee membership shall consist of the following:

1. Columbia Union Board of Education Executive Secretary, Chair
2. Columbia Union Treasurer, Vice Chair
3. Columbia Union Vice President for Education
4. Columbia Union Associate Education Directors (3)
5. Two local conference superintendents
6. One Academy Principal

Appointed members shall be replaced at the start of each new quinquennium. Interim vacancies shall be filled by Columbia Union Board of Education. The executive committee is empowered to

employ email, teleconference, and videoconference to conduct its work. (2021-22 NADWP FEA 15 40)

1515 Columbia Union Conference Office of Education

The Columbia Union Conference Office of Education operates within a structure authorized by the Columbia Union Executive Committee, which is its constituent body, to carry out administrative and planning functions concerned with EC-12 education. The approval of financial policies and budgets for Columbia Union educational activities is the responsibility of the Columbia Union Executive Committee in accordance with the North American Division Working Policy.

A. Columbia Union Conference Office of Education Personnel

Columbia Union Conference Office of Education personnel must be professionally qualified for their positions and maintain appropriate NAD certification and continue professional development.

The Columbia Union Conference Office of Education may include the following:

- a. Vice President for Education
- b. Associate and/or Assistant Directors for Education
- c. Certification Registrar
- d. Administrative Assistants

B. Columbia Union Conference Office of Education Administrative and Supervisory Functions

The Columbia Union Conference Office of Education will be responsible:

1. to develop and maintain a cohesive program of [EC-12](#) education involving school and local conference education personnel consistent with the policies of the Columbia Union Board of Education and the North American Division Board of Education.
2. to provide leadership in developing and updating the *Columbia Union Education Code*.
3. to foster a climate of inquiry and research in which local conference administrators and educators use surveys, reports, and plans as critical components of the educational process.
4. to establish and maintain a regularly scheduled Columbia Union School Administrators Council.
5. to act as certification agent for all credentialed educational personnel within the Columbia Union.
6. to advise the Columbia Union Executive Committee on educational matters, policies, standards, and procedures.
7. to participate in a program of school accreditation visits.
8. to assist local conference offices of education in conducting and coordinating in-service education programs.
9. to prepare and submit statistical and financial reports required by the North American Division Office of Education.
10. to process applications for opening senior academies, and, after favorable action by the Columbia Union Board of Education, to make recommendations to the North American Division Board of Education.

11. to apply North American Division guidelines in processing applications to open junior academies, and to submit such applications to the Columbia Union Board of Education for authorization.
12. to maintain effective working relationships with Washington Adventist University and Kettering College.
13. to work with the Washington Adventist University Department of Education in ensuring the quality of teacher preparation.
14. to provide leadership in acquainting the constituency with the necessity of Seventh-day Adventist education.
15. to develop and maintain effective working relationships with local and state departments of education and with regional accrediting associations.
16. to serve as member(s) or consultant(s) to Columbia Union subcommittees in matters pertaining to education.
17. to ensure that Columbia Union EC-12 schools are providing an education that meets the objectives of the curriculum standards adopted by the North American Division and the Columbia Union.
18. to collaborate with local conference offices of education to implement regularly scheduled EC-10 accreditation visits, utilizing the instrument approved by the North American Division Commission on Accreditation.
19. to review school accreditation reports and recommend terms of accreditation to the North American Division Commission on Accreditation for EC-10 schools.

Note:

- Review of EC-12 and 9-12 schools accreditation reports is a function of the North American Division Commission on Accreditation which approves terms of accreditation for all schools as the authorized agent of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc.
 - Data to indicate the recommended status of accreditation for EC-8 schools is sent by the local conference to the Columbia Union Office of Education. The Columbia Union Office of Education will include the recommended status of accreditation for EC-10 schools and submit all information to the North American Division Commission on Accreditation. (see Code #2000-C-36)
20. to actively promote and support the professional growth of educational leaders
 21. to identify and promote implementation of “best practices” in all aspects of Seventh-day Adventist education.
 22. to annually aggregate and report [to the Columbia Union Board of Education](#), all pertinent data regarding the opening, operations, and closing of all EC-12 schools in the Columbia Union.
 23. to work collaboratively with local conference offices of education to assign chairs for junior academy accreditation visits.
 24. [To develop and administer the Columbia Union approved budget for EC-12 education \(2021-22 NADWP FEA 15 15\)](#)

1520 Columbia Union Conference School Administrators' Council

Columbia Union Conference School Administrators' Council will serve as an advisory body on all education matters to the Columbia Union Conference Office of Education and Columbia Union Conference Board of Education. The Columbia Union Conference School Administrators' Council will meet at least twice yearly. (2021-22 NADWP FEA 15 45, 55)

A. Columbia Union Conference School Administrators' Council Membership

Columbia Union Conference School Administrators' Council members will include:

1. Vice President for Education, Columbia Union Conference, Chair
2. Associate Directors for Education, Columbia Union Conference, Vice-chairs
3. Local conference Superintendents
4. Local conference Associate Superintendents
5. Washington Adventist University President
6. Washington Adventist University Department of Education Chair
7. senior academy principals
8. North American Division Vice President for Education [or designee](#)
9. two principal (one each from a small and large school) and one junior academy principal selected by the Columbia Union Conference Office of Education
10. One Early Childhood representative selected by the Columbia Union Conference Office of Education (2021-22 NADWP FEA 15 50)

B. Columbia Union Conference School Administrators' Council Functions

Columbia Union Conference School Administrators' Council will be responsible:

1. to review and implement the goals and objective of Seventh-day Adventist education.
2. to study position papers and make recommendations for the purpose of initiating, reviewing, and revising policies to be considered by the Columbia Union Board of Education.
3. to review school accreditation schedules.
4. to develop and recommend to the Columbia Union Board of Education criteria for operating schools within the Columbia Union.
5. to review requests for changing schools to junior or senior academy status.
6. [to make recommendations for authorizing junior academy status and recommending approval of application for senior academy status to the Columbia Union Board of Education.](#)
7. to study educational innovations, trends, and issues, and to designate and encourage pilot programs in selected schools.
8. to consider recommendations from other departments of the Church as they may affect education.
9. to receive the terms of accreditation recommended by the respective school accreditation visiting committees for all EC-10 schools scheduled for interim, revisits or full accreditation visits. (2021-22 NADWP FEA 15 60)

C. Term of office

Appointees at-large to the Columbia Union Board of Education shall serve for the quinquennium.

1525 Columbia Union Curriculum Committee

The Columbia Union Office of Education and Columbia Union Curriculum Committee will work with the North American Division Office of Education in developing a curriculum that will include:

1. developing a specific statement of philosophy.
2. establishing and maintaining an ongoing program of curriculum development.
3. developing supplementary materials to address unique needs of the Columbia Union EC-12 schools through the Columbia Union Conference Curriculum Committee.
4. encouraging the integration of faith and learning across the curriculum.
5. ensuring that the unique Seventh-day Adventist philosophy of education is infused throughout the curriculum.
6. promoting active participation of children and youth in the total church program.

A. Functions of the Columbia Union Curriculum Committee

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

1. Explore ways of achieving a seamless and coordinated curriculum.
2. Assist in implementing a distinctly Seventh-day Adventist curriculum.
3. Introduce curriculum, textbooks, and materials developed and recommended by the North American Division Office of Education and Columbia Union Office of Education.
4. Submit to the North American Division Curriculum Committee curriculum concerns of local conferences and the Columbia Union.
5. Promote curricular innovation.
6. Establish ad hoc committees for special curriculum studies.
7. Review curriculum proposals, projects, and practices as submitted from ad hoc committees and other sources.
8. Research curriculum needs.
9. Be responsible for coordinating, articulating, and in-servicing the curriculum.
10. Explore and identify ways of organizing resources for the purpose of improving learning opportunities.
11. Review the goals and objectives of the North American Division Education Standards and identify strategies for effective implementation.

12. Evaluate and authorize proposals, in consultation with the local conference, for experimental programs that may be initiated by individual schools.
13. Implement an effective program for assessing student learning and achievement.
14. Authorize a program of studies for completing elementary and secondary school. (2021-22 NADWP FEA 15 80)

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

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

1. Hold denominational basic, standard, professional, and/or administrator certification.
2. Commit to attending and actively participating in all regularly scheduled meetings.
3. Serve on the local conference curriculum committee where applicable.

C. Membership of the Columbia Union Conference Curriculum

The Columbia Union Board of Education will appoint members to the Columbia Union Conference Curriculum Committee upon the recommendation of the Columbia Union Office of Education as follows:

1. Columbia Union Associate Directors for Education, who will co-chair (ex officio)
2. Columbia Union Vice President for Education (ex officio)
3. Superintendent and Associates from each conference (ex officio)
4. one elementary educator from each conference
5. one secondary educator from each conference that operates a secondary program.
6. one representative from the Washington Adventist University Department of Education
7. one representative from the North American Division Office of Education
8. two Early Childhood at-large members as appointed by the Columbia Union Office of Education (2021-22 NADWP FEA 15 70)

D. Meetings of the Columbia Union Conference Curriculum Committee

The Columbia Union Conference Curriculum Committee will meet [at least once each year](#). The Columbia Union Office of Education may call additional meetings as needed. Informational reports will be presented to the Columbia Union Schools Administrators' Council. The Columbia Union Conference Curriculum Committee will make recommendations to the Columbia Union Board of Education.

E. Term of Office

The term of office for non-ex-officio members will be for the quinquennium.

1530 Certification Review Committee

The Columbia Union Certification Review Committee will oversee PK-12 Teacher certification.

- A. **Membership** - Membership of the committee shall consist of all Columbia Union School Administration Council members.
- B. **Functions** – The Certification Review Committee will meet as needed to:
 - 1. Review the certification status of all PK-12 teachers as presented by the Columbia Union Certification Registrar.
 - 2. Review and act upon all applications for designated subject certification.

1535 Education Code Review Committee

A. Membership

To be chosen by the Columbia Union Office of Education and will consist of the following:

- 1. Columbia Union Vice President for Education, chair
- 2. Columbia Union Associate Directors for Education
- 3. two local conference superintendents
- 4. one elementary principal
- 5. one secondary principal

B. Functions

The committee will meet as needed to:

- 1. review the *Columbia Union Education Code*
- 2. review and clarify concerns and proposed revisions from the field.

1540 Junior Academy Certification Review Committee

The Junior Academy Certification Review Committee shall bring to the Columbia Union Board of Education for approval its recommendations of schools that annually apply or re-apply to operate a junior academy. (see Code 6015).

A. Membership

The Committee will consist of the following:

- 1. Columbia Union Secondary Associate, chair
- 2. Columbia Union Certification Registrar
- 3. Columbia Union Vice President for Education
- 4. Columbia Union Elementary and Early Childhood Associates

5. local conference Superintendents and/or designated Associate

B. Functions

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

1. Receive applications, properly completed and with appropriate signatures, requesting permission to operate a junior academy.
2. Evaluate the certification of teachers with appropriate endorsements.
3. Process applications to inform the schools of their status and to recommend remedies as needed.
4. Evaluate the completed junior academy application/re-application.
5. Ensure that junior academy transcripts are issued by authorized and accredited entities.
6. Submit to Columbia Union Board of Education recommendations regarding applications to operate a junior academy.

1545 School Accreditation Review Committee

The School Accreditation Review Committee shall annually review and approve all EC-10 school accreditation reports. This recommendation of accreditation status shall be presented to the Columbia Union Board of Education forwarded on to the North America Division Commission on Accreditation.

A. Membership

The committee shall consist of:

1. Columbia Union Secondary Associate, Chair
2. Columbia Union Early Childhood and Elementary Associates
3. Columbia Union Vice President for Education
4. One conference superintendent for [the quinquennium](#).
5. One principal for a [the quinquennium](#).

B. Functions

1. Review and approve, annually, all submitted school accreditation reports for EC-10 schools.
2. Review and approve all annual progress reports and recommended status of accreditation.
3. Present report to Columbia Union Board of Education annually
4. Forward voted accreditation status to the North America Division Commission on Accreditation.

1547 Columbia Union Early Childhood Advisory

The Columbia Union Early Childhood Advisory is to serve as counsel to CUSAC on early childhood issues and is established to do the following:

1. to make recommendations for the purpose of initiating, reviewing, and revising early childhood policies to be considered by the Columbia Union Board of Education.

2. to foster communication between and among Columbia Union and local conferences offices of education leaders and Early Childhood leaders.
3. to review and recommend to the Columbia Union Board of Education criteria for operating early childhood programs within the Columbia Union.
4. to review requests for changing program status. (*such as incorporated; school-based; church-based*)
5. to research educational innovations, trends, and issues, and to designate and encourage pilot programs in selected centers.
6. to provide Early Childhood personnel with professional development opportunities.
7. to research and recommend protocols to monitor and assess an Early Childhood program's effectiveness to ensure the mission, goals and objectives are being met.
8. to respond to system-wide critical needs and issues. (2021-22 NADWP FED 10 20)

A. Criteria for Membership of the Columbia Union Early Childhood Advisory Committee

Local conferences office of education will select Early Childhood teachers or directors, for positions as assigned by the Columbia Union Office of Education:

1. Hold denominational basic, standard, professional, and/or administrator certification. (Applicable when certification guidelines are updated to include Early Childhood educators.)
2. Commit to attending and actively participating in all regularly scheduled meetings.
3. Hold membership in the Seventh-day Adventist Church.

B. Membership of the Columbia Union Early Childhood Education Advisory Committee

The Columbia Union Office of Education will recommend and appoint members to the Columbia Union Early Childhood Advisory Committee as follows:

1. Columbia Union Associate Directors for Early Childhood Education, chair (ex officio)
2. Columbia Union Vice President for Education (ex officio)
3. Columbia Union Associate Directors for Elementary and Secondary Education (ex officio)
4. superintendent and associates from each conference (ex officio)
5. one early childhood educator from each conference
6. one representative from the North American Division Office of Education
7. two Columbia Union educators who will serve as members at-large chosen by the Columbia Union Conference Office of Education

C. Meetings of the Columbia Union Early Childhood Advisory Committee

The Columbia Union Early Childhood Advisory Committee will meet at least once a year and make recommendations to the Columbia Union School Administrators Council. Meeting minutes will be presented to the Columbia Union Schools Administrators' Council.

D. Term of Office

The term of office for non-ex-officio members will be for the quinquennium.

Miscellaneous Policies

1550 Teaching Credentials

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

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

A. Criteria for Insurance

1. Commissioned Ministry of Teaching Credential – This credential is granted to educators who have shown a life-long commitment to the ministry of Christian education. In addition to the life-long commitment, candidates must demonstrate at least six years of successful experience in the Seventh-day Adventist educational system. They will exhibit Christian responsibility for nurturing and leading students to Christ, for consistently upholding Christ as the focal point of all curriculum and instruction, and for demonstrating positive interpersonal relationships, thus providing an environment of social, spiritual, and emotional stability.
2. Commissioned Ministry of Teaching License – This license is granted to educators who have completed their internship and have demonstrated a life-long commitment to the ministry of education within the Church. They show evidence of supporting the fundamental beliefs of the Church, and their lifestyle is a consistent witness to others.
3. Ministry of Teaching License – This license is granted to entry-level teachers or teachers beginning their work in the Seventh-day Adventist education system. This is a provisional status for all newly employed teachers.

B. Procedures

1. The local conference executive committee reviews the recommendation of an interview committee for candidates for the Commissioned Ministry of Teaching Credential and forwards its recommendation to the Columbia Union Executive Committee for final approval.
2. The local conference executive committee or its designee approves candidates for the Commissioned Ministry of Teaching License and the Ministry of Teaching License.
3. Employees who hold a Commissioned Ministry of Teaching License may be eligible for the Commissioned Ministry of Teaching Credential after an appropriate period of successful service.
4. When the local conference executive committee and the Columbia Union Executive Committee approve the granting of a Commissioned Ministry of Teaching Credential, the local conference usually arranges for an appropriate commissioning service.

C. Credential and Licenses Renewal

When the initial period of approval expires, local conferences shall renew the credential or licenses in harmony with the provisions outlined in the North American Division Working Policy E 10. (2021-22 NADWP E 05 20)

1555 Journal of Adventist Education

The Journal of Adventist Education is the official publication of the Department of Education of the General Conference and of the Association of Seventh-day Adventist Educators. Each local conference or academy will provide access to the Journal of Adventist Education for EC-12 educators in the conference. Each conference and academy will be billed by the supplier. The North American Division, Columbia Union and local conferences will share subscription cost. (2021-22 NADWP FEB 05 30)

LOCAL CONFERENCE OFFICE OF EDUCATION

2000-2499

2000 Local Conference Office of Education

A. Definition

The local conference office of education is an administrative office operating within a structure authorized by the local conference executive committee. (2021-22 NADWP FEA 20 05)

B. Personnel

1. Superintendent of Schools/Vice President for Education
2. Associate Superintendent(s) of Schools
3. Administrative Assistant(s) (2021-22 NADWP FEA 20 05)

C. Functions

The administrative and supervisory functions of the local conference office of education are the responsibility of the Superintendent/Vice President for Education

The administrative functions are to:

1. [serve as executive secretary](#) and agent of the conference board of education in administering, coordinating, and supervising [EC-12 education within the conference in accordance with the educational policies of the Columbia Union Board of Education](#).
2. [serve as agent\(s\) of the local conference board of education in the employment of all educational personnel assuming responsibility for the coordination and implementation of recruitment](#), placement, evaluation, transfer, and/or dismissal of educational personnel in consultation with school administration and/or the local school board.
3. prepare job descriptions [and establish areas of responsibility](#) for each member of the local conference office of education staff within the structure authorized by the local conference executive committee.
4. counsel school boards in the selection of non-certificated personnel such as teacher assistants (aides), administrative assistants, and others, to recommend for employment to the local conference office of education.
5. [ensure that all education personnel are appropriately certificated](#).
6. implement the *Columbia Union Wage Scale* as adopted by the local conference executive committee.
7. implement the Columbia Union Office of Education's credentialing policies.
8. develop and maintain effective working relationships with local and state offices of education, [private school organizations](#), regional accrediting associations, [where applicable](#).
9. acquaint the constituency with [imperatives of Seventh-day Adventist Christian education](#).
10. [ensure the implementation of procedures for the maintenance and security of employee records and student attendance and scholarship records as required by law](#).
11. compile and present to the Columbia Union Secondary Associate *Applications and Re-applications to Teach Secondary Subjects/Application to Operate a Junior Academy* in schools other than senior academies.
12. provide an annual orientation for new educational personnel.

13. supply EC-10 schools with essential record-keeping materials.
14. provide educators with access to the North American Division approved list of textbooks and other curriculum materials.
15. Provide [access to the *Journal of Adventist Education*](#), the official publication of the Department of Education of the General Conference and the Association of Seventh-day Adventist Educators, to EC-12 educational personnel (2021-22 WP FEB 05 30).
16. [foster positive relationships between home and school and](#) actively promote the promote the Home and School Association.
17. provide leadership in encouraging professional growth for educational personnel.
18. serve as advisor to the conference building committee in planning school facilities.
19. compile and process reports required by the Columbia Union and North American Division Offices of Education.
20. hold and archive all records of discontinued schools.
21. process applications for establishing new EC-12 schools, in consultation with the conference board of education.
22. develop and implement a master schedule for the conference evaluation of teachers and administrators in EC-12 schools.
23. provide orientation for school board chairs and members regarding their responsibilities.
24. Develop long-range [educational plans for the conference EC-12 school system](#).
25. [provide leadership in the development of short and long-range plans for education within the conference in areas such as budgeting, school accreditation, curriculum, facilities, personnel, establishment of new schools, and consolidation or closure of existing schools](#).
26. [maintain an effective working relationship with the conference administration and the constituency](#).
27. [maintain an effective working relationship with the Columbia Union Office of Education, participating in union-wide councils and program development](#).
28. utilizing instruments approved by the North American Division Commission on Accreditation, the local conference office of education shall schedule, organize, and participate in all EC-10 school accreditation visits, and annually submit to the Columbia Union Office of Education all accreditation reports and recommended status by April 15.
29. prepare a master calendar for EC-12 schools providing for activities such as [the required number of school days, legal holiday observances](#), school visitations, teacher supervision, conventions, [pre and post teacher workdays](#), workshops, in-service meetings, conferences and board or committee meetings, [school accreditation visit and other special conference wide school activities](#).
30. assist school personnel in planning spiritual and cultural activities.
31. promote and coordinate combined purchasing of supplies and equipment between and among schools.
32. assist in formulating recommendations for capital appropriations based on school requests.
33. work with the conference treasurer on submitting to the conference board of education the annual education operating budget.
34. keep copies of audited financial statements of schools in the conference office of education.
35. ensure that financial statements of academies and annual audited statements of junior academies are sent to the Columbia Union Office of Education.
36. monitor asbestos management in all conference schools, including asbestos management plans, as prescribed by law to ensure compliance.

37. survey, compile and report data on EC-12 enrollment, achievement, teacher certification, school accreditation status and other pertinent educational data and trends within the conference.
38. the local conference office of education is responsible for keeping its schools informed of current state curricula requirements.
39. ensure that each school maintains adequate student health services consistent with governmental requirements.
40. assure that all conference schools are audited in accordance with *North American Division Working Policy* and that copies of each school's audited statements are kept on file in the conference office of education.
41. conduct surveys and research, as needed, to facilitate strategic planning for the conference school system.
42. [process requests for the establishment of junior and senior academies in accordance with Columbia Union and North American Division protocols.](#)
43. [process applications for the establishment of new elementary schools for action by the local conference board of education](#)
44. process applications, in [consultation](#) with the Columbia Union Associate Director for Early Childhood Education for schools seeking to establish a school-based Early Childhood program.
45. provide for annual or bi-annual in-service meetings for school board personnel and Home and School officers.
46. prepare agendas in consultation with conference administration for the local Conference Board of Education and Board Executive Committee.
47. [ensure that EC-12 schools are fully prepared for scheduled school accreditation visits.](#)
48. [schedule elementary school accreditation visits and collaborate with the Columbia Union Office of Education on junior academies accreditation visits](#)
49. receive, review, and recommend to Columbia Union School Administrators Council and the Columbia Union Board of Education for processing to the North American Division Commission on Accreditation all yearly written academy progress reports. EC-12 progress reports are due to the Columbia Union Office of Education no later than February 1st. (2021-22 NADWP FEA 20 15)

D. First aid/CPR Certification for Education Personnel

All full-time, educational personnel shall have and maintain CPR and First Aid certification as a condition of employment. First Aid/CPR certifications can be secured through a variety of agencies, including but not limited to the American Heart Association, American Red Cross, American Safety and Health Institute, and other local agencies. Online CPR does not qualify towards certification or recertification.

The local conference office of education shall assume responsibility to assure that all full-time, conference employed education personnel shall secure First Aid/CPR training and certifications within the first three months of being hired.

2005 Local Conference Board of Education

A. Defined

The local conference board of education is the body authorized by the constituency, and/or the local conference executive committee to administer the conference EC-12 school system in accordance with the policies adopted by the Columbia Union Board of Education. (2021-22 NADWP FEA 20 20) Each local conference will have a board of education to plan for and coordinate its EC-12 school system. Between sessions of the conference constituency, the local conference board of education functions under the direction of the conference executive committee.

The local conference board of education should meet at least two times each year. (2021-22 NADWP FEA 20 30)

The local conference executive committee will fill all vacancies between constituency sessions. In the case of day academies, which are operated by a local constituency made up of several churches, these procedures may vary and will be clearly outlined in the constitutions and working policies adopted by the academy's constituency. (2021-22 NADWP FEA 20 20, 30)

B. Membership

The membership of the local conference board of education is selected in harmony with the conference's board of education constitution and by-laws and may include:

1. Conference President or designee, chair
2. Conference Superintendent of Schools/Vice President for Education, secretary
3. Conference Executive Secretary
4. Conference Treasurer/Chief Financial Officer
5. Conference Associate/Assistant Superintendent(s) of schools
6. Columbia Union Vice President for Education or designee
7. senior academy principal(s)
8. a minimum of eight additional members selected from the following categories: pastors, laity, school board chairs, elementary/junior academy principals, and teachers representing EC-12. (2021-22 NADWP 20 25)

C. Functions

The local conference board of education will:

1. assume general responsibility for long-range planning of the conference EC-12 school system.
2. approve and recommend to the conference executive committee an adequate, balanced annual conference PK-12 education budget.
3. serve as the agent of the conference executive committee in recruiting, employing, evaluating, assigning, transferring, or dismissing PK-12 personnel in harmony with this Code and applicable state laws. Substantial weight will be placed on well-reasoned recommendations of the local school board.
4. review, consider and recommend to the Columbia Union Junior Academy Certification Review Committee applications from EC-10 schools requesting permission to teach secondary subjects as submitted by the conference superintendent.
5. consider applications for establishing new EC-12 schools, expanding existing schools to include additional grades, and the consolidation of schools.

6. appoint subcommittees as needed.
7. approve budgets of conference PK-12 schools.
8. hear and act upon appeals and grievances in accord with policies outlined in this Code.
9. provide guidance for conference school calendars that meet the Columbia Union and state requirements.
10. review and forward all EC-10 school accreditation full, and mid-cycle reports-to the Columbia Union School Accreditation Review Committee
11. monitor the implementation of the visiting accreditation team recommendations and school strategic plans
12. implement the educational policies of the General Conference, North American Division, Columbia Union, and the local conference executive committees.
13. review salary rates for PK-12 educational personnel to [determine compliance with the approved Columbia Union Wage Scale](#).
14. evaluate facility needs in terms of pupil population projections and develop an overall long-range plan for erecting new facilities, renovating, and/or remodeling existing facilities.
15. develop, implement, and monitor a curriculum that provides for quality education within North American Division and Columbia Union education guidelines.
16. approve all EC-12 school constitutions.
17. [approve local school budgets](#)
18. develop plans and procedures for evaluating education personnel.
19. consider and act on applications to establish schools from local churches.
20. maintain liaison with state departments of education.
21. develop a marketing plan for Seventh-day Adventist Christian education.
22. help schools to foster faith maturity and denominational loyalty among students and faculty.
23. provide a continuing education program for EC-12 teachers.
24. encourage close relationships between Seventh-day Adventist families, congregations, and schools.
25. foster relationships with parents who home-school their children.
26. conduct teacher commissioning services.
27. review for approval applications of schools seeking to establish a school based Early Childhood program. (2021-22 NADWP FEA 20 35)

D. Executive Committees of Conference Boards of Education

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

2010 Local Conference Curriculum Committees

Each local conference will have a curriculum committee.

A. Membership

1. local conference superintendent and associates
2. Columbia Union Curriculum Committee chair(s)

3. balanced representation from all types of schools within the conference
4. balanced representation of classroom teachers and administrators
5. other representatives from the constituency

B. Functions

The local conference curriculum committees will:

1. implement curriculum policies adopted by the North American Division Curriculum Committee and Columbia Union Board of Education.
2. provide leadership for and oversight of curriculum initiatives.
3. initiate, encourage, and evaluate experimental/innovative programs for specific needs.
4. process requests for use of alternative textbook according to Code 3715.
5. conduct or participate in pilot studies in cooperation with the North American Division Office of Education and Columbia Union Office of Education.
6. initiate and conduct research and surveys as needed.
7. in-service and monitor teachers on all newly adopted curriculum standards for student learning and resources materials.
8. oversee the implementation of a seamless EC-12 curriculum.
9. develop other areas of curriculum as determined by the local conference office of education.

2015 Recommended Elements of an EC-12 System

A. Governance

1. The superintendent is Vice President for Education
2. The Vice President for Education, or designee, chairs all conference or constituent EC-12 school personnel committees.
3. The EC-12 system operates under an EC-12 constitution incorporating, but not limited to, the recommended essential elements. (<https://www.columbiaunion.org/education/resources>. Under General Forms scroll down to Sample School Constitutions). All local school constitutions shall reflect appropriate adjustments to facilitate the implementation of these elements.
4. The EC-12 system replaces the dual PK-10/9-12 system in all respects.
5. The Vice President for Education is a voting member of the conference executive committee.
6. The Conference President (or designee) chairs the Board of Education and all conference operated academy boards.
7. The Vice President for Education is the Vice chair of all conference operated academy boards.
8. The local Board of Education is the administrative board for all schools within its jurisdiction. (see Code 2700)
9. The local Conference Executive Committee shall include educational representation that will present appropriate and balanced educational issues to the committee.
10. The local Board of Education upholds the educational policies of the Columbia Union and is responsible for establishing other policies unique to the local conference needs.
11. The local conference administration facilitates revisions to the institutional flowcharts to reflect the EC-12 system.
12. The local conference office of education, given its administrative function, is referred to as the "Office of Education" instead of a department.

B. Personnel

1. The local conference office of education oversees PK-12 Human Resources functions for education personnel except where there exists a department of human resources in the conference that oversees all personnel records, issues, etc.
2. The local conference office of education/Department of Human Resources writes and issues all contracts and reviews employment agreements prior to issuance.
3. The local conference office of education, or designees, evaluates all PK-12 teachers and administrators.
4. The local conference office of education supervises the certification of all PK-12 certificated employees.
5. The local conference board of education evaluates the Vice President for Education once every two years.
6. The local conference Vice President for Education evaluates the Associate Superintendents once every two years, soliciting input from teachers and administrators.

C. Finance

1. The local conference Treasury serves as payroll center for all conference schools.
2. The local conference office of education builds and manages the budgets for the PK-12 system and the office of education.
3. The local conference office of education, as an agent of the board of education, annually reviews and approves the operating budgets for all schools.
4. The local conference board of education approves all education-related appropriations including, regular and special subsidies.

D. Administration

1. The conference Vice President for Education reports on the state of EC-12 education to the delegates at each regularly called constituency session and publishes an annual report between sessions.
2. The local conference office of education oversees the management and transfer of PK-12 student records.
3. The local conference office of education plans for teacher and administrator input to enhance EC-12 operation, such as teacher advisory councils and administrators' councils.
4. The local conference office of education provides professional growth opportunities for teachers and school administrators of the EC-12 system.
5. The local conference board of education approves an annual education calendar.
6. The local conference office of education coordinates EC-12 curriculum.

E. Miscellaneous

1. The local conference Vice President for Education, or designee, is present at all EC-12 school accreditation visits.
2. The local conference Vice President for Education and Associate Superintendents attend a minimum of one professional growth opportunity (e.g. national convention, academic course work) annually.

Miscellaneous Policies

2100 Records of Discontinued School

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

When schools close and student records are retained at the conference office of education, [or the school embarks on a process of digitizing records](#), the following approach should be taken:

ITEM	TIME KEPT
PK-K school register	Permanently
PK-K cumulative record	Permanently
PK-K Health records (HIPPA compliant)	Until the student graduates
PK-K Verification of name and place of birth	Until the student graduates
K-8 school register	Permanently
K-8 cumulative record	Permanently
K-8 health records (HIPPA compliant)	Until the student graduates
K-8 verification of name and place of birth	Until the student graduates
K-8 record of recommended promotion, acceleration, retention, special needs	Until the student graduates
K-8 Teacher grade book (digital or physical)	One year, minimum
9-12 transcript	Permanently
9-12 cumulative record	Permanently
9-12 health records (HIPPA compliant)	Until the student graduates
9-12 verification of name and place of birth	Until the student graduates
9-12 Scholarship	Until the student graduates
9-12 Attendance	Until the student graduates
9-12 Parent information	Until the student graduates
9-12 Teacher grade book (digital or physical)	One year, minimum

All information or documents, other than items stipulated above should be discarded from the student's cumulative file.

2105 Conference Subsidy to PK-12 Schools

Each local conference office of education, in cooperation with the Conference Executive committee and Board of Education, will determine the conference subsidy to help defray operating costs for PK-12 schools. The amount will be based on a percentage of the total costs related to the employment of credentialed personnel. Alternative plans for subsidizing schools may be developed by conferences in consultation with the Columbia Union Office of Education.

A. Basic Academy Subsidies

The amount of local conference subsidies to academies will be recommended annually by the local conference Board of Education and approved by the local conference Executive Committee. Boarding academies will be granted a minimum of four salary budgets and conference day academies a minimum of two salary budgets.

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

B. Local Conference Subsidy of Kindergarten

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

C. Withdrawal of School Subsidy

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

2110 Consolidations – Policy for Elementary School or Junior Academy Consolidations

Local conferences may provide a quality Christian education through a single church-sponsored school or through a consolidated school district. The local conference office of education and the conference Board of Education will work with churches that want to form a school consolidation adhering to the guidelines below.

A. Procedures

1. The local conference office of education or representatives of the school may initiate the process for creating a consolidated school.
2. If a school wishes to consolidate with another, its board should contact the local conference superintendent, who will in turn contact the board of the other school to ascertain the existing level of interest.
3. If more than one conference will be collaborating, then the superintendents and presidents of both conferences will confer on the recommendation.
4. If discussions reveal serious interest in consolidation, the superintendents will contact the Columbia Union Vice President for Education, who may call meetings of the school boards involved. In addition to the superintendents, pastors from constituent churches and conferences presidents should be included.
5. If a school board has not initiated a request for consolidation, but the local conference superintendent believes consolidation is advisable, the superintendent will first contact the school boards that will be involved, suggest consolidation, and then follow the above procedures.
6. If the proposed consolidation includes churches from more than one conference, both conferences will seek guidance from the Columbia Union Office of Education.

B. New School Plant Ownership

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

C. Operating Boards for Consolidated Schools

1. Membership – Membership on the consolidated school board will consist of one member for each church organization, with additional members to be chosen based on proportionate representation from each of the churches involved.
2. Board size - It is recommended that the board consist of not fewer than five, and not more than fifteen, members and that membership on staff or board committees be based on merit, qualifications, and experience.
3. Authority – The board will have authority to function within the policies of the Code and to administer budgets approved by the constituencies of the churches operating the consolidated school.
4. Constitution and bylaws – the Columbia Union Office of Education will be consulted in the development of the constitution and bylaws of the consolidated school.
5. Treasurer – A treasurer will be appointed by the consolidated school board and may not hold a similar office in any participating church.

D. Home and school Representation

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

E. Procedure for Computing and Distributing Operating Costs

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

Each church's portion of the total operating cost will be determined by prorating to each church a percentage of the cost based on:

1. The average church membership during the previous four quarters.
2. The average school attendance of children from families in the church during the first semester of the current school year.
3. The tithe income of the church during the previous four quarters.
4. The school should bill each church monthly, and each church will be held responsible for its share of the operational costs.

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

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

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

F. Prorating inter-conference Portion of Operating Expense

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

G. Prorating Capital value of Existing School Plants

1. In some consolidations, there may be a school plant that is already built, paid for, and in operation. In such instances, when a school board feels it is not advisable to turn over the school plant to a consolidated school operation without receiving financial remuneration, it is recommended that the plant remain the sole property of the entity that built the school originally and that only school operating costs be shared.
2. When it is considered necessary for the school owning an existing school plant to be reimbursed for its investment, the following guidelines should be considered:
 - a. The amount of the original total cost of construction may be divided among churches or schools that have not previously invested in the school plant.
 - b. The following formula may be used: From the total capital cost of the plant, deduct what was originally appropriated by the conference sponsoring the school then deduct an additional three percent (3%) per year of the balance.

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

Example: School A was constructed by Church X (membership 100) five years ago at a cost of \$100,00. It is paid for in full. The conference appropriation amounted to \$20,000. At the present time, Church Y (membership 50) and Church Z (membership 775) are considering joining with Church XZ in forming consolidated School B. The amount of investment which churches Y and Z should make in order to consolidate may be computed as follows:

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

Church	Membership	%	Amount
X	100	45%	\$30,600
Y	50	22%	\$14,960
Z	75	33%	\$22,440
Totals	225	100%	\$68,000

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

H. Tuition Charges and Acceptance for Non-constituent Students

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

CONSTITUENCY

2500-2699

2500 Membership of the School Constituency

A school constituency may be one of the following:

- A. a church(es) that support the school as defined in the school constitution
- B. the respective conference executive committees and the Columbia Union Executive Committee, where two or more conferences sponsor the academy. (2021-22 NADWP FEA 30 05)

2505 Meetings of the Constituency

- A. The constituency will meet as specified in the school's constitution.
- B. The constituency of a senior academy sponsored by a local conference will meet at the same time the regular conference constituency meeting is held. (2021-22 NADWP FEA 30 10)

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

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

- A. to establish and adopt a constitution and bylaws, in harmony with denominational policies, that defines the principles and guidelines by which the school will be operated and to make needed amendments as circumstances warrant.
- B. to provide adequate financing for general operating costs
- C. to approve financial plans for major capital improvements as recommended by the school board.
- D. to receive reports of the school operation
- E. to encourage the organization and maintenance of a Home and School Association or its equivalent
- F. to either elect the school board or establish procedures for such election to take place in the sponsoring church(es)
- G. to receive a report from the school administration of the school's current accreditation status. (2021-22 NADWP FEA 30 15)

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

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

- A. prepare and adopt a constitution and bylaws harmony with denominational policies, that define the principles and guidelines by which the academy will be operated, and to make needed amendments to the constitution as circumstances warrant.
- B. elect the academy board.
- C. receive reports of the academy operation
- D. consider the long-range needs of the academy.
- E. approve and provide a financial base for major capital expansion of the academy.
- F. receive a report of the school's current accreditation status from the school administration.

LOCAL SCHOOL BOARD

2700-2999

2700 Definition

Every school and academy will have an operating board elected by the school constituency. Each board is responsible for operating the school within the guidelines and policies adopted by the local conference board of education and the constituency as stated in the school's constitution. The board has authority only when meeting in official session. Individual members may not speak for the board. All actions of the board are implemented through its executive secretary (principal) in cooperation with the board chair. [The employment, assignment, transfer, retirement, termination, or dismissal of school personnel is the function of the local conference board of education.](#) (2021-22 NADWP FEA 30 20)

2705 Local School Board

A. School Board Membership

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

1. Board members (other than ex officio members) are to be elected by the constituent church(es) in accordance with the school constitution or by laws. Consideration should be given to the following:
 - a. The members of the original board may be chosen for terms varying from one to three years according to a schedule arranged by the electing body. New appointments are made each succeeding year for terms of three years. The purpose is to ensure continuity of educational practice and policy.
 - b. Board members may be elected prior to the close of the school year and function for the term of office as specified by the school constitution. To ensure continuity of educational practice and policy, a nucleus of current members should be re-elected.
 - c. Non-constituent Seventh-day Adventist individuals will to be considered for board membership where it is deemed their professional talents and spiritual gifts will assist the school in its mission. The school constitution must outline the limited number of seats on the board and how these individuals are selected. As with all board membership, the qualifications other than constituency church membership applies.
2. Local conference senior academy boards and their officers are elected at the regular conference constituency meeting for the ensuing term.
3. Board vacancies are filled by the organization or school constituency that made the original appointment. The person filling the vacancy serves only for the remainder of the unexpired term. (2021-22 NADWP FEA 30 25)

B. Qualifications of Board Members

Qualifications for election of board members are the following:

1. to be members of the Church in good standing.
2. to be members of the constituent church(es) sponsoring the school.
3. have their own school-age children enrolled in the PK-12 constituent Seventh-day Adventist school. An exception may be allowed if the school has determined that the child's special learning needs are best met in another setting.
4. will not be spouses, parents, siblings, or immediate relatives of **faculty**/staff members (i.e. grandparents, aunts/uncles, in-laws). It is recommended that not more than one member from the same immediate family be elected to the board.
5. school employees, with the exemption of school administrators, will not be voting members on the board of the school where they are employed. If this is unavoidable in small school constituencies, then such board members shall recuse themselves when conflict of interest issues, such as personnel, occur.
6. committed to supporting and advancing all facets of Seventh-day Adventist education.
7. pledge to support and implement policies in the Columbia Union Education Code and of the local conference. Parties unwilling to support and implement Code policies should not serve on local school boards.

C. Ethics

Board members will agree to abide by the following Code of Ethics. Members will:

1. maintain confidentiality of all matters that, if disclosed, would needlessly injure or bring legal liability to individuals or the school.
2. maintain honesty, trust, fairness, and integrity.
3. base all decisions on the philosophy and mission of the Seventh-day Adventist education system.
4. demonstrate attitudes and personal conduct that reflect the standards of the Church.
5. work unceasingly to improve the understanding and support of Seventh-day Adventist education.
6. learn and practice the art of compromise without ever sacrificing principle.
7. support and protect the rights of all members of the school community including the board, the school administration, faculty, parents, and students.
8. recognize that the authority of the board is only expressed through its actions when in session; individual members will not act or speak on behalf of the board unless so authorized by the board
9. take no private action that will compromise the Seventh-day Adventist school system, the board, or the administration of the school.
10. avoid and or declare, any and all conflicts of interest, refusing to vote on proposals for which there may be a conflict of interest unless asked to do so by the remainder of the board.
11. base decisions on facts and independent judgment.
12. do not defer judgment and opinions to individuals or special interest groups.
13. work cooperatively with other board members in a spirit of decency, harmony, and cooperation.
14. support and uphold all board decisions regardless of personal disagreement.
15. ensure that board meetings are conducted in a Christian manner and in harmony with the principles outlined in Matthew 18:15-19.
16. study and faithfully exercise the duties and responsibilities of board members in order to render effective, credible service.

17. support the policies and guidelines of the Columbia Union Education Code and voted actions of the local conference board of education.

D. Personal Liability

Board members:

1. have a responsibility to show prudence with respect to safety and physical hazards that may exist at the school or during school activities.
2. are responsible for preserving the esteem, confidence, and good will in which employees, parents, and students are held.
3. may be held personally liable for statements they make during meetings that invade a person's privacy or are slanderous.
4. will call for and go into executive session, maintaining confidentiality when discussing matters relating to employees.

E. Voting

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

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

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

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

2710 Functions of the School Board

A. Meetings

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

B. Functions

Each school board will:

1. develop, through counsel with the school faculty and its various stakeholders, a coherent, practical statement of philosophy and objectives that are in harmony with the general Seventh-day Adventist philosophy of education.
2. comply with personnel procedures as outlined in this Code.
3. ensure the implementation of policies and plans of the local conference and Columbia Union offices of education.
4. develop policies in areas of local concern such as:
 - a. use of school property
 - b. bus schedule and routes
 - c. purchasing procedures
 - d. tuition or other methods of support
 - e. admission requirements in accordance with state and local conference guidelines (see Code 4500, 5200, 7200)
 - f. equipment and maintenance of school plant
 - g. textbook purchases (pupil or school-owned)
 - h. master planning
 - i. follow the North American Division and Columbia Union adopted curriculum
 - j. other policies as prescribed by state departments of education
5. support the principal or head teacher in administering the school program including the following:
 - a. implementation of board policies
 - b. teacher load
 - c. daily schedule
 - d. development and enforcement of a code for student conduct
6. in executive session hear and review recommendations from school administration regarding parental grievance appeals.
7. recommend employment of personnel, as needed, to the local conference office of education
8. promote and support the Home and School Association or its equivalent.
9. ensure that official minutes of each board and subcommittee meetings is kept, filed, and copied to the local conference office of education Senior academies will submit copies to the local conference office of education and the Columbia Union Office of Education.
10. consider appeals and answer questions regarding the operation of the school
11. participate in the school accreditation process.
12. provide resources for teacher in-service programs cooperating with the local conference office of education in planning for teachers' professional growth including teacher conventions.
13. consider and approve, in counsel with the local conference superintendent, a proposed plan of school organization, including a constitution and bylaws, the administrative organization and a basic curriculum plan for the school.
14. adopt the recommended local conference-wide school calendar and secure permission for modifications from the conference office of education.
15. adopt a dress code policy and a code of social behavior.

16. authorize the preparation of a school bulletin that will include such items as:
 - a. financial information, including tuition collection policies
 - b. school regulations
 - c. school calendar
 - d. course offerings
 - e. graduation requirements
 - f. dress and discipline codes
17. assume responsibility for planning and funding an annual operating budget but not limited to:
 - a. administrative expenses
 - b. teacher/staff salaries
 - c. teacher/staff professional growth costs
 - d. curriculum materials
 - e. playground and physical education supplies
 - f. media center materials
 - g. school supplies
 - h. insurance
 - i. indebtedness
 - j. other operating expenses
18. work with the church board(s) and church finance committee(s) on the amount of church subsidy to be given the school.
19. work with the constituent church(es) in fulfilling the goals of the local church(es).
20. assume responsibility for planning and funding capital projects/improvements, working with appropriate church entities.
21. cooperate with the local conference and Columbia Union offices of education in matters of curriculum implementations and innovations.
22. develop long-range plans for the school considering projected enrollment figures, class size, financial needs, and staffing requirements.
23. provide resources for the professional development of administrators.
24. appoint subcommittees as needed which may include personnel, finance, curriculum, etc.
25. employ classified personnel as needed.
26. participate in a self-evaluation program for school accreditation.
27. actively assist the principal to retain current and recruit new students for the school.
28. act on all student applications for admission.
29. provide the necessary support and resources to effectively address recommendations and Strategic or Continuous School Improvement Plans in the most current school accreditation report from the North American Division Commission on Accreditation.
30. work within the parameters and/or constraints of the school constitution and by-laws. (2021-22 NADWP FEA 30 35)

C. Hiring Personnel

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

D. Dealing with Misunderstandings

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

E. Conference Administrative Support

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

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

F. Executive Session

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

G. Liability

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

2715 Officers' Duties

A. Officers of the Board

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

1. Chair - In the case of schools consisting of single-church constituency, the church board shall elect the school board chair.
2. Vice Chair
3. Secretary (Principal)
4. Treasurer
5. Safety/Security Officer - Every school year, each local school board will elect a school safety/security officer from among members of the board. This officer will be responsible to annually conduct a school safety/security audit, reporting findings to the local school board and local conference office of education no later than October 1. The local school board, working

collaboratively with the school principal, is responsible to remedy school safety/security concerns as soon as possible, keeping the local superintendent informed of progress on items of major importance.

B. Board Chair Duties

Chair duties will include:

1. calling and presiding over school board meetings.
2. employing basic parliamentary procedures.
3. consulting with the secretary (**principal**) in preparing agendas prior to board meetings.
4. facilitating discussion relevant to agenda items.
5. becoming acquainted with the school program and conferring with the principal on items pertaining to the operation of the school.
6. supporting school administration.
7. acting as a liaison with individual churches ensuring communication and presentation of school items pertinent to each church constituency.
8. informing the superintendent in a timely manner of any major issue facing the school program, particularly in reference to personnel and finances.

C. Vice Chair Duties

Vice chair duties will include:

1. chairing meetings in the absence of the board chair.
2. discharging other duties prescribed by the school board, school constitution, and/or bylaws.

D. Secretary (Principal) Duties

Secretary duties will include:

1. recording and permanently filing completed minutes. A non-voting recording secretary may perform this function.
2. providing a copy of board minutes to the local conference superintendent after each meeting, with senior academies providing a copy to the local conference superintendent and the Columbia Union Office of Education
3. attending to the necessary board correspondence.
4. providing the local conference superintendent with an annual calendar of regular board dates, and in the case of academies, an additional calendar to the Columbia Union Office of Education
5. preparing board agendas in consultation with the chair.
6. contacting all board members in a timely manner, when special meetings are called, providing information of time, place and, as appropriate, an agenda.
7. sending, in advance of regularly scheduled board meetings, board appropriate information and data to all members to facilitate board discussion and decision-making for proposed recommendations.

E. Treasurer Duties

Treasurer duties will include:

1. keeping accurate financial records, assuring ready accessibility.
2. billing and collecting school tuition and fees, and/or assigning the task to a board approved designee. i.e., school business manager/treasurer.
3. paying authorized bills.
4. presenting a complete, accurate and up-to-date financial report at each board meeting.
5. preparing and presenting to the board annual budgets in collaboration with the principal/head teacher and finance committee.
6. providing a clean, final, and balanced annual budget, and timely monthly financial statements to the local conference office of education.
7. arranging and preparing for, in collaboration with the school treasurer/principal/business manager, an annual financial audit of the school's operation.

F. Safety Officer Duties

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

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

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

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

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

Once a school begins to operate, the local conference board of education assumes an employer's role, assigning the local conference superintendent(s) of education, by approval of the local conference executive committee, to act as its agent. The relationships between the local conference office of education and local school boards can be strained should the school board forget that the local conference board of education hires and assigns educators. Similarly, the local conference office of education should not assume the posture of having the exclusive word on employing, transferring, or dismissing employees;

however, conferences may, in consultation with the Columbia Union Office of Education, adopt, as local policy, hiring protocols that vary with general practice. (see Code 2710)

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

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

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

2721 Protocol for Closure of Elementary Schools or Junior Academies

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

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

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

2723 Protocol for Suspending Operation of an Elementary School or Junior Academy

A. Suspending the Operation of an Elementary School

Suspending the operation of an elementary school is a short-term action that results in the temporary cessation of operation for a period of no more than two years. If the school remains closed beyond this time limit, then the conference protocol for closing a school shall be implemented. In the event that the constituents vote to reopen the school, the local conference's protocol for a new school opening shall be followed. The vote to suspend operations should include an action plan for re-opening within two years.

Steps for Re-establishing an Elementary School

1. local school votes to re-establish operation, following school closing protocol as cited in the school's constitution.
2. local conference board of education votes to accept the action and re-opening plan
3. local conference informs Columbia Union Office of Education of voted action and re-opening plan which should include an updated or new strategic plan.
4. The Columbia Union School Accreditation Review committee will review the school's accreditation status and report its decision to the local conference.

B. Suspending the Operation of a Junior Academy

Suspending the operation of a junior academy is a short-term action that results in the temporary cessation of operation for a period one year. In the event that the constituents' vote to reopen the junior academy, the Columbia Union's protocol for a re-establishing a junior academy shall be followed. The vote to suspend operations should include an action plan for re-opening within two years.

Steps for Re-establishing a Junior Academy

1. local school votes to re-establish operation of the junior academy.
2. local conference board of education votes to accept the action and re-opening plan which should include an updated or new strategic plan.
3. local conference informs Columbia Union Office of Education of voted action and re-opening plan.
4. school completes and submits to the Columbia Union Office of Education, by February 1st the Junior Academy Re-Application Form.

2725 Pastor-School Relationship

The pastor plays a critical role in the successful operation of the school, most often serving as an ex officio school board member, never as a board chair. A lay member should serve as school board chair, allowing the pastor to devote more time to spiritual ministry.

School personnel have a responsibility to involve the church pastor(s) in school life, including activities such as worship, baptismal classes, classroom presentations, recreation, field trips, Weeks of Prayer, and Home and School Association meetings. The pastor's visible support is essential for a successful school program. Likewise, the pastor should visibly involve both school staff and students in the church's program. The church should identify ways in which teachers can become an integral part of the church life.

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

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

1. showing support for Seventh-day Adventist education.
2. taking responsibility for church involvement in the financial operation of the school.
3. giving encouragement to effective parent-teacher-student relationships.
4. cooperating in the spiritual emphasis of the school.
5. being involved as a spiritual counselor and resource person.
6. encouraging the local school board and constituency to recognize the administrator and teachers as the educational leaders in the local church district.

7. participating in school-sponsored activities as time allows.

2730 School Board Responsibility for Unamortized Moving Expenses

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

2735 Student Wage Rates

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

COLUMBIA UNION SCHOOLS

3000-3999

General EC-12 Operating Policies

3000 Annual Accreditation Progress Reports

All EC-12 schools in the Columbia Union will submit an annual accreditation progress report through the local conference [office of education](#) to the Columbia Union Office of Education by February 1st.

3005 Church-Government Relationships

- A. The Church holds that religious liberty is best achieved, guaranteed, and preserved when church and government respect each other's proper areas of activity and concern.
1. Some services provided by the Church and by the government may overlap. In some instances, it is proper that church institutions receive remuneration from the government. The Church and its institutions may also accept from the government certain limited benefits, such as tax exemption, police, and fire protection.
 2. The Bible contains examples of gifts from government to religious enterprise. The Church has benefitted in many countries from the acceptance of various forms of government aid. It is also recognized that pitfalls exist. Though the Bible does not specifically prohibit the acceptance of gifts from the government, such aid should be shunned when its acceptance would violate applicable law, would lead to excessive control by or entanglement with the government, would lead to dependence on the government, or in any other way would compromise the integrity of the Church or reduce its ability to design programs and curricula to fulfill its gospel commission.
 3. The Church recognizes that individual members may receive assistance from government programs flowing directly to the benefit of parent or child. Church institutions may properly receive these funds. Programs that require cooperation between the government and the Church or church institution must not contradict the provisions of this Section.
 4. Limited gifts of land, property, or equipment, and government grants in support of operations, research, maintenance, capital improvement, or services may be received when the spirit, intent and provisions of this policy have been complied with fully. (2021-22 NADWP FL 01 10)
- B. [The Seventh-day Adventist Church and its institutions must diligently safeguard and persistently support the principles of "Free Exercise" and "No Establishment" of religion.](#) Prior to a local conference or school applying for or benefitting from any new government programs not specifically covered under this section (3005 A) the enabling legislative provisions, along with the school's application, will be submitted and processed in harmony with the following guidelines:
1. The program is to be evaluated and approved by the Columbia Union Executive Committee and then submitted to the North American Division Public Affairs and Religious Liberty Committee for review and approval within sixty days after receiving the request.
 2. [The review and approval process by the North American Division Public Affairs and Religious Liberty Committee shall be accomplished within sixty \(60\) days after receiving the request.](#)
 3. The North American Administrative Committee may review any requests submitted to the North American Division Public Affairs and Religious Liberty Committee. (2021-22 NADWP FL 01 15)

- C. Church leadership shall state and publish its commitment to the God-given principles of Seventh-day Adventist Christian education, religious liberty, and its uncompromising determination to achieve fully the distinctive goals of all institutions of the Church to ensure the greatest possible degree of credibility and confidence within the Church. To ensure the highest level of integrity with the government and private corporations, institutions shall file with the granting agency or department an approved statement such as the Seventh-day Adventist Philosophy of Education with each application for lands, grants, or other financial benefits. (2021-22 NADWP FL 01 15)
- D. When a local conference or school is authorized to accept financial assistance from government, the Columbia Union Executive Committee will establish a ceiling budgetary percentage which, in its judgment, provides a reasonable protection against fiscal dependence upon government. (2021-22 NADWP FL 01 25)

3010 Conflict of Interest

A. Statement of Policy

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

B. Definition of Conflict

A conflict of interest arises when a trustee, an officer, or an employee of the organization has such a substantial personal interest in a transaction or in a party to a transaction that it reasonably might affect the judgement he/she exercises on behalf of the organization. He/she is to consider only the interests of the organization, always avoid sharp practices and faithfully follow the established policies of the organization.

While serving as a trustee, officer, or director of multiple denominational entities is thus acknowledge and accepted; a trustee, officer or director serving on an organization's board, is expected to act in the best interests of the organization and its roll in denominational structure. (2021-22 NADWP E 85 05)

C. Individuals Included Under this Policy

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

D. Conditions Constituting Conflict

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

1. engaging in outside business or employment that permits encroachment on the denominational organization's call for the full services of its employees even though there may not any other conflict.

2. engaging in business with or employment by an employer that is any way competitive or in conflict with any transaction, activity, or objective of the organization.
3. engaging in any business with or employment by a nondenominational employer who is a supplier of goods or services to the denominational organization.
4. making use of the fact of employment by the denominational organization to further outside business or employment, 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 of greater than nominal value beyond the common courtesies usually associated with accepted business practice or of any commission or payment of any sort in connection with work for the denomination organization other than the compensation agreed upon between the denominational organization and 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. (2021-22 NADWP E 85 15)

E. 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 all exempt employees with a copy of the Statement of Ethical Foundations, plus a copy of the Conflict of Interest and/or commitment policy and shall inform employees regarding the duty to disclose potential conflicts of interest and/or commitment. (See Appendix M - Conflict of Interest)
2. **By administrators and trustees:** The chief administrator, or designee, of the organization shall receive annually a statement of acceptance and compliance with the policy on Conflict of Interest and/or commitment from each employee member of the board/executive committee, and any other person authorized to handle financial resources of the organization. Submission of the statement by person 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. (2021-22 NADWP E 85 20)

3015 Environmental Concerns

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

- A.** Each local conference education department will develop a procedure for monitoring compliance with the Environmental Protection Agency's (EPA) various laws and regulations related to protecting the environment and the health of students and teachers. (See Appendix K)
- B.** These procedures include direct supervision of school activities such as, but not limited to:
 - 1. appointment of a designated person to oversee the program.
 - 2. maintaining an accurate file for each area of concern such as asbestos, lead in drinking water, radon and toxic wastes generated by science laboratories and custodial or maintenance activities, and indoor air quality concerns.
 - 3. complying with regulations contained in the Asbestos Hazard Emergency Response Act (AHERA) such as:
 - a. fulfilling prescribe actions contained in the school's Operations and Management Plan.
 - b. completing six-month surveillance checks of asbestos that remains in schools.
 - c. managing and controlling asbestos containing building materials.
 - d. developing procedures at each school to make sure auxiliary workers such as utility services providers, contractors, etc. who work in the school know where they may contact asbestos containing materials as they work.
 - 4. developing a plan for schools to report at regular intervals to the local conference office of education about progress being made in managing environmental concerns within the school.
- C.** If state environmental regulations differ from federal laws, the state regulations must also be followed.

3020 Fundraising in Schools

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

3025 Home and School Association

The Home and School Association is organized to bring together the home and the school in endeavors to provide Christian education. Adult members of the church or patrons of the school who are willing to support the objectives of the Home and School Association may become members. (2021-22 NADWP FEA 30 40)

A. Organization

- 1. The local conference office of education will:
 - a. provide guidance as, consultants, and engage in promotion throughout the conference.
 - b. encourage and assist in organizing Home and School Associations.
 - c. furnish to each school copies of the Home and School Association publication.
- 2. The local church will:
 - a. make provision for organizing the Home and School Association in accordance with the plans and policies of the local conference, Columbia Union, and North American Division Offices of Education.

- b. support the activities of the local Home and School Association.

B. Objectives

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

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

C. Leadership

1. The Home and School leader shall be a Seventh-day Adventist that, ideally:
 - a. has a keen and active interest in promoting the school and its relationship with parents.
 - b. works well in collaboration with the school administration, local school board and Home and School members.
 - c. is open to and encourages new ideas.
 - d. is willing and able to serve on the local school board, where applicable, as prescribed in the local school board, where applicable, as prescribed in the local school constitution and/or bylaws.
2. The Home and School assistant leader should, ideally:
 - a. be willing and effective in assisting the Home and School leader, particularly when the leader is unable to meet appointments.
 - b. be the leader-elect for the next term of office.
3. The Home and School secretary/treasurer should, ideally:
 - a. include all Home and School funds in the school accounting process.
 - b. provide accurate, detailed quarterly financial reports to the local school board.
 - c. facilitate yearly local conference audits of Home and School finances.
 - d. secure local school board approval if the Home and School requests its own checking account.

3030 Home Schools

Home schools are not considered part of the local conference formal school structure and conferences are not responsible for supervising home schools. The local conference office of education may allow its schools to reach out and to provide services to home-schooling students. In such cases, necessary and appropriate arrangements for student accident insurance must be made. (2021-22 NADWP FEA 25 40)

3035 Identification of Seventh-day Adventist Institutions

- A. Denominationally owned and operated institutions in the Columbia Union will identify themselves as Seventh-day Adventist institutions.

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

3040 Independent Schools

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

3045 Mission Schools

A mission school is a denominationally organized and operated school primarily for non-Seventh-day Adventists. (2021-22 NADWP FEA 25 10-6)

3055 Non-Discrimination in Student Admissions

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

Each school must also include a clear reference to its non-discriminatory policy in all its brochures, catalogs, and other printed advertising which it uses as a means of informing prospective students of its programs. (2021-22 NADWP FEA 05 25)

3060 Off-Campus and Extracurricular Activities

A. Purpose

Off-campus and extracurricular activities will be organized to provide students opportunities to become involved in leadership roles, and decision-making, and acquiring experience in following guidelines and working with others. Schools must seek, receive, and confirm approval from the organizational entity (local conference/union) where the mission project is to take place. (2021-22 NADWP FEB 05 40-2)

B. Definitions

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

1. Extracurricular Activities – school-sponsored activities that enhance learning outside the formally-structured classroom
2. Off-campus Activities – school-sponsored activities requiring students to leave the school grounds, such as:
 - a. class/club activities – school-sponsored recreational, social, spiritual or entertainment activities.
 - b. field trips – School-sponsored activities outside the classroom designed as effectively correlated educational experiences.

- c. field school/environmental school – A carefully planned school program conducted outside the classroom that usually emphasizes nature, science, and environmental education.
 - d. extended tours – band, choir, and gymnastics
 - e. witnessing – activities that help students serve their school community in positive ways
 - f. recruitment – public relations
 - g. school days – Academy Days, College Days
3. On-campus activities – school sponsored activities not requiring students to leave the school grounds
 4. Public performances – school-sponsored activities either on or off campus such as concerts, dramatic productions, athletic performances.
 5. Faculty sponsors – persons employed by the school or local conference who are responsible for supervising student activities. All student organizations and cultural, social, and recreational activities conducted by students will be under direct supervision of the principal or the designated faculty sponsor(s) for each activity.
 6. Chaperone – Appropriately screened adults, such as parents or responsible community members, who have completed a background check, are in harmony with the school’s philosophy and objectives, and willingly assist in supervisory capacities for school-sponsored events.

C. Preparation

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

D. Standards

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

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

E. Policies

1. Sufficient chaperones will be provided for all off-campus and extra-curricular activities. The number will be determined by the age level of the students and the type of activity.
2. Suggested number of days that may be allowed:

Secondary and Elementary:

1. The number of off-campus days allowed for choir, band, gymnastics, and other such group activities, requiring overnight lodging, will not exceed three school days during a school year.
2. Special off-campus activities
 - a. All class activity days, club activities, junior-senior picnics, senior class outings and other such special activities will be limited to one school day during a school year.
 - b. Senior class (Grade 12) trips will be limited to two school days.

3. Overnight Trips
Overnight off-campus trips must be approved in advance by the local school board and local conference office of education for elementary schools and junior academies and by the academy board for senior academies.

F. Tours Outside the Continental United States

1. Tours outside the continental United States sponsored by Seventh-day Adventist educational institutions or organizations shall be coordinated through the North American Division Office of the Secretariat. All processing of out of division trips re-request forms shall occur in close cooperation with the North American Division Office of Education. Tours that need to be coordinated include the following:
 - a. trips organized or sponsored by secondary schools including mission trips.
 - b. trips by school organizations at the secondary level which have received an official invitation from an overseas denomination, cultural, or government organization.
2. All trips abroad must be approved by the respective local school board and the local conference board of education, with approvals appearing in the minutes of each. Approved trips will then be submitted, by October 1st, to the Columbia Union Conference Board of Education for approval and inclusion in its minutes. (See Appendix H)
3. Out of Division Trips Forms shall be received by the North American Division Office of the Secretariat no later than sixty (60) days prior to the date of the trip.
4. The following trip information is required to be submitted on the out of division trip form (see <http://hesaidgo.org/short-term-mission/groups>):
 - a. name of sponsoring organization
 - b. name of governing board or committee that has approved the tour and date of approval
 - c. full travel itinerary including name of tour, schedule of dates, and locations
 - d. name of trip director(s)
 - e. list of Seventh-day Adventist churches and institutions to be visited, if any
 - f. a copy of the latest United States Department Consular Information Sheet form (<http://travel.state.gov/travel>), including any warnings. This is to be reviewed within forty-eight hours prior to leaving on the trip.
 - g. if this is a mission trip, provide a description of the materials needed and the method to provide these materials.
 - h. a list of needed vaccines, immunizations or inoculations needed for travel to the area(s) on the itinerary and the date(s) to be given to all participants.
 - i. a copy of the trip permission sheet to be signed by all parents of minor children
 - j. a completed and signed volunteer form for all adult participants, who are not employed by the school or a denominational organization and verification that the organization has conducted an appropriate personal background/reference screening of the individual
5. Upon receipt of the Out of Division Trips Form, the North American Division Office of the Secretariat shall inform the General Conference Department of Education, who in turn shall communicate with the Director of Education of the division to be visited.
6. All detailed arrangements are to be made by the sponsoring organizations with those who will be involved in the area to be visited.

7. The touring group will be careful to always uphold Church standards in conduct, Sabbath observance, dress, etc. The political sensitivity of the area visited will always be considered, and great caution should be exercised in reporting or writing about the trip.
8. Groups and individuals will be advised of their personal responsibility for expenses incurred while visiting denominational institutions and/or personnel. No tour groups or individuals should expect denominational institutions or organization to care for gratis entertainment.
9. Prior to initial approval, local school boards must ensure that individual participants are provided adequate insurance for personal liability, injury, accident, or sickness.
10. All tour groups must have complete liability coverage to protect the denomination from liability risks
11. [All travel agent/agency agreements shall 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.](#) It is recommended that sponsoring institutions or organizations require all participants to sign [a code of conduct statement and "Assumption of Risk Form"](#) and all travel agents to sign a "Travel Agent's Indemnity Agreement" available from Adventist Risk Management.
12. [Trip directors must ensure that individual participants are provided adequate travel insurance for bodily injury and medical expenses caused by an accident, or sickness, and provisions for emergency extraction of individuals, if needed. Trip directors shall care-fully review any student accident insurance plans to determine if travel outside of the home country is included under the terms of their policy.](#)
13. No travel shall be approved to countries on the U.S. Department of State Travel Advisory level 3 or 4, which may be found at their web site, <http://travel.state.gov/>
14. The local school must review the U.S. Department of State Travel Advisory at least forty-eight (48) hours prior to leaving on the trip, to ensure that the travel advisory level has not changed,
15. All school-related groups that travel to a foreign country outside of North America shall check in with the local U.S. embassy or consulate upon entering the country.
(2021-22 NADWP FEB 05 40)

G. Safety and Insurance Regulations

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

1. Safety Regulations
 - a. Where possible, transportation of students for an off-campus activity is to be in a state-certified bus. When a certified bus is not available, students may be transported in a private vehicle which meets the requirements of the vehicle code of the state in which the school is located.
 - b. All bus drivers are to have a valid CDL license and are required to observe all governmental regulations pertaining to the safe operation of their vehicles.
 - i. All drivers will comply with governmental regulations concerning hours of driving, safety requirements and traffic laws. Drivers of any vehicle carrying passengers engaged in school-sponsored activities may not drive more than ten consecutive hours, nor more than ten hours out of fifteen hours. After that, they must not drive again for eight hours.
 - ii. At least one additional adult will be on the bus.

- c. When private vehicles are used for school activities, a responsible adult authorized by the school administration must ride in each vehicle.
- d. Vehicles used in transporting students will be properly maintained and in safe operating condition.
- e. Vehicles will meet government and insurance regulations as outlined in Code 8500-D, E

2. Insurance Regulations

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

H. Supervision Guidelines for Off-Campus Activities

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

<u>Level</u>	<u>Supervision</u>
Pre-K	1 for every 3 students
Grades 1-4	1 for every 5 students
Grades 5-8	1 for every 8 students*
Grades 9-12	1 for every 12 students **

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

*Overnight trips or activities for PK – 8 may require additional gender-appropriate supervisors.

**Overnight trips and activities require one for every ten students and may require additional gender-appropriate supervisors as determined by the local operating board.

3065 Parent-Teacher Conciliation Procedure

A. Purpose

The following conciliation procedure based on Matthew 18 and 1 Corinthians 6 will be used for resolving problems that may arise between parents and teachers.

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

This procedure pertains to misunderstandings between parents and teachers. It should not be used for handling disputes over student misbehavior or employment practices (see Code 3500, 9615)

B. Procedure

1. **Step One**
The parent should first talk with the teacher and attempt to resolve the problem informally. If the problem persists, each additional step shall be employed until the problem is resolved.
2. **Step Two**
The parent should then ask the school principal to help resolve the problem informally. (This step would be skipped if the teacher is also the principal.)
3. **Step Three**
The parent should then contact the local school board chair, who will attempt to resolve the problem informally.
4. **Step Four**
The local school board chair will convene a formal meeting of either the local school board's executive/personnel committee or full school board, depending on procedures adopted by the school board for such situations. When such a meeting takes place, the local conference superintendent must be informed of a potential problem.
5. **Step Five**
The parent should then contact the local conference superintendent and explain the problem in writing. The superintendent will attempt to resolve the problem by meeting with the parent(s), teacher, principal, and school board chair.
6. **Step Six**
The parent should then ask that matter will be referred to the local conference board of education or its duly appointed committee that deals with such matters. The decision of the local conference board of education will be final.

3070 Promotional Activities

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

3075 Property and Premises Security

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

A. Security Lighting

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

B. Locked Doors and Windows

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

C. Security System

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

D. Night Watch and Security Patrols

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

E. Security Guards

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

F. Protective Lock Downs

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

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

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

3080 Publications

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

3085 Qualifications for Committee Membership

All teachers serving on local conference, Columbia Union, North American Division, or General Conference education and/or accreditation committees/commissions must be certificated with either internship, regular appointment, or transfer appointment status. Probationary, conditional, and/or non-certificated teachers will not serve on such committees.

3090 Satellite Schools

A. Definition:

A satellite school is an elementary school or junior academy that does not have the resources to offer secondary subjects and partners with a local conference senior academy, through a North American Division Office of Education approved process to provide secondary education on a temporary or long-term basis.

B. Protocol for Establishing a Satellite School

1. Elementary school or junior academy, the secondary school and the local conference office of education verbally agree to pursue this partnership
2. Elementary school or junior academy and senior academy completes the North American Division Office of Education application (see https://nad-bigtincan.s3-us-west-2.amazonaws.com/leadership%20resources/administration/administrator's%20filing%20cabinet/senior%20academy%20forms/SCP_Policy.pdf)
3. Application is approved by the respective school boards, the local conference office of education and local conference board of education
4. Local conference superintendent of education forwards approved application to the Associate Director for Secondary Education of the Columbia Union Conference.
5. Columbia Union Office of Education reviews and approves the application and schedules on-site campus visits with the Director for Secondary Education of the North American Division
6. Columbia Union Office of Education selects a visiting team
7. An onsite visit is scheduled by the team chair
8. The visiting team report is submitted to the North American Division Office of Education for approval by the North American Division Commission on Accreditation.
9. Memorandum of Understanding is reviewed annually, updated as needed, and submitted to the Columbia Union Office of Education, through the local conference office of education.

3095 School Bus Vehicle Operations

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

A. Bus Use

Buses will be used only for official activities of the Church and school and will not be loaned, leased, or rented to individuals or nondenominational organizations unless otherwise approved by vote of the local school board and securing of appropriate insurance coverage(s).
(2021-22 NADWP S 60 31-3, 31-6)

B. Maintenance

The school operating school buses will provide a plan for systematic inspections and regular maintenance of all chassis, suspension, steering, and brakes with work to be done by certified mechanics. The school administration will keep copies of the maintenance schedule and all other written records of maintenance current and available for review. All governmental regulations relating to school bus maintenance must be met. (2021-22 NADWP S 31-2)

C. Driver Record/Qualifications

All drivers shall be properly licensed and comply with all federal, state laws for class of vehicle being operated. The recommended minimum age for drivers shall be twenty-one (21) years. A minimum allowable age of nineteen (19) years old may be granted with the approval of the local conference officers. The driving record (Motor Vehicle Record) of each driver shall be obtained from the state records and reviewed on a regular basis. Drivers shall have an acceptable driving record during the previous three years with not more than two traffic citations and no accidents that result in a conviction of a misdemeanor or criminal charge while driving any vehicle. When a driver does not meet the above driving standard, he/she shall not be assigned to or retained for a driving position. (2021-22 NADWP S 60 31-4)

D. Daily Inspection

Daily before operating the bus, the driver will ensure that the bus is in safe mechanical condition, that it is equipped as required by law, and that all equipment is in good order. If immediate repairs cannot be accomplished, the school will arrange substitute transportation. (2021-22 NADWP S 60 31-6c)

E. Load Capacity

The school will not allow drivers to operate a bus while carrying more passengers than the official-rated load capacity. All vehicle occupants are required to wear seat belts and/or should belts as required by law and OSHA (Occupational Safety and Health Act of 1970) standards or the appropriate government agency. (2021-22 NADWP S 60 31-5)

F. Fifteen-Passenger Van Use

In the interest of safety, denominational organizations shall not purchase, lease, rent, or use fifteen-passenger vans for sponsored activities under any circumstances. Alternatives to fifteen-passenger-vans include minivans, SUVs, mini-school buses, fifteen-passenger school buses with dual rear wheels. (2021-22 NADWP S 60 31-7)

a.

G. Legal Compliance

Buses will meet all governmental requirements for safe operation.

3100 School Plant Expansion

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

1. A feasibility study that will include the following:
 - a. potential and projected enrollments
 - b. place of the proposal in the overall conference educational program.
 - c. site location, suitability, accessibility, adaptability, and possibilities for additional expansion.
 - d. financial projections.
2. The development of preliminary plans, involving a study of local building codes, together with local conference, Columbia Union, and North American Division requirements.
3. Building plans that are developed and approved in harmony with denominational policy.
4. Building and financial plans must be approved by the appropriate church organizations in accordance with denominational policies before construction may begin.

3105 Transcripts and Delinquent Accounts

Transcripts of academic credit **will not be released** until student accounts are paid or until satisfactory financial arrangements have been made. This policy statement will be published in the local school bulletin each year. It is strongly recommended that, upon student admission, a student's parent be required to sign a statement that acknowledges that the parent has been informed of, and agrees to abide by, this policy.

3110 Use of School Buildings by Other Organizations

If schools lease, rent, or loan all or part of their facilities to nondenominational organizations, the school will require the user to provide a certificate showing evidence they have general liability insurance with an additional insured endorsement naming the local conference or academy corporation as an additional named insured. \$3,000,000 limits of general liability insurance is recommended with no less than \$1,000,000 limits required. In addition, the nondenominational organization will sign an agreement holding the denominational owner harmless from any liability resulting from use of the facility. Insurance shall be from an insurer rated A Class or better from A M Best. Coverage will remain in force for the duration of the usage. Every lease must be approved by the local conference association's operating board. (2021-22 NADWP S 60 51)

3115 Child Protection, Volunteer Screening, and Criminal Background Checks for Volunteers

1. **Objectives**
 - a. The Seventh-day Adventist Church and School has a moral and civil duty to protect the children and youth entrusted to its care. The local community also has an expectation that the school will provide a safe haven for all children who attend.
 - b. The school is committed to providing safe, educational environments to help children and youth learn to love and follow Jesus Christ.
 - c. Jesus placed a high value on the protection of children (Mat-thew 18:1-6); therefore, child protection is an essential element in all school activities.
 - d. All volunteers referenced in this section include all adults, over the age of 18, involved in any capacity in the school and all church ministry leaders and officers voted or appointed by the local church consistent with the SDA Church Manual; volunteers voted or appointed by the conference, union, or the North American Division and its affiliates, as well as all registered

volunteers either from within or outside the North American Division voted or appointed to serve in the territory.

2. Volunteer Selection and Management

The work of volunteers is essential to the successful accomplishment of the school's mission and ministry. The management policies and procedures employed to supervise the work of volunteers must be consistent with the mission of the school and must support its successful achievement.

a. Selection and Screening of Volunteers:

- i. It is the responsibility of the local school to select, screen and manage trustworthy individuals to fill volunteer positions.
- ii. In selecting individuals for volunteer positions, only persons who support the mission of the organization should be recruited and selected.
- iii. The school shall adopt a practice that no adult will be considered for a volunteer leadership role in a school-sponsored activity until he/she has been known by the school for a minimum of six months
- iv. All volunteers are required to participate in a screening procedure that will include a signed Volunteer Ministry Information Form, wherever possible, a criminal background check, and it is recommended that there be three (3) character references, wherever possible. Individuals who submit incomplete forms will not be considered for a volunteer position.
- v. Background screening should be completed before the volunteer is allowed to serve.
- vi. All volunteer leaders, regardless of their previous experience, shall submit to the screening procedure provided by the church. The volunteer screening procedure should be updated for each individual every three (3) years.
- vii. The local school is responsible for the cost of implementing these screening procedures. The local conference may provide financial assistance at their discretion.
- viii. It is the duty and responsibility of the school to always maintain all volunteer information on a confidential basis.

3. Supervision of Volunteers

- a. Failure to comply with the established volunteer guidelines and code of conduct will result in the volunteer being asked to terminate participation in the school.
- b. All allegations of inappropriate conduct involving a child or minor will be promptly reported in accordance with local child abuse reporting laws and investigated by the leadership of the school. The school will respect the rights of all parties involved in the alleged incident and treat all matters concerning the situation discreetly and confidentially.
- c. Appropriate corrective action — discipline, counsel, or removal — will be taken when necessary.

4. Orientation and Training of Volunteers

- a. Provide all volunteers with an understanding of the school's mission and the expectation the school has for its accomplishment in a safe and abuse-free manner.
- b. Explain and provide in writing the expectations, code of conduct, and rules to be followed by volunteers in relation to supervision and interaction with children and youth. Reaffirm that alleged incidents of child abuse will be investigated and reported to authorities in accordance with local law.

- c. All volunteers will be required to participate in educational courses on child abuse (physical and sexual) and the necessary steps to be taken to prevent the occurrence of child abuse incidents.
- d. Training should include instructions on appropriate methods of physical contact to affirm children.
- e. Sex offenders are not allowed to volunteer in Seventh-day Adventist schools (2021-22 NADWP FB 20)

School Discipline and Safety

3500 Student Discipline Procedures

A. Purpose

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

B. Disciplinary Authority

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

C. Detention of Students

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

D. Corporal Punishment

Corporal punishment is forbidden in all Columbia Union Schools.

E. Suspension of Students

1. The principal, school administrative committee or delegated discipline committee, may suspend a student from school for a maximum of three school days for repeated and/or egregious, overt violations of school rules. Any action that would be beyond three days requires a hearing. (There may be extenuating circumstances that requires an initial suspension that extends beyond three days)
2. Evidence of prior corrective measures and parent notification should be kept on file in the student's folder.
3. Before readmission, the parent(s) of the suspended student must discuss and agree to the readmission conditions with school personnel, subject to the duration limits stated in subparagraph #1 above.
4. A teacher may temporarily remove a student from class until the problem is administratively resolved. The principal should arrange adult supervision of the removed student until the issue is resolved or until the student is under the supervision of the parent.

Procedures – The following procedures should be followed when suspending a student:

- a. The student must be given the opportunity to explain his/her version of the facts concerning the misbehavior before the decision to suspend is made.
- b. The student's parent must be notified of the suspension as soon as possible.
- c. Within 72 hours, a written statement will be given to the student and the parent explaining the circumstances causing the suspension, its duration, and expectations for future behavior.
- d. If the suspension exceeds three school days, the student and parent may request and receive a hearing before the local school board, or its designee, to determine if the behavior warrants the longer suspension.

F. Advice to Withdraw

Student behavior that warrants an expulsion may lead school personnel to advise the parent/guardian to withdraw the student from school.

G. Expulsion of Students

In EC-12 schools only the local school board has authority to expel a student upon the recommendation of the principal. In all senior academies, only the administration or its designated administrative/discipline committee has the authority to expel a student. Generally, expulsion is used only when other means fail to correct misbehavior.

Following the withdrawal of a student, the principal, as required by law, should determine whether the student has enrolled in another school. If the student fails to enroll elsewhere within the period required by law, the principal will notify the attendance officer of the local public school district by law.

The following procedures should be followed in expelling a student:

1. At a board and/or administrative/discipline committee meetings at which a hearing to consider student's expulsion is to take place, the following must occur at least three days before the hearing in the provision of written notice to the student/parent:
 - a. date, time, and place of hearing
 - b. reason(s) expulsion is being considered; and
 - c. student's and/or parent' right to appear at the hearing
2. The student and/or parent may request and receive a hearing before the group making the expulsion decision. At such hearing, evidence against the student will be explained and the student will be afforded an opportunity to respond.
3. Exception to providing both written notice and hearing prior to expulsion is permissible when in the judgment of school administration, the student poses either a continuing danger to persons' property or constitutes an ongoing threat of disruption to the academic process. In such circumstances, the school may suspend the student until the hearing occurs.
4. The student may voluntarily withdraw from school after receiving written notification of possible expulsion.
5. If the senior academy student and/or parent is not satisfied with the decision, either may appeal to the academy board for a hearing. The school board executive committee will hold a hearing, its decision may be appealed to the board whose decision will be final.

H. Parent

For purposes of this code item, “parent” can mean:

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

I. Hearing

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

3505 Substance Abuse Policies

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

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

3510 Weapons Brought to School

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

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

Weapon Definition: A “weapon” is defined as any gun, stun-gun, firearm, bomb, smoke bomb, explosive or incendiary device, poison gas, Mace, pepper spray, or knife with a blade exceeding three (3) inches in length. “Weapon” includes any device that is designed by its manufacturer or redesigned

and/or altered by another for use as a weapon. "Weapon" also includes any device in a student's possession while at school, on school property, or at off-campus school-sponsored function that the student intends to use as a weapon for the infliction of bodily harm or harm to property.

3515 Child Abuse Reporting Requirements

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

3517 Child Labor Laws

1. All student employment that provides financial compensation to the student for labor rendered, must fully comply with **all applicable** state and federal labor laws.
2. **School administrators shall familiarize themselves with federal and state legal requirements concerning wages and hours, child labor, age certification, working conditions, labor records, and regulations for health, sanitation, and safety, for the purpose of bringing the school into full compliance with such requirements.**
3. **Administrators of schools having industries engaged in interstate commerce shall familiarize themselves with all applicable federal and state regulations.**
4. **Questions concerning the broad application, the general interpretation, establishment of programs, standards and policies of the above laws as pertaining to Seventh-day Adventist schools, shall be taken up with the national office of the Department of Labor through the Office of Education of the North American Division. Items concerning specific information and details of day-to-day operations, such as eligibility, number of permits allowed, and working conditions, etc. are to be obtained from the regional offices of the Department of Labor.**
5. **School administrators shall keep themselves informed in respect to new labor legislation and its application as it is enacted.**
6. **Where required by law, school officials will secure employment certificates before students are employed. (2021-22 NAD WP FEA 40 40)**

3520 Fire/Safety Drills

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

1. Fires alarm sounds should be distinctive from all other alarms and loud enough to be heard in all school buildings and dormitories.
2. Each room or location in the school will have a designated route(s) to exit the school. A map of the school should be located in a visible location in the room, preferably near the exit door, with exit routes clearly marked. Teachers must acquaint students of each class with designated exit routes.

3. All staff and volunteers must participate during a drill, including administrative assistants and other non-teaching staff members.
4. Students should be taught that these drills are an exercise in discipline that someday may be needed for a real emergency. Students should be quiet and orderly, walking in a single-file line upon departure from the school.
5. Students should stand at a reasonable distance from the school in a designated line so the teacher can easily take record. Teachers must take attendance during the drill and immediately inform the school principal of any students who are missing. These students must be found before the drill is completed.
6. The principal, or designee, will signal when the drill is completed. Students should return in an orderly manner to their classrooms.
7. Fire/safety drills should be conducted at various times during the day. If chapel and/or assembly exercises take place, at least one drill should involve exiting from the meeting location.
8. Each school should prepare guidelines for other safety drills as required by state and respective local authorities. (2021-22 NADWP FEA 40 25)

3522 Emergency Procedures Manual

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

3525 Leaving Campus During School Day

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

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

3530 Safety Education Program

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

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

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

1. inspecting and routinely monitoring the school plant, grounds, and equipment to assure safe operation.
2. providing an orientation at the beginning of the school year to all personnel regarding procedures to be employed in emergency situations. (See Code 3522)
3. reporting all unsafe conditions to the local school board for remedy.

4. informing the local conference office of education, in collaboration with the local school board chair, of any unsafe conditions which pose a significant risk to students and/or potential liability to the school.

3535 Student Health Programs

A. Medical Examinations

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

B. Health Records

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

C. Immunizations

Immunization requirements of the respective states apply to Seventh-day Adventist schools. Proof of immunization must be presented to designated school personnel upon a student's initial enrollment. Students will be admitted in harmony with governmental standards. The school maintains these records through the duration of the student's enrollment.

Minimal immunizations required will include:

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

The principal/[head teacher](#) is to enforce these regulations and ensure an up-to-date record for each student.

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

D. Infectious/Contagious Conditions

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

E. Vision and Hearing Testing

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

F. Health Facilities and Services

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

G. First Aid Equipment

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

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

H. First Aid Certificate and Blood Borne Pathogens

All teachers shall have a current Red Cross First Aid Certificate (see Code 2000D). Teachers must have training in dealing with blood-borne pathogens and be vaccinated against Hepatitis B or have completed a certificate declining the vaccination. In boarding schools, work supervisors should have a functional knowledge of first aid procedures and dealing with the blood-borne pathogens. Local conference offices of education are encouraged to develop an exposure control plan for schools and periodically conduct training/review sessions for designated school personnel in dealing with blood-borne pathogens.

I. Student Hygiene

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

3540 Administering Medications

Teachers will not diagnose a health condition or give any internal medications, including aspirin. Any student who is required to take medication prescribed by a physician during the regular school day may be assisted by the school nurse or other designated school personnel if the school receives the following:

- a. a signed written statement from a physician detailing the time schedules, amount, and method by which the medications are to be taken.

- b. a signed written statement from the parent or guardian of the student requesting the school to assist the student in matters outlined in the physician's statement.

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

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

3545 Student Supervision

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

General EC-12 Curriculum Policies

3700 Definition

Seventh-day Adventist education reflects the philosophy and objectives of the Church. The Columbia Union Office of Education is responsible for preparing policies and procedures for curriculum planning and development and specific requirements for EC-12 schools (see Code 1515). Broad areas of the curriculum include religion, communication skills, science and health, mathematics, social studies, physical education, technology education and fine arts.

3705 Use of Approved Curriculum

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

3707 Course Outlines and Lesson Plans

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

3710 Guideline for Innovative EC-12 Programs

7. Procedure for Establishing Innovative Programs

- a. For permission to institute innovative programs, the school must submit a written request to the local conference superintendent. The request will be processed through the conference curriculum committee if it involves the curricular program.
- b. The written request must include definite plans outlining basic factors such as:
 - a. rationale
 - b. objectives
 - c. materials
 - d. budget
 - e. timeline
 - f. description of course or activity
 - g. evaluation plans – how the success of the course and students will be measured
- c. Progress reports are to be prepared at regular intervals and submitted to the local conference superintendent and curriculum committee.

8. Approval of Innovative Programs

1. The following types of activities require approval from school administration:
 - a. adjustments in class schedules in which the basic, total time requirements for classes are not altered.
 - b. adoption in use of supplementary materials
 - c. adoption of special teaching methods
 - d. establishment of in-service sessions for staff members
2. The following are types of activities or proposals that require local conference office of education approval:
 - a. major tours and extended field trips
 - b. outdoor classes or nature classes that are conducted at a location other than the school campus
 - c. schedules that set aside basic time requirements
 - d. course plans that set aside the required textbooks
 - e. adoption of special students' progress reports
 - f. use of mini courses designed to take the place of the prescribed curriculum
 - g. adoption of a curriculum plan involving the entire school or significant segment of the school program
 - h. adoption of any endeavor calling for extraordinary expenditures

3715 Alternative School Textbook Selection and Use

The textbooks listed in the *North American Division Elementary and Secondary Textbook List* have been officially adopted by the Columbia Union Board of Education and will be used in grades PK-12 in Columbia Union schools.

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

1. The academy curriculum committee or local school board, whichever is applicable, must submit to the local conference office of education a professionally sound reason for making the

alternate selection including an analysis of the cost. The request must be submitted on the Textbook Approval Request form and supported by the Textbook Evaluation Form. (see Appendix L)

2. The local conference office of education or conference curriculum committee will approve or withhold approval of the alternative selection and submit a report to the Columbia Union Office of Education.
3. Upon approval of the alternative selection, the local school board must annually update the local conference office of education.
4. Schools may not use alternative textbooks for subject areas, such as Bible, reading, or science, for which the Church has published textbooks.

3720 Baptismal Class

Each school administration will organize a baptismal class each year to give students opportunities to review the beliefs of the Church and be baptized as a public testimony of their acceptance of Jesus Christ's lordship.

3725 Chapel Services and Religious Activities

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

3730 Guidance of Students

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

3735 Instructional Materials and Equipment

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

3740 Inter-school Activities/Competition

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

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

1. The opportunity for developing student’s character and physical giftedness through athletics is aligned with the school’s mission.
2. The goals of the athletic program are integral to achieving student learning standards.
3. The allocation of time and resources for athletics does not minimize the focus on spiritual, academic, or social programs.
4. implementation of a deliberate plan to educate and mobilize parents, students, and coaches to positively impact surrounding communities for the glory of God and good name of the school; and
5. Required training is completed by all coaches, paid or volunteer, at all levels (elementary and secondary) to ensure the academic, physical, and spiritual safety of students before they begin coaching of any sport.

The Interscholastic Sports Plan shall be developed by the administration and athletic department in consultation with the faculty. It shall be approved and annually reviewed by the school board. (2021-22WP FEB 05 45)

3745 Parent-Teacher Conferences/Home Visitation

The school should schedule at least two formal parent-teacher conferences during the school year. Teachers should maintain regular contact with parents through periodic appointments, online Student Information Systems such as FACTS, Jupiter or its equivalent, text messages, telephone calls, church and school activities, classroom events, and home visitations, where possible.

3755 School Calendar

- A. Elementary, junior academy and senior academy school calendars will contain a minimum of 180 student-teacher contact days, except where state law mandates a higher number. Exceptions required by emergency situations will be made by either the state board of education/superintendent or by the local conference office of education.
- B. The following days may be counted as school calendar days provided the respective stipulations are met:
 - a. Registration Day
 - a. Significant student-teacher interaction is planned and occurred.
 - b. All instructional personnel are involved.
 - c. Registration is available to parents for a minimum of four (4) hours or as specified by the state if the standard is higher.
 - d. The agenda for the day is submitted to and approved by the local conference office of education.
 - b. Parent-Teacher Conferences

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

- C. Days that may not be counted as school calendar days
1. teacher convention and/or in-service days
 2. pre-and post-school teacher workdays
 3. teacher visitation days (unless classes are planned, and a suitable substitute teacher is provided)
 4. graduation, unless a minimum of four (4) hours of student-teacher contact is provided.

3760 School-Sponsored Public Functions

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

1. be conducted in accordance with recognized principles of correct decorum.
2. conform to the standards and principles of Seventh-day Adventist schools.
3. be free from all coarse and objectionable features in subject and in presentation.

3765 Standardized Tests

Standardized tests as voted by Columbia Union Board of Education and ordered through the local conference office of education, are to be employed for the following purposes:

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

3770 Student Organizations

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

3775 Week of Spiritual Emphasis/Week of Prayer

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

3780 Worship Periods

Principals, [residence hall](#) deans, [chaplain](#), and teachers will provide a devotional period for students each school day.

3785 Photo/Image Release Policy

All schools intending to use student photos, individual or group, for any school-related purpose such as [social media](#) promotions, websites, advertising, and publications, must secure signed release forms from parents before such photos are used. It is highly advisable that the parent(s)/guardian of each student enrolled sign the release form (See Appendix I) during registration. Release forms should be time-sensitive, considering the period of time a photo(s) is intended to be used and for what purpose.

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

EARLY CHILDHOOD EDUCATION

4000-4499

4000 Columbia Union Early Childhood Education

The Columbia Union has established within its Office of Education the Early Childhood Education program to provide oversight for out-of-home education and care provided to young children from birth to entrance into formal schooling (EC-12). Early Childhood programs are integral to the mission of the Church, providing early Adventist education and care for constituent church families and an outreach service to the communities where located. Early Childhood programs operated by churches and schools shall be in harmony with the policies and practices developed to ensure high standards of quality and to meet governmental regulations. (2021-22 NADWP FED 05 05).

4001 Early Childhood Education Philosophy

Early Childhood Education has its foundation in the Biblical imperative for purposeful training of the young child. We are admonished to teach the words of Holy Script “diligently unto thy children,” and to “train up a child in the way he should go” (Deuteronomy 6:7, and Proverbs 22:6, KJV).

The Columbia Union recognizes that the early education and care of young children is the beginning of a continual growth process. “Too much importance cannot be placed upon the early training of children. The lessons learned, the habits formed, during the years of infancy and childhood, have more to do with the formation of the character and the direction of the life than have all the instruction and training of after years” (Ministry of Healing, p. 380).

In partnership with the home and church, it is essential that a balanced early childhood program be established to meet the needs of a child's spiritual, physical, intellectual, social, and emotional development from birth to entrance into formal schooling. This focus has the full intention of affirming the value of each child and family, bringing them closer to Christ (2021-22 NADWP FED 05 10).

4002 Early Childhood Education Mission Statement

To provide young children with Christ-centered, developmentally appropriate experiences in safe, nurturing environments that are aligned with the beliefs and values of the Seventh-day Adventist Church (2021-22 NADWP FED 05 15).

4003 Early Childhood Education Vision Statement

To see young children growing in their love for God and love for others through purposeful integrated learning experiences in a caring Christian environment. (2021-22 NADWP FED 05 20).

4005 Early Childhood Education Identity

A Seventh-day Adventist Early Childhood Education program is operated by a local school or church. An early childhood program includes various age-appropriate services for young children and are generally known as

daycare centers, childcare centers, child development centers, preschools, or pre-kindergarten classrooms. etc. . Early Childhood programs operated by churches within school buildings must demonstrate that the school and local conference do not have operating responsibility. (2021-22 NADWP FED 25 05).

4006 Establishing and Maintaining an Early Childhood Program

Establishing a program is the responsibility of the local school constituency and/or local church board when it has been determined that the needs and interests of the constituency and community would be served. Programs should be established to serve families of young children with a curriculum infused with Seventh-day Adventist beliefs and values. Programs shall operate in harmony with denominational policies and governmental regulations. Each local conference, in collaboration with the local church or school and the early childhood program, is also responsible for determining whether an early childhood program is viable and sustainable and how much support may be needed to assist the early childhood program in maintaining its ministry. Options for operation include total local conference-based support, partial conference-based support, and/or separate incorporation. (2021-22 NADWP FED 25 10).

4007 Program Licensure and Annual reporting

Early Childhood programs within the Columbia Union Conference shall meet applicable denominational and governmental requirements for program licensure and/or registration and meet annual reporting protocols as required by denominational policy and governmental regulations. Every early childhood program within the Columbia Union should be licensed or meet the licensing requirements as stipulated by its governing civil authorities. If the State/Province does not allow for non-public early childhood programs to be licensed, the program should still meet the requirements for licensing and report such to their local conference office of education (2021-22 NADWP FED 25 20).

4008 Early Childhood Legal Issues

Each program has the responsibility to carry out policies that protect young children and program staff in compliance with governmental regulations for the jurisdiction in which the program operates. The Columbia Union or North American Division does not have the legal responsibility for any acts or omissions in the administration of a program. The early childhood program has the day-to-day responsibility, legal and administrative, to operate in cooperation with the local conference and in alignment with the policies established by the Columbia Union and the North American Division. (2021-22 NADWP FED 25 30).

4010 School-operated Child Care Programs

- A.** Local conferences may allow schools to operate childcare programs under carefully developed conference guidelines, administered by the principal, and supervised by the conference office of education. The operating board of the childcare program will:
 - 1. Comply with all applicable city, county, state, and denominational regulations.
 - 2. Employ trained personnel who meet local and state requirements for staffing.
 - 3. Require each employee to submit appropriate forms showing he/she has completed a criminal background check in harmony with any applicable state and federal laws.
 - 4. Submit completed forms to the appropriate authorities as required by law.
 - 5. Provide appropriate and adequate insurance coverage as prescribed by state, federal and/or denominational requirements.
- B.** Local conference offices of education do not fund any part of school-operated childcare centers.

4015 Criteria for Local School Establishing and Operating a Child Care Center

- a. a demonstrated need
- b. an adequate physical plant and equipment
- c. proof of ability to provide the necessary financial support
- d. ample budget control
- e. appropriate and sufficient curricular materials for the proposed offerings
- f. a projected continuing enrollment adequate for the financial and curricular needs of an effective program
- g. a director who meets state, county, or other legal requirements
- h. specific policies regarding organization, administration, finance, curriculum, and personnel that agree with the local conference office of education standards

4016 Opening a New Early Childhood Program

A church or school that seeks to open an early childhood program shall request and receive the Columbia Union Conference Early Childhood Program Start Up Packet. The request shall be made to the Early Childhood Associate Director at the Columbia Union Conference through the local Conference Superintendent. Once the packet is obtained, the church or school shall follow the steps outlined below:

Phase I: Intent to Operate and Phase II: Initial Steps

- a. A demonstrated educational need currently unmet by established program.
- b. Working collaboratively with the local conference office of education, the local church or school board(s) shall meet, for preliminary planning. All local conference requirements and criteria for opening an early childhood program shall begin at least one year in advance of its projected opening.
- c. A called constituency meeting of the church(es) or school(s) that propose to compose a program constituency (see Code 2510) that shall function in a manner consistent with code requirements serving as a representative agency of the school constituency. (see Code 5001-B)
- d. The duly elected early childhood program board, working collaboratively with the local conference office of education, shall recommend to the local conference board of education, that a local early childhood program be established.
- e. A physical plant that meets governmental safety regulations for operation and equipment.
- f. Proof of adequate and sustainable financial support (enrollment, membership, and tithe base).
- g. Appropriate budget for annual operation.

Phase III: Post Conference/Union Approval and State Licensing Application

The local conference board education shall review and approve the application then the local conference office of education shall make a preliminary site visit in the fall quarter of the program's first year to monitor progress.

- a. The local conference board of education shall recommend to the Columbia Union Board of Education that the program be approved for operation and be appropriately placed in the school accreditation cycle.
Note: A newly opened program shall have an accreditation visit in the second year of existence. The composition of the school accreditation team shall be determined by the local conference office of education.
- b. Curriculum approved by the local conference, Columbia Union, and North American Division Offices of Education.
- c. Provide sufficient amount of teaching materials to support the early childhood program.
- d. Adequate number of faculty and staff to provide effective instruction, meeting state or local policies.
- e. A qualified Seventh-day Adventist program director

- f. Prospective and sustainable enrollment that is adequate for the financial and curricular needs of an effective educational program.
- g. A program director whose workload is proportional to administrative duties.
- h. Specific policies regarding organization, administration, finance, curriculum, and personnel that agree with the local conference and Columbia Union Office of Education policies.
- i. Confer with local early childhood government agencies and apply for state licensure of the early childhood program.

Phase IV: Post State/Agency/Government License

- a. Address human resources issues [hiring, benefits, I-9, 501(c) (3)]
- b. Create a marketing, recruitment, and retention plan for the program.
- c. Create a strategic plan for the program.

4018 Relationship of Conference with Early Childhood Program

The conference board of education through the Office of Education is to provide oversight of early childhood programs at churches and schools within the conference. Some governance and administrative functions may be delegated to a center board and/or director and will require regular communication and close cooperation between the center and conference (2021-22 NADWP FED 20 10).

4020 Local Conference Early Childhood Education

The local conference serves as the employer. As such the conference should assume responsibility for early childhood programs and their employees as Early Childhood is under the auspices of the North American Division Office of Education and Early Childhood employees are local conference employees.

Each local conference with early childhood programs operating in churches and/or schools is to designate a person in the Office of Education to serve as the Liaison or Associate Superintendent for Early Childhood programs. This leader will work in collaboration with the Columbia Union Early Childhood Associate Director to implement and maintain an effective early childhood program within the conference.

Each local conference, in collaboration with the local church or school and the early childhood program, is also responsible for determining whether an early childhood program is viable and sustainable and how much support may be needed to assist the early childhood program in maintaining its ministry and for the length of time that support is needed.

Once the viability and sustainability are determined, for those that are deemed viable, options for continued operations should be explored. Those options include total conference-based support, partial conference-based support and/or separate incorporation under denominational status as provided for in 2021-22 NADWP BA 25 and C 47.

- 1. If providing conference support is not an option and the conference feels that the early childhood program is financially viable, can operate on its own accord and is mission-directed, the final option to be considered may be separately incorporating under 2021-22 NADWP BA 25 and C 47. This is not a preferred option, but if entered into there are some recommendations to be considered:
 - a. It is recommended that legal counsel be sought and that the Conference and the Early Childhood program work closely with the Office of General Counsel to be sure that their

business, corporate and governance plans are in alignment with 2021-22 NADWP BA 25 and C 47 and that the plan is legally sound. That the following areas of concern be addressed by the local legal counsel:

- i. Where the early childhood is a stand-alone program, there must be a rental agreement between the early childhood program and the local church.
- ii. There must be signed consent that the early childhood program will operate within the mission and practices of the SDA Church.
- iii. The early childhood program must file for its own Employer Identification Number (EIN) from the federal government.
- iv. The early childhood program must file for a local and county business license(s) as a corporation, partnership, or independent business owner, as applicable.
- v. The constituency, (ownership) must comply with the requirements of 2021-22 NADWP BA 25.
- vi. A governing board must be formed as a separate entity of the local church.
- vii. The early childhood program must be accredited by the Accrediting Association of Seventh-day Adventists Schools, Colleges and Universities, Inc., (AAA) or must demonstrate evidence of being in the process of obtaining accreditation. The program must be accredited within two years of receiving denominational status.
- viii. The early childhood board cannot be chaired by the local church or school chair, the church pastor, or any other local church board member or school administrator.
- ix. No more than 25% of the early childhood board membership can be members, administrators or board of the local church or school.
- x. The early childhood board must develop its own corporate documents (constitution and bylaws).
- xi. State licensure becomes a local issue and operational applications must be resubmitted based on the new business format.
- xii. Conferences, churches, and schools must be aware that business and income taxes may apply and that there is potential for Unrelated Business Income Tax (UBIT) to be assessed.
- xiii. Conferences, churches, and schools must also be aware that there is a potential for loss of property tax exemptions currently enjoyed by the facility.
- xiv. If non-profit status is desired, the early childhood program must file for their own non-profit, 501 (c) (3), status.
- xv. The early childhood program must be responsible for processing their payroll, employee taxes, employee benefits, insurance, etc.
- xvi. Risk management and loss control becomes a local issue.
- xvii. All programs must meet the requirements of 2021-22 NADWP S 60 which sets minimum insurance coverage limits and becomes the responsibility of the early childhood program.
- xviii. State, provincial, and federal regulations such as CACFP and OSHA become a local responsibility.
- xix. Playground, pest control and hazardous material inspections become a local responsibility.

- xx. Human Resources is the responsibility of the early childhood program.
 - xxi. Legal counsel and auditing services must be retained by the early childhood program.
 - b. This policy is not to be considered as an option to avoid adherence to the Affordable Care Act (ACA), it is to be considered as an alternative administrative and business model with continued connection to the church.
 - c. Programs that incorporate with denominational status are strongly encouraged to provide equitable wages and benefits, inclusive of health benefits.
2. If local conference support is not an option and the early childhood program, conference or church does not want to separately incorporate, even if the early childhood program is viable and sustainable and mission-directed, the early childhood program must be closed or become independent and no longer considered as part of the Seventh-day Adventist school system. (2021-22 NADWP FED 20 05)

4025 Local Conference Early Childhood Liaison/Associate

Each local conference with early childhood programs operating in schools and churches is to designate a person in the local conference office of education to service as the Liaison or Associate Superintendent for early childhood programs. This leader will work in collaboration with the Columbia Union Early Childhood Associate Director to implement and maintain an effective early childhood program within the conferences.

4030 Local Conference Board of Education and Early Childhood Programs

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

4035 Early Childhood Program Accreditation

Early childhood program accreditation provides a means by which programs examine the quality of their organization, program, and services. All early childhood programs must be accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc. (AAA). It is the responsibility of the local conference office of education, in consultation with the Columbia Union Early Childhood Associate Director, to regularly schedule program accreditation visits for early childhood programs.

The *Standards for Accreditation of Seventh-day Adventist Early Childhood Education Programs* provides guidelines by which early childhood programs may systematically determine the degree to which they are meeting the standards for accreditation.

4050 Early Childhood Program Constituency

The Early childhood program constituency consists of those parties that assume responsibility for the overall operation of the early childhood program in cooperation with the local conference office of education. The constituency should be defined by one of the following:

- a. an early childhood program constitution
- b. the local church board sponsoring a church-based program
- c. in a school-based program, as may be identified by the school constitution.

Meetings of the program constituency shall be as specified by the respective constitutions but must be at least once a year.

4055 Early Childhood Year of Operation

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

4060 Early Childhood Program Board

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

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

4065 Closing an Early Childhood Program

Closing a program shall be by official action of the program constituency after consultation with the local conference office of education and Columbia Union Early Childhood Associate Director. The local conference office of education shall ensure safekeeping of all records for the length of time specified by governmental regulations.

4100 Admission to Programs

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

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

4105 Attendance of Non-Seventh-day Adventist Families/Students

Programs often serve both Adventist and non-Adventist families with a Christ-centered education that is consistent with the beliefs and values of the Seventh-day Adventist Church. Orientation should be provided for non-Seventh-day Adventist and non-Christian families regarding the holistic philosophy of Seventh-day Adventist education and the importance of such daily activities as prayer, Biblical lessons, and stories.

4110 Children with Special Needs

Programs usually do not have the equipment or specialized staff required to adequately service students with special needs and may not be able to admit such children.

4115 Parental Involvement

Each program shall adopt policies and practices that create an effective partnership between the early childhood program and parents. Policies shall include, but not be limited to, regular and emergency communication procedures, visitation protocols including custody, parent meetings and conferences, monitoring child development, conflict resolution, children's health guideline and procedures. These policies should be included in a parent handbook that is distributed upon admission and updated annually.

4150 Children's Records

Programs shall create a cumulative file for each child admitted. This record shall include such information such as: verification of date/place of birth; contact information of parent-guardians; legal information regarding guardianship or custody; written reports of communication between the program and parents; the child's attendance; and the child's health record including an immunizations record, allergies and/or dietary needs; safety incidents involving the child; disciplinary actions concerning the child; and assessments or observations about the child's learning and development. All records shall be maintained in compliance with governmental regulations.

4151 Right of Privacy

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

4155 Supervision

Programs shall develop and implement a supervision plan to ensure the well-being and safety of the children. It must meet or exceeds standards of care and governmental regulations expressed as teacher-child ratios. Each program shall employ personnel in numbers necessary to meet the needs of the

children enrolled as well as the North American Division Early Childhood Developmental Learning Standards. At least one employee must always be within sight and sound of the children.

4160 Discipline

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

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

4165 Visitors

Programs should only welcome visitors that are current or prospective parents/guardians, other educators, and governmental officials. As far as possible, repair and maintenance personnel, should not be on the premises during normal program hours of operation. For the safety and security of the children and employees, all visitors should report to the early childhood program office to sign in and obtain a visitor's badge. Visitor badges must always be worn while in the school and should be returned before leaving the building. Parents are welcome to volunteer or observe in classrooms. Prospective families should always be escorted during visits to the program.

4170 Health Record

Each program is to maintain a health record for each child admitted to the program in compliance with governmental regulations. Admission should be only upon submission of a physician's current physical examination report and the child's up-to-date record of immunizations. Policies and procedures that meet or exceed the governmental requirements for immunization are to be adopted, including dispensing of medications, exclusion for certain illnesses, food handling, program hygiene, and cleanliness such as hand washing and disinfecting.

The illness of any child or program staff should be documented on a record or log. It is the responsibility of each classroom teacher and/or caregiver to maintain the log accurately. A program should develop a process for recording and reporting children's illnesses to parents and/or physicians.

4175 Children's Safety

Staff shall always assume responsibility for the health and safety of the children. Children are never to be left alone. They must always be within the sight and hearing of the supervising staff member. Safety rules should be explained to the children on their first day of attendance at the program. Age-appropriate activities must be utilized to protect students.

The center shall have and maintain first-aid equipment and supplies as required by governmental regulations. All personnel should hold current first aid certification. At least one staff member who has

successfully completed CPR must always be present during hours of operation. A CPR-certified individual must accompany children on off-site field trips.

4180 Accident Insurance

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

4181 Emergency Preparedness

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

4182 Environmental Safety

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

4183 Health and Safety Recording

It is the Early Childhood director's responsibility to notify the following (as applicable) fire department, health department, insurance agency, state or provincial licensing authority, as well as the local conference and Columbia Union Office of Education in all cases, within 24 hours by telephone, followed by a written report when any of the following situations occur:

- a. injury that requires treatment by a physician,
- b. any incident that requires emergency medical service,
- c. a fire during the hours of program operation, and
- d. animal bites.

4184 Communicable Diseases

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

4185 Child Abuse and Neglect

Each local conference will ensure the development of a process which complies with governmental regulations for reporting child abuse and neglect. Early childhood program personnel, as mandated reporters, are legally required to report suspected cases of child abuse and neglect.

4200 Early Childhood Curriculum

Curriculum is defined broadly to include all learning opportunities, both formal and informal, that guide and support children's development. Early childhood education includes dynamic learning experiences

that foster young children’s spiritual, physical, mental, and social needs in a caring environment. Early childhood education curricula include a broad range of developmentally appropriate practices.

4205 Curriculum Materials

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

4210 Instructional Supervision

Each local conference will ensure the development of an early childhood supervisory process that aligns and/or complies with:

1. the increasing knowledge of child development from research
2. best practices
3. governmental regulations that recognize an increasing need for specialized knowledge in the education and care of young children.

Each program director, in consultation with the local conference office of education and Columbia Union Early Childhood Associate Director, shall adopt and implement a plan for regular personnel performance reviews to ensure that high standards for early childhood education are met and maintained. Supervision and evaluation of instructional personnel should include plans for continued professional improvement.

4215 Assessment of Child Development and Progress Reports

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

The local conference office of education, in consultation with the Columbia Union Early Childhood Associate Director, shall develop and adopt report forms for early childhood education for use in early childhood programs.

4220 Offsite Activities

Young children enrolled in early childhood education will benefit from authentic learning experiences outside of the program. Offsite learning activities (field trips) should only be:

- a. for Pre-Kindergarten and Kindergarten students
- b. provided within the normal hours for program operation, and
- c. planned as age-appropriate activities integral to the curriculum.

All planned offsite activities should meet denominational standards and must meet governmental regulations for supervision and safety of children including transportation requirements for young children.

4250 Authority to Employ

The local conference board of education has delegated authority from the conference executive committee for governance and oversight through the conference office of education for school-and church-based early childhood programs within the conference. The local conference is the employer of

all church and/or school early childhood employees, most often delegating the hiring of educational personnel to the board of education. The conference board of education may delegate the recruitment, assignment, evaluation, and supervision of early childhood employees to the program administrative director and/or board. Program board action to employ and discontinue employment shall be reported and recorded by the conference board of education.

4255 Criteria for Employment

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

No person shall be employed in any capacity in a Seventh-day Adventist early childhood education program who:

- a. is not a legal resident
- b. has been convicted of a felony
- c. who has exhibited unethical or immoral conduct that would put children at risk.

To ensure children's safety each prospective employee shall have current childcare licensing as required by the governmental regulations and shall have completed a comprehensive criminal background check utilizing fingerprint identification prior to reporting to work.

4260 Employment Status

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

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

4265 Early Childhood Education Employment

The conference board of education has the delegated authority to oversee governance and employment for local early childhood programs within the conference. Some employment functions such as the

recruitment, assignment, evaluation, and supervision of early childhood employees may be delegated to the local early childhood program board and/or administrative director. As the employing authority the conference board of education shall take action on all employment or discontinuance of employment recommended by local early childhood program boards (2021-22 NAD WP FED 30).

4267 Criteria for Employment

Individuals employed in local early childhood programs shall affirm their commitment, while on the job or representing the institution, to uphold the mission, beliefs, and values of the Seventh-day Adventist church, abide by all denominational early childhood policies, and shall demonstrate the personal qualities and interests that will ensure the safety and well-being of young children (2021-22 NADWP FED 30 10).

4270 Employment Positions

The local conference shall, in consultation with the Columbia Union Associate Director for Early Childhood Education, create job descriptions that are aligned with standards of quality and governmental regulations. Such job descriptions shall be consistently applied to all early childhood program positions in a conference. The following are typical job assignments with a brief summary of responsibilities.

1. Administrative Director –

The leader of a local early childhood program is the administrative director with specific responsibilities and duties as assigned by the conference and as described by denominational policy and governmental regulations. This leader has direct responsibility for the overall operation of an early childhood program with an enrollment of no less than 45 full time equivalent children, and where more than 50% of the work hours are spent on administrative tasks that must be neither clerical nor teaching/caregiving. An administrative director meets the federal government's criteria for an exempt employee qualifying him/her for salary compensation and benefits as outlined by the local conference. As outlined by governmental regulations, this generally qualifies the director as a salaried/exempt employee. To ensure the mission and purpose of Seventh-day Adventist early childhood programs all newly hired directors shall be Seventh-day Adventist church members.

General functions of the administrative director include, but are not limited to:

- a. Provide leadership in establishing a positive spiritual climate and directing an age-appropriate program of religious activities.
- b. Supervise all staff and provide professional development to meet regulations and improve program quality.
- c. Ensure individual child engagement and development.
- d. Monitor child health and safety in program activities.
- e. Create verbal and written channels for positive and regular communication with families.
- f. Provide leadership in preparing for program evaluation.
- g. Oversee licensures and regulatory compliance.
- h. Administer the program in accordance with denominational policies for early childhood education (2021-22 NADWP FED 30 25)

2. **Site Director** –has direct responsibility for the overall operation of an early childhood program with an enrollment of less than 45 full time equivalent children and more than 50% of the assigned work hours are in teacher/caregiving and /or clerical functions (non-administrative tasks). The Site Director shall be classified as a non-exempt hourly employee.
3. **Assistant Director** - supports the administrative director and assists with responsibilities for the overall operation of an early childhood center and becomes directly responsible in the director’s absence.
4. **Head Teacher/Lead teacher** –has direct responsibility for the care, supervision, management, and curricular planning for a group of young children in a center.
5. **Assistant Teacher** –assists the head/assistant teacher in the care, supervision, management, and instruction of young children. Assistant teachers must meet established requirements to be left alone with a group of young children.
6. **Teacher Aide**- assists the head/assistant teacher in the care, supervision, and management of young children. The teacher aide must be under the teacher’s direct supervision and never be left alone with a group of young children.
7. **Before and After-School Care Teacher** –has the same assignment, responsibilities, and requirements as the assistant teacher during specific times in a school-based program.
8. **Support Service Positions** –fulfill various job assignments that assist with specific center functions that do not include direct childcare or instruction. These include, but are not limited to, such positions as administrative assistant, receptionist, accountant, cook, custodian, maintenance, etc.

4280 Employee Orientation and Training

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

4286 Employment Records

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

4287 Discontinuance of Employment

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

4288 Resolution of Employee Issues

A congenial, collaborative working environment is vital for the success of all early childhood education programs. All personnel should seek ways to encourage and support each other. It is inappropriate for program personnel and clientele to engage in verbal disputes in the presence of children. Each program

shall adopt, in consultation with the local conference office of education, a process for conflict resolution between and among Early Childhood personnel and clientele.

4325 Financial Responsibility

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

4330 Early Childhood Funding

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

4335 Financial Operation

Generally accepted accounting practices shall be established and maintained in accordance with denomination policies and guidelines applicable for the sponsoring church or school. In consultation with the local conference, a program board may choose to either:

- a. to establish separate financial operations, records, and reporting, or
- b. create the early childhood program financial reports must clearly show the financial standing of the program through accurate monthly reporting on an income and expense report and other schedules as may be appropriate.

4340 Financial Management

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

4345 Audits

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

4350 Insurance Requirement

Each school or church with an early childhood program shall consult with the local conference to assure that insurance policies are consistent with denomination guidelines and appropriately protect the program, its young children, employees, and sponsoring entity. Insurance coverage should include such items as property insurance for the building and contents, general liability coverage, worker's compensation, and student accident insurance for the children enrolled. Transportation of children on program filed trips shall be in vehicles owned by the school/church or parent-owned vehicles only if they comply with all denomination policies for operation and insurance coverage. (see Code #8500 E)

4375 Ownership

An early childhood program is owned and operated as in integral part of an established Seventh-day Adventist school or church. In partnership with the local conference, the constituency of the school or membership of the church fulfills the role of early childhood program owner and designates the

oversight for operation of the program board or respective school or church board. In accordance with denominational policy, legal title to all property remains with the local conference.

4380 Facilities and Requirements

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

4385 Facilities and Equipment Safety

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

4390 Facilities Renovations and Repairs

The early childhood program facility should always be maintained in good repair and kept clean. All renovations and additions to facility must comply with governmental regulations. The local conference, facility insurer, and licensing authority must be notified of any proposed renovation. The program director must maintain a safe environment for all personnel and children during renovations. Major repairs should not occur during the hours of program operation.

SCHOOL-BASED PRE-K/KINDERGARTEN

4500-4999

4500 School-Based Pre-Kindergarten/Kindergarten

The primary purpose of school-based Pre-Kindergarten/Kindergarten programs is to provide opportunities for children to learn about Jesus Christ as their Savior in a safe, loving, caring, and intellectually stimulating environment. The young child should be immersed in a rich experiential environment which promotes the physical, social, emotional, spiritual, and cognitive development. This growth varies with children; therefore, each child will be assessed to determine if he/she will benefit from entering a formal learning environment.

Program Guidelines

C. School-based Pre-Kindergarten Stand-alone Program (four-year-old children)

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

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

1. Approval to conduct a school-based PK program must be obtained from the local conference office of education through the local Board of Education (see Appendix A)
2. Pre-K students must be at least four years of age on or before September 30, of the current school year unless states require, or the local conference sets an earlier entrance date.
3. Enrollment in a school-based stand-alone PK must be limited to 12 students (state requirements take precedence). A full-time teacher assistant is required for 13 or more students, with a maximum of 20.
4. All state and county standards and regulations for the care of four-year old children must be met.
5. Students enrolling in the school-based PK program must submit copies of the following:
 - a. official birth certificate
 - b. current immunization records (see Code 3535)
 - c. record of physical examination as required by Columbia Union Code and state, including information on any allergies (see Code 3535)
6. PK teachers must be Seventh-day Adventists who meet local conference and state requirements for staffing.

D. School-based Pre-Kindergarten/Kindergarten Combination Program, 4- and 5-year-old children

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

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

1. Approval to conduct a school-based PK/K program must be obtained from the local conference office of education through the local conference Board of Education (see Appendix A)
2. PK students must be at least four years of age on or before September 30, of the current school year unless the state, or the local conference sets an earlier entrance date. Kindergarten students must be at least five years of age on or before September 3 of the current school year unless state or the local conference sets an earlier entrance date.
3. A full-time teacher assistant is required when four-year-old PK students are present in the kindergarten classroom. A maximum of 15 students are permitted in the school-based PK/K classroom.
4. All state and county standards and regulations for the care of four-year-old children must be met.
5. Students enrolling in the school-based PK/K program must submit copies of the following:
 - a. official birth certificate
 - b. current immunization records (see Code 3535)
 - c. record of Physical examination as required by Columbia Union Code and state, including information on any allergies (see Code 3535).
6. No other grades can be combined with the school-based PK/K program.
7. A developmentally appropriate curriculum and activities must be implemented for the PK students, independent from the regular kindergarten program. PK student activities should be primarily-hands-on, and not paper and pencil oriented.
8. Kindergarten teachers must be Seventh-day Adventists who meet North American Division Office of Education certification requirements.

E. Kindergarten Stand-alone Program, Five year-old children

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

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

1. Approval to conduct a Kindergarten program must be obtained from the local conference office of education through the local Board of Education (see Appendix A).
2. Kindergarten students must be at least five years of age on or before September 30, of the current school year unless states require, or the local conference sets an earlier entrance date.
3. The recommended enrollment in a stand-alone Kindergarten classroom without a teacher assistant is limited to 18 students. A full-time teacher assistant is required for 19 or more students, with a maximum of 25.
4. Students enrolling in the kindergarten program must submit copies of the following:
 - a. official birth certificate
 - b. current immunization records (see Code 3535)
 - c. record of physical examination as required by Columbia Union Code and state, including information on any allergies (see Code 3535).
5. Two daily sessions (morning and afternoon) will be considered a full-time load for kindergarten teachers. Where a school has only one session, morning or afternoon,

additional duties equivalent to those of other faculty members will be assigned by the principal for a teacher to be classified full-time.

6. Kindergarten teachers must be Seventh-day Adventists who meet North American Division Office of Education certification requirements.

F. K-1/K-2 Combination Program

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

Combination K-1/K-2 programs must meet the following guidelines:

1. Approval to conduct a K-1 or K-2 program must be obtained from the local conference office of education through the local Board of Education (see Appendix A).
2. Kindergarten students must be at least five years of age on or before September 30, of the current school year unless states require, or the local conference sets an earlier entrance date.
3. Kindergarten students are limited to a K-1 or a K-2 program in a multi-grade classroom. Additional grade levels may be added only if a full-time teaching assistant is approved by the local conference office of education and a separate area for instruction is provided while the kindergarten students are present. The kindergarten assistant will work under the direct supervision of the certificated teacher.
4. Four year-old children shall not be admitted to any K-1/K-2 classroom.
5. The recommended enrollment in a K-1 or K-2 classroom without a teacher assistant is limited to 12 students. A full-time teacher assistant is required for 13 or more students, with a maximum of 16.
6. Students enrolling in the school for the first time must submit copies of the following:
 - a. official birth certificate
 - b. current immunization records (see Code 3535)
 - c. record of physical examination as required by Columbia Union Code and state, including information on any allergies (see Code 3535)
7. The teacher must be a Seventh-day Adventist who meets North American Division Office of Education certification requirements.

4600 School-based Pre-K/Kindergarten Operating Standards

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

1. Local conference offices of education will determine salary and funding of school-based PK-2 classrooms based on local policy, state requirements and experience/training of the teacher.
2. The North American Division Kindergarten curriculum, which fosters a developmental educational approach, is to be implemented.
3. The *Columbia Union Conference Stand-Alone PK/K Guidelines* (see Appendix A) is to be followed.
4. The local conference should follow the *Columbia Union Wage Scale*.
5. Any deviations from the above recommended guidelines must be processed for approval by the local conference office of education.

ELEMENTARY SCHOOLS

5000-5999

General Operating Policies

5000 Elementary School

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

5001 Opening a New Elementary School

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

1. Working collaboratively with the local conference office of education, the local church board or boards where a multi-church school constituency is proposed shall meet, in its preliminary planning, all local conference requirements and Code criteria (see Code 5005) regarding program viability/suitability, e.g., site approval, building size/classroom space (meeting governmental code/safety requirements), enrollment sustainability (current and projected), school budget, personnel funding (full time equivalent), etc. Note: Plans for opening a school shall begin at least one year in advance of its projected opening.
2. A called constituency meeting of the church or churches that propose to compose a school constituency (see Code 2510) that shall function in a manner consistent within Code requirements (see Code 2700-2999), serving as a representative agency of the school constituency.
3. The duly elected school board, working collaboratively with the local conference office of education, shall recommend to the local conference board of education, that a local church school be established, with appropriate funding and personnel planning in place.
4. The local conference office of education shall make a preliminary evaluation visit in the fall quarter of the school's first year to monitor program progress.
5. The local conference board of education shall recommend to the Columbia Union Board of Education that the school be approved for operation and be appropriately placed in the school accreditation cycle, consistent with Columbia Union and NAD Working Policy.
Note: A newly opened school shall have an accreditation visit in the second year of existence. The composition of the school accreditation team shall be determined by the local conference office of education.
6. A demonstrated educational need currently unmet by established schools.
7. An adequate physical plant that meets governmental safety regulations for operation and equipment
8. Proof of adequate and sustainable financial support (enrollment, membership, and tithe base).
9. Adequate budget for annual operation.
10. Curricular offerings approved by the local conference, Columbia Union, and North American Division Offices of Education
11. A denominationally certified faculty, adequate in number, to provide effect instruction.

12. Adequate curricular materials for proposed offerings.
13. Prospective and sustainable enrollment that is adequate for the financial and curricular needs of an effective educational program.
14. A principal whose teaching assignment is in proportion to administrative duties.
15. Teacher load and subject offerings that are in accordance with this Code.
16. Instructional time allotments as required by the local conference.
17. Specific policies regarding organization, administration, finance, curriculum, and personnel that is consistent with the local conference and Columbia Union Office of Education policies.

5010 Student-teacher Ratios in Elementary Classrooms (see Code 9100)

Elementary School

Six grades, in a multi-grade classroom, is the maximum load for an elementary school teacher.

Student-teacher ratios: The following are recommended maximum student-teacher ratios for Grades 1-8:

	No teacher assistant	With teacher assistant
1 teacher: 6 grades – with 1 st grade	12	18
1 teacher: 6 grades – no 1 st grade	15	20
1 teacher: 4 grades – grades 1-4	15	20
1 teacher: 2 grades – grades 5 -8	18	25
1 teacher: 2 grades – with 1 st grade	18	24
1 teacher: 2 grades – grades 2-8	22	27
1 teacher: 1 grade – grades 1-8	25	28
1 teacher: 1 grade – Kindergarten	18	25

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

5020 Student Supervision (see Code 3545)

Curriculum

5100 Areas of Study, Grades 1-8

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

A. Fine Arts

Including instruction and participation in art and music aimed at developing aesthetic appreciation and skills of creative expression, within the context of Seventh-day Adventist principles.

B. Computer Education

Including instruction in keyboarding, [computer](#) usage, application, and ethics.

C. Language Arts

Including instruction in the skills of speaking, composition, handwriting, listening, reading, and spelling, as well as knowledge of and appreciation for literature and language. These skills should fall within the context of the Seventh-day Adventist philosophy of literature selection, movies, and videos that develops discrimination in selection, preference of the beautiful and the true, and acceptance of responsibility for one's own choices.

D. Mathematics

Including instruction in concepts, computational skills, and problem-solving skills.

E. Physical Education

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

F. Religion

[Using the Encounter Bible curriculum which includes](#) instruction in Biblical history and principles as a revelation of God, and interpretation of the Bible from the Seventh-day Adventist perspective.

G. Science and Health

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

H. Social Studies

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

I. Other Studies

Including such other studies as may be prescribed by the conference [EC-12](#) administrative body such as practical arts, foreign language, and state history.

5105 Large Elementary [School Curriculum Committees](#)

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

5110 Religious and Patriotic Activities

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

A. Devotional Periods

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

B. Baptismal Classes

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

C. Patriotic Activities

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

D. Service Projects

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

5115 State Curriculum Requirements

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

Admission and Completion Requirements

5200 Requirements for Admission (see Code 4500)

A. Readiness

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

B. Minimum Age

Kindergarten children must be at least five years of age on or before September 30, of the current school year unless state requirements, or local school boards (with conference approval), set an earlier entrance date.

Students entering first grade must be six years of age on or before September 30, of the current school year unless state requirement, or local school boards (with conference approval), set an earlier entrance date.

C. Immunizations

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

D. Required Documentation

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

1. official birth certificate
2. current immunization records (see Code 3535)
3. record of physical examination as required by Columbia Union Code 3535

E. Compulsory Attendance

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

5205 Academic Placement Policy in Elementary Schools

A. Definition

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

B. Appropriate Grade Placement

1. Factors to be considered in determining appropriate grade placement for students not currently enrolled; transferring; or entering from a home-schooled program, a non-accredited school or unapproved distance learning program include but are not limited to:
 - a. chronological age
 - b. emotional, physical, and social development
 - c. scholastic achievement as determined by:
 - i. standardized achievement and criterion-referenced test scores
 - ii. teacher's observation of the student's ability to reason and to express ideas logically
 - iii. teacher evaluation of academic progress
 - d. readiness as indicated by recognized readiness tests

2. Requirements for Entering Ninth Grade
 - a. Students seeking matriculation as ninth graders who have been home-schooled or have not completed the eight-grade should be fourteen years of age by December 31st of the current school year.
 - b. Home-schooled students must provide data showing that they have completed the eight-grade level, such as standardized achievement test scores, report cards, evidence of teacher lesson plans, portfolios, list of textbooks used, and distance learning courses.
 - c. Students who have not completed the eight-grade must provide evidence that they are capable and/or ready for grade nine; evidence such as previously administered standardized achievement test scores, report cards, and portfolios. Schools are authorized to administer additional tests to determine if the student can function at the grade nine level.
 - d. Students must provide three letters of recommendation (school official, pastor, etc.) regarding the student's level of maturity and perceived ability to function at the grade nine level (work/study/social).
 - e. Submitted data/information should be reviewed by the school officials as soon as possible to determine the student's matriculation.
 - f. If school officials are concerned regarding the acceptance of earned credits, the school is authorized to administer national standardized tests, teacher-made tests, and/or have the subject-area teacher determine the student's command of the course material in an interview. The school reserves the right to reduce the amount of accepted credit on the basis of student performance. Accepted home-school semester periods and grades should be recorded on the student's transcript, but the grade should not be calculated in the grade point average (GPA). If the student or parent wishes to have home-school letter grades calculated in the GPA, credit by examination may be requested or accommodation will be granted according to state law.

C. Criteria for Acceleration

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

1. Students will have a composite score at the 90th percentile or above on standardized achievement tests.
2. Students will demonstrate satisfactory evidence of academic, emotional, and social readiness for acceleration or early completion of the school program.
3. The principal will submit to the local conference office of education a written request for acceleration of elementary students before advancing students (e.g., two years in one, or three years in two). Written approval from the local conference office of education will be kept on file at the school.

5210 Placement for Elementary Students too Young for Early Graduation

Elementary school may offer certain subjects for secondary credits to students too young for early graduation. The secondary subjects must meet the following criteria:

1. Columbia Union Office of Education authorization
2. presentation of course outline and objectives.
3. adequate instructional time
4. appropriate teacher certification
5. instruction within the regular school schedule.
6. adequate facilities and financing.
7. the teacher will issue the grade(s).
8. the local conference office of education will provide the official transcripts.
9. other options include release time to attend classes at an attached junior or senior academy or approved distance learning courses.

5213 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 the 7th grade level of the math component of a standardized achievement test.
- B. Algebra I must be taught as a separate class by a teacher holding current North American Division secondary math certification.
- C. The North American Division approved Algebra I textbook must be used and **will be** no older than five years.
- D. Course content is aligned with the *North American Division Secondary Mathematics Standards*
- E. Class time requirement of 200 minutes weekly as specified in the Columbia Union Education Code.
- F. The elementary school seeks prior authorization from the local conference and Columbia Union using the *Elementary School Offering Algebra I in the 8th Grade Form* **which must be completed and submitted annually on February 1st**. (see Appendix C)
- G. Local academy will provide the high school transcript.

5215 Testing for Transfer Students

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

5220 Bible Classes for Transfer Students from Non-Seventh-day Adventist Schools

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

5225 Eighth Grade Completion Requirements

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

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

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

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

B. Early Completion Requirements for the Elementary School

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

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

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

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

C. Performance-based Completion Requirements

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

5230 Student Citizenship and Attendance

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

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

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

5235 Retention

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

Libraries and/or Instructional Media Centers

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

A. Financing/Budget

Annual operating budgets will allocate adequate financial and organizational provisions for school libraries and/or instructional media centers, either a central or individual classroom libraries.

Each local school board will provide funds for upgrading and maintaining the school library and/or instructional media center with a minimum budget of **\$40.00** per student annually for books, periodicals, instructional media, software, and hardware. It is recommended that the library/instructional media fee be included in the registration charges and used exclusively for library/instructional media acquisitions.

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

Age-appropriate children's encyclopedias (digital and/or hardcopy not more than five years old), dictionaries, atlases, Bible concordances, Bible dictionaries, Spirit of Prophecy volumes (including the three-volume index), the Seventh-day Adventist Bible Commentary, and special volumes in the areas of nature, fine arts, careers, and supplementary subject area books should be available in numbers sufficient for classroom use. CD's and internet access for reference and research materials are acceptable alternatives. Some resources are available in digital form and should be made easily accessible to students. Appropriate digitized or manual accession records, card files and classification systems are to be maintained.

B. 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 access catalog (OPAC) with a barcode system.

C. Instructional Media

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

Budgetary allocations will meet the current minimum North American Division Office of Education recommendations for elementary schools that have the following:

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

D. Curriculum Materials

For assistance in selecting enrichment reaching materials for the curriculum, consult the current *North American Division Elementary Textbook List*.

Records and Reports

5400 Elementary School Recording and Reporting of Student Progress

A. Student Progress Reports

Elementary schools are to use student progress reports in the North American Division Dashboard in addition to other evaluative and reporting strategies. Information will be provided to parents about their child’s progress in subject areas, attendance, citizenship, and social relationships.

B. Reporting Periods

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

C. Alternate Forms of Reporting Student Progress

Any proposed alternative form of reporting student progress must be consistent with the Columbia Union Board of Education philosophy of student evaluation and **must** secure conference board of education approval.

1. Procedure for Securing Approval
 - a. The school must submit a local school board-approved written request to the local conference office of education, explaining reasons for the proposed

departure from the adopted program of student evaluation. The request should definitively outline basic factors such as rationale, objectives, form, and date for initiating the program.

- b. The school must submit the request at least three months prior to the proposed school year of implementation.
- c. Before implementation, the school board must receive written approval from the local conference office of education.

2. Criteria

- a. an evaluation of academic growth in all subject areas being taught
- b. an attendance record including both absences and tardiness
- c. the name of the student, grade/level, date of the report, name of school, local conference, and teacher
- d. provision for issuing quarterly reports
- e. use of a [grading](#) system that is readily transferable to the record-keeping protocol employed by the North American Division Office of Education
- f. appropriate explanations for all symbols used
- g. provisions for parent-teacher conferences
- h. a written statement of the rationale for the alternate evaluation system to be distributed to all school patrons

5405 Conferences

A. Parent-Teacher Conferences

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

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

B. Teacher-Student Conferences

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

5410 Cumulative Student Records

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

A. School Register

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

B. Cumulative Record

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

Student records must be kept in a fireproof safe or vault. The school's administration, teachers, guidance counselors and local conference office of education personnel may access student records. Parents, or the student if he or she is at least 18 years of age, may access student's record and may give written permission for access to other specific individuals. The principal is responsible for having student progress reports appropriately recorded in the respective cumulative records annually. Cumulative records may not be copied or transferred to another school without the written permission of the parent, or the student if he or she at least 18 years of age.

Student records may be forwarded to another school system or prospective employer at the written request of the parents, legal guardian, or the student if he or she at least 18 years of age. The cumulative record, which contains academic, testing and attendance information, along with health records may be sent. If the school closes, the school will send the permanent student records and other files to the local conference office for safekeeping (see Code 2100).

5415 School Opening and Closing Reports

School administration is responsible for ensuring that the data in the school's opening report is accurate by reviewing the report in the Adventist Education Dashboard/Data Rollup application by the end of the second week of school and the school closing reports within five days after the close of the school year. Questions regarding opening and closing report should be directed to the local conference office of education. The data for these reports is populated from the nightly imports from the school's student information system

The principal/head teacher is responsible to complete and promptly submit all forms required by the state department of education. Copies of all required forms submitted to the state should be provided to the local conference office of education. Copies of all required forms submitted to the state should be provided to the local conference office of education. Where questions may arise, administrators should consult with the local conference office of education.

5420 Standardized Test Reports

At a minimum, all students in grades 3-8 will be tested in the fall using the Columbia Union Office of Education adopted form of the achievement test. The local conference office of education will coordinate procurement of the tests and bill the schools according to policy. Standardized test results and additional planning reports will be submitted to the local conference office of education as requested.

Miscellaneous Elementary School Policies

5500 Daily School Schedule

Each teacher must prepare and prominently display a daily school and classroom schedule in harmony with local conference office of education policy.

5505 Length of School Day

The local conference office of education is responsible for keeping informed about state requirements of the length of the school day and inform schools accordingly.

Unless state regulations exceed these requirements, elementary schools will adhere to the following minimum schedules for classroom instruction:

1. Kindergarten – 20 hours per five-day week
2. Grades 1 and 2 – 25 hours per five-day week, exclusive of lunch period
3. Grades 3 and 4 – 30 hours per five-day week, exclusive of lunch period
4. Grades 5 through 8 – 30 hours per five-day week, exclusive of lunch period

A minimum school day will include four hours of instruction, exclusive of lunch period.

5510 Make-up Work for Regular Promotion

When students fail one or more subjects, the following procedures will be followed to encourage make-up work:

1. As soon as possible, the teacher will, in writing,
 - a. notify the student and parents about the failure
 - b. request an immediate parent-teacher conference
 - c. outline summary points of concern.

If no parental response has been received, phone contact with the parent should be made within 48 hours of the written notification.

2. During this conference, the teacher(s) and principal will discuss the options available to the parents and student, including local conference approved, accredited, online credit recovery courses, summer school, specialized tutoring.
3. If school officials and the parents agree on a plan that is mutually acceptable, both parties shall enter into a signed agreement that identifies the process and timelines for completing the make-up work.
4. The principal will send a copy of the agreement to the local conference office of education for approval.
5. If the agreement includes tutoring by someone other than a school employee, the agreement must detail the basis for accepting the make-up work.

5520 Subject Alternation Schedule

Certain subjects may be taught on a two-grade alternating basis including religion 1-4 and 5-8, social studies 1-8, health-science 1-8, and spelling 5-8. An alternation is indicated by the term “odd year” designating a school year ending in an odd number (such as 2022 -2023), and “even year” ending with an even number (2023-2024).

PK - 9 Junior Academies

5900 PK - 9 Junior Academies

An elementary program may expand to include grade 9. This requires authorization by the Columbia Union Board of Education subsequent to an on-site evaluation by a committee appointed by the Columbia Union Office of Education. The ninth-grade curriculum in a PK - 9 junior academy ~~will~~ **may** be structured as an extension of grades 7-8.

The purposes for adding ninth grade to an approved elementary school may include:

1. an additional year of Seventh-day Adventist education in the community and home environment of the student.
2. local budgetary considerations.
3. the age and maturity of the students.

5905 Criteria for Operating PK – 9 Junior Academies

When the Columbia Union Board of Education approves a PK – 9 junior academy, the following criteria must be met:

1. where a PK or K is included, a qualified kindergarten teacher will be added whose responsibilities are limited to a PK through K, or a PK-2 program. Facilities for the PK/K and or kindergarten are to meet requirements outlined by the local jurisdiction and the North American Division Office of Education. A kindergarten in a multi-grade classroom must be approved by the local conference board of education.
2. a demonstrated educational need for the ninth grade is not currently being met by established Seventh-day Adventist schools in the area.
3. an adequate physical plant and equipment, including library and multimedia materials.
4. an adequate budget that demonstrates financial support for the ninth grade that will not weaken the existing program.
5. a projected, continuing enrollment that is adequate for the operation of a PK – 9 junior academy programs.
6. no fewer than three appropriately certificated, full-time teachers in the organization of grades PK-9. Teaching assignments will provide equity of teacher load with a maximum ratio of four grades and twenty students per teacher.
7. classroom space that meets state/local square footage per student requirement.

5915 Multi-grade Classroom with Grades 7-9

In addition to criteria listed in Code 5905, a 7-9 classroom must meet the following criteria:

1. A minimum of one full-time teacher of full-time equivalent is required in a multi grade classroom that includes grade 9. A maximum of three grades (7-9) may be taught by the upper grade teacher with enrollment limited to a maximum of fifteen students (see Code 9100 for teacher load in grades 1-6).

2. The library/instructional media center collection will contain a minimum of 600 volumes (see Code 6300), with an appropriate grade-level distribution throughout and an acceptable classification system.
3. The annual library/instructional media center expenditure will be based on the provisions of Code 6300-B. Acquisitions will be made from the following:
 - a. current denominational and secular reference works such as dictionaries, encyclopedias, atlases, Ellen G. White publications, and commentaries (hardcopy, software, or on-line access)
 - b. periodical subscriptions that include appropriate denominational and secular publications (hardcopy and/or digital)
 - c. general library books with efforts made to maintain a balance in the collection (hard copy and/or digital)
 - d. newspaper(s) (hard copy and/or digital)
 - e. instructional equipment and materials
 - f. appropriate computer hardware and software
4. The following course offerings include required and elective courses (see below). Each school's proposed offerings will be approved annually by the local conference office of education and, upon approval, be submitted to the Columbia Union Office of Education by February 1 for final approval. Applications must meet requirements regarding teacher load, certification/endorsement(s) status of the lead teacher, and the certification and endorsements of any additional teachers who teach elective courses.
 - a. Religion/Bible
 - b. English I
 - c. Mathematics
 - d. Physical Education

Guidelines for elective include:

1. A maximum of one additional course may be taught by the full-time teacher.
2. Additional course(s) may be offered if taught by a certificated educator other than the regular full-time teacher.
 - a. Authorization for elective course(s) will be based on:
 - i. teacher certification including subject endorsements.
 - ii. total teaching load and assignments in both elementary and secondary grades.
 - iii. other assigned duties and responsibilities.
 - iv. school facilities and equipment.
 - v. appropriateness of the course for the grade level.
3. State requirements must be met when determining the elective(s) to be offered.

JUNIOR ACADEMIES (EC-10, PK-10, K-10)

6000-6999

General Operating Policies

6000 Junior Academy Authorization

Within the Seventh-day Adventist education structure, a junior academy offers an organized educational program that generally includes a combination of elementary level and the first and second years of the secondary level. Authorization to operate a junior academy program- is granted by the local conference board of education and approved by the Columbia Union Board of Education. Initial applications are sent to the Columbia Union Office of Education by the local conference superintendent on or before a date established by the Columbia Union Office of Education

Applications are sent to the Columbia Union Office of Education by the local conference superintendent on or before a date established by the Columbia Union Board of Education. The Initial application requires an on-site evaluation by a representative committee appointed by the Columbia Union Vice President for Education or Secondary Associate Director.

After schools receive authorization to offer secondary subjects, principals must submit annually a progress report and *the Re-Application to Teach Secondary Subjects* to the Columbia Union Office of Education by February 1. If the reports are satisfactory, authorization to operate will be continued; however, local conferences will evaluate junior academies regularly in harmony with school accreditation criteria.

6005 Criteria for a Junior Academy

A junior academy must meet the following criteria:

1. A demonstrated educational need not currently being met by Seventh-day Adventist schools in the area.
2. Substantial financial resources that when applied to grades 9 and 10, do not weaken the elementary school program.
3. Prospective and continuing enrollment, sustainable over multiple years that meets or exceeds the present and future financial and curricular needs of the educational program.
4. An adequate physical plant with appropriate equipment and materials for the grades and courses to be offered.
5. A library/instructional media center collection that meets or exceeds criteria stipulated in this Code (see Code 6300).
6. Acceptable financial practices in place, including adequate budget controls.
7. The appropriate number of certificated teachers, as determined to meet the Code requirements, for the size and type of school with proper subject-area endorsements valid for the junior academy.
8. An educational program organized to use the teacher's preparation and special skills effectively. The program may be departmentalized in grades 7-10. Teacher assignments to meet special subject-area needs in other grades may be permitted.

9. Course offerings for grades 9 and 10 are to be based on the Columbia Union-adopted curriculum (see Code 6105) and approved annually using the procedures outlined in this Code (Code 6100).
10. The credits that a student may earn are based on the provisions of this Code (see Code 6105, 7600).
11. Textbooks will be selected from the NAD approved secondary textbook list.
12. Teacher load will be based on the provisions of Code 9100 of this Code. Elementary and secondary subjects will be weighted on an equivalency basis in determining teacher load.
13. The school will maintain cumulative student records in accordance with Code 5410. Transcripts will be issued in accordance with Code 6515.
14. The Columbia Union-adopted standardized testing program will be followed (see Code 3765, 7625).
15. The semester period system for reporting course credits will be used in grades 9 and 10.
16. Ninth and tenth grade courses must meet the weekly time requirements stated in Code 7600.
17. State requirements will be met when determining electives that are to be offered.
18. School accreditation visits for of the junior academy will be planned in cooperation with the Columbia Union Office of Education to ensure Union representation (see Code 6005).
19. Acquire and maintain regional co-accreditation from Middle States Association. (Effective July 1, 2023, see Code 6515.)
20. The school will provide assurance to the local and Columbia Union conference offices of education that the above criteria, the specific criteria for the type of school, and the additional specific standards listed in this Code are met.

6010 Procedure to Obtain Permission to Operate a Junior Academies

The initial application to teach secondary subjects is submitted to the Columbia Union Office of Education by the local conference office of education by February 1 of the preceding year, using the “*Junior Academy Manual and Application to Teach Secondary Subjects*” [document](http://columbiaunion.org/education/school-evaluation-accrediting-agencies) (available at <http://columbiaunion.org/education/school-evaluation-accrediting-agencies>)

1. All listed signatures must be in place, with the voted actions, or the application will be considered invalid.
2. The Columbia Union Office of Education shall review the applications and assess the status of the elementary school to teach the particular subject. The Junior Academy Certification Review Committee shall be called into session by the Columbia Union Office of Education when necessary to process applications and or status reviews that require committee consideration and action. The Columbia Union Office of Education will be informed by the local conference superintendent, local school board chairperson, and the school principal, in writing, of the school’s status and requirements, if any, that must be met before permission to teach secondary subjects is granted.
3. The modified junior academy curriculum audit is sent to the principal by June 1 (i.e., by the end for the current school year).
4. The completed curriculum audit is sent to the local conference office of education by the principal and forwarded to the Columbia Union Office of Education by September 15 of the new school year. This audit takes the place of the Application Update.
5. The Columbia Union Office of Education shall meet to review the status of the school, taking account of the information noted in the curriculum audit.
The school can be:
 - a. approved, if certain criteria are met.
 - b. approved, with comments of concern that require remedy.
 - c. warned, if certain deficiencies specified in audit are noted.

- d. not approved, if the serious and/or continued deficiencies are noted.
6. When the “not approved” status is assigned, then Code 6000 is applied:
The school is placed on probation and notified by the Columbia Union Office of Education that if proper approval is not obtained before the following year, secondary courses offered by the school will not be recognized nor shall any course credit be accepted.
7. The Columbia Union Office of Education shall inform, in writing, the local conference office of education, the local school board, and the school principal of the school’s probationary status as voted by Columbia Union Board of Education.

6015 Transfer of Credits from Junior Academies

Senior academies will accept credits earned by students if the junior academy and its program have been approved by the Columbia Union Board of Education.

6020 Junior Academy Teacher Load (Code 9100)

Six subject preparations per day is the maximum load for a junior academy teacher. In a departmentalized program, the following elementary subject areas will be considered equivalent with secondary subjects when determining teacher load: Bible, language arts, math, science, and social studies.

Supervisory and co-curricular duties will be assigned by the principal as part of the teacher’s professional responsibilities.

6025 Failure to Obtain Permission to Offer Secondary Subjects and Transfer of Credits

Any junior academy that offers secondary subjects without obtaining Columbia Union Board of Education approval will be placed on probation. If proper approval is not obtained before secondary courses are offered by the school, academic credit for such courses will not be recognized or accepted by any secondary school in the Columbia Union.

Junior Academy Curriculum

6100 Authorization of Curriculum

After initial authorization by the Columbia Union Board of Education to offer secondary subjects, the junior academy will be subject to an annual review by the Columbia Union Office of Education as well as periodic on-site evaluations as scheduled by the Columbia Union Office of Education (see Code 6005, 6010).

6105 Basic Curriculum for 9th and 10th Grades

1. Grade 9
Religion I/Bible
English I
Earth Science
Algebra I
Elective
Health, P.E.
2. Grade 10
Religion II/Bible II
English II
Science (Biology recommended)
Geometry
Social [Studies](#) (World History recommended)
P.E.
3. Electives to be offered on the following basis:
Staff qualifications
School facilities
Student and community interests and needs

6110 Alternation Schedule

In schools where enrollment size makes it difficult to teach separate classes, junior academies may combine some ninth and tenth grade classes on the following basis:

1. Odd Year: (school year ends with an odd number, e.g., 2021)
Religion I/Bible I
English I
Social Studies (World History)
Algebra I
Geometry
Science
Physical Education
Electives
2. Even Year (school year ending with an even number, e.g., 2022)
Religion II/Bible II
English II
Science
*Algebra I
*Geometry
Physical Education
Electives
*These subjects must be offered each year.
3. Junior academy principals will consult with the local [conference](#) senior academy principal(s) to ensure that course offerings and textbooks correlate with those of the senior academy.

6115 Junior Academy Curriculum Committees

Local school boards of junior academies may appoint curriculum committees to develop and coordinate curriculum in accordance with Columbia Union and local conference policies. Membership may, at the discretion of school administration, include board members, teachers, parents, and other constituent members with expertise in educational matters.

Libraries/Instructional Media Centers

6300 Junior Academy Library and Instructional Media Center

A. Library or Instructional Media Center

Junior academies will provide library or instructional media center resources.

B. Library and Instructional Media Budget

Each local school board shall provide funds for upgrading and maintaining the library/instructional media center with a minimum budget of **\$40.00** per student annually for books, periodicals, hardware, and software. It is recommended that the library/instructional media fee be included in the registration charges and used exclusively for library/instructional media acquisitions.

C. Library Acquisitions

A school offering the ninth grade **is encouraged to** have a minimum of 600 books suitable for students in grades 7 through 9, in addition to reference books. An additional 750 carefully selected titles, or a total of 1,350 books, exclusive of reference works, for grades 9 and 10 **may** be provided in schools authorized to offer the tenth grade. Library books should be evenly distributed throughout the subject areas. There should be at least 50 suitable titles for collateral reading in each subject area being taught. **Schools may also use eBooks or audiobooks.**

D. Reference Books

Current dictionaries, encyclopedias, yearbooks, atlases, and almanacs are to be provided. Special reference resources are to be provided for research and enrichment opportunities in the area of religion including complete sets of Ellen G. White writings, hardcopies or eBooks, the Seventh-day Adventist Bible Commentary, and other religious resource materials. CDs and Internet access for reference and research materials are **expected**.

E. Periodicals

Annual periodical subscriptions will include both religious and secular publications. Among the journals and magazines that should be included are:

1. Seventh-day Adventist periodicals and magazines.
2. appropriate science periodicals.
3. new magazines or periodicals.
4. special magazines for girls and boys.
5. periodicals representing the major subject areas.

F. Instructional Media

The following factors will be considered in selecting instructional materials and equipment:

1. the learning needs of students.
2. the economic limitations of the school.
3. the utility and flexibility of the equipment and materials.
4. the readiness of the staff to incorporate the instructional media materials into the curriculum.
5. the availability of the equipment to students and staff.
6. the ease with which the students and staff may learn to use the equipment.

Miscellaneous Junior Academy Policies

6500 Applied Arts Courses

Applied arts courses [may](#) be offered to ninth grade students where adequate facilities are available. The requirement, however, can be met at the senior academy level.

6505 Grade Reports

Teachers in junior academies will report the final grades, amount of credit earned, and achievement test results to the local conference approved Student Information System within a specified time frame determined by the local conference office of education. Under no circumstances shall class tardiness be recorded as a class absence.

6510 Griggs International Academy

A. Alternative Programs for Learning Enrichment (APLE) Program

The APLE program is an alternative academic resource that allows schools to strengthen their curricular offerings by using courses offered through Griggs International Academy. The APLE courses are offered within the classroom setting with supervision provided by qualified [school personnel](#).

1. Criteria
 - a. an educational need that is not being met by a Seventh-day Adventist school in the area.
 - b. sufficient finances to cover the costs of the APLE program.
 - c. adequate facilities for the APLE program.
 - d. school board and staff willingness to work closely with the local conference, Columbia Union, and the Griggs International Academy in developing and following the program.
2. Procedure
 - a. The school board, recognizing its needs and in consultation with the local conference superintendent, develops plans and submits the completed application to the conference board of education for approval.
 - b. The application is submitted to the Columbia Union Office of Education for final approval.

- c. The Columbia Union Office of Education submits the contract and completed forms to Griggs International Academy.
- d. [Griggs processes the application and informs the school of its decision.](#)

B. Extension Class Plan – Griggs International Academy

1. Griggs International Academy has developed a teacher-directed program by which a teacher, not having a minor in a subject area but has accrued at least twelve quarter/nine semester hours of study in a subject area, may teach the course under direction of Griggs International Academy. The teacher and the students use the texts recommended by Griggs International Academy and follow the provided course outline. Under this plan, students submit lesson assignments to the teacher only.
2. The teacher determines the final grades. by averaging the daily work, and examination scores on the Griggs International Academy tests.
3. Costs for this plan are set by Griggs International Academy (see Code 7215).
4. Some states may have stringent limitation on using distance education for credit instead of face-to-face delivery. Schools wanting to use this program must consult the local conference superintendent of schools for an exact interpretation and application of state laws.

6515 Transcripts/Junior Academies

The junior academy issues transcripts for secondary credit courses taken if it has regional co-accreditation from the Middle States Association. By July 1, 2023, all junior academies must acquire and maintain regional co-accreditation from the Middle States Association. Transcripts for secondary credit courses taken at an affiliate campus, extension school, or through a distance education program are issued by the sponsoring secondary school.

6520 Child Labor Laws (see Code 3517)

6525 [Child Protection, Volunteer Screening and Criminal Background Checks \(see Code 3115\)](#)

6530 Student Supervision (see 3545)

SENIOR ACADEMIES

7000-7999

General Operating Policies

7000 Senior Academy

A senior academy is a school authorized by the North American Division Board of Education to offer an education program to meet the needs of EC-12 students. A senior academy offering only grades 9-12 may be a day or boarding school. It is operated by a school board within the guidelines or constitution of the supporting constituency and in accordance with the policies of the Columbia Union and conference boards of education. Local conferences operate or supervise senior academies. The local conference board of education may allow churches to operate EC-12 academies when approved by the Columbia Union Conference Office of Education and the North American Division Board of Education. (2021-22 NADWP FEA 25 10)

7005 Procedure for Obtaining Authorization for Senior Academy Status

Authorization to establish a senior academy is contingent upon the approval of local conference, Columbia Union, and North American Division boards of education as well as the local conference executive committee. The process for establishing a senior academy is described below. A timeline for application procedures should be prepared to ensure an orderly progression through the steps toward final approval.

1. The school board will receive the *Pre-Qualification Checklist for Achieving Senior Academy Status* and the *Application for Senior Academy Status*. Both forms are available at www.nadeducation.org.
2. Working in consultation with the local conference office of education, the school will complete the *Checklist*, review the application form, and develop the justification statement.
3. If both the school board and the local conference office of education consider the results of the *Checklist* and the review of the application requirements to be acceptable and the school board has approved the justification statement, the local conference office of education will request a review of the *Checklist* and justification statement by the local conference board of education.
4. If the local conference board of education approves the *Checklist* and justification statement, the school board will complete the *Application for Senior Academy Status*.
5. Upon completion of the *Application for Senior Academy Status*, the school board will submit it to the school constituency for action.
6. Upon approval of the application by the school constituency, the local conference office of education, through the Columbia Union Office of Education, will request an NAD on-site committee to visit the school. The on-site committee includes the following members:
 - a. a representative from the NAD Office of Education, who chairs the committee
 - b. the Columbia Union vice president for education or designee
 - c. one out-of-union director of education
 - d. one out-of-conference financial administrator
 - e. one member-at-large appointed by the chair
 - f. the local conference superintendent of schools as an inviteeThe travel expenses for the out-of-union director of education, the out-of-conference financial administrator, and the member-at-large will be paid by the local conference office of education.

7. The NAD on-site committee will report its findings and make whatever recommendations it deems necessary to the local conference board of education, with a copy to the local school board. The local school board will submit documentation to the local conference board of education showing appropriate compliance with the recommendations made by the NAD on-site committee.
8. Upon receipt of the *Application for Senior Academy Status*, the on-site committee report, and the school's response to the committee report, the conference board of education will make a recommendation to the local conference executive committee to approve or deny the application.
9. The local conference executive committee will act on the recommendation from the local conference board of education and, if the action is favorable, recommend approval of the proposed senior academy to the Columbia Union Board of Education.
10. The Columbia Union Board of Education will act on the recommendation from the local conference executive committee and, if favorable, recommend approval of the proposed senior academy to the NAD Board of Education.
11. The NAD Board of Education will act on the recommendation from the Columbia Union Board of Education.
12. Initial approval by the NAD to operate a senior academy will be for a three-year provisional period. During the third year, an accreditation visit by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities will be conducted, at which time the school will be expected to meet the standards for accreditation identified in the NAD Standards for Accreditation of Seventh-day Adventist Schools and any regional accreditation requirements that apply. (2021-22 NADWP FEA 25 15)

1. Accreditation of Senior Academies

1. Accreditation is extended through the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc., which is responsible for establishing criteria, school accreditation visits and approving institutions based on established criteria. The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc is the denominational accrediting authority for all educational programs operated in the name of the Seventh-day Adventist Church.
2. The process of accreditation reinforces the effort to achieve the highest standards in spiritual, physical, mental, and social interests. This is supported by the school accreditation visiting team that reviews the institution's achievements and reports to the school through the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities. Since accreditation status is reviewed periodically, every academy is required to engage in continual self-study and improvement.
3. The Columbia Union and local conference offices of education are responsible for implementing regularly scheduled accreditation visits of all conference schools.
4. Academies may seek co-accreditation through the collaborative accreditation agreements between Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc, and the respective regional accrediting associations.

Any Seventh-day Adventist school seeking co-accreditation of both denominational and regional accrediting agencies is required to maintain the voted co-accreditation status at least until the next scheduled full school accreditation visit. Failure to do so, either by not meeting the requirements as stated in the recommendations of the visiting committee or failure to pay the required dues and fees to the regional accrediting agency, will result in the Columbia Union Conference Office of Education's recommendation to both accrediting agencies that accreditation be withdrawn.

7015 Joint Operation of Senior Academies

The North American Division Office of Education approves the joint operation of senior academies by local conferences when mutually agreed upon and when the following conditions are met. In cases where more than one conference within the Columbia Union elects to operate an academy:

1. Joint operation will be only by authorization of the Columbia Union Executive Committee. Application for joint operation will be channeled through the Columbia Union Office of Education to the Columbia Union Board of Education which will, in turn, send a recommendation to the Columbia Union Executive Committee.
2. Joint operation will be based on a constitution approved by each participating organization.
3. A single operating board will govern the school. Membership will be constituted by the number of representatives mutually agreed upon by each participating organization. The position of chair and vice-chair will be determined by the Columbia Union Executive Committee.
4. Operating subsidies, capital improvement assessments, and all other financial assessments will be distributed as previously agreed upon, such as membership or tithe income or each participating organization.
5. Conference superintendents for each organization, with the Columbia Union Vice President for Education, will, by virtue of their offices, be members of the joint operating board. Relations with the Columbia Union will be the same as if operated by a single conference.

7020 Senior Academy Teacher Load (see Code 9100-D)

The maximum load for a full-time senior academy teacher is six subject preparations or six presentations per day. Each teacher should be allowed one preparation period per day.

Supervisory and co-curricular duties will be assigned by the principal as part of the teacher's professional responsibilities. If a teacher is asked to assume two major committee or sponsorship responsibilities, the maximum number of classes should be reduced by one. The term "major responsibility" includes sponsorships such as senior or junior class sponsor, student association, school paper, yearbook and number of committees chaired, and laboratory courses taught.

In assessing a teacher's load, the following factors will be considered:

- a. number of classes taught daily
- b. length of class periods
- c. total number of students in classes
- d. total number of students taught daily
- e. number of preparations each day and number of class assignments required for the courses
- f. other responsibilities assigned by the administration

Curriculum

7100 Senior Academy Curriculum/Academic Standards Committee

Each Columbia Union senior academy will have a curriculum committee to oversee its curricular offerings.

A. Membership

To be determined by the academy.

B. Functions

The committee's functions include:

1. Monitor the school's curriculum to keep it in harmony with Seventh-day Adventist educational philosophy published in the *North American Division Standards for Secondary Courses* issued by the North American Division Office of Education.
2. Review curriculum proposals.
3. Formulate/approve plans for special curriculum studies.
4. Share the academy's curriculum with its feeder schools.
5. Recommend alternate textbook selections or changes to the local conference curriculum committee. If a teacher desires to use a textbook other than those listed in the textbook list, the teacher should follow these steps:
 - a. Submit a written request to the curriculum committee including the reason for the request.
 - b. Submit a re-evaluation of the textbook after a suitable trial period.
 - c. The committee will forward its recommendation to the local conference curriculum committee for approval.
6. Identify issues and proposals to be considered by the Columbia Union Curriculum Committee for further consideration by the NAD Secondary Curriculum Committee.
7. Serve as liaison between the school, the local conference curriculum committee, and the Columbia Union Curriculum Committee.
8. Report all committee actions to the school administration for approval and implementation.

7105 Areas of Study, Grades 9-12

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

A. Language Arts

This includes instruction in the skills of reading, listening, thinking, speaking and composition, and a knowledge of, and an appreciation for, literature and the English language. The teaching of literature will be within the context of the Seventh-day Adventist philosophy of literature selection that develops discrimination in selection, preference for the beautiful and the true, and acceptance of responsibility for ones' own choices.

B. Fine Arts

This includes instruction and participation in art and music with emphasis upon developing aesthetic appreciation and skills of creative expression within the context of Seventh-day Adventist principles.

C. Health and Physical Fitness

This includes instruction and participation in activities designed to promote physical fitness, motor skills, healthful living, desirable attitudes, and habits of conduct. These activities will be concerned with development of skills that provide opportunities for recreation and worthy use of leisure time.

D. Mathematics

This includes instruction designed to develop mathematical understanding, operational proficiency, insight into problem-solving procedures and development of basic skills relevant to the world of work.

E. Religion/Bible

[Using the Encounter Bible Curriculum](#), this includes how to study the Bible, the doctrines of the Church, and instruction that provides opportunities for students to know God, His Church, His work, and His world. The focus is on making practical application of Biblical principals in developing a value system, in choosing a career, in establishing a home, and in participating in the fulfillment of the mission of the Church.

F. Science

This includes instruction in physical and biological sciences, with emphasis on basic concepts, theories, and processes of scientific investigation, and with appropriate applications of the interrelations and interdependence of the sciences. Basic to this approach is an understanding of the relationship of scientific methods and theories of biblical concepts and principles.

G. Social Studies

This includes instruction in United States and world history. United States and local government, citizenship, current events, geography, and economics.

H. Other Studies

1. Foreign Languages

This includes instruction designed to develop competence in understanding, speaking, reading, and writing the language.

2. Driver Education

This includes instruction designed to develop a knowledge of the requirements of the state vehicle code and other laws relating to the operation of motor vehicles, to accept personal responsibility in traffic, to recognize the cause, seriousness and consequences of traffic accidents, and to develop the knowledge and attitudes necessary for the safe operation of motor vehicles.

3. Computer Education

This includes instruction in coding and the use of prepared software such as word processing, spreadsheets, database, and desktop publishing programs.

4. Applied Arts

This includes instruction about home arts, industrial arts, business/computer education or agriculture, for general education, pre-vocational or occupational training.

Admission and Graduation Requirements

7200 Admission Requirements

Students entering a Seventh-day Adventist secondary school must give evidence of having completed elementary school or satisfactorily earned secondary credits from an accredited secondary program. The evidence may be in the form of official transcripts, diplomas, or progress reports showing successful completion of all required subjects for the eighth grade. If parents use progress reports as a basis for requesting admission, the academy may give provisional acceptance while determining if the elementary school can release the transcript showing that all financial charges have been cleared. The secondary school should also require evidence of satisfactory citizenship as a basis for admission.

7205 Graduation Requirements for Senior Academies

Each senior academy board, upon recommendation of the school's faculty and Curriculum/Academic Standards Committee, establishes the graduation requirements consistent with Columbia Union Education Code and respective accrediting agencies requirements. The Columbia Union Office of Education recommends that all academies offer two basic diplomas – College Preparatory Diploma and General Diploma. It is recommended that a College Preparatory program be offered as the basic course for all qualified students to pursue. Deviation from these recommended diplomas should be approved by the academy and local conference boards of education and in harmony with graduation requirements of the state and respective accrediting agencies.

A. College Preparatory

Students planning to attend college should earn the College Preparatory Diploma that requires passing grades for a minimum of 24 Carnegie units with the following minimal requirements.

- 4 English
- 1 Bible/Religion for each year in a Seventh-day Adventist Academy
- 3 Mathematics
- 3 Science
- 1 Applied Arts
- 2 Health and Physical Education
- 3 Social Studies, including 1 credit United States History and ½ credit Government
- 1 Fine Arts
- ½ Computer Applications
- ½ Computer Literacy
- 2 Foreign Languages
- Electives to meet a total of 24 Carnegie units

B. General Diploma

Students not planning to attend college may choose to take the general Diploma that requires a minimum of 22 Carnegie units with the following minimal requirements:

- 4 English
- 1 Bible/Religion for each year in a Seventh-day Adventist Academy
- 2 Mathematics

- 2 Science
- 2 Applied Arts
- 2 Health/Physical Education
- 2 Social Science
- 1 Fine Arts
- ½ Computer Applications
- ½ Computer Literacy
- Electives to meet a total of at least 22 Carnegie units

C. Residence Requirements

To qualify for graduation, students must attend the school from which they *intend* to graduate for at least the entire semester immediately prior to graduation. Exceptions must be approved by the academy’s Curriculum/Academic Standards Committee.

D. Completion of Course Requirements

All course work must be satisfactorily completed before the student receives a diploma.

E. Citizenship and Attendance

The student must maintain satisfactory citizenship and attendance as defined by the academy and published in the school bulletin. *Under no circumstances shall class tardiness be recorded as class absence.*

F. Graduation Requirements for Schools Establishing Standards-based Programs

Schools, structuring curricula in which students are expected to reach certain standards to be eligible for graduation must submit their proposals to the local conference board of education for approval. The local conference office of education will inform the Columbia Union Office of Education about such programs.

G. Early Graduation – See Code 7210 D

7210 Advanced Academic Placement/Dual Credit Policy

A. Definition and Rationale

The Columbia Union Office of Education generally requires four years of education on the secondary level for graduation. An advanced academic placement/dual credit program is provided to allow acceleration for students who demonstrate exceptional academic ability. The criteria for placement include:

1. academic ability of the student
2. readiness demonstrated by established levels of performance
3. availability of a teacher who can provide challenging instruction at the advanced level

This policy provides for the advancement of students who demonstrate exceptional academic achievement by keeping them within the social circles of the secondary school.

B. Program

1. Introduction

An advanced academic placement/dual credit program may be established if qualified teachers are available to make the program possible. Columbia Union senior academies are encouraged to structure senior level courses for qualifying students who want advanced academic placement/dual credit. College credit may be granted to students who meet the criteria for performance standards established by Seventh-day Adventist colleges [or the College Board](#).

2. Establishing an Academic Placement/Dual Credit Program

In establishing a program, the principal and faculty should use these guidelines:

- a. Establish admissions requirements for advanced academic placement/dual credit courses.
- b. Admissions requirements for academic placement/dual credit course [should be based](#) on the student's cumulative grade point average and on scores that meet established standards on the Preliminary Scholastic Aptitude Test (PSAT) or its equivalent.
- c. Consult with the academic dean and college departmental chair to review the philosophy of the course to be taught and to become acquainted with course content, materials of instruction, and expected level of competency.
- d. A fee may be charged by the college/university and credit will be granted upon satisfactory completion of the course.

C. Other Aspects of Academic Placement

1. A maximum of twenty semester hours of college credit may be earned through an advanced academic placement program.
2. Students may acquire additional college credits by taking Advanced Placement (AP) and College Level Educational Placement (CLEP) tests [and based on the approval of the college or university that the student attends](#).
3. A student who has not completed the high school curriculum and is 18 years old may qualify for college admission upon achieving satisfactory scores on the General Education Development (GED) test. The student should consult the bulletins of potential colleges for detailed information.
4. A student desiring to take Griggs/distance education credits for early graduation must receive written approval from his/her academy prior to enrolling for course credit that will be counted toward meeting graduation requirements.

D. Early Graduation

The principal and faculty may recommend a student for college admission upon completion of the secondary curriculum in less than four years if the student has given evidence of exceptional academic ability as well as social and spiritual maturity.

1. A student who will become 18 years old before graduation in a normal four-year program, may be accelerated without application of usual criteria except that the student must meet all local conference and academy graduation requirements.
2. Criteria for identification:
 - a. On a standard achievement test battery, an eligible student is expected to have a composite score at the 85th percentile or above.
 - b. A student is required to maintain a cumulative 3.5 grade point average
 - c. The student should demonstrate initiative, a sense of responsibility, emotional stability, self-control, and adequate social adjustment.

3. The student who wishes to follow the early graduation program must meet all the requirements for graduation including one year of Bible for each year in attendance plus one additional year of Bible.

7215 Distance Learning, Extension and Other Special Curriculum Plans

A. Distance Learning

1. Limitations on, and approval for, the amount of distance learning courses, are to be established by the academy's Curriculum/Academic Standards Committee and the local conference board of education. This must align with the guidelines established by the North American Division Office of Education. Distance learning courses must be taken from an accredited school. Regulations may be governed by factors such as:
 - a. the extent of the current course offerings in the school.
 - b. individual needs, interests, and abilities of the student.
 - c. conflicts and problems in scheduling.
 - d. state laws stipulating the number of permissible units of credit.
2. Distance learning courses **must** be taken from accredited institutions approved by the local conference board of education in consultation with the Columbia Union Office of Education.
3. Appropriate deadlines for submitting transcripts for distance learning courses, will be set by the school. Details of agreements reached by the school and parents will be sent to the parents and a copy of the letter will be placed in the student's file.

B. Dual Credit Courses

1. Where **dual credit** is offered, it should be set up through the cooperation and planning of the school administration and staff.
2. Only the **dual credit** courses **from** Seventh-day Adventist colleges are to be offered on academy campuses.
3. Adequate counseling is to be given to ensure that students understand the nature of the **dual credit** courses offered. In taking **dual credit** courses, students should be aware of the maximum number of **dual credit** credits a particular college department will accept.
4. **Dual credit** work that may compete with currently offered school courses should not be offered.

C. Work Experience Education

1. Every student should be able to earn some units of credit in work experience education in fulfillment of graduation requirements.
2. One hundred twenty clock hours of work is required for one-half Carnegie unit of work experience education credit.
3. Academy boards, in consultation with the academy Curriculum/Academic Standards Committee, should study on-campus industries to determine how they may be made an integral part of the school's educational function. When the school has no industries, work experience education should be provided through community or work experience education. (see Code 7630)

4. Parents and faculty should be oriented to the concept of work experience education as an integral part of the school curriculum.
5. To be a valid work experience, learning opportunities should enable the student to acquire entry-level job skills.
6. Work experience should include a variety of job skills in addition to repetitious tasks that may be required.
7. The work supervisor, the school coordinator of the work experience program, and the student should work together to evaluate the student's work experience. The evaluation should be based on professionally developed criteria for work experiences.
8. Planned seminar sessions may be established by the school's work coordinator to provide for interaction among students in the work experience program and to provide time for special instruction and evaluation.

D. Summer School

With local board approval, secondary schools may offer summer school. All courses must be taught by [North American Division certificated](#) teachers and will be under the supervision of the school administrator. Each class giving one unit of credit must meet for 120 clock hours, and each class giving one-half unit of credit must meet for 60 clock hours. If a standard-based curriculum has been established and approved, the above clock hours may not apply in programs approved by established procedures.

E. Tutoring Students Who Fail Classes or Need Additional Help

When tutoring to address deficiencies or failure is necessary, the academy may authorize tutoring based on the following criteria:

1. During summer months, the authorization should be for only one secondary subject per student. Clock hour requirements are comparable to those required for regular summer school course work (120 hours for one Carnegie unit).
2. Arrangements for summer tutoring for credit must be made in advance with the principal of the school that will record the credit.
3. When a course by a private tutor is authorized, arrangements for the final test must be made with the principal. The final grade will be based on the daily work score given by the tutor and the grade earned in the final test.

F. Credit by Examination

In special cases, students may earn credit by examination or by demonstrating they have reached the level of proficiency required. Such procedures should be a clearly established policy of the school.

G. Registration Required for Scholastic Credit

Teachers may not give credit for work beyond that for which the student is officially registered.

Instructional Media Centers/Libraries

7300 Senior Academy Library and Instruction Media Centers

A. General Library Requirements

A minimum of 5,000 titles, including paperbacks, eBooks, audiobooks, and exclusive of textbooks, with an appropriate distribution throughout the Dewey or other approved classification system. This library **should** meet the scholastic, cultural, and spiritual needs of students.

B. Librarian and Instructional Media Specialist

For qualifications of the librarian or instructional media specialist see Certification Requirements PK-12 for NAD Seventh-day Adventist Schools.

C. Library and Instructional Media Budget

Each academy board should provide funds for upgrading and maintaining the school instructional media center/library with a minimum budget of **\$40.00** per student annually for books, periodicals, hardware, and software. It is recommended that the library/instructional media fee be included in the registration charges and used exclusively for library/instructional media acquisitions.

Each academy should have a library or instructional media center that provides a collection of appropriate instructional materials selected, organized, and furnished for service to students and teachers. Space allotted should be large enough to accommodate an entire class for special assignments.

D. Reference Books

Current reference materials will be provided. A partial list will include an unabridged dictionary, encyclopedia, almanacs, yearbooks, world atlases, Bible atlases, Bible dictionary, Concordance, the *Seventh-day Adventist Bible Commentary*, and Spirit of Prophecy volumes.

E. Periodicals

Periodicals will be provided to meet devotional, instructional, and general information interests. Provision should be made for preserving back issues for permanent use.

F. Newspapers

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

G. Instructional Materials and Equipment

Instructional media equipment and materials will be cataloged and located in the library or instructional media center.

Student Evaluations and Academic Credits

7400 Evaluating and Recording Student Progress

A. Definition

Evaluation is concerned primarily with student growth. Measurement of growth may be made in three areas: the cognitive (intellectual), the affective (values and attitudes), and the psychomotor (physical development and coordination).

Measurement of growth may be approached from two points of view. For the sake of balance, both approaches should be included in an evaluative report of student progress.

1. Criterion-referenced test
Criterion-referenced measurement is designed to assess an individual's status with respect to a criterion or standard or performance, irrespective of the relationship of the individual's performance to that of other students.
2. Norm-referenced test
Norm-reference measurement is designed to assess an individual's standing with respect to other individuals on the same measuring device.

B. Letter Grades

Letter grades are the accepted means of reporting student progress. Secondary schools normally use letter grades: A, B, C, D, and F. In instances where course requirements are not met for reasons deemed legitimate, the letter "I" may be temporarily used to indicate incompleteness. When used, a permanent letter grade must replace "I" within the specified time frame established by the institution's Curriculum/Academic Standards Committee, signifying completion of course requirements at the evaluative level deemed appropriate by the course instructor.

C. Grade Point System

The four-point system will be used to determine the grade point average (GPA): A=4, B=3, C=2, D=1, and F=0. If the school offers honors or advanced placement classes, extra points may be granted for grades in such classes. The transcript will include a statement to explain the basis for calculating the grade point average, including how extra points have been calculated in the cumulative GPA.

D. Attendance and Student Grades

Secondary schools may establish attendance policies that relate to grades of students and to reports of student progress.

E. Alternate Report Systems

1. If a secondary school elects to use another system of reporting student progress, it should submit its proposal as outlined in Code 3710.
2. In adopting an alternate report form, consideration should be given to factors such as:
 - a. The report form should be correlated with the curriculum of the school, the teaching strategies, and the learning objectives.

- b. The report form should be easy to use and translatable in the event that a student transfers to a school that uses another system.
- c. The report form should contain both criterion -referenced and norm-reference measurements.

F. Laboratory Credit

If the conventional curriculum is used, the maximum credit given for any class is one unit unless otherwise permitted by state law. This includes laboratory periods.

G. Music Credit

1. **Musical Organizations**
Credit may be granted for music organizations on the basis used for granting credits in other subject areas.
2. **Private Lessons**
One-half unit is granted for a minimum of thirty half-hour lessons per year or one half-hour lesson per week for one school year. Greater or lesser numbers of credits may be granted according to the number of lessons taken.
3. **State Regulation of Music Lesson Credit**
Where state law stipulates a set number of clock hours for music credit, the school will follow the state law.

Co-curricular Activities

7500 Co-curricular Activities

Student organizations, religious, cultural, social, and recreational activities conducted by students shall be under direct supervision of the principal or designee, with faculty sponsors providing appropriate supervision at such times when organizations meet and/or activities occur.

A. Definition

Co-curricular activities are secondary school-sponsored student activities that require administrative and organizational provisions that differ from the typical classroom setting and instruction.

B. Class Officer

Class officers will meet the same requirements as those of student body officers (see Code 7500)

C. Class Organizations

Each secondary school will provide a standard published plan of organizing classes. The plan will include details of organization, qualifications of officers, social functions, and financial policies.

1. **Purpose** – The purpose of class organizations is to provide for religious and social activities that foster school spirit and afford training for leadership.

2. Time of organization – Classes may be organized any time during the year under faculty direction.
3. Sponsors – Sponsors will be selected according to a plan developed by the school administration.

D. Class Wills and Prophecies

Class wills and prophecies will not be a part of class activities and are not to be used in secondary school publications.

E. Clubs and Special Groups

Secondary school clubs and other special groups may be organized as student and staff interests, needs and abilities warrant. To obtain authorization, these procedures will be followed:

1. Administration and staff approval will be secured.
2. Purposes, objectives, or goals will be clearly stated, and these purposes will be in harmony with the philosophy and objectives of the school.
3. Officers will meet the standards required of student body or class officers.

F. Intramural Activities

Intramural activities are activities and sports involving only students and teams of the same school. The following factors will be considered in organizing intramural activities.

1. Membership on teams may vary as the intramural program changes from one sports activity to another throughout the school year.
2. Health and Physical education teachers should oversee the intramural sports program.
3. Faculty members should be encouraged to participate and assist in the supervision of the activities.
4. Intramural activities should be open to all interested students.

G. Publications

School publications will be in harmony with the philosophy and principles of the school and are to be the product of student leadership under the direction and counsel of the staff and administration. Among the actions to be considered are:

1. The qualifications of student body officers will apply in the selection of the editorial staff of student publications (see Code 7500).
2. A member of the teaching staff will be assigned to advise, give direction, and be responsible for each student publication.
3. It is also recommended that:
 - a. The staff advisor be responsible for editing the publication to ensure that it is representative of the philosophy of the school and the Church.
 - b. The principal has ultimate responsibility for the quality of publications.
4. An accurate budget, specifically projecting income, for school yearbook funding must be presented by yearbook sponsors to the administration at the beginning of each academic year. School administration must annually approve the funding plan for school yearbooks.

H. Student Body Organization

A student body may be organized in a manner best suited to the students and faculty of the school. The organization should reflect the philosophy and objectives of the school and be in harmony with this Code. The following factors will be considered:

1. Membership will be open to all students and staff members.
2. Where possible, two faculty advisors should be appointed by the school administration.
3. A constitution will be developed and approved by the school administration and staff.
4. Major activities will be approved by the school administration and staff.

I. Student Officers

Officers must meet the following qualifications and standards:

1. **Faculty Approval:** Officers will be selected with the approval of the faculty and must meet specific standards of citizenship, scholarship, reliability, cooperation, and leadership.
2. **Standards:** The lifestyle of the officer will be in harmony with the standards of the Church.
3. **Leadership Preparation:** The academy will assign a faculty leadership mentor to assist student officers in developing their leadership skills.

J. Yearbooks

The publication of yearbooks is authorized on the following bases:

1. The school board must approve publication of a yearbook.
2. The school finance committee must approve financial arrangements and plans before printing is begun.
3. The school administration must approve the editorial plans and the budget before editorial work is undertaken.
4. Publication funds (cash or the equivalent in advertisement contracts) must be in hand before printing commitments are made.

Miscellaneous Senior Academy Policies

7600 Class Period Time/Day Requirements as Related to Carnegie Units

In order to earn one Carnegie unit, a secondary subject must be taught for a minimum of 200 minutes per week or 120 hours per year including laboratory and applied arts courses unless the school has obtained approval for a curricular program different from the conventional curriculum (see Code 3710). Senior and junior academies may offer additional minutes of laboratory time in accordance with individual state requirements. The minimum number of days in a school year will be 180 student-teacher contact days. The minimum number of days in a semester will be 85.

For classes meeting these minimum times: $\frac{1}{4}$ Carnegie unit will be granted for courses meeting one-quarter of the required time; $\frac{1}{2}$ Carnegie unit will be granted for a semester course; and 1 Carnegie unit for year-long courses. Some [schools](#) may choose to grant these Carnegie units as 10 units or 1 Carnegie unit; 5 units for $\frac{1}{2}$ Carnegie unit; and 2.5 units for $\frac{1}{4}$ Carnegie unit.

7605 Honor Roll

Systems that honor students' academic or intellectual achievement may also include additional areas for commendation.

7610 Reporting Period

Semester grades should be used when offering secondary subjects. In some classes, a nine-week final grade may be granted for mini-courses. If classes are defined by the school as year-long courses, final grades should be issued at the end of the year using a clearly defined method for determining the final grade. In year-long courses, the school may establish policies whereby a student needs to receive a final passing grade in order to get credit for the class. Mid-term grades on a six-or nine-week basis should also be issued as progress reports.

7615 School Day Length

The school day will be at least five and one-half clock hours, exclusive of the lunch period, except where state law mandates a longer day. On special occasions, it becomes necessary to call a minimum school day. The minimum school day must be four hours of instruction, exclusive of the lunch period except where state law mandates otherwise.

7620 Student Records

Student records shall contain only factual information necessary for the process of education. The student permanent record form will include information on scholarship, attendance, health, and other items that the administration considers necessary. When in hardcopy, these records will be kept in a fireproof safe or vault and will be available only to authorized personnel, parents, and students themselves.

Student records may be forwarded to another school system or prospective employer at the written request of the parents, legal guardian, or the student if at least 18 years of age. The cumulative record which contains academic, testing and attendance information, along with health records may be sent. If the school closes, the school will send the permanent student records and other files to the local conference office for safekeeping.

7625 Standardized Testing Procedures

Students in grades 9-12 will be tested annually using a standardized test approved by the local conference board of education and the Columbia Union Office of Education. In addition, it is recommended that juniors be given the Preliminary Scholastic Aptitude Test (PSAT) and that seniors either be given the American College Test (ACT) or the Scholastic Aptitude Test (SAT). Results of all testing in grades 9-12 will be shared with the local conference office of education.

7630 Child Labor Laws (see Code 3517)

7635 [Child Protection, Volunteer Screening, and Criminal background Checks for Volunteers](#) (see Code 3115)

7640 Task Force Worker Compensation (see Code 9855)

Task force workers are not employees and, cannot be compensated in any manner for service rendered. Stipends are considered compensation and are, therefore, impermissible. Task force workers can be provided per diems for each full day of rendered service provided the worker lives more than fifty (50) miles from his/her home. Moreover, housing can be provided to tasks force workers. Renumeration for actual expenses is permissible for relocation costs, mileage, and meals.

7645 Student Supervision (see Code 3545)

SCHOOL FINANCIAL MANAGEMENT

8000-8999

Accounting Procedures

8000 Auditing in EC-12 Schools

All schools in the Columbia Union shall close annual accounting on June 30 and prepare timely, accurate end-of-year statements for audit. The local conference office of education, in consultation with school board and local conference treasurer, shall arrange for timely audits to be scheduled for elementary schools and junior academies. Financial records of all academies are to be audited annually by the General Conference Auditing Service.

8005 Budget and Operating Policies

The Columbia Union Board of Education recognizes the fundamental necessity for operating EC-12 schools prudently and debt-free and expects conference boards of education and offices of education to hold EC-12 schools strictly accountable for operating within their income and in harmony with voted denominational polices.

A. Junior and Senior Academies

Conference junior and senior academy administrations will submit comprehensive operating budgets to the local conference board of education that their local school boards have approved.

B. General EC-12 Procedures

1. All EC-12 school boards will set specific stipulations for balancing and financing both the operating and capital budgets before the fiscal year begins and as often thereafter as needed to maintain a balanced budget.
2. All EC-12 school boards will assign the responsibility for controlling the annual budget to a specific school administrator.
3. All EC-12 school boards will review their operating budgets and revise them, if needed, during the first month of school or at any time the monthly statements show a revision would be prudent.

8010 Budget Comparison

All EC-12 schools will use a budget format that allows for a comparison of the projected budget to the actual income and expenses in the monthly financial statements.

8015 Buildings and Grounds Financial Policies

School boards will apply for and receive written approval from the local conference executive committee before contracting for construction or major alteration of a school building. The local conference executive committee will approve buildings or other projects. Buildings or other projects

costing more than \$3,000,000 will be approved by the Columbia Union Executive Committee. (2021-22 NADWP S 14 15).

In the case of buildings or other projects exceeding \$6,000,000, the Columbia Union Executive Committee will submit to the NAD the following: particulars details of the estimated costs for the project, full information describing how the organization will finance the project, and properly prepared architectural plans and specifications for the project. The approval of the appropriate NAD committee will be obtained before construction is begun or financial commitments made.

In construction or purchasing school buildings or school properties, local churches, school boards, and conferences will make no commitments or begin to use the buildings until the following procedure is followed:

A. Cash Requirements

In the purchase or building of schools, churches will not make commitments or begin to build until 50% of the entire cost of the building, including initial furnishings, is available in cash or in readily convertible assets. In addition, plans that are satisfactory to the authorizing committees must be approved for securing the remaining 50%.

In the case of construction, the work will proceed, and obligations will be incurred only as funds are available. Land that has been bought for the project may be considered, at cost, as part of the quired 50% of the total project.

B. Multiple Units

When an organization decides to erect a building or enter any expansion program requiring one or more units in a larger school, it will submit, for approval, architectural plans for each unit and an appropriate financial plan. The financial plan must include evidence that the full cost of the project is provided either by cash in hand or by yearly budgetary appropriations underwritten by the local conference and the Columbia Union. The organization may not begin the project until the controlling committees have approved the request for permission.

C. Building Codes

Before signing a contract or beginning any part of the building project, the local school board and local conference will determine that the plans and specifications for the new building or alterations comply with state and local building code requirements.

D. Independent Construction Contractors

All independent construction contractors will be required to maintain a minimum of \$1,000,000 limits of liability for major construction projects and a minimum of \$300,000 limits of liability for minor construction projects. The contractor will provide evidence of coverage before construction begins on any denomination property.

Major construction projects include, but are not limited to, building new structures or addictions, structural changes or alterations to existing buildings, installation of heating and cooling equipment, electrical wiring, excavating, and demolition. Minor construction projects

include, but are not limited to, painting, roofing, plumbing, and floor covering, and must comply with OSHA asbestos management regulations. If schools or conference have any questions, they should consult Adventist Risk Management to make sure coverage is adequate.

The local conference will name the General Conference of Seventh-day Adventists and affiliated organizations as additional insured under the contractor's policy. All contracts will contain a hold-harmless clause in favor of the General Conference of Seventh-day Adventists and affiliated organizations.

The local conference will require all independent construction contractors to carry Workers' Compensation Insurance. The contractors will be required to file proof of their coverage before beginning construction on any denomination property.

E. Adventist Risk Management Approval

Adventist Risk Management will approve all construction contracts before the contractor begins construction of the project.

8020 Commercial and Student Accounts Receivable

Student accounts receivable – School boards should examine student accounts receivable regularly and adjust the allowance for bad debts to reflect the likelihood they will collect receivables more than 120 days delinquent.

Commercial accounts receivable – Commercial accounts receivable in the year-end balance sheet should not exceed 8% of the business of any one fiscal year.

8025 Credit for Provided Services

If school boards approve having parents or families work in exchange for credit on their tuition account, the school will issue a check and meet federal requirements to show that service has been given for tuition credit. Taxes and other withholdings must be made.

8030 EC-12 System Financial Processes

A. Office of Education

The local conference treasurer and superintendent should cooperatively develop the conference office of education budget and the church school fund budgets. The superintendent is responsible for administering the budgets after conference board of education review and conference executive committee funding.

The local conference treasurer's office, in cooperation with the office of education, will prepare monthly statements for each EC-12 school regarding teacher salaries and other accounts receivables with the local conference and mail them to the school board chair, finance committee chair, principal, and school treasurer.

B. EC-12 Balanced Budget

The local conference superintendent and treasurer are responsible for holding all EC-12 schools accountable for preparing a balanced budget and operating within the budget.

C. Conference Senior Academies

The academy board chair, or designee, will chair the academy finance committee

8035 Monthly Bank Reconciliations

EC-12 schools will reconcile their bank accounts when they receive their bank statements.

8040 Petty Cash

The administrative officers of EC-12 schools will review petty cash needs of the various departments periodically and audit the actual cash-on-hand monthly. All disbursements are to be supported by vouchers or receipts.

8045 Student Account Settlement

Students will pay their accounts or make satisfactory arrangements before beginning another semester. Students who owe on an account in one Seventh-day Adventist school will not be accepted by another Seventh-day Adventist school until the account is paid or the student has made satisfactory arrangements with the former school. A statement of this policy must be published in the student handbook/bulletin and noted on student enrollment application forms.

The accepting school has the responsibility for getting financial clearance from the school previously attended.

8050 Student Activity Funds

All student activity funds will be processed through the school's accounting system to allow for these funds to be audited. This includes funds earned by programs and student activities. Authorization for the disbursement of these funds remains with the organization sponsoring the funds.

8055 Student Tithe – Appropriation

It is recommended that local conferences appropriate to senior academies an amount equivalent to 50% of the student tithe that is paid through the academy on student labor and remitted to the conference. This appropriation should be from non-tithe sources. This appropriation will be listed in the academy's financial records as "tithe Equivalent Subsidy" and reported as "Operating Donations."

8060 Summer School Billing Procedure

Local conferences and academies should bill the Columbia Union by November 1 for the Union's share of the following expenses:

1. Approved Columbia Union or NAD Workshops.
2. Summer school expense for recertification and for approved graduate education expenses.

8065 Trust Fund Audits

The school administrator will have the accounts of student organizations and auxiliary funds audited at least once a year by the school business office or, for elementary schools, included in the treasurer's report to the school board.

8070 Tuition and Fees

A. Tuition for Non-constituent and Non-Adventist Students

Local churches and conference subsidize their schools to lower tuition costs to constituent members. Elementary and secondary schools should charge non-Adventist and non-constituent students' additional tuition to reflect these subsidies. The amount will be determined by the local school board. The minimum suggested charges should be: non-constituent church members, 125% of the constituent charge; non-Adventist member, 150% of the constituent charge.

B. Tuition Discount or Children of Missionaries

All EC-12 schools are asked to grant a 50% tuition discount to dependent children of missionaries returning to North America on furlough.

8075 Workshop Allowance and Expense Distribution

The Columbia Union Office of Education has established an "Education Workshop Fund" to pay for approved education workshops, committees, etc.

When the Columbia Union Office of Education has approved teachers from EC-12 schools to participate in education workshops or committees sponsored by the Columbia Union Office of Education or the North American Division Office of Education. Costs will be reimbursed to local conference offices of education on the following basis:

1. If the teachers are on salary, the Columbia Union Office of Education will reimburse, to the employing organization, the specific costs for a substitute teacher if one must be employed, and the teacher's travel, food, and lodging costs.
2. Employing organizations seeking reimbursements under paragraph 1 above must send their charges to the Columbia Union Office of Education before November 1. The Columbia Union Office of Education will reimburse from the "Education Workshop Fund" that is funded equally by the local conferences and Columbia Union.
3. Teachers who participate in North American Division summer curriculum workshops will be paid at a weekly rate for the actual time of the workshop, in harmony with the North American Division Working Policy. The total wages paid during the summer plus the ten months wages will not exceed the 12-month salary schedule. The teachers will be paid actual travel costs (mileage, air fare, per diem, and lodging).

Insurance

8500 Responsibility

Treasurers and managers of denomination organizations are responsible for holding and maintaining a complete record of the insurance policies covering the buildings and other assets belonging to the Church. The original copy of all liability insurance policies and protection plans will be retained as a permanent record (2021-22 NADWP S 60 05)

A. Insurance – Donated Labor

The local conference treasurer is responsible for securing proper insurance coverage for all organizations within the conference corporation to cover members who donate labor for school construction projects.

B. Insurance – General Liability

All schools within the local conference are part of the conference association. They are to provide minimum limits of protection for all liability exposure. The policy will be at least \$3,000,000 per occurrence with a reasonable annual aggregate limit no less than \$10,000,000. (2021-22 NADWP S 60 10)

C. Insurance – Property (Fire) Insurance

1. Replacement Values

Local conferences will carry adequate insurance on all denominational properties for fire and multi-peril coverage, where applicable. It is recommended that the coverage be on the basis of replacement values, where eligible, for both buildings and contents. The coverage on all buildings will effective from the beginning of construction.

2. Survey of Buildings

The local conference treasurers and educational organizations will survey the buildings under their supervision, including the contents of the buildings, to determine the insurable value of all properties.

3. Appraisal

Adventist Risk Management will assist conferences and schools in deciding what the estimate replacement valuable and the estimate insurable value for buildings should be.

D. Insurance – Vehicles

Local conference and schools will secure adequate liability protection on all owned, hired, and non-owned vehicles used on behalf of the employing organization, with adequate limits of bodily injury and property damage liability. When possible, this coverage should be with the same company covering the premises and operations. All vehicles owned by each organization should be included in one policy with an automatic fleet endorsement or equivalent attached. The conference or organization should register all organization-owned vehicles in the legal

corporate name of the governing denominational entity and included in the master policy. This applies to all academies and all conference-operated schools. Vehicles shall be used only for official activities of the Seventh-day Adventist Church and shall not be loaned, leased, or rented to individuals or nondenominational organizations. (2021-22 NADWP S 60 31)

E. Fifteen Passenger Van Use - See 3095 F

8505 Workers' Compensation

1. **Support of Injured Employees**
Denominational organizations have a financial responsibility for the support of employees injured or incapacitated while carrying out employment responsibilities.
2. **Approved Coverages**
Local conferences should secure Employer's Liability Insurance and Workers' Compensation Insurance or its equivalent on all their employees. In some jurisdictions, volunteer workers cannot be included in the Worker's Compensation Insurance Policy. In those instances, the local conference can obtain Adventist Risk Management coverage under a volunteer labor master accidental death and medical indemnity policy.
3. **Catastrophic Risks**
Since the cost of Worker's Compensation Insurance varies with the insured's accident and loss experience, the local conference should avoid potential catastrophes that may arise from a concentration of employees while traveling in buses, train, automobiles, and aircraft.

8510 Property

New Construction

In determining the amount of insurance coverage, the organization should include donated labor and materials when figuring replacement values, noting that Adventist Risk Management offers a 39-month policy at reasonable rates with three months coverage without charge if insurance to value is ordered at the commencement of construction.

Property

The Columbia Union recommends the following plans to safeguard Adventist institutions against undue risks by fire or windstorms:

1. All denominationally owned property will be insured in accordance with 2021-22WP S 60 50, up to full replacement cost except that upon authorization by the governing board a deductible up to \$10,000 will be permitted. Any building scheduled for demolition may be insured, by mutual agreement, for salvage value plus the estimated amount for debris removal. Each fire insurance policy will include coverage for perils of fire, extended coverage, and vandalism.
2. Each local conference and the Columbia Union, in cooperation with Adventist Risk Management will survey the various buildings in its territory, including the contents of the buildings, as a basis for determining the amount of insurance the organization should carry.
3. The treasurers of local conferences, the Columbia Union, and various institutions will be responsible for holding the insurance policies covering the institutions and properties in their fields.

4. Local conference and institutional treasurers will keep a full record of all denominational properties giving, in each case, the name of the property, the amount of insurance carried, the name of the company with which the insurance is written, and the expiration date of the insurance policy. The treasurers will put forth every effort to make sure proper insurance coverage does not lapse. The officers will notify the committee or board concerned at least sixty days before the date of expiration and will cooperate in arranging for renewing the policy.
5. Local conferences will insure all denominational properties with companies having A-grade ratings, are of sound financial standing and working policies.

8515 Insurance: Review Week

The treasury department of the local conference should annually review, with the administrative officers of all schools in the conference, the current insurance coverages in effect, including automobile insurances.

8520 Student Insurance

A. Student Accident Insurance

Each local conference office of education will make provision for adequate student accident insurance coverage for EC-12 students.

B. Student Health Insurance

Employees may not report student and health insurance premiums for reimbursement from the medical policy. These charges are part of the tuition and fees charged by a school. Employees may report any medical expense in excess of the amount covered by a student accident policy as family medical expense on which the regular medical policy applies.

There may be instances when schools provide supplementary medical assistance to their students in lieu of regular accident and sickness insurance policy programs. In such cases, the students are expected, by the educational institutions, to report first to their own insurance companies or to apply first whatever other formal medical assistance they have available for their use. The children of denomination employees, however, may report for only 50% of such medical costs for reimbursement under the regular General Conference Medical Policy of employing organizations. The College Medical Assistance Plan will be expected to pick up the other 50% of the costs while the student is eligible.

Miscellaneous

8600 Educational Government Surplus

The following policies govern the application procedures and use of educational surplus properties purchased from state or federal agencies:

1. The local conference board of education will authorize its schools to purchase surplus property from state or federal agencies. The local school boards will submit the names of persons they have authorized to make the purchases to the local conference superintendent.
2. The senior academy board will authorize the administrators of the academy to purchase surplus property from state and federal agencies in the name of the academy. The names of authorized

persons will be posted in the principal's office and submitted to the local conference superintendent.

3. EC-12 principals will keep their respective boards and the local conference superintendent informed about the regulations governing purchases and the use and disposal of school-owned surplus properties.

8605 School-owned Vehicles

Schools will register their vehicles in the name of the conference corporation of Seventh-day Adventists, doing business as (_____) school.

PERSONNEL

9000 – 9999

9000 Employment Philosophy and Eligibility

A. Basic Employment Philosophy

For Seventh-day Adventists, the free exercise of religion includes the right to operate educational institutions that are distinctively Seventh-day Adventist in nature. This requires that schools employ only those who live in complete harmony with the beliefs and practices of the Church. Therefore, an occupational qualification for any position is that applicants will be baptized Seventh-day Adventists committed to the Church's program of ministry. In addition, Columbia Union EC-12 schools abide by principles of equal employment opportunity (see Code 1005).

B. Employment Eligibility Verification

Candidates for employment in a Columbia Union EC-12 school must present Form I-9, "Employment Eligibility Verification," to verify eligibility for employment. The employing organization must keep this form on file throughout the employee's term of service. This form can be secured from the Human Resources Office of the local conference or academy or from the U.S. Department of Justice, Immigration and Naturalization Service.

C. Employment Policies

For educational personnel, responsibility for employment policies resides with the Columbia Union Board of Education and is published in the *Columbia Union Education Code*. Local conference boards of education are responsible for implementing these personnel policies with educational personnel. (2021-22 NADWP FEA 35 45)

9002 Calls for Educational Employees

An educational institution or local conference that may have interest in placing a call for an educational employee employed by another denominationally operated PK-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 local conference may be pursued without permission of the current employer. When an administrator is at the point of obtaining formal references, or interviewing a prospective educational employee, the prospective employee's current administrator or 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 2021-22WP E 45 72.

If a prospective employee has not signed an employment agreement with the current employer for the next year, another educational institution or 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 his/her current employer, the calling party must have the consent of the administrator or local conference office of education before contacting the employee for an interview or placing a call. (2021-22 NADWP E 45 60).

9005 Employment Status

The Columbia Union has five kinds of employment status for certificated employees: Internship, Regular, Administrative, Probationary and Transfer

A. Internship Appointment

1. Employees with three years or less of teaching experience, or those not eligible for a transfer appointment, who are in a position requiring a denominational certificate will be employed under an internship appointment.
2. Interns will have an annual contract that will have a 10- or 12-month term. This contract automatically non- renews at the end of its term.
3. Although the intern's employment automatically ceases when the annual contract expires, the employing organization may choose to offer the intern further employment under another annual contract for another 10- or 12-month term.
4. An intern may be employed for a three-year period through successive annual contracts.
5. Interns will hold a basic teaching certificate until eligible for the standard certificate. The intern has the responsibility to secure proper certification. When an intern has satisfactorily completed three years of service, the intern will be eligible to be considered for regular appointment which requires at least standard certification.
6. An intern is an at-will employee and may be terminated at any time during the annual contract under Code 9600.

B. Regular Appointment

1. An intern who has satisfactorily completed three years of full-time service in a position that requires denominational certification may be placed on regular appointment status if the following conditions are met:
 - a. Effective job performance demonstrated by written evaluations.
 - b. Active membership in a constituent Seventh-day Adventist church with evidence of loyalty to denominational standards and teachings.
 - c. Possession of the standard or higher teaching certificate.
 - d. Fulfillment of the qualifications, duties, and responsibilities appearing in Code 9040.
2. The process for granting regular appointment will be as follows:
 - a. The local conference superintendent will make a recommendation to the conference board of education for regular appointment within the conference or academy.
 - b. The local conference board of education will act upon the recommendation and its decision will be noted in the board's minutes.
 - c. The superintendent will notify the employee in writing of the action to move to regular appointment status.
 - d. The superintendent will offer the newly appointed regular employee an annual assignment agreement for the following year
3. The duration of the regular appointment will be as follows:
 - a. The appointment will automatically renew at the end of the annual assignment period unless, by April 1 of the current year, the employing organization provides a written notice of non-renewal under Code 9610.
 - b. If timely written notice of non-renewal is given, employment will end at the expiration of the annual assignment period.

- c. A regular appointment employee may be terminated for just cause at any time during the annual assignment agreement under Code 9600-A.
4. Full-time administrative positions do not carry regular appointment status. A teaching principal, however, who has achieved regular appointment as a classroom teacher does not lose that classification while employed as a principal. Should the individual return to teaching, the regular appointment status remains valid.

C. Administrative Term Appointment

1. Unless otherwise specified in this Code (see Code 9125) or revealed by context, the general employment policies applicable to certificated employees apply to full-time principals and administrators. They may be employed, at the discretion of the employing organization, for a specified term not to exceed three years.
2. Full-time principals are those who have been assigned administrative responsibilities by the employing organization for at least two-thirds time.
3. A contract automatically non-renews at the end of its term. Renewal of term contracts is at the discretion of the employing organization.

D. Probationary Appointment

1. A regular or transfer appointment employee's status may be changed to probationary status for cause as determined by the employing organization. Any failure to meet the qualifications or to adhere to the duties and responsibilities described in this Code including, but not limited to:
 - a. any grounds identified in Code 9600.
 - b. employee's lack of cooperation with administrators or supervisors.
 - c. conflicting interpersonal relationships beyond resolution with one or more of the administrator's constituencies: superintendent(s), colleagues, teachers and staff, board, parents, or students.
 - d. ineffective ministry
 - e. unsatisfactory professional service or personal conduct or influence that is considered unsatisfactory.

The employing organization will notify the employee in writing by certified mail or hand-delivery within ten working days of the organization's action. The notification will give the [basis](#) for placing the employee on probationary status.

2. A regular appointment employee may be subsequently re-employed as a probationary employee at the end of an annual assignment agreement. The employing organization will give prior written notice of the intention not to renew the employee's regular annual assignment as cited in Code 9610. Written notice must be given within ten working days of the date the employing organization takes the action to offer employment as a probationary employee to regular appointment employee. The written notice will be sent by-certified mail, hand-delivery, or email. An authentic copy of the written notice shall be retained by the employing organization.
3. A probationary employment period will be for not more than one year. During this period, the local conference superintendent or senior academy principal will arrange for evaluation observations. At the end of the period, the employee may be continued on probation (for a

period not to exceed one year), returned to or placed on regular appointment status, or terminated.

E. Transfer Appointment

An employee hired from another conference or senior academy who had attained regular appointment status in such former conference or academy may be classified as a transfer appointment at the discretion of the employing organization. Any employee who, within a particular conference, transfers from an elementary school or junior academy to a senior academy, or vice versa, may also be classified as a transfer appointment at the discretion of the employing organization.

1. A transfer appointment employee is employed under a 10- or 12-month contract for a term; certain and such contract does not automatically renew at the end of its term.
2. The employing organization may elect to renew a transfer appointment employee for another year under a 10- or 12- month contract; however, an employee will not continue in transfer appointment status for more than two full years under successive contracts. At the expiration of any transfer appointment contract, the employee may be considered for regular appointment by the employing organization.
3. A transfer appointment employee may be terminated for cause at any time during a transfer appointment contract under Code 9600-A.

9010 Assignments

A. Assignments to Schools

1. The local conference board of education, upon recommendation from the conference superintendent, will vote assignments of teachers and principals to elementary schools and junior academies. The superintendent will make recommendations after consultation with the local school boards.
2. Assignments to senior academies will be made by the local conference board of education in consultation with the senior academy boards.

B. Assignments within School

The local conference superintendent, in consultation with the school administration and local school board, will make specific assignments within the school.

C. Reassignment within a School

1. All full-time employees are subject to reassignment within a school when the employing organization believes it is in the best interest of the school, provided a reassignment does not affect the employee's salary while an employment agreement is in force. If employees refuse reassignment, they become subject to non-renewal or termination. Reassignments will be made based upon the employee's professional qualifications.
2. Discussions about reassignment or placement within the school will be in consultation with the conference office of education and confirmed by the local school board.

9015 Transfers

Employees may be transferred within the conference at the discretion of the local conference board of education.

A. Voluntary Transfers

1. Employees may at any time request a transfer to another school.
2. The employing organization will have final authority on whether to accommodate a transfer request.

B. Administrative Transfers

1. The employing organization may administratively transfer a regular or transfer appointment employee or intern employee at any time for the following reasons:
 - a. unsatisfactory job performance as shown by formal and/or informal evaluations.
 - b. a determination by the employing organization that the employee cannot fulfill his/her duties and responsibilities where currently assigned but possesses potential for successful service elsewhere.
 - c. insufficient or declining enrollment.
 - d. lack of funds.
 - e. a need for specialized services elsewhere.
 - f. conflicting interpersonal relationships.
 - g. staffing a new school.
 - h. any legitimate business or educational interest of the employing organization.
 - i. ineffective ministry.
2. In the case of an intern, regular or transfer appointment employee, the local conference superintendent may recommend an administrative transfer in consultation with the local school board. Local school boards may recommend the transfer of a regular employee if the following steps are taken first:
 - a. The principal or local school board will make a written recommendation to the local conference office of education finding that the best interests of students, the school, or the employee will be served by a transfer.
 - b. The local conference superintendent will advise the employee, through a personal interview and in writing, that an administrative transfer has been recommended. The superintendent must disclose the reasons for the recommendation. In the case of senior academics, the principal will work closely with the superintendent.
3. Probationary employees are subject to administrative transfer for any reason at any time.

C. Reasonable Effort to Assist Voluntary Transferees

The employing organization will make a reasonable effort to assist employees in securing other comparable denominational employment when they request voluntary transfers or when administrative transfers for regular or transfer appointment employees are made and teaching positions for which the employee is qualified are available.

No obligation is implied by such voluntary assistance on the part of the employing organization. When the employing organization presents a *bona fide* offer and the employee declines the offer, the employing organization may make no additional efforts to assist the transferee.

D. Voluntary Transfers During the Summer

Teachers who are newly employed within the Columbia Union and are currently enrolled in a study program outside the Columbia Union may be granted permission to complete the program if a transfer would create a hardship or loss of credit.

The calling employing organization assumes the costs of salary and summer school expenses, if any, for non-probationary employees who voluntarily transfer during the summer. The former employing organization will carry the salary costs until a transfer date is agreed upon by the two organizations.

9020 Employee Notice of Resignation

Employees not intending to apply for or accept employment for the succeeding year will file a written notice of resignation with the local conference superintendent or senior academy principal before March 1 of the current year.

9025 Request for Release from Employment Agreement

If a non-probationary employee wants to resign during the contract year, the employee must submit a written notice to the local conference superintendent or senior academy principal at least twenty working days in advance. The notice must specify the reasons for resignation.

If the reasons are acceptable to the employing organization, the organization will pay the employee's salary through the last full working day. The termination policy does not apply in these cases. The resignation must be recognized by the employing organization by recording it in the official minutes.

Consistent with the formula appearing in Code 9035, the employing organization will require the employee to repay prepaid salary, salary advances, and unamortized expenses such as tuition before giving a release to the employee.

Resignations without reasons acceptable to the employing organization will be considered a breach of the contract of employment or annual assignment agreement, and the organization will make an appropriate notation on the employee's record.

9030 Repayment of Expenses by Probationary Employees

At termination, probationary employees who have received prepaid salary in the summer, salary advances, or prospective payments are legally obligated to make repayment to the employing organization. The rate for calculating such prepaid salary and salary advances will be as specified in Code 9035.

9035 Employment Period, Number of Days in the Period

If an employee leaves before his/her contract of employment or annual assignment agreement period is over, the employing organization expects the employee to repay prepaid salary given in July and part of August, salary advances, and unamortized expenses. The organization will compute salary advances on the basis of the 10-month daily rate. That means the employment period is considered to have 220 days of employment. If another Seventh-day Adventist organization calls the employee, it will reimburse the original employing organization for these items. Employees will be responsible for reimbursing the local conference or senior academy for unamortized moving expenses (see Code 9340) on the same basis as a Seventh-day Adventist organization calling an individual who has not completed four years of full-time service.

9040 Instructional Personnel

A. Certificated Instructional Personnel, Definition, Qualifications, and Duties

1. Definition

Instructional personnel are those persons employed as classroom teachers in PK-12. They are to be members of the Seventh-day Adventist Church and exemplify standards of Christian conduct. Instructional personnel are to:

- a. Maintain a valid denominational certificate applicable to the position held
- b. Give evidence of physical and mental health which qualifies them to instruct and/or associate with students
- c. Maintain membership in a constituent Seventh-day Adventist Church.
(2021-22 NADWP FEA 35 25)

All individuals receiving remuneration from denominational organization payrolls are for the purpose of the NADWP E 70 policy considered employees (2021-22 NADWP E 70 10). The normal workweek for a full-time denominational employee is thirty-eight hours, but not less than 1,950 hours per year. PK-12 certificated instructional personnel include persons employed, full- and part-time, as elementary school, junior academy, or senior academy classroom teachers. Also included are those who perform related services that require certification, such as: administrative personnel who have responsibility for supervising instructional programs and personnel and other personnel who perform related support services:

- a. Librarian or instructional media center coordinator:
 - i. The instructional media center coordinator will have a valid denominational credential with an endorsement for Librarian or Instructional Media Specialist.
 - ii. Senior academies having fewer than 300 students should employ a teacher-librarian or instructional media specialist who devotes up to one-half time to the library/instructional media center. All schools of 300 or more students should employ a minimum of one full-time librarian. All schools should provide additional assistance that may be needed to offer services appropriate to students' academic needs.
- b. Guidance and counseling personnel, including dormitory deans:

- i. Guidance and counseling personnel will complete a minimum of eighteen semester hours (twenty- seven quarter hours) in guidance or counseling.
 - ii. If guidance and counseling personnel, including dormitory deans, are required to teach, certification and endorsements in the content area are required.
 - c. Coordinator of work-experience education.
- 2. Qualifications
 - a. Spiritual – Employees, full- and part- time* will be baptized members of the Church and exemplify high standards of Christian conduct. They will maintain membership in their constituent or academy churches and participate in church activities, programs, and finances, including the practice of tithing through the local employing organization. Exceptions for membership in non-constituent churches may be granted by the local conference board of education when the employee requests an exception in writing and shows good reasons for the request. *In extraordinary circumstances where the services of a part-time, Seventh-day Adventist educator cannot be secured for the purpose of teaching non-core subjects only (e.g. art, music, practical arts), non- Seventh-day Adventist educators, with appropriate subject endorsements, may be employed. Such individuals are to be approved for employment by vote of the school board and local conference board of education on a case-by-case basis and require annual review and approval in instances where the need to hire non- Seventh-day Adventist personnel for non-core subjects persists.
 - b. Civic - Employees will accept the responsibilities and privileges of citizenship, recognize the rights of others, be informed on leading domestic and international issues, exercise a love of country, and be willing to cooperate in efforts to improve the social order consistent with principles of the Church.
 - c. Professional - Employees must hold at least a bachelor’s degree and maintain valid denominational credentials required for the positions held. (See *North American Division PK-12 Educators’ Certification Manual*.)
 - d. Personal - Employees will give evidence of physical and mental health that qualifies them for their positions and to associate with children and youth.
 - e. Definition of Effective Ministry: Effective Ministry includes the ability to convey Seventh-day Adventist religious beliefs to the students along with setting a proper example in lifestyle, behavior, and interpersonal relationships. The teachers for our schools should be of the highest quality. They should be committed Seventh-day Adventist Christians who are balanced in mind, men and women who have learned the lesson of self-control. Then they can educate and do a work of larger importance than even the minister in preaching the Word. They can prepare the mind that the truth may have effect upon human hearts.
- 3. Duties and Responsibilities

Job duties and responsibilities include, but are not limited to, an obligation to:

 - a. Provide a dynamic environment with emphasis on Christian living and effective learning.
 - b. Establish and maintain effective classroom organization.
 - c. Assume responsibility for professional self-improvement.
 - d. Participate in church and community activities.
 - e. Develop effective relationships with parents, patrons, and colleagues.
 - f. Secure and maintain adequate records that are required by the local school administration and local conference office of education.
 - g. Participate in Home and School Association activities.

- h. Implement policies of the local school administration and local conference office of education.
- i. Report for duty as stipulated by the local school administration and local conference office of education.
- j. Fulfill responsibilities as specified in any faculty handbook and/or by the local principal.
- k. Maintain a working knowledge and abide by the provisions of this Code.
- l. Carry out job assignments, and follow a supervisor's reasonable orders, directives, and recommendations, direct or implied.
- m. Dress in a professionally acceptable manner.
- n. Meet post-school responsibilities, including:
 - I. Completing and submitting all pupil progress reports, including final grades/averages for all subjects taught.
 - II. Determining each student's grade placement for the following academic year.
 - III. Completing all scholarship, attendance, etc. records required in the school register, and cumulative folder/permanent record cards.
 - IV. Providing to the school administration and/or conference office of education the teacher's closing report, textbook order for the following academic year, and summer address for purposes of conference/school/teacher communications.
 - V. Surrendering of school keys, where applicable in cases of non-renewal or cessation of employment, to the individual designated by the school board.
 - VI. Appropriate and safe storage of removable school equipment, with an inventory copy of removable school equipment provided to the school board chair.
 - VII. The classroom and/or school plant left in clean and orderly condition.

4. Ethics

- a. The Christian educator is hired to be an exemplar of the Seventh-day Adventist lifestyle to students, the school, and the broader community. Therefore, the employee is expected to:
 - I. Practice enthusiastically and consistently the ideals of the Church.
 - II. Demonstrate a high sense of loyalty to Seventh-day Adventist educational ministry and philosophy.
 - III. Support equal opportunity based on a person's abilities without discrimination because of race, color, national origin, gender, age, marital status, disability, or other bases prohibited by law.
 - IV. Look upon Christian educational service as a holy vocation.
 - V. Strive for excellence in using appropriate teaching methods, strategies, and techniques with the goal that they will be more effective in ministering to students.
 - VI. Support Seventh-day Adventist education, which includes having the employee's own school-age children enrolled in the EC-12 constituent school unless otherwise approved by the local conference board of education.
- b. The Christian educator has a responsibility to fellow employees to:
 - i. Give encouragement and support within the school and the local conference education staff.
 - ii. Recognize lines of authority and the responsibilities assigned to them and their colleagues, including the school principal and local conference superintendent.
- c. The Christian educator has a responsibility to students to:

- i. Meet promptly and faithfully all appointments with classes, individual students, and student groups.
 - ii. Cultivate appropriate relationships with students and student groups and treat all students with respect and understanding.
 - ii. Allow students to learn how to express their views in an environment that allows for differences of opinion and the assurance that their opinions will be given careful, objective consideration by teachers and other students.
 - i. Respect, in professional confidence, the ideas, needs, weaknesses, and failures of students.
 - ii. Avoid discussing their own personal problems with students.
 - iii. Refrain from inappropriate emotional entanglement such as dating, exclusive friendships and unhealthy personal relationships with students.
- d. The Christian educator has a responsibility to the school to:
 - 1. Show loyalty by observing school regulations, policies, and traditions.
 - 2. Participate faithfully in assigned school-sponsored activities and programs.
 - 3. Refrain from discussing confidential or official information with persons not authorized to have such information.
 - 4. Practice and support the ministry of Seventh-day Adventist education.

B. Non-certificated Instructional Personnel, Definition, Qualifications, and Duties

1. **Definition:** Non-certificated instructional personnel include those employed as paraprofessionals to serve in supportive roles as teacher assistants. At the secondary level this may include those who serve as registrars, unless the employee qualifies as an administrative employee under Code 9110), or attendance clerks. Non-certificated instructional personnel are hour-time classified employees employed at will (see Code 9700-E, 9710).
2. **Qualifications:** Non-certificated instructional personnel must meet the spiritual qualifications applicable to certificated instructional personnel (see Code 9040-A) and have received adequate preparation for the job responsibilities assigned.
3. **Duties and Responsibilities**
 - a. Non-instructional aide - The duties and responsibilities of a non-instructional aide may include, but not be restricted, to:
 - I. Clerical aides who do office-type work.
 - II. Supervisor aides who assist in monitoring hallways, lunchrooms, playground periods, pre-or post-school free play, bus loading, assemblies, field trips, etc.
 - III. Technical aides who serve as library/instructional media center aides, health services aides, etc.
 - b. Instructional Aide - The duties and responsibilities of an instructional aide may include, but not be restricted to:
 - i. Assisting certificated employees in the instructional program with duties such as:
 1. Distributing and collecting materials.
 2. Maintaining learning materials and resource files.
 3. Issuing materials, equipment, and supplies.
 - ii. Assisting students in instructional services as delegated by the teacher.

4. Process for selecting teacher assistants:

- a. A teacher assistant is required under any of the following conditions:
 - i. In a one-grade room where enrollment exceeds 25 students, (18 for kindergarten).
 - ii. In multi-grade rooms (2 grades) where enrollment exceeds 18 students with 1st grade included or 22 in grades 2-8.
 - iii. In multi-grade rooms (4 grades) where enrollment exceeds 15 students in grades 1-4 or 18 in grades 5- 8.
 - iv. In multi-grade rooms (6 grades) where enrollment exceeds 12 students with 1st grade included or 15 in grades 2-8 or more than the allowed maximum of six grades. See Code 9100-B for additional information on teacher-pupil ratios, including kindergarten maximums.
 - v. Upon the recommendation of the local conference superintendent after careful study of a local situation such as:
 1. Where the teacher is also called upon to serve as principal.
 2. Where the teacher assumes periodic teaching responsibilities in another classroom.
 3. Where several students in the classroom require remedial or individualized assistance.
- b. When the teacher and local school board chair, in consultation with the local conference superintendent or designee, have determined that a need exists and have referred the need to the local school board, the board will do the following:
 - i. Establish qualifications and job descriptions for an aide's position.
 - ii. Select a candidate based on these criteria.
 - iii. Prepare a written agreement based upon local conference policy and in consultation with the local conference office of education.

Employment and Employee Records

9050 Employment of School Personnel

A. Employing Organization

The local conference board of education, in consultation with local school boards, employs school personnel.

B. Employment Contract/Annual Assignment Agreement

Before an employee, except a probationary employee, begins employment, a contract of employment or, in the case of a regular appointment employee, an annual assignment agreement must be signed and returned to the local conference superintendent or senior academy principal in harmony with the provisions appearing in the document. Failure to sign and return the contract or agreement within thirty (30) days of issuance indicates the individual has declined employment and will not be entitled to benefits or rights conferred by the employing organization, including termination pay. The superintendent or principal may waive strict compliance with this 30-day deadline for good reason.

C. Employee Records

The local conference executive secretary or human resources director is responsible for maintaining and safekeeping accurate service records for PK-12 certificated personnel. The local conference office of education or senior academy principal's office will keep transcripts of employees' academic accomplishments. Official academic transcripts of all instructional and administrative personnel will, in a timely manner be provided to and held by the Columbia Union Certification Registrar for purposes of certification and renewal of same. When an employee transfers, the service record will be sent to the new employing organization upon request.

Employee personnel records will be available only to the following unless the employee gives consent for others to have access: the principal, those responsible for keeping the records, the local conference board of education or senior academy board chair, and the conference superintendent. The personnel file will be stored in a locked, fire-resistant file cabinet. In academies, students may not handle or have access to employee personnel files.

Local conference offices of education reserve the right to release the following information from the personnel file: employee's name, address, telephone listing, professional activities, dates of employment, degrees held, institutions attended, types and areas of certification, instructional areas, birth date, Social Security number, specific courses taken, teaching load, contract, extracurricular assignments, and salary.

If a school, academy, or local conference board of education is considering termination, non-renewal, or transfer of employment because of job performance, the board, or appropriate administrators, in consultation with the local conference superintendent, may examine and reference teacher evaluations and other correspondence related to job performance.

All employee's personnel records should be moved to a digital platform.

D. Health Records

1. Physical Examination - All employees, prior to beginning service and periodically thereafter, in harmony with North American Division Working Policy, will present a completed physical examination form signed by a licensed health practitioner showing a satisfactory health record. If employees discover they have a contagious or communicable disease, they will immediately inform their local conference superintendent or senior academy principal.
2. Communicable Diseases - School employees with a communicable disease may not perform their duties in a location that could endanger the welfare of students or others. The local conference superintendent or senior academy principal may require the employee to submit to a physical examination by a physician should there be reason to believe the employee has a communicable disease. The order to have the examination done must be in writing.
3. Tuberculosis Screening/Testing - No school employee will be employed without evidence that shows the person is free from communicable tuberculosis. Thereafter, employees will be required to undergo screening and/or testing, as required by the local jurisdiction, at least once every four years unless required more often by local law.

4. Record Maintenance - The local conference office of education or senior academy principal's office will maintain employee health records throughout the duration of employment. Only the employee and authorized personnel can access employee health records.

E. Background checks (see Code 9700-I)

All prospective employees will be required to complete, and sign approved applications for employment and to submit to a criminal background check as required by state and federal laws, in addition to or over and above conference policy. This background check requirement is applicable to all hires, classified and non-classified and shall be supervised at the conference level by the conference office of education.

9055 Employee Health Screening Policy

Should school employees discover they have a contagious or communicable disease, they may be required to remain at home until released by their attending physician. The following table identifies several diseases and the recommended exclusion policy.

Disease	Exclude	When to Return to the Classroom	
	Yes	No	
AIDS			Individual case considered mandatory
Chicken Pox	X		Seven days after onset of rash or when all lesions are crusted over
Hepatitis	X		Provide release statement from physician
Impetigo	X		If under proper treatment and monitored by
Meningitis	X		Provide release statement from physician
Mononucleosis (Infectious)	X		If under proper treatment and monitored by school official
Mumps	X		Provide release statement from physician
Pediculosis	X		Certificate from physician and monitoring of proper treatment
Roseola	X		When fever subsides and there is no evidence of rash
Tuberculosis			Physician's release and monitoring of proper treatment verified by school official

9060 Life-threatening Diseases

The local conference superintendent or senior academy principal, in consultation with the local board and local conference superintendent, may provide written notification to an employee for temporary leave for purposes of examination if the employee is suspected of having a life-threatening disease that could endanger the welfare of students or others. Should there be a positive diagnosis, the superintendent or principal will place the teacher on leave until the local conference board of education hears the case.

The local school board and local conference board of education will hold in confidence all notices, reports, actions, and decisions about infected persons or those suspected of being infected. The

superintendent or principal may not release any documents that contain the name or other identifiable characteristics of an infected employee without the employee's authorization. In the case of education or health professionals who can show a legitimate need to know, the employee, superintendent, or principal may release information.

To assist the local conference board of education in making a decision, the superintendent or principal will refer the case to the county health office or other panel of medical experts or as required by law. The office or panel will conduct an inquiry and make a written report that addresses the following issues:

- A. The nature of the risk to the person and the school. How is the disease transmitted?
- B. The duration of the risk. How long will the carrier be infectious?
- C. The security of the risk. What is the potential harm to third parties?
- D. The probability the disease will be transmitted. What kinds of harm might be expected?

The local conference board of education will decide whether reasonable accommodation can be made to retain the employee.

9065 Maintaining Weapons-free Schools

A. Basic Obligations of Instructional and Administrative Personnel

Consistent with the safety interests expressed in Code 3510 as to students, all weapons are banned from schools or school activities except as otherwise authorized under Code 9065-B. A violation of this Article by certificated instructional, non-certificated instructional, or administrative personnel (as those terms are defined in Code 9040, 9110) will result in appropriate disciplinary action up to and including termination of employment.

For purposes of this Article, a "weapon" is defined as any gun, stun-gun, firearm, bomb, explosive or incendiary device, poison gas, Mace, pepper spray, or knife with a blade exceeding three inches in length. "Weapon" also includes any device that is either designed by its manufacturer or redesigned and/or altered by another for use as a weapon.

"Weapon" also includes any device in a person's possession while at school, on school property, or at a school-sponsored function that the person intends to use as a weapon for the infliction of permanent or temporary harm or harm to property.

B. Exception for Historical Artifacts or Special Occasions

This policy is not intended to preclude the occasional special display or use of historical artifacts or other appropriate props for a valid educational purpose even if the artifact or prop in question falls within the definition of a "weapon," provided advance written approval for display or use is obtained. Such approval is required from the school principal or head teacher, unless the principal or head teacher, is the person seeking approval, in which case approval is required from the local conference superintendent.

Teaching Loads and Duties

9100 Assigned Teaching and Responsibilities

Personnel will be assigned responsibilities based on professional preparation, experience, and personal qualifications. The following policies and recommendations govern assignments in the conventional school curriculum.

A. Kindergarten

1. Kindergartens in multi-grade classrooms are limited to a K, 1 or K,1,2 program with a certificated teacher. Additional grade levels may be added only if a full-time teaching assistant is approved by the local conference office of education and a separate area for instruction is provided while the kindergarten students are present. The kindergarten assistant will work under the direct supervision of the certificated teacher.
2. Two daily kindergarten sessions, morning and afternoon is considered a full-time load for kindergarten teachers. When a school has only one session, morning or afternoon, additional duties equivalent to those of other faculty members will be assigned by the principal for a teacher to be classified full-time.
3. The recommended pupil-teacher ratio for K, 1 or K,1,2 multi-grade classrooms is 12 students without a teaching assistant and a maximum of 16 with a teaching assistant. The recommended pupil-teacher ratio for a single-grade, kindergarten classroom is 18 students without a teacher assistant and a maximum of 25 with a teacher assistant. Any deviations from the recommended pupil-teacher ratios must be processed for approval by the conference board of education.

B. Elementary School

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

Pupil-teacher ratios

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

	No teacher assistant	With teacher assistant
1 teacher: 6 grades - with 1 st grade	12	18
1 teacher: 6 grades - no 1 st grade	15	20
1 teacher: 4 grades - grades 1-4	15	20
1 teacher: 4 grades - grades 5-8	18	25
1 teacher: 2 grades - with 1 st grade	18	24
1 teacher: 2 grades - grades 2-8	22	27
1 teacher: 1 grade - grades 1-8	25	28
1 teacher: 1 grade - Kindergarten	18	25

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

C. Junior Academy

Six subject preparations per day is the recommended maximum load for a junior academy teacher. In a departmentalized program, the following elementary subject areas will be considered equivalent with secondary subjects when determining teacher load: Bible, language arts, math, science, and social studies. Supervisory duties will be assigned by the principal as part of the teacher's professional responsibilities.

D. Senior Academy

The recommended maximum load for a full-time senior academy teacher is six subject preparations or six presentations per day. Each teacher should be allowed one preparation period per day. Supervisory and duties will be assigned by the principal as part of the teacher's professional responsibilities. If a teacher is asked to assume two major committee or sponsorship responsibilities, the maximum number of classes should be reduced by one. The term "major responsibility" includes sponsorships such as senior or junior class sponsor, student association, school paper, yearbook, and number of committees chaired, and laboratory courses taught.

In assessing a teacher's load, the following factors will be considered:

1. number of classes taught daily
2. length of class periods
3. total number of students in classes
4. total number of students taught daily
5. number of preparations each day and number of class assignments required for the courses
6. other responsibilities assigned by the administration.

E. Teacher's Hours at School

1. Elementary school and junior academy teachers will conduct a full school program every school day. Exceptions must be made by the principal or local school board chair. The minimum number of instructional days is 180.
2. Teachers will arrange with the principal or local school board chair for all excursions or field trips, etc.
3. Teachers will arrive at school no later than thirty minutes prior to the opening of school and remain at least thirty minutes after the close of the school day.
4. Teachers will not leave school premises during the school day except by arrangement with the principal or local school board chair.

9105 Full-time Teachers with Major Administrative Responsibilities

A. Definition

Some teachers in EC-10 schools will be designated as principal or head teacher (see Code 9110) and also serve as full-time teachers. This means they will teach at least two-thirds time.

B. Employee Relationship

The employee relationship of full-time teachers with major administrative responsibilities is viewed as instructional with the same employee rights and obligations that teachers possess, not full-time administrative. If such employees have obtained regular appointment status as teachers, they retain this status in the school as teachers but not administrators.

C. Evaluation

Full-time teachers with major administrative responsibilities will be evaluated for teaching performance according to policy. At the discretion of the local conference office of education, an annual or bi-annual evaluation of job performance as an administrator by the local conference office of education will be undertaken.

D. Employment Status

If the local conference office of education, in conjunction with the local school board, determines on the basis of written job performance evaluations, that a change in administrative personnel is necessary, the teacher continues to maintain all employee rights as a teacher.

9110 Administrative Personnel

A. Qualifications

Administrative personnel must meet the spiritual, civic, and personal qualifications that appear in Code 9040 with respect to instructional personnel and, in addition, will maintain administrative qualifications and credentials as required by the Columbia Union and the employing organization and show adequate preparation for the administrative responsibilities to which assigned.

B. Administrative Job Descriptions

The school board, in consultation with the principal and the local conference office of education and board of education, will prepare written job descriptions for all administrative personnel. The job description will be used in evaluating employee performance.

C. Administrative Personnel

The organization for administrative services will depend on the size and type of school. Responsibilities specified in this Code are assigned to appropriate administrators by the local school or academy board. The administrative structure will include the following classifications as needed:

1. Administrators

a. Principal

The principal is the chief executive officer responsible for both the instructional and financial operation of the school. The term “principal” is used when there are three or more teachers, including the principal. In a small elementary school or junior academy with at least three teachers, the general practice is to appoint a teaching principal who is charged with performing the duties of a principal in addition to teaching assignments established by the local school board and local conference office of education. (See Code 9115 and 9120)

b. Vice Principal

The local school board may designate an individual as vice principal to assist in performing duties specifically assigned by the principal or school board.

c. Teaching Principal

In the operation of some schools, it is the prerogative of the local 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 principal in addition to the teaching assignments as established by the local conference office of education. The teaching load of this individual may be reduced proportionately to the administrative responsibilities assigned. (2018-19 NADWP FEA 35 15)

d. Head Teacher

The local conference board of education will designate a “head teacher” in schools with only one or two teachers. The head teacher is the chief administrator of the school with responsibilities that are detailed and defined by the conference superintendent in conjunction with the local school board. The responsibilities of a principal and head teacher are generally the same. The local conference office of education, in consultation with the school board, should be particularly mindful of the full-time teaching responsibilities of the head teacher when assigning administrative duties. Head teachers should be provided sufficient release time from teaching responsibilities for administrative tasks. (2021-22 NADWP FEA 35 20)

2. Business/Financial

i. Business Manager

The business manager, as the school’s financial officer, has the following responsibilities: financial planning and budgeting, cost-control management, purchasing, accounts receivable control, and coordination. The business manager reports to the principal.

ii. Treasurer

The treasurer generally does not have managerial or discretionary responsibilities. As an accountant, the treasurer records, classifies, and summarizes the school’s business transactions. The treasurer receipts, deposits, and disburses school funds, as directed by the finance committee through the principal. The treasurer is a classified employee.

iii. Accountant/Cashier

The accountant-cashier records the school’s business transactions. This includes receipting and disbursing school funds at the direction of the finance committee through

the business manager. The business manager may assign other duties to the accountant/cashier, who is a classified employee.

3. Student Services

i. Residence Hall Dean

The residence hall dean is responsible for maintaining the residence hall as a home for student residents, providing services for the student's spiritual and social maturation, and serving as parent-counselor to student residents. Deans are encouraged to maintain membership in the Adventist Student Personnel Association (ASPA).

ii. Director of Health Services

The director of health services is responsible for organizing a student health care program in harmony with state regulations and requirements established by the employing organization. Complete health records including records of medical examinations will be maintained. The director will have appropriate professional qualifications.

e. Registrar

The registrar is responsible for the academic and attendance records of the school. The registrar will evaluate transcripts, work with students to ensure that all graduation requirements are being met and verify a student's right to graduate. If a registrar does not meet the criteria for a salaried administrative employee under the Fair Labor Standards Act of 1938, as amended, the individual will be considered a classified employee, not an administrator (see Code 9125).

Certification for Academy Registrars

- i. The Columbia Union Office of Education, through the union certification committee, will issue certification to qualified registrars.
- ii. Certification will be for a three-year period and can be renewed upon recommendations from the local conference superintendent or academy principal.
- iii. The certificate will have endorsements in administrative academic services and computer applications.
- iv. The "qualifying experience" criteria for the designated subjects/services certificated, contained in the *North American Division PK-12 Educators' Certification Manual*, will be used as a basis for determining qualifications.

9115 Duties of the Principals and Head Teachers

The following duties generally describe the major responsibilities of the principal. The local conference office of education, in conjunction with the local school board, will determine the major responsibilities of a head teacher or teaching principal.

A. Spiritual Leadership

To provide leadership to the school's religious program, activities, and the development of a positive spiritual climate.

B. Board responsibilities

1. To serve as the executive secretary of the board

2. To serve as the chair or designate a chair for each of the following committees if the committees have been appointed by the school:
 - a. staff/faculty meetings
 - b. administrative council
 - c. admission's committee
 - d. government committee
 - e. curriculum committee
 - f. others as needed

C. Conference responsibilities

1. To serve as agent of the local school board in administering the school following Columbia Union policies and this Code and any additional policies adopted by the local conference board of education and local school board.
2. To carry out the requirements of the school calendar and daily schedule, permitting no variations regarding holidays, length of school year, minimum day sessions, etc., without written approval from the local school board and the local conference office of education.
3. To prepare and forward copies of board minutes, monthly financial statements, and scholastic and statistical reports that are required by the local conference office of education, Columbia Union Office of Education, North American Division Office of Education, and local/state governments.
4. To provide leadership in preparing the self-study report required by the local school accreditation process in cooperation with the local conference and Columbia Union offices of education and other regional/state accrediting and chartering bodies.

D. Community Relations

1. To develop and maintain positive community relations. To represent the school as its official spokesperson, in cooperation with the local school board chair, to the stakeholders of the school, the school board and the public in general.
2. To acquaint parents and other stakeholders with policies and procedures appropriate to the operation of the school.
3. To establish and maintain effective working relationships with public school officials and civic leaders.
4. To work closely with church pastor(s) in further strengthening the school's program.

E. Curriculum and Instruction

1. To provide leadership in implementing curriculum, in consultation with the local conference office of education.
2. To organize and supervise the staff, in counsel with the local conference office of education. In schools with full-time principals, the following duties will normally be carried out by the principal or vice principal; in smaller schools, the local conference office of education bears a major responsibility for these duties:
 - a. regular classroom visitations for purpose of evaluation and accountability
 - b. formal, written teacher evaluations
 - c. conferences with teachers
 - d. curriculum planning with individual teachers, departments, and the faculty

- e. assistance in classroom management
 - f. assistance in developing course objectives and teaching plans
 - g. staff development and professional growth activities for the staff
3. To plan regularly scheduled staff/faculty meetings and arrange for accurate and timely taking, keeping and distribution of minutes.
 4. To oversee co-curricular programs and off-campus activities and tours.

F. Financial Management

To serve as financial authority and operate the school on a sound financial basis within the approved budget.

G. General School Administration

1. To be responsible for developing and maintaining an adequate record-keeping system to ensure the security of all school and board records including:
 - a. Student academic, health, immunization, and attendance records
 - b. Minutes of faculty meetings and faculty committees
 - c. Minutes of the local school board and board committee meetings.
2. To maintain attendance records in accordance with state regulations and to report the names of students who discontinue attendance to the attendance officer of the public school system.
 - a. To assist in the recruitment of students.
 - b. To maintain student conduct consistent with guidelines set by the local conference board of education and specific regulations adopted by the local school board
 - c. To arrange for the preparation of the annual school bulletin/handbook
 - d. To plan adequate supervision for all activities during school hours

H. Personnel Management

1. To implement employment policies as outlined in this Code.
2. To assign teaching responsibilities and other duties to members of the school staff.

I. School Plant

1. To inspect and ensure the maintenance of buildings, grounds, and equipment for operating efficiency and to provide for safety of operation throughout the school plant.
2. To serve as agent of the local school board in equipping the school and overseeing maintenance of the school plant.
3. To conduct regular fire, tornado, active shooter, and disaster drills.
4. To develop an emergency preparedness plan.

9120 Workload for Principals

A. Senior Academy Principals

Senior academy principals should not teach any classes in order to devote full-time attention to administrative duties.

B. Elementary Principals

Elementary school principals should not be required to carry more than a 3/4 teaching load if there are 75-100 students and/or four other teachers; ½ teaching load if there are 100-150 students and/or six other teachers; 1/4 teaching load if there are 150 students and eight other teachers. It is recommended that schools of 150 or more students should have a full-time elementary principal.

C. Junior Academy Principals

Junior academy principals should not be required to teach more than four secondary units or the elementary equivalent. Where there are 75-100 students and/or four other teachers, principals should not be required to teach more than three secondary units or the elementary equivalent; where there are more than 100 students and six or more other teachers, principals should not be required to teach more than two secondary units or the elementary equivalent. It is recommended junior academies of 100 or more students should have a full-time principal.

9125 Term-status Employment for Full-Time Administrative Positions and Salaried Classified Employees

A. General Policies

Unless otherwise specified or revealed by context, all policies in Section 9000 of this Code apply to full-time administrators and salaried classified employees on term-status employment.

B. Definition:

Term-status employees are full-time administrators or salaried classified employees employed for a specified term not to exceed three years. Full-time administrators are individuals assigned to administrative responsibilities by the employing organization for at least two-thirds time.

C. Employment Categories with Term-status

Persons in the following full-time administrative positions have term-status employment if they meet criteria in Code 9110C 3d:

1. Principal
2. Vice Principal
3. Business manager
4. Treasurer
5. Residence hall deans
6. Registrar
7. Director of health services

The following are examples of salaried classified employees with term-status employment: industrial manager, service department head, director of food service.

D. Length of Term

The local conference board of education, upon recommendation of the local school board, will determine the term for full-time administrators. In the case of senior academy full-time administrators, the senior academy board will recommend the term.

E. Retention of Regular Status

An administrator does not hold regular appointment status for the administrative position but:

1. Retains the status obtained as a teacher prior to term-status employment. (see Code 9125-B, C)
2. Continues such status at the completion of the assignment as an administrator.

F. Evaluation of Principals and Vice Principals on Term-status

Principals and vice principals on term-status employment will be evaluated annually on a shared basis by the local conference office of education, and, at the discretion of the conference, by the Columbia Union Office of Education. The evaluators should have school administrative experience. Competency evidenced by professional evaluation is a condition of continued term employment. The evaluation process will consist of a minimum of one written evaluation per year with a follow-up personal conference with the local conference superintendent.

G. Status Change

The status of an administrator on term-status employment may be changed by reason of:

1. Reassignment

a. Definition: A change initiated by an administrator or the employing organization at any time during the term of employment that results in removal from an administrative position and reassignment to another position in the school or another school or conference that does not involve administrative duties.

b. Reasons for reassignment: Reassignment may be initiated for reasons such as, but not limited to:

- i. failure to fulfill the duties and responsibilities in the job description or as detailed in this Code.
- ii. unsatisfactory performance in the current position as determined by the local conference office of education through regular evaluation and in consultation with the local school board.
- iii. conflicting interpersonal relationships.
- iv. insufficient student enrollment or funds.
- v. any legitimate business or educational interest of the local conference board of education or senior academy board.

c. Procedure

- I. The local conference superintendent or the principal, whomever is the immediate supervisor, will give written notice, including the reasons for reassignment, to the administrator.
- II. The local school board may, with the superintendent or designee present, take an action to request the local conference board of education for approval to reassign the administrator. In the case of senior academies, the academy board will have the right to take action.
- III. The local conference board of education will ratify the recommendation in the case of PK-10 administrators.

- IV. The local conference superintendent or principal, whomever is the immediate supervisor, will notify the administrator, in person and in writing of the local conference board of education's or the academy board's action within ten days. The notice will include information on the availability of the process to appeal the decision.

d. Appeal

Administrators who are reassigned under this section will be bound by the conciliation procedure appearing in Code 9650.

e. Miscellaneous Provisions

- i. Employment Status: When the local conference board of education or academy board reassigns an administrator to a position that requires certification, the assignment reinstates the administrator's employment status prior to having been given administrative term status.
- ii. Salary: The salary, excluding the administrative allowance, for the remainder of the term is unaffected if the administrator qualifies for or has achieved regular appointment status and accepts an assignment on the twelve-month employment plan.

2. **Resignation**

- a. Definition: Resignation is the voluntary termination of employment at the close of the school year or within the school year by an administrator with or without the employing organization's consent.
- b. Procedure
 - i. The administrator will submit written notice of resignation to the local conference superintendent of schools and local school board chair or senior academy principal, whomever is the immediate supervisor. The administrator must give notice according to policy or in time to allow sufficient time for the employing organization to obtain a suitable replacement.
 - ii. The local school board will take action to accept or reject the resignation. The local conference superintendent or designee must be present when such action is taken. The local school board secretary will record the action in the board minutes. The local school board recommendation will be forwarded to the local conference office of education. The local conference superintendent will present the recommendation to the local conference board of education for final action.
 - iii. Acceptance of the resignation will not be deemed a waiver of any contractual obligations by either party.
 - iv. The administrator will repay any money owed to the employing organization, including but not limited to: advanced salary, unamortized graduate study assistance, unamortized moving expenses, and other expenses incurred by the employing organization because of the resignation.

- v. The employing organization will pay any money due the employee, including but not limited to salary, medical, and tuition assistance.
 - c. Resignation without consent within the school year
 - i. Local conferences and academies within the Columbia Union will not employ administrators who resign without the consent of their employing organizations unless they have received written consent of the conference superintendent in the conference where the resignation was tendered.
 - ii. The local conference superintendent or senior academy principal or immediate supervisor of the administrator in the conference where the administrator is seeking employment is responsible for negotiations with the former employing organization.
- 3. **Suspension:**

An administrator may be suspended in accordance with the provisions appearing in Code 9605.
- 4. **Termination: Basis for Termination**
 - a. **For Cause Termination**

An administrator may be terminated at any time for cause as determined by the employing organization. The termination settlement policy appearing in Code 9630, **may solely at the employer's discretion**, be applied to **administrators terminated under this paragraph**. Cause means any failure to meet the qualifications or to adhere to the duties and responsibilities described in this Code including, but not limited to:

 - i. any grounds identified in Code 9600.
 - ii. employee's lack of cooperation with administrators or supervisors.
 - iii. conflicting interpersonal relationships beyond resolution with one or more of the administrator's constituencies: superintendent(s), colleagues, teachers and staff, board, parents, or students.
 - iv. ineffective ministry.
 - b. **Administrative Termination**

A term-status employee with a term lasting more than one school year may be terminated at the end of the current school year for administrative reasons. **Such a term status employee may** be terminated prior to the end of the current school year for administrative reasons. **In such instances**, the employing organization will pay all salary and benefits until the end of the school year. **At the end of that school year, the termination settlement** policy in Code 9630 shall be followed. For administrators terminated for administrative reasons, the employing organization **may** make a reasonable effort to assist in securing other comparable denominational employment. No obligation is implied by such voluntary assistance **and any such assistance is completely at the employer's discretion**. Administrative reasons for termination **are not for cause termination as set forth in Code 9125 G4a above**. **Administrative reasons** include, but are not limited to:

 - i. insufficient or declining student enrollment.
 - ii. insufficient funds.
 - iii. conflicting interpersonal relationships.

- iv. any legitimate business or educational interest of the local conference board of education and/or senior academy board not otherwise covered herein.
- v. ineffective ministry
- c. Procedure
 - i. If a local school board wants to recommend termination of an administrator, the board chair must notify the local conference superintendent of the proposed action. The superintendent or designee must be present when the board considers a recommendation for terminating an administrator.
 - ii. The local conference superintendent will give the administrator written notice of the recommendation to terminate. This notice will include the reasons for the recommendation.
 - iii. The local conference board of education will act on the recommendation to terminate. The local conference superintendent will notify the administrator, in writing, within ten days of the action. The notice will include information on the availability of the process to appeal the decision under Code 9650.
 - iv. The senior academy principal or academy board chair will notify academy administrators, in writing, of the board's intention to terminate. The immediate supervisor will notify the administrator, in writing, within ten days of the action. The notice will include information on the availability of the process to appeal the decision under Code 9650.
- d. Appeal

Administrators who are terminated under this Section may initiate the appeal procedure appearing in Code 9650.

9150 Benefits

A. Vacations and Holidays for Certificated Employees

1. Vacations

- a. Employees on a 10-month assignment have vacation and holidays included in this time period. Employees on a 10-month assignment will receive the following vacation remuneration based on service:
 - i. 90% for one through four years.
 - ii. 91% for five through nine years.
 - iii. 92% for years ten and above.
- b. Employees on a 12-month assignment have vacation on the following basis:
 - i. two weeks annual vacation during the first four-year period of service.
 - ii. three weeks during the next five-year period or in harmony with mandated government requirements.
 - iii. four weeks after nine years of service.
 - iv. employees will take two weeks of vacation during the 10-month school year. If employees have additional vacation, the balance will be taken during the summer.

- c. Vacations are for personal renewal; therefore, employees are expected to take their full vacations each year. However, upon request of the employee and approval by the employing organization, two weeks may be carried over from one year to the next for an accumulated vacation not to exceed six weeks in any given year.
2. Paid Holidays
The number of paid holidays granted in any year will be limited to those voted by the local conference board of education or conference executive committee.
3. Basis for vacations for those who enter employment from other organizations
Persons who become denominational employees after several years of experience in a type of work that enhances their ability to function more effectively for the Church may be granted one year of credit toward vacation accrual for each two years of such prior service.
(2021-22 NADWP E 75 05-5)

B. Social Security

All educational personnel (except licensed or ordained ministers) are covered by Social Security through their respective employing organizations. The employee and organization make the contributions required by government regulations. Licensed or ordained ministers are responsible for paying Social Security as self-employed persons. As ordained ministers, they are eligible for the parsonage expense exclusion when reporting for income tax purposes.

C. Health Care Assistance

Employees are granted health care assistance to help cover such expenses as hospitalization, catastrophic health care coverage, doctors' visits, pharmaceuticals, dental and optical care, and other medical costs. The employing organization provides each employee, in writing, with the specific health care assistance program in effect. This program will also define such items as spouse or children's benefits, and policies on maternity leave, elective, plastic and cosmetic surgery, physiotherapy, chiropractic care, speech-language pathology, rhinoplasty, dermatology, reconstructive surgery, orthopedic shoes, and physical examinations. Methods for reimbursement should be clearly outlined. Employees may be expected to cover a percentage of the health care package through monthly payroll deductions and/or by paying a percentage of the medical costs.

D. Adoption Expense

Full-time employees may be granted 75 percent of the medical and legal expenses and adoption agency fees incurred in the adoption of children if the adoption is completed. The maximum assistance to be granted shall not exceed the equivalent of up to two times the current monthly Remuneration Factor. This assistance is limited to one allowance per child. (2021-22 NADWP Y 26)

E. Tuition Assistance for Children of Employees

1. Christian Education

Employees are encouraged to support the Church's philosophy of Christian education by enrolling their children in Seventh-day Adventist schools. Full-time Church employees in administrative, professional, and supervisory positions (those exempt from Federal and state wage and hour laws) are expected to send their children to Seventh-day Adventist denominationally owned and operated schools.

2. Eligible Employees

Employing organizations will provide tuition assistance to employees classified as regular and full-time for their children who are enrolled in denominationally owned and operated schools on the elementary, secondary, or liberal arts college levels, or technical or professional schools on the undergraduate levels, a fifth year of college or required to secure credentials/certification.

3. Students Eligible for Tuition Assistance

To be eligible for tuition assistance the student must be:

- a. an unmarried dependent of the employee.
- b. less than 24 years of age unless the student has given compulsory military service, volunteer service for the Church, or has a documented medical consideration.
- c. eligible to be claimed as a dependent on the employee's income tax return.
- d. born to, or legally adopted by, the employee or spouse or a stepchild by marriage receiving more than 50% of support from the new family unit.

4. Students Eligible in Divorce and Remarriage Situations

To be eligible for tuition assistance the student must be:

- a. under the custody of a divorced employee and eligible to be claimed as a dependent on the employee's tax return.
- b. under the custody of the ex-spouse of the employee and eligible to be claimed as a dependent on the employee's tax return.

5. Assistance

The employing organization may provide assistance of up to 70% of the tuition and all required fees for dormitory students, and up to 35% for non-dormitory students. Assistance on the academy or college level should be calculated on the gross charges for tuition and required fees, according to the current bulletin, before family discounts or other discounts granted by the school. In cases where an employee's local church provides a subsidy to cover the differential between constituent and non-constituent tuition rates, the tuition assistance will be based on the net tuition expense to the employee. This will not include charges for private music lessons except where such lessons are required for credit toward music majors or minors, in which case the above percentages may be applied on the basis of the tuition ordinarily charged for an equivalent number of credit hours.

6. Professional Programs

Assistance provided for professional programs not requiring an undergraduate degree before beginning graduate study will be based on, and will not exceed, the normal tuition costs for a maximum number of semesters or quarters as provided in the provisions of this section.

7. Limitation on Assistance

Assistance will be provided for a degree program for a maximum of ten semesters or fifteen quarters or combined equivalent.

8. Summer Sessions

Students who attend summer sessions will be eligible for tuition assistance. Such attendance will not count against the maximum semesters or quarters referred to in the provisions of this section.

9. Attending School Outside the Conference Territory

Assistance will not be granted for children attending schools outside their territory unless exceptions are authorized by the employing organization.

10. Method of Payment

Assistance for students enrolled in an academy or college will be made directly to the school. Organizations providing assistance will make the appropriate arrangement for students attending elementary and intermediate school.

11. Division of Assistance

When both parents or legal guardians are denominationally employed by separate organizations and both provide tuition assistance according to this policy, each organization will be responsible for one-half of the tuition assistance. The method of paying and dividing the cost will be mutually agreed on by the organizations concerned. Only one tuition assistance will be provided per student. (2021-22 NADWP Y 24 05 12)

12. Attending Schools outside the North American Division

Children independently attending Adventist colleges outside North America may be granted tuition assistance amounting to 70% of actual tuition, provided the amount of assistance is not greater than the amount they would receive if attending their home college.

- i. Adventist Colleges Abroad students will receive tuition assistance based on the cost of tuition at the home campus where they are registered.
- ii. Tuition assistance shall be provided for studies through Griggs University and Griggs International Academy as per regular policy. Tuition assistance is provided on credits that are earned through the College Level Examination Program (CLEP). The assistance on both is 35% whether or not the student is residing in a school dormitory.

13. Exceptions

This policy is intended to apply only to employees' children who attend Seventh-day Adventist schools. Exceptions may be made as follows if approved by the employing organization:

- a. Attendance at privately operated Seventh-day Adventist schools if the school is approved by the local conference board of education.
- b. In cases where an undergraduate-level program of study is not offered in a denominational school in the North American Division, the total assistance will not exceed the amount that would normally be granted for attendance at a denominational school in the student's field of study.

F. Employee/Survivor Benefit Plan

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

Benefit Provisions - The following benefit provisions will be applied in administering this plan:

1. Benefit Scale: The benefits shall be as follows:

Employee	\$50,000 to \$100,000
Spouse	\$50,000 (benefits reduced at age 70)
Dependent Child	\$5,000 to \$10,000
Stillborn	\$750

2. Medical Termination

Employees who discontinue employment as a result of illness or injury but who do not have enough years of denominational service to qualify for retirement benefits, and who are not otherwise employed, will be eligible for medical termination for a period of six months after they go off the payroll. Spouses of such employees, as well as their eligible dependents, are also covered under this plan during the six-month period.

3. One Benefit Per Death

If the spouse or dependents are also serving as employees of the denomination, only one benefit per death will be made.

4. Purpose

This benefit is to provide for financial assistance in meeting the employee's share of the expenses of the final illness and funeral, as well as the needs of the survivors.

5. Administration of Benefit

The administration and servicing of this benefit will be handled by Adventist Risk Management, Inc., (ARM) on behalf of the North American Division.

6. Additional Benefits

Employees on a voluntary basis may supplement their Survivors' Benefit amounts by participating in the Survivors' Assistance Fund for Employees (SAFE), for themselves and their spouses through payroll deductions for the costs thereof. Eligibility for participation in SAFE is determined by ARM evaluation of the employee's application form. SAFE is established and administered by ARM. (2021-22 NADWP Y 34, Y 46)

G. Retirement Benefits for Certificated Personnel

1. Employees can get complete details about retirement benefits and eligibility requirements from the publication, *The NAD Retirement Plan of the General Conference of Seventh-day Adventists*, available without charge from the General Conference of Seventh-day Adventists, 12501 Old Columbia Pike, Silver Spring, Maryland, 20904, or from the employee's employing organization. For questions concerning the Plan, contact the local executive conference secretary.

2. Retirement Bonus

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

H. Employment on Denominational Retirement

Employees on denominational retirement and Social Security may be employed for a limited monthly stipend and may receive the following allowances:

1. Mileage at a rate not to exceed the rate that has been established by the General Conference Annual Council sessions.
2. Telephone expense.

I. Disability Retirement

1. If employees become disabled while employed by the Church, the employing organization will follow the North American Division Working Policy when applying disability retirement benefits.
2. Employee Disability Income Plan
 - a. Purpose - This policy seeks to provide a partial solution to the exposure of risk of loss of income due to a prolonged absence from work because of a disability. The Employee Disability Income Plan described as follows contains an insured component of long-term disability.

- b. Participation - Employing entities of the NAD who participate in the Seventh-day Adventist Retirement Plan are required to participate in the NAD Employee Disability Income Plan.
- c. Plan Administration - The plan shall be coordinated by Adventist Risk Management, Inc., on behalf of the NAD.
- d. Eligibility - All regular full-time denominational employees working an average of 35 hours per week shall be eligible to participate in the Employee Disability Income Plan. The plan commences with the first day of employment.
- e. Minimum Benefits - While provided benefits depend on available contracts from providers, any contract providing long term disability benefits shall contain the following minimum benefits:
 - i. A monthly amount of 66.67% of pre-disability basic monthly earnings (Remuneration Factor plus applicable cost of living) excluding area travel and all other allowances. This program coordinates with workers' compensation, Social Security, and other group and government assistance program benefits related to employment, subject to a minimum monthly benefit of \$100.
 - ii. The elimination period before benefits are paid shall be no longer than 180 days.
 - iii. The definition of disability shall refer to the employee's own occupation during the first two years of disability and any occupation after that. These minimum benefits may be amended as required by professional judgment and available contracts by the action of the NAD Risk Management Committee. The provisions of the long-term disability insurance policy will prevail over the provisions as outlined in this section.
- f. Retirement Contributions - Employees who became eligible for the Employee Disability Income Plan while participating in the NAD Seventh-day Adventist Retirement Plan continue to receive employer retirement contributions commencing from the first day of the elimination period up to a total of 18 months.
- g. Employee Benefit Eligibility - Employees who become eligible for Employee Disability Income Plan benefits will be eligible for continuation of Group Life Insurance for a period of 18 months commencing from the first day of the elimination period. Health care benefits shall be continued by the employer up to the earlier of:
 - i. Re-employment
 - ii. Eligibility for Retirement Plan benefits at the normal retirement age
 - iii. Eligibility for Medicare benefits
 - iv. Up to 24 months commencing from the first day of the elimination period.

Coverage under the Health Care Assistance Plan for Employees of Seventh-day Adventist Organizations of the North American Division would be secondary to any other health care coverage for which the individual is eligible. Extension of eligibility for other employee benefits may be specifically provided for in the related specific sections of the North American Division Working Policy. (2021-22 NADWP Y 33)

J. Elimination Period Remuneration Continuance

- 1. Non-exempt Employees - The disabled nonexempt employee shall receive continued remuneration from the employing organization according to the provisions of the Sick Leave policy as described in 2021-22 NADWP Y 33 40. Each employing organization may choose to extend the period during which the remuneration for the disabled nonexempt employee is continued up to the duration of the elimination period. If this option is chosen all unused and sick leave time shall be used first before any extended time is granted.

2. Exempt Employees - When an exempt employee becomes disabled the employing organization shall continue the employee's basic salary for the duration of the elimination period before receipt of long-term disability benefits.
3. Disabled Employee Eligibility (see 2021-22 NADWP Y 22 13) – An eligible employee who becomes disabled and eligible for disability income plan benefits under 2021-22 NADWP Y 33 shall be eligible for those health care assistance plan benefits that the employee would otherwise be eligible for up to a maximum of 24 months from the commencement of the elimination period or earlier under the provision of 2021-22 NADWP Y 33 35.

K. Death of an employee while in denominational service

1. Surviving Spouse Benefits
When an employee dies while in service, the surviving spouse receives certain benefits which are continued for two months from the date of the employee's death.
(2021-22 NADWP Y 46 17)
2. Continuation of Employee Remuneration
When an employee dies while in denominational service, the surviving spouse is eligible to continue receiving the deceased employee's remuneration for five months.
(2021-22 NADWP Y 25 10)
3. Hospitalization and Comprehensive or Family or Spouse Medical Coverage
The surviving spouse shall continue to receive hospitalization and comprehensive family or spouse medical coverage for six (6) months to the extent that the deceased employee was eligible at time of death. This benefit is available to all full-time denominational employees, the spouse thereof, and dependent(s) as defined in the Health Care Assistance Policy for the North American Division. (2021-22 NADWP Y 46 17)
4. Tuition Assistance for Dependent Children of Deceased Employee
5. 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 2021-22 NADWP Y 25 25 Tuition Assistance for Children of Employees.

Graduate School

9200 Summer School Attendance

A. Underlying Philosophy

The Church encourages the professional development of educational employees by providing financial assistance to attain post-graduate degrees. While the Church wishes financial resources existed to support all employee categories to the same extent, recognition is given to varied expectations for different employee groups. A master's degree is generally considered an acceptable terminal degree for PK-12 teachers. It is usually considered more essential for PK-12 administrators and local conference and Columbia Union Office of Education personnel to possess doctoral degrees. However, it is also recognized that administrators come from the ranks of PK-12 teachers who show promise and have been encouraged to earn doctorates in appropriate fields of study.

B. Financial Assistance

1. Employees authorized to take graduate or postgraduate courses with assistance from their employing organization will receive tuition and fees. If the employee is authorized to attend school away from home, one round trip to the nearest Seventh-day Adventist University is allowed plus the equivalent of rent for a dormitory room for the authorized period. The Columbia Union's policy for tuition reimbursement for recertification, graduate and post graduate courses shall be as follows:
 - a. Tuition reimbursement for approved courses shall only occur if official transcripts and official requests for reimbursement from the local conference are submitted.
 - b. Non-certified teachers hired by the local conference shall not be eligible to receive tuition reimbursement from the Columbia Union until and beyond such point that standard certification is secured; after which the Columbia Union will reimburse for approved coursework at a rate of 75%. Teachers hired with a basic certificate and that seek standard certification shall be reimbursed for approved courses at a rate of 50% until such time as standard certification is secured. Reimbursement is always processed through the local conference and is not provided directly to the teacher.
 - c. The local conference assumes financial responsibility, in the first full year, for hired teachers that are taking graduate course work at the time of hire; or who have just completed graduate coursework immediately prior to hire. Tuition reimbursement will be provided by the Columbia Union at a rate of 75% at the start of the second year, though not retroactively for any previous courses taken, provided the request for reimbursement is not for a second graduate degree or in a program specialty outside of the teacher's primary instructional assignment. The local conference assumes financial responsibility for reimbursement, at whatever rate it deems appropriate, for second graduate degrees for which it grants approval.
 - d. The Columbia Union Office of Education will provide tuition reimbursement at a rate of 25% for approved courses taken by retained teachers whose certification has expired. The Columbia Union Office of Education will not provide any tuition reimbursement for teachers retained by the local conference whose certification has expired for a second consecutive year or beyond. Columbia Union reimbursement will resume at a rate of 75% only after such teachers have regained denominational certification and only for courses leading to recertification thereafter. The local conference assumes financial responsibility for reimbursement at whatever rate it deems appropriate for recertification.
 - e. The Columbia Union Office of Education will consider the reasonableness of per-credit expense and reserves the right to adjust the reimbursement percentage if it is determined that the per-credit expense is unreasonably high. Reimbursement for certification courses per-credit tuition shall not exceed 150% of the discounted per-credit tuition charge for Washington Adventist University courses offered annually.
 - f. If the local conference intends to apply for Columbia Union Office of Education tuition reimbursement for graduate programs that have been locally approved for its teachers, it must secure a "sign-off" from the Columbia Union Certification Registrar before a teacher matriculates.

- g. Academy Principals: The Columbia Union will, for superintendents and academy principals only, reimburse at 75% for coursework taken to secure an administrator certificate.
 2. A stipend may be paid to employees taking summer school at the rate of \$100 per week for a maximum of eight weeks or at the rate of \$100 per semester hour earned, whichever is less; \$800 is the maximum that can be paid to an employee each summer. Employing organizations will not pay for work taken during the employee's contract term unless authorized by the local conference office of education.
 3. Because it is impractical for PK-12 administrators and local conference and Columbia Union Office of Education personnel to take complete breaks from administrative responsibilities while studying, they generally receive both tuition assistance and salary considerations.

C. Authorized College Expense for Employees

1. The Columbia Union will reimburse local conferences or senior academies 75% of authorized postgraduate and graduate study tuition and fees, provided the conferences and academies pay the remaining expenses according to Columbia Union policy.
2. Master's Thesis Expense - Two-thirds of the thesis expense or \$400, whichever is less, will be granted to a candidate for a master's degree. This will cover typing, publishing, computer time, surveys, and other costs directly related to the thesis. All costs above this amount will be paid by the candidate. Time to prepare and complete the thesis is considered part of the summer school expense in the master's program.

D. Authorization

1. The employing organization grants summer school authorization to elementary and junior academy employees upon the recommendation of the local conference board of education. Senior academy employees receive authorization from their academy board through the principal.
2. Employees expecting Columbia Union assistance must written authorization from the local conference superintendent or academy principal before registering for the program.
3. Local conferences and academies sending employees to summer school will give each employee approval in writing and will send lists of approved employees to both the university or college student affairs office and registrar.

E. Required Summer School Attendance

All employees holding conditional certificates will be required to secure six additional semester hours of college credit during the summer. These hours must apply toward improving their credentialed status. No employee holding a conditional certificate may be employed by the local conference in any summer activity that will interfere with summer school attendance.

F. Summer School for Transferring Employees

New employees coming from areas outside the Columbia Union may have advanced so far in their study program that transferring to a college/university within the Columbia Union would cause loss both to the employee and to the denomination. In such cases, the employing organization may grant approval for the employee to continue summer school in the original

college/university and to receive the same benefits as though attending a college/university in the Columbia Union.

G. Amortization for master's degree

Assistance given during the summer or school year for part-time study on a master's degree will be amortized by one year of service following the study. Upon receipt of the master's degree, the employee will be obligated to serve the employing organization for one additional year.

Whatever graduate expense has not been amortized by previous service will be amortized by this one year of service, or it will become the liability of the employee or the calling organization.

H. Definition of Full-time Leave of Absence and Part-time Study Leave

1. A full-time leave will consist of at least twelve or more weeks of assisted study leave with no regular work responsibilities. (see Code 9200-G, 9210)
2. A part-time study leave will include summer school classes or not more than three semester hours per semester during the school year while continuing regular or reduced work responsibilities.

9205 Extension Classes and Courses Taken in Residence during the School Year

Employees authorized to take course work by extension or in residence during the school year may receive financial assistance for tuition and fees. Authorization is granted by the employing organization. Employees desiring to take academic course work in excess of three semester hours at one time during the contract year must receive authorization from the employing organization.

9210 Amortization of Graduate Study Expenses

Local conferences and academies will amortize the costs of graduate study on the basis of one year of employment for one year of summer school study. Amortization begins immediately following the summer of study.

Local conferences and academies will amortize inservice study during the school term in which employees take the course work unless otherwise mutually agreed. Employees may take a maximum of three semester hours each term during the school year.

9215 Doctoral and Education Specialist Assistance

Ordinarily the expense of graduate study beyond the master's degree for education personnel is regarded as the concern and expense of the individual. However, recognizing the value of education specialist and doctoral-level training to the Columbia Union's education system, and to the Church in potential service as office of education administrators and college/university professors, and since present recertification requirements mandate periodic course work beyond the master's degree, the

Columbia Union and its participating conferences have adopted the following post-master's tuition assistance plan:

A. Criteria for Approval

The following criteria form the basis for considering applications to pursue an education specialist or doctoral program:

1. A minimum of five years of successful experience as superintendent, associate superintendent, principal, or vice principal within the Columbia Union's educational system
2. Acceptance into an approved doctoral program
3. Demonstrable aptitude for leadership and the ability to implement the degree to enhance educational planning and instruction.
4. Selection of an area of academic concentration that is needed within the Columbia Union's EC-16 education system.
5. Proven commitment to the church's education system and evidence of maturity and emotional stability.

B. Submitting the Application

1. Complete application packet (Appendix F)
2. The completed application will be submitted to the local conference superintendent to be presented to the local conference board of education for approval.
3. The local conference office of education will forward the approved application to the Union Vice President for Education to be processed by Columbia Union Office of Education and Columbia Union Board of Education.
4. Final approval of the application will be made by Columbia Union Board of Education.

C. Application Timelines

1. Aspiring candidates must submit applications to the local conference office of education prior to August 1.
2. The local conference office of education will discuss and take action upon the application to ensure that the conference approved application is submitted to the Columbia Union Vice President for Education prior to October 1.
3. The Columbia Union Office of Education will process the application so that the Columbia Union Board of Education will be able to act upon the application at its Fall meeting. No commitment for approval will be given to the applicant until the Columbia Union Board of Education has approved the application.

D. Annual Progress Report

All candidates shall present an annual written progress report to the Columbia Union Office of Education. (Appendix G)

E. Financial Provisions of Tuition Assistance

1. During the Summer

- a. Full Salary: The employing organization will pay the summer salary.
- b. Full Tuition and Fees: The employing organization will pay the tuition and fees and the Columbia Union will reimburse 75% of the charges if the conference or other employing organization submits the charges prior to November 1.
- c. Travel Expense: The employing organization will pay one round trip to Andrews University or its equivalent mileage. Day students who commute to classes daily will be reimbursed per summer for round-trip mileage based on the following:

1-25 miles	\$100
26-50 miles	\$150
51-100 miles	\$200
101+ miles	\$225

These amounts will be reviewed bi-annually by the Columbia Union Office of Education and adjusted in consultation with the local conference superintendents of education.

- d. Room Expense: If the candidate is required to be away from his/her regular domicile, the employing organization will pay dormitory room expense or the equivalent.
- e. Book Expense: The education specialist/doctoral candidate assumes the cost of books, copying, and other related costs.
- f. Candidate Replacement: This tuition assistance process assumes the employing organization will not incur additional salary expenses as a result of the candidate's absence during the summer.

2. During the School Year:

An approved candidate who wishes to take limited course work (up to six hours) during the regular school term will secure the permission of the local conference board of education.

Tuition assistance is provided according to the summer course work policy. The conference or academy will bill the Columbia Union for its share of the doctoral assistance before November 1.

- a. Full Salary: The employing organization will pay the candidate's full salary.
- b. Full Tuition and Fees: The employing organization will pay the full cost of the tuition and fees with the Columbia Union reimbursing 75% of the costs.
- c. Travel Expense: The employing organization will pay one round trip to Andrews University, or its equivalent mileage, if the academic program requires that the student make the trip.
- d. Room Expense: If the candidate is required to be away from his/her regular domicile, dormitory room expense, or the equivalent, will be provided. The funding will be as follows: one-third by the employing organization, one-third by the local conference; one third by the Columbia Union.

- e. Book Expense: The education specialist/doctoral candidate assumes the expenses of books, copying, and other related costs.
3. Salary Costs for Residence Requirements:
When a candidate's absence to meet residency, requirements necessitate the hiring of additional personnel of up to, but not more than one salary, to cover administrative duties, the cost is distributed as follows:

Salary of Principals, Vice Principals	Salary of Superintendents, Associates
¼ by the candidate	1/3 by the candidate
¼ by the candidate's school	1/3 by the local conference
¼ by the local conference	1/3 by the Columbia Union
¼ by the Columbia Union	

4. Dissertation Costs:
- a. Two-thirds of the dissertation cost will be granted to the candidate up to a maximum allowance of \$1000.00. This will cover typing, publishing, computer time, surveys and other costs directly related to the preparation of the dissertation. All costs above this amount will be paid by the candidate.
 - b. The maximum assistance for dissertation cost (\$1000.00) is shared as follows:

Principals. Vice principals	Superintendents, associates
1/3 by the candidate's school	½ by the conference
1/3 by the conference	½ by the Columbia Union
1/3 by the Columbia Union	

- c. The specialist/doctoral candidate may be allowed a maximum of ten weeks per summer for three summers' leave time on salary for dissertation preparation (research and writing). Such salary is paid by the employing organization.

F. Contractual Agreement

- 1. Amortization to Employing Organization and Others for Summer Assistance
For employees granted a full-time leave of absence, the total education specialist/ doctoral study expense will be amortized annually in an amount equivalent to eight times the remuneration factor or one-seventh of the total expense, whichever is greater, for each full year of service. For employees granted part-time education specialist/doctoral study, financial assistance given during the summer or school year will be amortized by one year of service following the study. (For definition of full-time leave of absence and part-time study leave, see Code 9200-H) Upon completion of the education specialist/ doctorate, employees on part-time study leave will be obligated to serve their institution for three years. Whatever graduate

expenses have not been amortized by previous service will be amortized by these three years of service, or it will be the liability of the employee or the calling organization.

When an educational employee, with an unamortized graduate expense, is called to another organization, the two organizations will agree, in writing, before the call is actually passed to the employee, as to whether the unamortized amount is to be paid in one sum or over a period of time.

2. Amortization Agreement for Leave of Absence

- a. The expenses incurred such as salary, tuition, fees, etc., by the person who is granted a leave of absence exceeding a summer quarter, will be set up as a graduate study expense account.
- b. The employing organization of an employee who applies for a graduate residency program will enter into a contract with the applicant to cover the reimbursement of unamortized salary and other expenses incurred by the employee. This contract will recognize the fact that the Columbia Union and the employing organization have the right to request that they be reimbursed for these costs before they pass on invitations for employment from outside the Columbia Union. The same would hold for calls within the Columbia Union for expenses incurred by the employing organization and/or the local conference.
- c. If, for any reason, the candidate does not accept re-employment within the Columbia Union after the leave of absence, the person agrees to reimburse the sponsoring organizations according to the contractual agreement.
- d. Employees who have taken a full-time leave of absence for graduate study assume responsibility for repaying the unamortized balance if they choose to leave denominational employment. Any denominational organizations that call an employee who has had a part-time study leave but has not worked a full year to amortize the assistance received, and/or the employee who has taken a part-time study leave but has not worked a full year to amortize the assistance received, shall assume full responsibility for reimbursing the employing organization a proportionate amount of the balance.

G. Miscellaneous Provisions

When possible, principals should work out residency requirements to include a summer session thereby minimizing absence from the school. The local conference board of education may approve limited leave time that may be required during the school year to study for comprehensive examinations or dissertation preparation.

Leave Policies

9250 Leave Policies

A. Provisions for Special Leaves

Employing organizations may grant certificated personnel the following leaves:

1. Bereavement: A leave up to five working days with no loss of salary may be granted to employees in case of death in the immediate family. In unusual circumstances, additional time may be granted at the discretion of the employing organization.

“Immediate family” means parents, spouse, brothers and sisters of the employee or spouse, grandparents, children, and grandchildren. Cases involving other near kin may require special consideration. The employing organization will evaluate those cases on an individual basis. Travel costs incurred as a consequence of bereavement leave will be borne by the employee.

2. Jury Duty

Employees selected to serve on jury duty may accept this civic responsibility. However, if selection requires a prolonged absence from the school, the employee should request to be excused.

3. Personal Leave

Employing organizations may grant an employee up to two personal days per year. These may be counted as part of the ten short-term illness days allowed annually to employees. Employing organizations may finance the cost of the substitute teachers in the same way they do the cost of illness leaves.

The employee must give the school principal or local school board chair at least five- day advance notice for personal days. Personal days may not be taken in connection with the beginning or end of scheduled vacation periods. Should an employee take more than two personal days, the employing organization will reduce the employee’s monthly check by the employee’s daily rate for each excess day. (see Code 9310)

4. Illness/Disability Leave

- a. Definitions

- i. Short-term illness leave -Short-term illness leave is absence from school due to an illness that lasts from one to three days.
- ii. Long-term illness leave - Long-term illness leave is absence from school due to an illness that lasts more than three days.
- iii. Unpaid illness leave - Unpaid illness leave is short-term leave taken after the employee has used the ten days of paid illness leave.
- iv. Extended financial benefits - Extended financial benefits are benefits approved by the employing organization for unusual circumstances that could create hardships for the employee.
- v. Pregnancy leave - Pregnancy leave is leave taken because of a pregnancy. It is part of the long-term illness leave available to employees.
- vi. Immediate family -Immediate family means the employee’s spouse, children, and parents.
- vii. Day - A "day" under this policy means a day upon which the employee is scheduled to work.

- b. Short-term leave
 - i. Employees may use up to ten days for short-term illness leave during the contract year with no loss in salary.
 - ii. Employees may use these days for personal illness or illness of an immediate family member.
 - iii. Short-term leave taken after exhaustion of the ten days will be taken as unpaid leave.
 - iv. The school and employing organization will pay the cost for substitute teachers.
 - v. The employing organization will not count bereavement leave and jury duty leave as part of any illness leave.
- c. Long-term leave
 - i. Long-term illness leave requires that the employee be under the care of a physician and the employee must present a satisfactory certificate from the physician to qualify for salary payment.
 - ii. If the illness goes beyond the limit of available days, the employee may request extended benefits leave for his/her illness.
 - iii. An employee has six weeks of long-term leave annually. If an illness is serious or life-threatening, the employee may request extended benefits leave from the local conference executive committee.
 - iv. Notwithstanding the immediately preceding provision, if an employee does not use all ten days of short-term leave, the employee may transfer the remainder, up to five days, into his/her long-term leave bank up to a maximum accrual of ten weeks of long-term leave.
 - v. Long-term leave will not be convertible to paid leave or be considered as credit payable at the end of the employee's service.
 - vi. Employees transferring directly to another denominational employing organization may transfer accrued long-term paid leave. However, the employing organization will transfer no funds.
- d. Pregnancy leave
 - i. Pregnancy leave will be granted on the same basis as long-term illness leave according to the Family and Medical Leave Act (FMLA) policy. Employees requesting pregnancy leave will also request FMLA leave. This includes completing the request form, the physician's certification form, and time records (if the employee takes intermittent or reduced-schedule leave).
 - ii. Employees are entitled to up to twelve weeks of paid or unpaid leave for the birth of a child. However, once the employee's physician has released the employee from his/her care, if the employee wants to continue FMLA leave, any paid long-term illness leave will be stopped. However, both male and female employees may access any applicable paid leave available to them. (see Code 9250-B)
 - iii. An employee returning from pregnancy leave under the FMLA will be entitled to reinstatement in the employee's previous position or a position of equivalent pay, benefits, and other employment terms and conditions. The employing organization will require that the returning employee provide a physician's medical release.

- e. Procedure
 - i. Any leave under this Section must be coordinated with FMLA leave.
 - ii. The procedure for requesting FMLA leave appearing in Code 9250-B will be followed when requesting disability leave.
 - iii. Employees need not report the first three days of illness leave as disability leave. However, if the illness/disability is exceeded, the entire period of disability will be counted toward the six-week maximum (up to ten-week maximum if unused short-term leave has been transferred) allowed for long-term illness leave.

- 5. Notification and Reporting Requirements - When the need for leave is foreseeable, such as the birth or adoption of a child or planned medical treatment, the employee must provide thirty days' advance notice and make efforts to schedule leave so as not to disrupt school operations. If it is not possible to give thirty days' notice, the employee is expected to give as much notice as practicable. In cases of illness, employees on leave will be required to report periodically on their status and intention to return to work.

If an employee fails to give thirty days' notice for foreseeable leave with no reasonable excuse for the delay, the employing organization may deny the request for up to thirty days from the date the employee gives notice in writing.

- 6. Status of Employee Benefits During a Leave of Absence - While the employee is on leave, the employing organization will continue the employee's health-care benefits. The benefits will continue at the same level and under the same conditions as applied before the employee began the leave.

If the employee had opted-in eligible dependents and spouse for health-care benefits, the employing organization will continue to make payroll deductions for the premium while the employee is on paid leave. While on unpaid leave, the employee must continue making this payment. Payment must be made in a timely manner to the conference treasury department. Should the employee fail to continue the payments, the employer may discontinue dependent/spouse coverage during the leave period or recover payments at the end of the leave period in a manner that is consistent with law.

Benefit entitlement based on an employee's length of service to the employing organization will be calculated based on the last paid day prior to the beginning of the unpaid leave of absence.

- 7. Procedures
 - a. Employees must request a Family and Medical Leave Absence form from the employing organization's human resources office. When completed, the form must be returned to the local conference office of education or, in the case of senior academy personnel, to the academy principal or designee.
 - b. Employees seeking family and medical leave because of a serious health condition must provide a completed Certification of Physician or Practitioner form, available from the employing organization's human resources office. The form is to be returned to the local conference office of education or, in the case of senior academy personnel, to the academy principal or designee

General Financial Policies

9300 Salaries

A. Remuneration of Certificated Personnel

Local conferences and academies determine salary rates for certificated employees in accordance with *Columbia Union Wage Scale* and applicable federal and state laws. The remuneration factor and the implementation of the cost-of-living (COLA) granted to the employee include provision for housing. The full implementation of the Relocation Assessor published by the Economic Research Institute, Inc., (ERI) provides the employee with adequate housing allowance. No additional housing allowance may be granted except as provided in Code 9315.

B. Certification Policies in Relation to Salary

Employees' credentials and years of service determine salaries. Employees are responsible for securing appropriate credentials.

1. Salary Step Placement - Salary step placement is based on the denominational teaching credential currently held and years of service. Changes in salary become effective on the first day of the calendar month after employees' present credentials to their employing organization that show eligibility for a step change. Delay due to no fault of the employee will not incur loss of payment.
2. Conditional Certificate is Minimal - All full-time teachers must qualify for the Conditional Certificate at a minimum. They are expected to meet the requirements for renewal until the criteria for a Basic or Standard Certificate are met.

The maximum pay for such a teacher will be that of a "Teacher with a B.A. but no Basic or Standard Certificate" as specified in the *Columbia Union Wage Scale*.

3. Lapsed Certification - Employees who allow certification to expire may be terminated, or in lieu of termination, placed on probation. (Code 9600, 9620 will apply.) If continued as a probationary employee, salary will be reduced one level in the scale for each year on probation. (For example, in the first year of probation, salary will be reduced one level; in the second year of probation, the salary will be reduced another level, meaning a two-step reduction from the year in which certification expired.)
4. Designated Subject/Services Certificate - The Designated Subjects/Services Certificate may be granted to part-time teachers.
5. Exceptions - Exceptions to these policies due to extenuating circumstances must be recommended by the local conference board of education or senior academy board to the Columbia Union Conference Certification Review Committee.

C. Payment Plans

The following payment plans apply:

1. 12-month assignment - Non-probationary employees assigned on a 12-month basis will receive regular salary payments based on established annual salary rates.

2. 10-month assignment - Non-probationary employees assigned on the 10-month basis will receive regular salary payments during each month of the calendar year based on a fixed percentage of the established annual salary rate. Generally, such employees will be employed for a 10-month assignment. Exceptions will be determined by the employing organization.

The 10-month assignment plan is available only to contractual, full-time instructional personnel. Generally, it does not include administrative or auxiliary personnel (defined by the employing organization) and does not apply to probationary employees. Eligible employees on 10-month assignment are entitled to all employee benefits.

3. Probationary Employees - Probationary employees will receive salary payments either on a 10- or a 12-month salary rate depending on the type of position held. Probationary employees are entitled to all employee benefits, but only during the course of their employment.
4. Special Denominational Projects - Employees on 10-month assignment may be employed on special denominational projects when not under the direction of the school principal or local conference superintendent.
5. Outside Employment - All full-time regular employees will not engage in any outside employment or educational matriculation that will interfere with performing the job for which the employee has been hired.

D. Delayed Hiring

Employees on 10-month assignment will be paid proportionately to the number of weeks actually employed if they report after the designated report-to-work date.

E. Instructional Services Personnel

The local conference board of education will apply the *Columbia Union Wage Scale* for registrars, librarians, and guidance personnel. The same standards for years of service and denominational certification will be applied.

F. Travel Allowance

Local conferences and senior academies will pay principals an administrative allowance according to the following guidelines, subject to any future adjustments in amounts that may be enacted as a matter of policy:

1. Elementary schools, junior academies, and senior academies - \$18 per teacher up to a maximum of \$200 per month.
2. Senior Academies
Boarding: \$240 per month
Day: \$200 per month
3. A principal is defined as one who administers a school of at least three teachers (including the principal).
4. Vice principals and business managers who are employed on a twelve-month basis may receive up to 75% of the administrative allowance received by the principal. The decision for the allowance will be made by the local conference board of education or senior academy board.

9305 Cash Advances

Substantial cash advances will not be made to employees without special action of the employing organization. Reasonable cash advances will not exceed the net amount of a month's salary.

9310 Daily Salary Rate

The actual number of days within an employee's contract period, including school and vacation days, will be used to calculate an employee's daily salary rate. The 10-month daily rate will be based upon 220 days within the contract period. The 12-month daily rate will be based upon 260 days within the contract period.

9315 Dual Homeowner's Subsidy

A. Initial Assistance

When employees move from one location to another and because of conditions of a lease or failure to sell or rent their home, or other significant cause, they are required to pay housing expenses both at the former and at the new location, an allowance may be granted to cover the time when payments are being made at both locations and both homes are habitable. The allowance may be granted under normal conditions for up to three months.

B. Unusual Circumstances

In unusual circumstances, when employees have not been able to sell their home at the former location and have presented evidence showing that their asking price, at the end of the 3-month period referred to in Code 9315-A, was no more than 100% of an appraisal provided by an independent appraiser, the employing organization may give up to an additional three months' assistance. An independent appraiser means a qualified appraiser such as those who may be contacted through banks or home loan associations. Real estate agents are specifically excluded. The employing organization will reimburse the reasonable cost of the appraisal.

C. Extreme Circumstances

If the employee has not sold the home after having received an allowance for six months because of extreme circumstances, the allowance may be continued for a further period of up to six months if the asking price for the home is not more than 95% of the appraisal during this period.

D. Amount

When granted, the monthly allowance will be the actual expense for the principal and interest, property taxes, and insurance up to 100 percent of the cost factor (housing/utilities/property tax of the Relocation Analysis Report) as indicated by ERI for which the employee was eligible at the former location. Fifty percent of any rental income will be deducted from the allowance. In addition to the monthly allowance, employees may be reimbursed for the cost of utilities to provide security lighting and minimum heating.

9320 School Accreditation Team Member's Expense

Travel expenses for members of school accreditation visiting teams to denominational schools will be paid by the team member's employing organization except in cases where the team member is employed outside the conference whose school is being evaluated. In that instance, the following procedure will apply:

- A. Permission to invite an employee outside the host conference will be obtained from the conference superintendent.
- B. The inviting conference will pay the following expenses:
 - 1. travel
 - 2. substitute teacher's pay
 - 3. per diem costs
 - 4. lodging
- C. The team member will report related expenses to the employing organization who will bill the inviting conference.
- D. The travel expenses for Columbia Union employees who serve on visitation teams within the Columbia Union will be paid from the Columbia Union EC-12 Travel Equalization Fund.

9325 Insurance

A. Automobile

- 1. **Automobile Insurance Assistance Eligibility**
Local conference education leaders including superintendents, associate superintendents, and senior academy principals are eligible for assistance on the costs of automobile insurance.
- 2. **Minimum Coverage for Ineligible Educational Personnel**
Employees whose job requires less frequent use of their automobiles are not eligible for insurance assistance. Nevertheless, for their protection and the Church's protection, the NAD recommends that they maintain the same minimum level of bodily injury liability protection as required for employees who receive assistance.

3. Required Coverage

Those eligible for automobile insurance assistance are required to carry insurance with the following minimum limits when such limits are readily available:

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

If the employee has a claim, the first \$50 of the collision or comprehensive deductible will be paid by the employee and the remainder of the deductible will be paid by the employing organization.

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

B. Auto Accident Covered by Insurance

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

9330 Military Service and Retirement Credit

In harmony with the General Conference policy of granting retirement credit for military service, employing organizations may grant credit for time spent in the armed forces according to the provisions of this section.

Persons who went into military service or who were assigned to alternate service in lieu of military service, and who, within one year after an honorable or general discharge, enter or reenter full-time denominational employment or engage in further training for denominational service and within one year enter or reenter full-time denominational employment upon completion of such training, will be eligible for service credit according to the following provisions:

A. Employees Who Went into Military Service

Full-time employees who went directly from denominational service into military service will be granted service credit for the actual period of military service, provided the time they served was the minimum required.

B. Pre-employment Military Service

Employees who served in the military prior to beginning denominational employment may be granted up to two years of service credit for military service if they have less than forty years of service credit by age 65, or at the time of retirement because of disability, provided their denominational service has been full-time and continuous.

9335 Moving Allowance

When an employing organization asks an employee to move to a new location or a person is called into denominational service, the employing organization will provide the following assistance:

1. An amount to cover freight/van charges and insurance up to maximums established by the employing organization.
2. Travel expense and a per diem according to current policy and 100% of the regular mileage allowance to move up to two automobiles owned by the employee to the new field of employment.
3. A flat amount rounded up to the nearest \$10 to cover packing and other moving costs as follows:
Employee -16.5% of the monthly remuneration factor
Spouse – 16.5% of the monthly remuneration factor.
A single parent with dependent children may be granted 33% of remuneration factor as a moving allowance.
4. Automobile Registration and Excise Tax - Employees who are called to another state and are required to pay duplicate excise tax/sales tax, license, and certification/inspection fees may report such expense on one car if they register the car within ninety days of moving to the new area. If the employee has a spouse, the above expenses may also be reported on a second car.
5. Maximum Assistance - The allowances referred to in Code 9335 #'s 2-4 will be limited to two vehicles and two flat moving allowances per family even if both spouses are employed.
6. Sharing Moving Expenses - When calls are extended to spouses to join two different denominational organizations in the same area, the cost of moving will be shared by the calling organizations. However, when the initial call is for one spouse, and the other spouse obtains employment, the organization that initiates the primary call will be responsible for the full cost of the move.
7. Bridge Loan - In cases where it may be necessary to negotiate a bridge loan in order to secure a home at the new location, the loan interest may be reimbursed by the new employing organization for the same time period during which the employee is eligible to receive duplicate housing allowances in addition to the duplicate and special housing allowance. This loan interest would be considered outside the ceiling for which special assistance may be given. (2021-22 NADWP Y 23)

9340 Moving Expense Amortization

1. Percentages - Any employing organization in the North American Division calling an employee who has given less than two full years of service to the current employing organization will make 100% reimbursement for the employee's last move to the

territory of that organization. If the employee has given more than two but fewer than three full years of service, the reimbursement will be 50%, and for fewer than four full years, it will be 25%. It is understood that exceptions may be worked out on the administrative level.

2. Responsibility to Determine Amortization Expenses - It will be the responsibility of the calling organization to find out whether there are any unamortized expenses related to the employee being called.
3. Service Outside the North American Division - In the case of employees called for service outside the North American Division, employing organizations are encouraged to waive the provisions of this policy.
4. Calls from the General Conference - In the case of employees being called from the General Conference, the principles outlined in Code 9340 #1 will be followed and applied to any move that has been made within the past four years involving a distance greater than 500 miles.
5. Any unamortized moving expense shall be reimbursed to the last denominational employing organization by an employee who leaves denominational employment prior to a minimum service term of four years at the last place of employment providing the employee initiates the termination. If the employing organization initiates the termination, it shall assume the unamortized portion of the moving expense. (2021-22 NADWP E 45 71, E 45 72)

9345 Parsonage Allowance

Ordained or licensed ministers serving as principals or Bible teachers are eligible for the minister's tax-free parsonage allowance. To qualify, the employee may be required to submit an estimate of parsonage expenses to the employing organization in December, prior to the year for which the exclusion is requested, or at the time of employment if during the year.

This estimate may be acted upon by the employing organization and may become a part of the minutes of that organization. A report of actual expense for the year may be submitted to the employing organization at the end of the calendar year. The actual amount (provided it is not larger than the current maximum or larger than the estimate submitted) will be deducted from the salary amount listed on the W-2 form. No actual entries for this amount are required in accounting records.

Eligible employees should contact the local conference secretary for forms to use in reporting a parsonage allowance. In any case, the employee is responsible for justifying any expenses claimed as a parsonage allowance if audited.

9350 Rentals - Academies

Educational personnel who are required to live in school-owned housing do not have the opportunity to develop equity in a home. To equalize the equity opportunity, the following policy may be used by an academy board to calculate fair rental value:

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

9355 Retiring Employee's Moving Allowance

A retiring employee may be granted assistance for one actual move to the place of retirement if the employee has been moved at denominational expense during his/her career.

1. **Authorized Expenses**
When an employee retires, the employing organization may arrange to pay the moving expense for household goods, and transportation expense including mileage, tolls, hotel and per diem by the most direct route based on 500 miles per day to the place of choice in the North American Division. If the employee's service credit is less than thirty years, the employing organization may pro-rate the moving expense based on years of actual service credit.
2. **Other Moving Policies**
The provision of 2019 -20 NADWP Y 23 05, paragraph 1-c, -d, and -e do not apply to this move.
3. **Timing**
The retirement move must occur within five years after retirement unless other arrangements are documented by the employer prior to retirement.
4. **Form of Payment**
At the discretion of the employer, the move may be arranged by the employer, a cash settlement may be paid directly to the employee, or actual expenditures may be reimbursed.
5. **Division of Expenses**
If both spouses are denominationally employed by different employers at the time of retirement and are holding a position normally moved at denominational expense, the assistance shall be shared equally by the two employers.
6. **Tax Obligation**
The retiring employee shall be responsible for any tax obligation accruing due to such assistance provided.
7. **Other Applications**
Employers may apply the provisions of this policy in the case of a move due to the death of an eligible employee even if the death is prior to retirement or retirement eligibility.
(2021-22 NADWP Y 23 10)

9360 Special Homeowner's Assistance

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

9365 Special Projects and Assignments

A. Part-time Employment

Certificated personnel may be employed on a part-time basis for special assignments on a temporary or annual basis. Employees employed on less than a full-time basis are not eligible for assistance on items such as moving expenses, tuition assistance for dependent children, medical expenses, or severance pay.

B. Employment for Special Projects or Assignments

Certificated personnel on 10-month assignments may be employed for special projects during the time they are not under the direction of the school principal or local conference superintendent. When employees are asked to participate in summer school workshops, they will be paid at a weekly rate for the actual time of the workshop. The total amount paid during the summer, plus the 10-month wage, will not exceed the 12-month salary schedule. The week's rate is to be calculated on the basis of a 12-month salary.

9370 Substitute Teachers - Temporary Employment

The local school board may authorize the school administrator to employ qualified persons on a temporary basis to fill positions of regularly credentialed employees who are absent from service.

It is the responsibility of each local conference (or senior academy if the conference does not operate a K-12 system) to pay the costs of a substitute teacher when the regular teacher is absent by reason of a duly authorized committee called by the Columbia Union Office of Education.

The local conference board of education or senior academy board will set pay rates for substitute teachers. The rates will be in harmony with the prevailing rates for the area where the school is located.

9375 Summer Workshop Reimbursement

When an employing organization asks a teacher to participate in a summer workshop, it will pay the employee 20% of the monthly rate of the remuneration factor for each week of work.

9380 Travel Expenses – Teachers' Conventions

1. All transportation expense for employee delegates attending teachers' conventions will be paid by the employing organization.
2. Travel and employee per diem rates will apply to employees and authorized delegates in harmony with the prevailing Columbia Union policy:

- a. Employees will be allowed the lodging expense of an overnight stop for distances greater than 500 miles.
- b. Employees may report per diem policy for travel time according to prevailing Columbia Union policy.

9385 Travel Outside Columbia Union Conference

Educational personnel authorized to travel outside Columbia Union territory will be provided air transportation at the most reasonable prevailing rate plus one per diem each way. If employees travel other than by air, the excess days of travel will be vacation time.

Professional Growth

9400 Categories

The Columbia Union Board of Education has established this policy to help educators understand how they can acquire academic and non-academic certification credits to renew their certificates.

Educators may qualify for certificate renewal through the variety of activities outlined in this policy. To be eligible, educators must show they have completed the required hours of academic credit before their certificate expires.

The local conference superintendent or academy principal will discuss this policy with their teachers at the beginning of each school year and provide the teacher with the form prepared for reporting professional growth activities.

Professional Christian educators will maintain and improve their knowledge of the principles of Christian ministry and pedagogy. Annually, they will prepare and implement a personal plan for professional growth. This plan should be a balanced program that ensures continuous professional certification and provides opportunities to improve skills in counseling students, communicating information and ideas effectively, and inter-acting with adults.

A. Academic Credit Courses

Professional educators will maintain their certification by taking academic credit courses and by taking part in non-academic credit activities. Their employing organization may reimburse them for certain academic credit courses.

B. Professional Memberships, Books and Magazines

Professional educators may earn non-academic credit for renewing their certificates by joining professional organizations related to their teaching assignment and reading professional books and magazines.

C. Professional Visiting Days to Other Schools

Principals and teachers may use school days to make professional visits to other schools. In schools having a principal, teachers secure approval from their principal. Teachers in other schools receive approval from the local conference superintendent.

The local conference superintendent or principal may require teachers to prepare a brief summary of their observations as a basis for validating the professional growth opportunity.

D. Conventions Held by Professional Organizations

- i. Conventions Held Within Columbia Union Territory – The Columbia Union Office of Education encourage senior academies to allow instructional staff to attend national and regional conventions when professional organizations hold them within the Columbia Union. Teachers wanting to attend national conventions either inside or outside the Columbia Union should apply to their local conference superintendent or academy principal for approval.
- ii. Columbia Union-sponsored Event - When workable, the Columbia Union Office of Education staff will plan a one-day meeting of Seventh-day Adventist educators to attend a convention within the Columbia Union in accordance with a schedule prepared by the North American Division Office of Education. The Columbia Union education staff will announce these meetings and arrange for the special program.
- iii. Costs for Attending Conventions - The following costs will be allowed if an educator is given approval to attend a convention: registration fee, per diem, lodging, transportation, and substitute teacher expenses if a substitute is needed. These costs will be paid by the employing organization.
- iv. Membership Fees for the Professional Organization - Employing organizations may assist educators who wish to join a professional organization.
- v. Criteria for Granting Approval - The local conference office of education or academy board will determine the criteria and procedures educators should follow to qualify for approval to attend a national convention.

E. Tours and Travel

Educators may take part in college- or university-sponsored tours for academic credit or for waiver of required credit to renew their certificates. Employees usually assume the non-tuition costs of these tours. The employing organization will take into consideration the educators' years of service and professional contributions to the conference or academy before granting approval if the approval includes additional time off from regular assignments. The employing organization may approve up to four weeks leave in addition to regular vacation leave. In no case will employees be granted more than a total of eight weeks leave from their school.

F. Other Activities

A wide range of other professional activities are available to educators including publication of articles, mentoring, or supervising another educator, curriculum development, participation in assigned activities developing policies, an education project, listening to audio cassettes, watching professional videos, or engaging in a systematic health program.

9405 Supervision and Evaluation

Each teacher will have a program of supervision focused on improving instruction and cooperatively planned by the school principal, the local conference office of education and the Columbia Union Office of Education, as requested. The program will consist of professional growth, in-service activities, individual help, and evaluation of instruction.

A. Professional Growth (See Code 9400)

B. In-service Activities

In-service activities will be offered at the local conference and Columbia Union.

C. Evaluation of Instruction

Evaluation of instruction is part of a total clinical supervision process in which strengths are focused upon and a program is developed, in consultation with the employee, to improve weaknesses. There are two types of formal evaluations, formative and summative:

1. Formative evaluations

In formative evaluations, the teacher and the evaluator work together to develop a plan for professional growth based on the strengths and weaknesses of the teacher. The purpose is for professional growth. Formative evaluations are on-going throughout the school year through supervision visits as well as formal pre- and post- observation conferences and may involve written summaries that are placed in the teacher's personnel file.

2. Summative evaluations

In summative evaluations, performance is measured by a set of pre-established standards. The purpose is to determine if the teacher is performing at acceptable levels according to the written job descriptions and can be used for rehiring, reassigning, termination and/or non-renewal of contract. Summative evaluations can also be used as positive evidence in measuring progress in meeting written goals for improvement of instruction and/or other professional criteria.

Summative evaluations will be conducted on a yearly basis for intern, transfer, and probationary teachers and on a three-year cycle for teachers who have attained regular appointment status. The local conference office of education or designee will be responsible for conducting summative evaluations.

D. Development of Evaluation Instruments

The evaluation process will include:

1. Pre-observation conferences between teachers and evaluators. The agenda will include discussions about the purposes of evaluation, the instruments to be used, and instructional elements to be focused upon.
2. Self-evaluation by the teacher.
3. Observation by the evaluator.
4. Post-observation conferences involving teachers and evaluators.

5. As part of the post-observation conference, the evaluator and employee will develop a written plan that details how the employee will improve in weak areas.
6. Follow-up help when needed to improve instructional performance.

E. Evaluators

Local conference superintendents or their associates will evaluate elementary and junior academy teachers. In elementary schools where the principals are not regular classroom teachers, this responsibility will be shared between the superintendent and principals. In difficult cases, the superintendent may call upon the assistance of the Columbia Union Conference Office of Education. Academy teacher evaluations will be a shared responsibility that includes the academy principal, the conference superintendent, and the Columbia Union Conference Office of Education. The possibility of having student evaluations or peer evaluations between schools or conferences may be considered in the teacher evaluation process.

F. Number of Observations

All teachers will be observed informally and formally on a regular basis. Intern, probationary and transfer teachers will be evaluated more frequently than regular appointment teachers. Evaluators may schedule observations on an announced or unannounced schedule. At a minimum, intern teachers will be observed informally at least two times per year and formally at least once a year. Regular appointment teachers will be informally visited at least twice a year and formally evaluated at least once every three years.

G. Format of Evaluation

Teacher evaluations will be written using an evaluation instrument that has been approved by the local conference board of education. Each evaluation will include a section that provides for a strategy to enhance strengths and improve weaknesses.

H. Post-observation Conference

Evaluators will review the results of the evaluation with the teacher within one week after the formal observation. Teachers and evaluators will sign the written evaluation, and each will keep a copy. A copy will also be placed in the teacher's personnel file.

By signing, teachers do not necessarily signify agreement with the evaluation. Rather, it is an acknowledgment that the employee and the evaluator reviewed the report. The written summary should include space for the employee to include comments.

I. Placing Teachers on Probation

Teachers may be placed on probation when local conference office of education or academy evaluators judge that performance does not meet the local conference standard for teaching. Teachers on probation will be given at least three months to improve the weakness noted in the evaluation. The local conference office of education or academy evaluators have a professional and moral responsibility to provide professional guidance to all teachers - especially those who have been placed on probation. (see Code 9005-D)

Evaluations may be used as one of the criteria for rehiring. If the teacher needs to change careers, the local conference or academy may give limited financial assistance for career counseling.

J. Right of Access to Teacher Evaluations

Local school boards, academy boards, and the local conference board of education may examine teacher evaluations and other correspondence related to job performance if termination, non-renewal, or transfer of employment is being considered because of job performance. All others wishing to see the evaluations must first obtain written consent from the teacher.

K. Due Process

Teachers who disagree with their evaluations may submit a letter setting forth any objections or other issues to the local conference superintendent or academy principal with a request that it be attached to the evaluation and placed in the personnel file.

Teachers who disagree with their evaluations may request that another evaluation be conducted by an evaluator from within the Columbia Union. These evaluations will become part of the teacher's personnel file. The new evaluations will not necessarily discredit the validity of earlier evaluations.

Sexual and Other Forms of Harassment

9500 Definitions

1. Accuser -An accuser becomes a Victim when in consultation with the three Executive Officers and the investigation has been concluded and the Designated Officers have determined that the Accused has committed Sexual Misconduct.
2. School Employee - Any employee who is employed by a local entity.
3. Designated Officers - The Executive Officers at the local conference or institution who is responsible for initiating the procedures set forth in this policy, generally the two or three Executive Officers (whichever is applicable, unless one or more of the Officers is the Accused, in which case it shall generally be the Executive Officers of the next larger administrative body, or in the case of an institution, the Chair, Vice-Chair, and a board members selected by the Board of the institution. The Designated Officers shall have the authority to delegate tasks in the procedures of this policy.
4. Discipline Committee - The group responsible for the discipline of school employees or volunteers. The Discipline Committee will normally be determined by the organization's Executive Officers.
5. Perpetrator - Accused who is determined by the Sexual Ethics Committee to have committed Sexual Misconduct.
6. Sexual Ethics Committee - The five-member committee that is appointed from the Sexual Ethics Pool by the Designated Officers to consider complaints under this Article.
7. Sexual Ethics Committee Chair - A member of the Sexual Ethics Committee, appointed by the Designated Officers to assume administrative responsibilities for the Sexual Ethics Committee, as necessary.

8. Sexual Harassment - Any unwelcome sexual advance, request for sexual favors, and/or other verbal or physical conduct, which may include, but is not limited to, sexually suggestive comments or jokes, crude language, and unwelcome physical contact which is of a sexual nature.
9. Sexual Misconduct – Improper sexual behavior including any of the following:
 - a. Actual or attempted sexual contact with a minor or with any person where there exists a relationship with inequality of power.
 - b. Actual or attempted rape or sexual contact by force, threat, or intimidation.
 - c. Criminal behavior of a sexual nature.
 - d. Possession, manufacture, distribution, or access with intent to view child pornography.
10. Submission - A written document(s) prepared by the Accuser detailing the allegations of Sexual Misconduct.
11. Victim - Any individual whose allegation(s) of Sexual Misconduct has been determined by the Executive Officers/Administration or the Sexual Ethics Committee to more likely be true than untrue.
12. Volunteer - Any individual whose labor or service is requested by and donated to the school, and who is under the school’s direction or supervision. The existence of a monetary stipend for reimbursement of expenses does not negate Volunteer status. (2021-22 NADWP E 87 15)

9502 Employment of Sexual Offenders

All Seventh-day Adventist schools desire to make their work and worship environments safe places at all times. To achieve this goal, no denominational employing organization shall knowingly employ or retain an employee where any of the following exists:

1. Any admission of guilt pertaining to sexual abuse, or sexual misconduct (2021-22 NADWP E 87 15-20), improper sexual behavior including any of the following:
 - a. Actual or attempted sexual contact with a minor or with any person where there exists a relationship with inequality of power.
 - b. Actual or attempted rape or sexual contact by force, threat, or intimidation.
 - c. Criminal behavior of a sexual nature.
 - d. Possession, manufacture, distribution, or access with intent to view child pornography.
2. Any criminal conviction or plea of guilty, nolo contendere (no contest), or its equivalent for sexual abuse, or sexual misconduct, or possession, manufacture, distribution, or access with intent to view child pornography.
3. Any civil judicial determination of liability, injunctive relief, non-monetary relief, punitive or exemplary damages, or factual finding, settlement for compromise of a civil suit or any finding by the employer’s Sexual Ethics Committee or similar body in lieu of filing suit in favor of the claimant resulting from allegations of sexual abuse or sexual misconduct.

As part of the employment due process, Designated Officers, or their designees, from denominational employing organizations shall make inquiry to officers, or their designees, of institutions or organizations currently employing, or having employed, or individuals they are considering for employment. Designated Officers, or their designees, responding to inquiries about current or former employees of their organization shall make every effort to assure that accurate information is being communicated. (2021-22 NADWP E 81 15)

9505 Guiding Principles

A. Appearances of Wrongdoing

School employees and volunteers shall exemplify a Christlike life, avoid all appearances of wrongdoing, and not engage in behavior harmful to themselves or others. Church and school employees and volunteers should respect every individual; to do otherwise is not consistent with the Christian life.

B. Violations of Christian Principles

Sexual misconduct is a violation of Christian principles and is never condoned by the Church. School employees and volunteers are entrusted with sacred responsibilities which include refraining from sexual misconduct. It is expected that persons functioning in these roles will not engage in such behavior.

C. Improper Actions Compromise the Church and Its Message

The Church and its message are compromised by improper actions of school employees and volunteers. The Church seeks to respond to situations where the fitness of a person for service is called into question due to accusations of sexual misconduct. The Church also seeks to advance the healing and integrity of all persons influenced by the ministry of the Church.

D. Implementation

Employing organizations shall inform those responsible regarding the implementation of the procedures set forth in this Article. These organizations shall also take reasonable steps to inform employees, volunteers, students, and others of these procedures. All organizations must determine and comply with any applicable state or local abuse reporting requirements. If government agencies or authorities become involved in allegations pertaining to sexual misconduct, all individuals are reminded of their duty to cooperate.

E. Policy Limitation

This Article is not intended to supersede any conflicting provisions in existing personnel policies, valid contracts, or any provision of the Seventh-day Adventist Church Manual. In the event of any such conflict, the employing organization should consult legal counsel. Where a conflict exists, the provisions of the personnel policy, contract, or Manual shall prevail.

F. Serious Treatment of Accusations

All allegations of Sexual Misconduct shall be taken seriously. No accusation shall be dismissed without a response, and every allegation shall be processed in a timely manner. The Accused and the Accuser shall be treated with respect.

G. Paths for Review

The Accuser may bring his/her allegations of Sexual Misconduct to the attention of the Executive Officers of the Local Entity.

H. Presumptions

The filing or failure to file a complaint or denial shall not be deemed to be conclusive evidence of any issue but may be considered as part of the evidence received by the Designated Officers.

I. Protection of All Involved

The confidentiality of those involved, including the Accuser and the Accuser’s family, the Accused and the Accused’s family, shall be respected.

J. Discipline

A school employee or Volunteer who has engaged in Sexual Misconduct is subject to appropriate discipline as outlined in this Code or the North American Division Working Policy.

K. Expenses

Expenses incurred to implement this Article should usually be borne by agreement between church entities. The goal of this policy is the protection of the members, the employees, and the mission of the Church.

L. Unbiased Considerations

To protect the integrity of proceedings, the Designated Officers and members of the Sexual Ethics Committee shall be free of actual or apparent bias, prejudice, predisposition, or conflict of interest that may be material to the issues, proceedings, or individuals involved. Any of these individuals who is or appears to be biased, prejudiced, predisposed, or have a conflict of interest shall be replaced or excluded from appointment. The Discipline Committee should also be free of actual or apparent bias, prejudice, predisposition, or conflict of interest that may be material to the issues, proceedings, or individuals involved.

M. Local Entity Issue

It shall be the recommendation of the North American Division that member entities address issues involving Sexual Misconduct. Such review and discussion should involve procedures in which an Accuser can state the nature and facts that constitute the accusation sufficiently to allow for an examination of the accusation and appropriate action, if factually supported. Such review and discussion may be formal or informal, but it should involve the Executive Officers. (2021-22 NADWP E 87 20)

9510 Selection of Sexual Ethics Pool

A. Selecting Entity

If deemed necessary by the Designated Officers, the Sexual Ethics Pool shall be selected by the local conference or Columbia Union executive committee and, to the extent practicable, reflect the diversity of members.

B. Qualifications

Members shall:

1. Be members of a Seventh-day Adventist congregation in regular standing.
2. Be free of predisposition, bias, or conflict of interest that may be material to the issues or proceedings involved.
3. Have knowledge of the subject of Sexual Misconduct.

C. Confidentiality

Confidentiality of the Sexual Ethics Pool is of utmost importance. Each Sexual Ethics Pool member shall sign a confidentiality agreement to ensure that the member understands the duty, extent, and nature of confidentiality. (2021-22 NADWP E 87 25)

9515 Preliminary Process

A. Activate the Process

Upon receiving a report or learning of alleged Sexual Misconduct by a school employee or volunteer, the Accused’s immediate supervisor or principal of the school involved shall activate the following process as outlined, if other attempts at resolution have not been successful.

1. Notifying the designated officer of the report or knowledge; and
2. Timely reporting all allegations or knowledge of sexual misconduct to:
 - a. Local authorities as necessary to comply with applicable State or local abuse reporting requirements; and
 - b. Adventist Risk Management and any other applicable liability insurance carrier.

B. Meeting with Accuser

When notified, the Designated Officers shall immediately convene a meeting with the Accuser to:

1. Hear the allegations.
2. Request the Accuser to file a written complaint which shall include the name of the Accused, details including the date(s), places(s), nature of the offense(s), and verification by the Accuser.

The complaint shall be verified as follows:

I, _____, do verify and affirm that the within factual accusations of Sexual Misconduct are true and correct to the best of my knowledge.

Dated this _____ of _____, 20____, at _____ (City) _____ (State) (Signature of Accuser)

(Signature of Designated Officer/Administrator)

3. Inform the Accuser that the facts gathered from the written complaint and/or verbal statements, and his/her name will be disclosed in discussion with the Accused.
4. Request the Accuser to appear before the Sexual Ethics Committee, if applicable.
5. Explain to the Accuser the process to be followed in response to the complaint and provide a copy of this policy.
6. Explain to the Accuser that if the Accuser at any time chooses not to participate, the process shall continue if there appears to be sufficient evidence to believe that an act of Sexual Misconduct may have occurred.
7. Report the initiation of these proceedings:
 - a. For an Accused employee, to the Accused's employing organization, local conference, or Columbia Union; or

- b. For a Volunteer, to the Accused's appointing organization and the church board of the congregation of which the Volunteer is a member.

C. Meeting with the Accused

As soon as practicable, the Designated Officer shall convene a meeting with the Accused to:

- 1. Present the Accused with the verified written complaint.
- 2. Explain to the Accused the process to be followed in response to the complaint and provide a copy of this policy; and
- 3. Request that the Accused submit a verified written response to the complaint and discuss with the Designated Officers any additional verbal response the Accused may wish to have considered. The written response shall be verified as follows:

I, _____, do verify and affirm that the within factual statements and denials set forth in this answer are true and correct to the best of my knowledge.

Dated this _____ of _____, 20____, At _____ (City) (State)

(Signature of Accuser) (Signature of Designated Officer/Administrator)

- 4. After meeting with the Accused, the Designated Officer shall immediately begin the process of selecting the five- member Sexual Ethics Committee.

D. Integrity of the Affected Entities

The Designated Officers shall take steps to maintain the integrity of the affected school and those involved in the dispute. This may include recommending that the Accused be placed on administrative leave with pay and without prejudice, or that a volunteer be prohibited from carrying on his/her volunteer duties. Under such circumstances, the Accused shall not engage in any school-related duties until the investigation has been concluded and findings have been issued. Other prudent courses of action must also be considered.

E. Investigative Process Omitted

Should the Designated Officers, alone or in consultation with the organization's administrative leadership or with the selected Sexual Ethics Committee members and the concurrence of a majority of those members, determine that the allegations of the Accuser are of a nature that could be best resolved between the parties, and there is no factual dispute, then the investigative process may be omitted, provided the Accuser, Accused, and the applicable disciplinary body agree. The notification procedure contained in the decision process, and the disciplinary process, shall be followed, as necessary. Should this process not be successful, the matter shall be referred back to the Designated Officers, who shall then initiate the investigative process. (2021-22 NADWP E 87 30-5)

9520 Investigative Process

The Sexual Ethics Committee, meeting as a group only, may be enlisted to investigate the allegations through information and documentation from the Accuser, the Accused, and other appropriate sources. At its discretion, the Sexual Ethics Committee may meet with parties and witnesses; receive and consider written documents, photographs, and other relevant materials; consider any court or administrative proceedings, including criminal convictions and pleas; and may determine the manner and form in which such evidence is received. Because these proceedings are administrative in nature, if the Sexual Ethics Committee is involved, it shall have complete control over the hearing format, including whether cross-examination will be prohibited and what evidence will be admitted.

A. Convene Meeting of All Parties

After reviewing the verified written complaint (Submission) of the Accuser and the Response of the Accused, the Sexual Ethics Committee may convene a meeting of the parties to gather information to determine whether the factual allegations in the complaint were more likely to be true than untrue.

1. The parties may bring other persons who have knowledge of the allegations and who may provide statements under oath. The Sexual Ethics Committee may hear and consider the allegations and receive any such additional evidence necessary to support or defeat the complaint. Written statements, if requested by either party, should have notarized signatures, as provided for in the written complaint and denial.
2. Members of the Sexual Ethics Committee may ask questions, as necessary. The Sexual Ethics Committee may, upon a determination of good cause, prohibit cross-examination of parties or witnesses. If cross-examination is not allowed, the Sexual Ethics Committee may accept written questions from the Accused or Accuser, and the Sexual Ethics Committee may question the party(ies) or witness(es) protected from cross-examination.

B. Attendance at Meeting of Sexual Ethics Committee

Once the Sexual Ethics Committee is convened by the Executive Officers/Administration to take jurisdiction over a case, the Sexual Ethics Committee members, the Accuser, the Accused, as well as the parents/guardians, or legal representatives of a minor or an incompetent adult, and with permission of the Sexual Ethics Committee, qualified therapists of the Accuser and/or the Accused, or legal counsel of the Accuser or the Accused, may attend the Sexual Ethics Committee meetings. Any other individual may attend only upon invitation of the Sexual Ethics Committee, consent of both parties, or while giving testimony or providing other evidence. The Sexual Ethics Committee may seek counsel and advice from therapists, attorneys, or any other experts to assist the Sexual Ethics Committee in its investigation of the charges or administration of the proceedings.

C. Additional Meetings of Sexual Ethics Committee

The Sexual Ethics Committee may convene additional meetings as may be necessary to fulfill its duties and responsibilities. Reasonable efforts will be made to provide notice to both the Accuser and the Accused of these meetings.

D. Witness Invitation or Recall

The Sexual Ethics Committee may invite or recall witnesses on its own initiative or at the request of the Accuser or the Accused as often as is necessary to determine the facts.

E. Recordings of Sexual Ethics Committee Meetings

The Sexual Ethics Committee meetings shall not be recorded by videotaping, audiotape recording, or the preparation of a verbatim transcript by a court reporter or stenographer.

F. Reporting of Verdict

Upon any criminal disposition adverse to the Accused, whether by verdict or pleas of guilt or no contest, of charges based upon sexual misconduct, the Sexual Ethics Committee shall presume the allegations involving the disposition substantiated and the Designated Officer shall report the finding to the disciplinary body for appropriate disciplinary action. A finding of not guilty in the criminal court will not of itself affect the process, findings, or disposition under this Article.

G. Uncooperative Accuser

If the Accuser at any time chooses not to cooperate, the process shall continue if there appears to be sufficient evidence to believe that an act of Sexual Misconduct may have occurred.

H. Resignation of Volunteer

If the Accused volunteer chooses to resign his/her membership and Volunteer position, the Sexual Ethics Committee shall consult with and seek the advice of legal counsel regarding legal issues concerning continued disciplinary action against the Volunteer. (2019-20 NADWP E 87 35)

9525 Decision Process

If it is determined that the Sexual Ethics Committee needs to hear a case, it shall then determine whether the charges contained in the Accuser's complaint are supported by evidence showing that the charges are more likely than not to be true. Unless otherwise agreed by the parties in writing, if applicable, the Sexual Ethics Committee shall issue a finding within thirty working days from the date of the final hearing.

Sexual Ethics Committee Actions

Based upon its conclusion, the Sexual Ethics Committee shall take one of the following actions:

1. If the allegations of Sexual Misconduct are found to be more likely untrue than true, no further investigatory action shall take place, and reasonable efforts shall be made to exonerate the Accused and clear his/her name, including placing the Designated Officers' or the Sexual Ethics Committee's findings in the Accused's personnel file, if applicable. These findings may also be placed in the Accuser's records as appropriate. The Sexual Ethics Committee and Designated Officer shall communicate and explain the Sexual Ethics Committee's findings with the Accuser and the Accused, separately. All entities or organizations which were notified of the initiation of these proceedings shall also be notified of the Sexual Ethics Committee's findings to the satisfaction of the Sexual Ethics Committee in consultation with the Accused.

2. If the allegations of Sexual Misconduct are found to be more likely true than not, the SEC shall report its findings to the Designated Officers, who shall relay the findings to the appropriate disciplinary body. Upon request, the Sexual Ethics Committee shall make its members available to meet with the Discipline Committee. All entities and organizations which were notified of the initiation of these proceedings shall also be notified of the Sexual Ethics Committee findings. (2021-22 NADWP E 87 40)

9530 Disciplinary Process

A. Factors to Consider

The Discipline Committee shall consider the following factors in determining appropriate discipline:

1. Severity of the offense(s)
2. Frequency of the offense(s)
3. Severity and duration of the injury(ies)
4. Number, age(s), and gender of victim(s)
5. Attitude of the Perpetrator (e.g., is he/she contrite?)
6. Duration of the injury(ies); and
7. Nature of the relationship between the parties.

B. What Discipline May Include

Based upon the above factors, discipline shall be imposed, and may include one or more of the following:

1. Educative warning
2. Written reprimand
3. Public censure
4. Mandatory counseling
5. Suspension
6. Termination of employment or volunteer relationships
7. Any other discipline determined to be appropriate by the Discipline Committee.

The Perpetrator in an appropriate case may also be required to reimburse the expenses incurred by the parties or the Sexual Ethics Committee.

C. Discipline Committee to Communicate with All Parties

The Discipline Committee or its designated representative(s) will communicate with the Victim(s) and the Perpetrator, separately, to explain the action(s) taken.

D. Personnel File

If the Perpetrator is an employee of a church entity, the Designated Officers shall ensure that notations have been placed in his/her personnel file that a complaint had been made, and that the findings of the Sexual Ethics Committee, and the action taken by the Discipline Committee are placed in the personnel file.

E. Volunteer Perpetrator

If the Perpetrator is a Volunteer, the findings of fact and any action by the Discipline Committee or Sexual Ethics Committee shall be reported by the Designated Officer to the organization or entity that appointed him/her as a Volunteer and to the church board and local conference in which he/she holds membership. (2021-22 NADWP E 87 45)

9535 Responses

Once the Discipline Committee has made its determination and decided upon the disciplinary action, the following steps shall be taken:

A. Response to the Accused

The following appropriate responses to the Accused may take place:

1. Implement Discipline Committee action.
2. Remove the Accused employee from service, if applicable.
3. Assuming continuation of employment is possible, require therapeutic counseling and/or treatment to be utilized in combination with any of the responses listed above. A therapist who is qualified to deal with Sexual Misconduct, and who is sensitive to issues of professional ethics, should be selected by the Accused and approved by the Designated Officers. Assistance shall be made available for the spouse and family where needed and approved. The therapy requirement shall be clearly communicated and monitored as appropriate.
4. For minor offenses where it is concluded that the Accused is sufficiently capable of effective service again, possible reinstatement of the Accused shall be dependent upon the recommendation(s) of the therapist, supervisor, and members of the Discipline Committee.
5. Limit the service of the Accused during the rehabilitation process and appoint a trained supervisor to monitor his/her duties. Any such rehabilitation plan needs to be approved by a qualified therapist to protect other potential victims.

B. Response to the Accuser

1. Advise the Accuser of the Discipline Committee action.
2. A list of qualified therapists shall be provided to the Accuser(s) to be utilized at his/her choice. While this does not imply financial responsibility on the part of the organization, financial support for this purpose may be offered without implying guilt.

C. Response to the Institution

1. Designated Officers shall relate the results of the hearing process and the action of the Discipline Committee to the conference and school to communicate the results of the hearing process. At this meeting special attention shall be given to the disciplinary action taken and its implications.
2. A trained resource person from the Sexual Ethics Committee shall be made available to assist the institution or congregation in whatever ways necessary to address their concerns and to bring healing.

D. Response in Situations Involving Minors

1. If the complaint involves allegations of Sexual Misconduct with a minor, the person who receives the complaint is required by law to:
 - a. Immediately report the suspicion of sexual abuse against a minor to local law enforcement authorities (i.e., district attorney, child protection services, etc.).
 - b. Proceed with the investigation outlined in this Article.
2. If charges are filed involving criminal acts against a minor and the Accused is prosecuted, two members of the Sexual Ethics Committee may be assigned to monitor the trial proceedings and report regularly to the Sexual Ethics Committee.
3. If the Accused is convicted in court of criminal charges against a minor, the Sexual Ethics Committee or the Designated Officer shall recommend to the Discipline Committee removal from denominational employment or service.
4. If the complainant does not choose to pursue a formal written complaint with the local conference, the Designated Officers shall continue the investigation if there appears to be sufficient evidence that Sexual Misconduct has occurred such as to cause concern for the well-being of other minors. (2021-22 NADWP E 87 50)

9540 Appeal

Because Sexual Misconduct policies are developed to make the process as fair and impartial as possible, the findings of the Sexual Ethics Committee are considered final, resulting in no further recourse through appeals through the Church. (2021-22 NADWP E 87 55)

9545 Education and Prevention

The North American Division, in partnership with Adventist Risk Management, the General Conference Human Resources, and the General Conference Office of General Counsel, seeks to educate employees and volunteers that Sexual Misconduct is disapproved by the Church and violates the law. To carry out this educational goal, the North American Division publishes this policy; develops appropriate instructions/standards for moral conduct and the prevention of Sexual Misconduct; and endeavors to inform all employees, volunteers, and members of the process of bringing a complaint of Sexual Misconduct.

The North American Division encourages the establishment of education and prevention programs in schools. Lists containing names of employee and lay resource persons who have indicated that they can provide seminars, sermons, and educational programs may be obtained from the Office of Human Relations of the North American Division. (2021-22 NADWP E 87 60)

9550 Non-Sexual Forms of Harassment Prohibited

Harassment on account of one's age, race, ethnicity, or disability is also prohibited by this Article. Such harassment includes, but is not limited to:

1. Subjecting employees, students, or volunteers to derogatory remarks, insults, slurs, jokes, or tricks based on age, race, ethnicity, or disability.

2. Denying employees or volunteers opportunities to participate in training or education on account of age, race, ethnicity, or disability.
3. Limiting opportunities for promotion, transfer, or advancement on account of age, race, ethnicity, or disability.
4. Requiring employees or volunteers on account of age, race, ethnicity, or disability to perform physically more difficult tasks or less desirable assignments in order to force them to retire or resign from employment or volunteer status.
5. Personal attire, posters, banners, bumper stickers, tags, flags, and other symbols whose message, historically or currently, is, or could reasonably be construed to be one of prejudice, discrimination, or that is inflammatory, must not be displayed anywhere on school premises or during school-sponsored activity on or off school grounds or functions.

Termination, Suspension, Non-Renewal, and Reduction in Force

9600 Termination

A. Termination of Regular, Transfer, or Intern Employees

A regular or transfer appointment employee or an intern employee may be terminated during the term of an annual assignment agreement or contract of employment for cause as determined by the employing organization. "Cause" means any failure to meet the job qualifications or to adhere to the duties and responsibilities described in this Code including, but not limited to:

1. Employee's inability to perform essential job functions with or without reasonable accommodations.
2. Employee's incompetence or inefficiency as evidenced by job performance evaluations.
3. Employee's indifference to the welfare of students.
4. Employee's lack of cooperation with administration and supervisors.
5. Conflicting interpersonal relationships.
6. Employee's failure to comply with the working policies of the Church or local conference policies and regulations.
7. Insubordination or failure to follow a supervisor's reasonable orders, directives, and recommendations, direct or implied.
8. Immoral or unsatisfactory personal conduct that is not in accordance with the principles of the Church.
9. Committing, aiding, advocating or being convicted of any felony, or any crime involving moral turpitude whether a misdemeanor or felony.
10. Persistence in advocating, practicing, and teaching beliefs or philosophy that is contrary to the standards and doctrines of the Church.
11. Failure to maintain accepted standards of the Church.
12. Use of alcohol, tobacco, or the illegal use of drugs.
13. Social, emotional or moral behavior/interactions that make employees unfit to instruct or associate with students.
14. Conviction of sexual or physical abuse charges.
15. Membership in any organization advocating the overthrow of the government by force or subversion.

16. Theft or dishonesty.
17. Excessive absenteeism or tardiness regardless of the reason.
18. Failure to maintain a current denominational teaching certificate.
19. Ineffective ministry.

B. Termination of Probationary Employees

A probationary employee is employed at will and may be terminated at any time for any reason.

9605 Administrative Leave

A. Definition

Administrative leave is the immediate temporary removal of an employee from duty. The local conference superintendent (or designee) or senior academy principal may take action to [place an employee on administrative leave](#) for any reason identified in Code 9600. [Administrative leave](#) may be with or without pay, as determined by the superintendent (or designee) or senior academy principal in light of surrounding circumstances. [Administrative leave may be put in place](#) either as discipline for conduct not deemed serious enough under the circumstances to warrant termination or as a prelude to potential termination in order to afford additional time to investigate surrounding circumstances.

B. Procedure

1. The local conference superintendent (or designee) will give the employee written notice of the [administrative leave](#) and of the availability of a review hearing before the employing organization at a reasonable time and place designated by the employing organization. The review shall be limited to a review of the specifics of the [administrative leave only](#) in this instance only and whether or not the employer followed policy and had a valid reason based on the available facts pertaining to the specifics of this suspension.
2. Failure by the employee to appear before the review hearing at the time and place announced is grounds for and may result in termination.
3. [Administrative leave](#) will not normally exceed thirty days. If at the discretion of the employing organization an administrative leave warrants an extension, the employee shall then be notified, in writing, by the conference superintendent (or designee).

9610 Non-renewal

A. Definition

The employing organization may elect not to renew a regular appointment employee's annual assignment agreement at the end of the agreement. Such non-renewal ends the employment relationship unless the employing organization elects to re-employ the employee on probationary status under Code 9005-D. The employing organization must provide written notice of its intention not to renew the annual assignment agreement, and of the reasons for that decision by April 1. The employing organization will follow the procedure appearing in Code 9615.

B. Employees Subject to Discipline Preceding April 1

The written notice requirement in 9610A shall not apply to employees on probation [as of April 1](#) or subject to probation or suspension within 60 days preceding April 1.

C. Reasons

A decision not to renew a regular appointment employee's annual assignment agreement may be made for the following reasons:

1. Insufficient or declining enrollment.
2. Insufficient funds.
3. Any ground identified in Code 9600.
4. Any legitimate business interest or educational interest of the employing organization.

9615 Conciliation Procedure

A. Purpose

The purpose of this conciliation procedure is to promote unity and harmony while reconciling differences that may arise. [Code 9615 does not apply to non-renewals or terminations. Code 9620 provides a review process in those instances.](#)

Christians should make every effort to avoid tensions that would divide them and bring dishonor to their cause. Reconciliation should be possible informally without recourse to civil litigation.

The emphasis of this procedure is to promote candid and open communication between those involved. The process emphasizes the solution of problems at the level closest to their origin and is based on the premise that each party wants a fair and just solution to grievances. It is a quasi-legal procedure in which the parties in dispute initially meet voluntarily in the presence of one or more mediators for a hearing. (2021-22 NADWP BA 42 15)

B. Definition

1. Grievance - A "grievance" is any claimed misinterpretation, inequitable application, or violation of the policies or regulations of the school, local conference, Columbia Union, North American, General Conference, or state and federal laws that apply to private schools.
2. Supervisor - "Supervisor" means the most immediate person to whom the employee is responsible.

C. Procedure

1. Step One – [Informal Conference](#)
An employee with a grievance shall present the grievance to his/her supervisor in a meeting within fifteen working days of the incident [or circumstance giving rise to the grievance.](#)
2. Step Two – [Presentation to Local conference superintendent](#)
If the employee is not satisfied with the results of the meeting with the immediate supervisor, the employee may present the grievance in writing to the local conference superintendent within five working days following the Step One informal conference. The superintendent will reply in writing

to the grievance within ten working days of a designated meeting with the parties. [The superintendent will provide a decision within ten days of receipt of the grievance or receipt of any clarifying information sought by the superintendent.](#)

3. Step Three - [Mediation or Other Additional Technique](#)

If the result of Step Two is not satisfactory, the employee may appeal, in writing, within five working days following [receipt of the local superintendent's decision](#) The conference superintendent shall work with the parties to attempt resolution. The conference superintendent may offer mediation, informal discussions with the parties or any other method appropriate to achieve reconciliation. If mediation is selected, the parties will jointly select a mutually agreeable mediator(s). The mediator(s) serve(s) to guide the negotiation as the parties seek to agree and become reconciled. (Matthew 18:16)

4. Step Four - [Superintendent's decision.](#)

[If mediation or any other technique used does not result in reconciliation, the superintendent's decision from Step 2 shall be final.](#) The result will be communicated in writing to the employee by the conference superintendent within five working days following the [conclusion of step 3](#) and shall be [final unless the parties agree on arbitration as set forth in Code 9615D.](#)

5. General Provisions

- a. Employees will be given the opportunity to be present at each of the meetings at which an appeal has been lodged.
- b. Unless otherwise specified, notices under steps one and two will be either emailed, hand-delivered or sent by certified or registered mail. A hand-delivered notice will include a copy for the employee to sign and date signifying he/she received the notice.
- c. Extensions of time limits may be made by mutual written agreement, signed by all parties with a copy to be filed with the next higher level. However, if the immediate supervisor fails to respond within a prescribed time limit, where there has been no extension, the grievance will automatically move to the next step. If an employee fails to file an appeal within a prescribed time limit, when there has been no extension, the grievance will be [dismissed](#).
- d. By mutual written agreement, one or more steps may be omitted in processing grievances.
- e. A grievance may be [dismissed with prejudice](#) by the employee at any time by requesting in writing that the appeal be [dismissed](#).

6. If a grievance involves more than one employee in a school or group of schools, it may be submitted as a group grievance with all affected employees being identified by name, title, or some other clear designation in all appropriate correspondence

D. Arbitration

Arbitration is a process where a party with a grievance may submit the grievance to an arbitration panel. That panel will consider the grievance along with evidence from all concerned and render a decision.

Before the process of binding arbitration can begin, the parties must agree to it and sign an agreement agreeing that the decision of the arbitrator(s) is final and that neither party will initiate a lawsuit against each other.

The [arbitrator or](#) panel should be perceived by the parties in dispute to be neutral, impartial, and independent. The panel, including the moderator, is appointed by the Columbia Union executive secretary after potential panelists have been agreed upon by all parties in dispute.

The [decision](#) of the arbitrator(s) is binding upon all parties. (2021-22 NADWP BA 42 15, BA 42 20)

E. Qualifications of the Arbitrators

Arbitrators must be church members in good standing who are trained and qualified to serve on arbitration panels and who have the potential for bringing about a resolution. A pool of volunteer arbitrators shall be formed, by the Columbia Union executive secretary, from which individuals may be randomly selected to serve as needed. Every effort should be made to include ethnic minorities, women, nondenominationally employed persons, retired former church employees, and others as appropriate to the situation. (2021-22 NADWP BA 42 45)

F. Legal Representation

At no step along the grievance/arbitration process shall [any party involved in the grievance have legal counsel present](#). [Any party may consult with legal counsel at their own expense, but legal counsel shall not be involved in meetings, mediation, or arbitration. The only exception to this is an attorney is selected and agreed by the parties to serve as an arbitrator](#). Peer representation [may be](#) permitted if [all parties agree](#). (2021-22 NADWP BA 42 50)

G. Observers

To ensure that the hearing is conducted in keeping with Church policy and the arbitration agreement, an observer may be permitted only at the request of and with the consent of all parties in dispute. Observers may answer questions that are asked either by the arbitrator(s) or the parties in dispute. (2021-22 NADWP BA 42 55)

H. Conflicts of Interest

The arbitrator(s) and observer(s) shall commit themselves to strict confidentiality and shall disclose all real or potential conflicts of interest in the dispute. When such conflicts of interest are disclosed, the person(s) involved shall be replaced. (2021-22 NADWP BA 42 60)

I. Witnesses

Witnesses appear in an arbitration hearing at the call of the moderator. They [may be](#) present in the hearing only to testify and must leave when they have completed their testimony. [This rule applies to peer representative set forth in Code 9615 F](#). (2021-22 NADWP BA 42 65)

J. Transcripts and Recordings

Formal transcripts or electronic recordings are permissible in arbitration hearings. (2018 -19 NADWP BA 42 70)

K. Duration of an Arbitration Hearing

An arbitration hearing should normally consume one day or less. (2021-22 NADWP BA 42 75)

L. Financial Arrangements

The costs for conducting arbitration hearings are to be allocated in the following manner unless otherwise agreed to by all parties involved:

1. The parties in dispute are to pay all of the travel expenses (transportation, per diem, lodging) for themselves and the witnesses they invite.
2. The parties in dispute are to pay on a 50-50 basis the travel expenses of any lay person or retired former church employee who serves as an arbitrator.
3. The local or Columbia Union conference is to pay the travel and lodging expenses for their employees who serve as arbitrators and observers.
4. The North American Division pays the travel expenses for its employees who serve as arbitrators and observers.
5. Incidental expenses incurred by private moderators are to be paid by the entity that appointed them. (2021-22 NADWP BA 42 80)

M. Follow-up

After-the-fact details are to be cared for by a person(s) assigned the responsibility by the local conference or Columbia Union. These include:

1. Filing any materials generated by the arbitration hearing with the secretary of the conference or institution that had original jurisdiction.
2. Healing relationships hurt by the dispute.
3. Effectuating and monitoring [implementation of the decision](#).
4. Filing annual reports of Columbia Union arbitration hearings with the North American Division associate secretary/director of the Office of Human Relations. (2021-22 NADWP BA 42 85)

N. Financial Consequences of Litigation

When a church entity is named as a party in litigation for a matter in which it was not directly involved, the church entity directly involved in the matter leading to the litigation shall reimburse the sum of all damages, judgment or settlement of any legal action, court costs, legal fees and fees of experts paid by the uninvolved, named party. This includes insured costs when the requirements of NAD Working Policy S 60 06 (3) are not followed. (2021-22 NADWP BA 35)

9620 Procedure for Termination or Non-renewal of Non-probationary Employees

The employing organization will follow this procedure when terminating a regular or transfer appointment employee or an intern employee during the term of the employee's contract or annual assignment agreement or when not renewing a regular appointment employee's annual assignment agreement at the end of such agreement:

1. The local conference superintendent or designee must be present when the personnel committee, or school board discusses the possibility of recommending that a regular appointment employee be terminated/non-renewed during the term of his/her annual assignment agreement.

Documentation Requirement: The foundation or basis for termination or non-renewal must be sufficiently documented where possible.

2. The local conference board of education makes the final decision about termination or non-renewal upon the recommendation of the local school or academy board.
3. The employing organization will give written notice by way of a certified letter, and/or email of termination or non-renewal to the employee (notice of non-renewal must be given by April 1). The notice will contain the following information:
 - a. Reasons for the action.
 - b. The effective date of the termination or non-renewal.
 - c. The date of the last salary payment.

The notice will also inform the employee of the availability of appeal within fifteen days of receiving the notice.

Appeal Process

- I. Step One: Once the employee has received notice in writing of termination or non-renewal, the employee will have fifteen working days to appeal in writing the termination to the conference superintendent.
- II. Step Two: The conference superintendent will bring together an appeal committee (school administrator(s), superintendent and/or associate superintendent, board chair and/or personnel chair) to hear the appeal within ten working days of receiving the request from the employee. The superintendent will respond with the decision of the committee within five working days.
- III. Step Three: If the employee is not satisfied with the decision of the appeal committee, he/she may appeal in writing within ten working days to the local conference board of education/conference board of education executive committee. The employee has the opportunity to be present for the appeal. All decisions will be final and conveyed in writing to the employee within five working days.

9625 Suspension or Revocation of Teaching Certificate

A teaching certificate will automatically be revoked by the Columbia Union Office of Education for any of the following reasons:

1. Any conviction or admission of guilt pertaining to sexual abuse, or of the following sexual misconduct:
 - a. Actual or attempted sexual contact with a minor or with any person where there exists a relationship with inequality of power
 - b. Actual or attempted rape or sexual contact by force, threat, or intimidation
 - c. Criminal behavior of a sexual nature
 - d. Possession, manufacture, distribution, or access with intent to view child pornography
2. Any criminal conviction or plea of guilty, nolo contendere (no contest), or its equivalent for crimes of violence, sexual abuse, sexual misconduct, or possession, manufacture, distribution, or access with intent to view child pornography, possession, distribution, or manufacture of illegal drugs.
3. Withdrawal or removal from membership in the Seventh-day Adventist Church

A. Authority

The Columbia Union Office of Education in consultation with the local conference may suspend or revoke a teaching certificate for any of the following reasons:

1. Ground for termination under Code 9600.
2. If the employee fails to obtain certification within the time allotted when hired or any modifications to the deadline agreed to by the employer.

B. Procedure

1. The local conference superintendent will notify the employee in writing of the proposed suspension or revocation, including the availability of right to a review hearing by the conference board of education.
2. The superintendent will recommend suspension or revocation to the conference board of education.
3. Upon conference board of education approval, the superintendent will send a formal request for suspension or revocation, with supporting documentation, to the Columbia Union Office of Education.
4. The Columbia Union Vice President for Education will notify the employee in writing of the formal request, including the right to a hearing by the Columbia Union Board of Education.
5. The Columbia Union Board of Education will make the final decision, including the duration of any suspension or revocation.

C. Reinstatement Request

The employee may request that the Columbia Union Office of Education reinstate the certificate after the passage of ninety days following the decision.

9630 Procedures for Settling Terminations

Employees whose employment is terminated may be eligible for a termination settlement if they meet the conditions of this policy.

A. Exceptions

Some denominational organizations have established policies to be implemented in case of voluntary termination of an employee which shall apply in the case of terminated employees. Further, local and state laws or conditions of employment or termination may require employers to offer a termination settlement which carries from the provisions of this policy. Properly constituted governing or administrative bodies have the discretion to authorize a termination settlement at variance with the following directives.

B. Eligible Recipient

Full-time Employees - a regular full-time employee who:

1. Has at least two years of denominational employment.
2. Receives regular remuneration that does not exceed the denominational remuneration scale.

C. Eligibility Requirements

Termination settlements may be granted to a full-time employee providing the employee meets at least one of the following conditions:

1. Lack of Performance – An employee who is terminated for failing to adequately perform the functions of the job.
2. Counseled to Resign - If counseled to resign by the employing organization.
3. Closure of Organization - If an employee of an organization being closed or moved to a different location and is therefore not able to continue employment.
4. Financial Exigency - If an employee of an organization which is required to reduce staffing because of financial exigency.
5. Elective Office - An employee holding elective office is not considered terminated for purposes of this policy if he/she is not re-elected unless no further assignment consistent with training and/or experience is offered.
6. Criminal Conduct - An employee terminated for criminal conduct is generally not eligible for termination settlement.
7. Medical Disability - An employee who is unable to continue employment because of medical condition but is not eligible for disability benefits under the Employee disability Income Plan (2021-22 NADWP Y 33)
8. Continued Denominational Employment - An employee who at the time of execution of the Release called for in the North American Division Working Policy Section Y 36 30, and who has been offered comparable employment by another entity as listed in the Seventh-day Adventist Yearbook, is ineligible for termination settlement.
9. Full-time to Part-time – An eligible employee who (a) is involuntarily reduced from full-time employment to part-time employment, or (b) refuses the offer of part-time employment when their status has been involuntarily reduced from full-time employment in the same organization.

D. Service Record

1. Termination Settlement - The termination settlement shall be noted in the employee's personal service record but does not cancel any part of his/her service credit.
2. Further Settlements - If an employee who has received a termination settlement or retirement allowance reenters denominational service at a later date, any further termination settlement would be based on service accrued since the date of the previous settlement.
3. No Service Credit - The settlement shall not add service credit to the employee's record.

E. Settlement

1. Amount - The settlement may be a payment equal to 25 percent of one month's remuneration including cost of living adjustments but excluding area travel and all other allowances multiplied by the years of denominational service credit. No more than 20 years of full-time service shall be counted. (Any unpaid benefits earned by the employee, including but not limited to unpaid vacation time and unpaid sick time, are not part of this settlement and shall be paid separately to the employee.)
2. Method of Payment - The settlement computed in Code 9625-E #1 shall be paid in a lump sum consistent with the terms of 2021-22 NADWP Y 36.

3. Independent Transfers - In the case of an independent transfer, the settlement should be calculated on only years of service earned as a church employee within the territory of the North American Division or as a regularly appointed inter-division employee from the North American Division.
4. Settlement for Teachers - The settlement for teachers shall be based on the actual remuneration they have been receiving just prior to termination.
5. Basic Life Insurance - A benefit paid from the basic life insurance shall in no way affect this settlement. (2021-22 NADWP Y 34)
6. [Refer to Code 9125 G. 4. for Administrative Positions and Salaried Classified Employees](#)

F. Health Care Benefits

Health care benefit coverage ceases with the effective date of termination. (2021-22 NADWP Y 22) The ex-employee and dependents (i.e., spouse and dependent children) may be eligible for continued hospitalization and medical benefits. Non-emergency or preventative medical, dental, and optical care are specifically excluded. This assistance may be continued for a period of two months or until the ex-employee has obtained health assistance coverage, whichever comes first, or as required by state laws. (2019-19 NADWP Y 36 50)

G. Termination Settlement Expense

1. Employer Pays - Termination settlements are the responsibility of the employing organization.
2. Release - As a condition of releasing a termination settlement, employees are required to execute a release of any and all liability against the employer, related organizations and entities, agents and employees; therefore, the settlement is not to be construed as an employee benefit. If the release is not signed within 30 days of going off the payroll for regular remuneration, including accrued pay leave or accrued vacation, the termination settlement shall be forfeited.

H. Not Eligible for Termination Settlement

Individuals that fall under any of the following categories are ineligible for termination settlement:

1. Part-time employees.
2. Involuntarily terminated for violation of organizational policies and/or practices regarding misconduct or for criminal behavior.
3. Retirement – an employee who (i) is counseled to resign or terminated (ii) is eligible for retirement benefits at his/her normal retirement age (as defined in the NAD Retirement Plan) and (iii) begins to receive retirement benefits following his/her cessation of employment.
4. Voluntarily resigns from employment.
5. Continued Denominational Employment – an employee who, at the time of execution of the separation agreement has declined a full-time denominational position consistent with the Employee's training, compensation, and experience. (2021-22 NADWP Y 36)

9635 Reduction in Force

Notwithstanding any other provision of this Code, the employing organization may make a reasonable reduction in force among certificated employees assigned to a particular school or academy by reason of financial exigency or any other circumstance that was not reasonably foreseeable when hiring decisions were made. In making a reduction in force, the following provisions apply:

1. Subject to Code 9630 50 #2, certificated employees within the affected school or academy will be laid off in the following order:
 - a. Part-time employees
 - b. Probationary employees
 - c. Interns
 - d. Transfer appointment employees
 - e. Regular appointment employees

Within each category identified above, if not all employees in such category are affected by the reduction in force, the employing organization will give consideration to the individual employee's professional credentials and total years of service to the school, to the employing organization, and to the Church. The weight to be accorded any such factors in making any layoff decision rests within the managerial discretion of the employing organization.

2. In any case, the certificated employees who remain following the reduction in force must have the personal and professional qualifications and skills necessary to permit the school or academy to function effectively with the restructured staff.
3. The employing organization will furnish affected employee(s) with written notice of layoff as far in advance of the layoff as is reasonably feasible under the circumstances.
4. A local school board or academy board that perceives a potential need for a reduction in force is responsible for alerting the local conference superintendent of that fact promptly. The superintendent will give assistance in evaluating the particular circumstances and identifying those employees who will be affected.

9640 Financial Exigency for Schools

In the event of an unforeseen economic situation which seriously jeopardizes the operation of a local school and leaves the closing of the school as the only alternative, the school board, with a representative from the local conference office of education present may, by a two-thirds vote of all elected board members, request the local conference office of education to declare a financial exigency for the school. The conference board of education must then consider the request within fifteen days.

If the conference board of education declares a financial exigency, all employee contracts for that school will be canceled or renegotiated within thirty days. An effort will be made by the employing organization to transfer and relocate employees thus affected. The employees will not forfeit termination pay provisions if they meet the eligibility requirements as specified by policy.

Employment Policies for Classified Educational Employees

9700 Classified Employee Categories

A. Definition of Classified Employees

Classified employees are school non-instructional personnel for whom the employing organization does not consider denominational certification or other professional credentials to be essential. The employment philosophy appearing in Code 9000-A applies. These employees will be members of the school's constituent Adventist church unless the local school board has approved other membership.

B. Categories of Classified Employees

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

1. Salaried Classified
2. Hour-time Classified

C. Criteria for Determining Whether Classified Employee is Salaried or Hour-time

The federal Fair Labor Standards Act of 1938, as amended, defines, and delimits categories of non-teaching employees who may be exempted as bona fide executive, administrative, or professional employees. The following guidelines help in differentiating between salaried and hour-time classified personnel, but in all questionable cases the local conference office of education should be consulted:

Individuals employed in exempt administrative roles are those:

1. who devote more than 80% of their time to carrying out administrative functions.
2. who receive compensation of no less than \$500 per week.
3. whose primary duty consists of either:
 - a. the performance of office or non-manual work directly related to management policies of general business operations of the employing organization.
 - b. the performance of functions in the administration of a school system or school in work directly related to academic instruction or training.
4. who regularly exercise discretion and independent judgment in carrying out work responsibilities.

Employees not qualifying as exempt salaried employees under the Fair Labor Standards Act must be paid on an hour-time basis with overtime pay as prescribed by law. The responsibilities carried by these individuals will be reflected in the hourly wage rate.

D. Salaried Classified – Definition

A salaried classified employee must meet the criteria of the Fair Labor Standards Act outlined in Code 9700-C and be employed in a management or supervisory position not requiring denominational certification such as an industrial manager, service department head, or director of food service.

E. Hour-time Classified – Definition

An hour-time classified employee is not involved directly in school administration or industrial and plant service management, such as, but not limited to:

1. Teacher assistants
2. Related instructional personnel

3. Administrative assistants
4. Non-management custodians or plant service personnel
5. Non-management cafeteria personnel
6. Security guards
7. Bus drivers
8. Hour-time industrial/agricultural employees
9. Accountants
10. Cashiers
11. Registrars who do not qualify as administrative employees (see Code 9110-C)

F. Employees Working in Multiple Employment Categories

If employees work in multiple employment categories, the category in which they spend the largest amount of time defines their status as a salaried classified or hour-time classified employee.

G. Qualifications, Duties and Responsibilities, Professional Ethics

The qualifications, duties and responsibilities, and professional ethics for all classified employees are the same as those specified in Code 9040 for certificated instructional employees except for professional certification requirements and those duties that plainly by context apply only to instructional personnel.

H. Legal Eligibility

Local schools shall ensure that any full-time or part-time employees hired by the school are legally eligible to remain in the United States and be employed. All full-time and part-time employees of the local conference school system, including locally funded personnel, are required to report to their respective employing organization any knowledge of a person or persons employed by their school who does not have the legal right to work or remain in the United States. Failure to report may be cause for discipline, up to termination.

I. Background checks

All prospective employees will be required to complete and sign approved applications for employment and to submit to a criminal background check as required by state and federal laws, in addition to or over and above conference policy. This background check requirement is applicable to all hires, classified and non-classified and shall be supervised at the conference level by the conference office of education. (see Code 9050-5)

Salaried Classified Personnel

9705 Employment Authority, Policies

A. Authority to Employ Classified Personnel

Because a local conference cannot divest itself of certain inherent legal obligations that flow from the actions of local school boards, it is imperative that there be close consultation and cooperation between school boards and the conference office of education in operating schools and all actions regarding school personnel. The following policies for hiring classified employees will be followed:

1. For locally funded classified employees not subsidized by the local conference, the local school or academy board the local conference is the employing organization. The conference office of education may provide services for locally funded classified employees, but this shall not be construed as accepting any responsibility for their employment, assignment, or dismissal except for the conference's obligation to ensure that its personnel policies are being observed. When payroll services are provided by the local conference office of education, the conference will bill the school for salary, retirement contributions if applicable (see Code 9750), Social Security contributions, and allowances and benefits that may be specified by the conference executive committee for each specific class of employees or as required by law. Non-conference school employees are eligible to earn service credit according to conditions specified in Code 9725. The only benefits the conference provides are service credit and Worker's Compensation insurance.
2. For classified employees, whose salary and benefits are subsidized by the local conference, the conference board of education is the employing organization.
3. Since all schools are part of the Adventist system, they will follow the policies in this Code for classified personnel.
4. In schools with a full-time principal, classified employees will be employed in consultation with the local school board chair and in harmony with the policies of the local school board. In schools without a full-time principal, classified employees will be recommended to the local school board by the teaching principal/head teacher in consultation with the school board chair for employment, assignment, retirement, or dismissal.

B. Employment Policies - Salaried Classified Employees

The employment and financial policies for salaried classified employees are the same as those for term-status full-time administrative positions. (see Code 9125)

Hour-Time Classified Personnel

9710 Employment Plan for Hour-time Classified Employees

Hour-time classified employees are employed on one of the following plans:

A. Full-time

A full-time employee is one who works and is remunerated for a minimum of 38 hours per week annually (12 months).

B. Part-time

A part-time employee is one who works and is remunerated for less than 38 hours per week annually. All hour-time classified employees are employed at will.

9715 Eligibility for Benefits

Before being eligible for benefits and allowances, including vacation and paid sick leave, hour-time classified employees must work satisfactorily for ninety days. Holidays will be granted during this period, and vacation and sick leave time will accrue during this period.

9720 Wages

Wages for hour-time classified employees are established by the local school board upon the recommendation of the principal and are determined annually after consideration of the following factors:

1. Job classification
2. Years of employment
3. Level of experience or expertise
4. Prevailing community rate for a comparable position unless the community rate exceeds the maximum on the Columbia Union Wage Scale
5. Number of working hours per week
6. Number of weeks of the contract
7. Legal minimum wage

9725 Service Credit

Service credit will be granted to hour-time classified employees provided:

1. They are remunerated for least 1,000 hours during a calendar year.
2. Their remuneration is at least the legal minimum wage but not exceeding the denominational wage scale and
3. A contribution equal to the percent of basic remuneration as adopted by the General Conference will be made to the Retirement Plan. Regional conference employees accrue service credit as stipulated through the local conference retirement plan.

9730 Employee Service Records

1. An up-to-date service record will be maintained for each hour-time classified employee who works more than 1,000 hours per year. This permanent record will be maintained by the local conference secretary because of implications for the Church's retirement plan. Periodically the conference secretary or designee will give the employee a copy of the record to verify accuracy. The record may be moved to microfiche if at least three years have elapsed since the employee left the employing organization's employ.
2. Maintaining the service records shall be the responsibility of the Human Resources director or the individual assigned Human Resources responsibilities of the employer.
3. A prospective employer may request, in writing, a copy of an employee's service record if the employee has signed a form giving the prospective employer permission to receive the record.
(2021-22 NADWP E 70)

9735 Employment Eligibility Verification, Form I-9

All applicants for hour-time classified employment must present an I-9 Form (see Code 9000-B), which must be kept on file throughout the employee's term of service.

9740 Vacation and Paid Holidays

1. Annual paid vacation time for hour-time classified employees will be accrued and calculated on the following basis:

Years of Service	Vacation Time Accrued Per Year of Full-time Service	Vacation Time Accrued Per 38 Hour Week	Vacation Time Accrued Per Each Hour Worked
During the first four-year	2 weeks	1.4575 hours	.03835
During the next five-year	3 weeks	2.1863 hours	.05753
After nine years	4 weeks	2.9151 hours	.07671

2. Regular part-time employees will accrue vacation time on a pro rata basis. The accrual rate will be based on years of full-time equivalency. Service for vacation accrual purposes will include days worked, approved sick time, holidays, and vacation days.
3. The following paid holidays are granted to full-time, hour-time classified employees: New Year's Day, Martin Luther King Day, President's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving (Thursday and Friday), Christmas Day, and other holidays voted by the local conference executive committee.
4. Weekend leaves on boarding academy campuses and extended school vacations are not considered paid holidays for hour-time classified employees. Such employees may be asked to work their normal hours during such times.
5. Individuals who become exempt denominational employees after several years of experience in work outside of denominational employment that professionally advances their ability to perform their work more effectively for the Church shall be granted one year of credit towards vacation accrual for each two years of such prior service. (2021-22 NADWP E 75 05-5)

6. For exempt employees not covered under a formalized tracking system, two weeks of vacation is equal to 10 workdays, three weeks to 15 workdays, etc. and all vacation time must be taken in full day increments, not partial days, unless allowed under state laws. For those employees on non-traditional work weeks
 - i. example 1. four-day work weeks, a week of vacation is adjusted accordingly
 - ii. example 2. one week of vacation is equal to 4 workdays, two weeks is equal to 8 workdays, three weeks to 12 workdays.

9745 Sick Leave

A full-time, hour-time classified employee is eligible for sick leave pay as follows:

1. Sick Leave Hours Accrued
Sick leave time will accrue based on 2.93 hours for a 76-hour (two-week) pay period (.03855 hour per hour worked). Regular part-time employees will accrue sick leave time on a prorated basis. The accrual of sick leave time is based on hours worked, hours taken for vacation, and hours taken for sick leave, but does not include overtime hours worked for non-exempt employees.
2. Division of Sick Leave Time
Fifty percent of accrued sick leave time will be available for short-term illnesses and medical/dental appointments. The other 50% will be available for extended illnesses, disability, or incapacity. Childbirth is a qualifying incapacity.
3. Short-term Illness
The first three workdays of any illness or time off for medical/dental appointments will be charged to the short-term sick leave bank.
4. Carry-over of Short-term Sick Leave Time
Short-term sick leave time may be carried over from year to year up to a maximum of 76 hours. Accrued short-term time in excess of 76 hours may be transferred to the extended sick leave bank.
5. Extended Sick Leave Time
 - a. Beginning with the 25th hour of an employee's personal illness, full-time pay will be continued and charged to the extended sick leave time bank until those accumulated hours have been exhausted.
 - b. To qualify, the employee must be under the care of a physician and submit a physician's certificate stating the nature of the illness, disability, or incapacity. If an employee is hospitalized, Code 9745 #5-a will begin on the day of admittance.
6. Exclusions
Extended sick leave does not apply to:
 - a. Any day during which an employee is entitled to cash benefits for temporary disability under Worker's Compensation or disability laws.
 - b. Any period of confinement in a public or private institution because of an emotional or psychopathic illness arising from addiction to alcohol, drugs, etc.
 - c. Any period when incarceration is the cause of absence from work.
7. Carry-over of Extended Sick Leave
Extended sick leave time may be accrued up to a maximum of 1,000 hours (26 weeks).
Extended sick-leave time may not be transferred to the short-term bank.

8. Not Convertible to Paid Leave
Extended sick leave is not convertible to paid leave or considered as credit payable at termination of employment.
9. Alternative Plan
 - a. Employing organizations may combine short-term sick leave, vacations, and authorized holidays into a Paid Leave Plan. Paid leave time begins to accrue from the date of employment and is automatically accumulated into the employee's Paid Leave Bank. The maximum hours that may be accumulated is the equivalent to seven weeks, excluding holidays.
 - b. The Paid Leave Bank may be used for vacations, holidays, illnesses, or personal business. Discretionary time off should be prearranged in order to maintain continuity of service. At the time of termination, settlement will include unused time remaining in the employee's Paid Leave Bank.
10. Portability
At the time of termination or transfer, short-term sick leave may be paid to the employee; however, extended sick leave may be reported to the new employer at the time of the transfer. No payment is to be made to the employer or to the employee for extended sick leave hours.
11. Part-time Work After Illness
An employee who returns to work on a part-time basis after an illness or disability will have permission of the attending physician and submit a written recommendation from the physician regarding the estimated length of such part-time work. Time worked will be paid at the regular rate. The balance will be paid from the extended sick leave bank as long as hours of accrued sick leave time are available.
12. Implementation
For each full year of service, the employee may be credited with 24 hours of short-term sick leave time up to a maximum of 48 hours, and with 24 hours of extended sick leave time up to a maximum of 320 hours.
13. Maternity Leave
 - a. Provision - Pregnancy/Maternity leave will be granted on the same basis as extended sick leave in accordance with the employing organization's sick leave and paid leave policy under this Section. The beginning date and duration of the maternity leave will be in harmony with the advice of the attending physician.
 - b. Remuneration - Beginning with the first day of pregnancy/maternity leave, regular remuneration will be continued and will be charged to the extended sick leave bank until those accumulated hours have been exhausted. Accrued time in the paid leave bank may also be used for pregnancy/maternity leave. Employees may be remunerated on the foregoing basis whether or not they plan to return to work at the end of the maternity leave.
 - c. Law - Where applicable law dictates maternity leave policy, the employing organization will observe such policy, i.e. FLMA.
14. The local school will keep accurate records for employees hired by the school.

9750 Retirement Plan

Employees can get complete details about retirement benefits and eligibility requirements from the publication, The NAD Retirement Plan of the General Conference of Seventh-day Adventists, available without charge from the General Conference of Seventh-day Adventists, 12501 Old Columbia Pike, Silver Spring, Maryland, 20904, or from the employee's employing organization. For questions concerning the Plan, contact the local conference secretary or the senior academy business manager.

Effective January 1, 2000, the current defined benefit retirement plan was replaced by a defined contribution plan. Regional conference employees accrue service credit as stipulated through the local conference retirement plan. (2021-22 NADWP Y 46 05)

9755 Termination

An hour-time classified employee is employed at-will, or as each state requires, and is subject to termination at any time for any reason, or in accordance with state labor laws. A minimum two-week notice will be given except in cases where serious misconduct warrants immediate removal.

9760 Termination Settlements

Full-time, hour-time classified employees are eligible for a termination settlement as outlined in Code 9625.

9765 Benefits and Allowances

The local conference executive committee will determine any additional benefits and allowances that may be paid to each class of full-time, hour-time classified employees within the conference based on guidelines in federal and state law.

9770 Conciliation Procedure

To settle disputes, locally funded and hour-time classified employees have access to conciliation (as outlined in Code 9650) only after having been employed, in his or her current capacity, for 90 days commencing from the day of hiring. (2021-22 NADWP BA 42)

9775 Physical Examinations

No hour-time classified employee will be initially employed unless valid written notice is submitted that an examination, within sixty days preceding the date of employment, has shown the applicant is free from communicable tuberculosis. (see Code 9055) An employee will undergo such examination at least once every four years. Health records will be maintained in the local conference office or academy.

At the discretion of the employing organization, this Section will not apply to one employed for less than a school year whose functions do not require frequent or prolonged contact with students. A

physical examination may be required if the employing organization believes the person's presence in and around school premises would constitute a health hazard.

Custodial or maintenance personnel who may work directly with asbestos and be required to wear protective clothing and respirators will comply with the Asbestos Hazard Emergency Response Act (AHERA) and Occupational Safety and Health Act (OSHA) regulations requiring full annual physical examinations for those who wear respirators. These will be provided at no expense to the employee.

Any employee who will come in regular contact with blood through exposure to accidents or cleanup procedures must be given training in compliance with OSHA regulations dealing with bloodborne pathogens. OSHA regulations require conferences and academies to provide annual training, personal protective equipment, Hepatitis B vaccinations, and other medical benefits at no cost to designated persons.

9780 Resignation

Hour-time classified employees who resign must give at least a two-week advance notice, or notice as required by the local school board, in order to give time to employ a suitable replacement.

9785 Family and Medical Leave

The family and medical leave provisions in Code 9250-B applies to hour-time classified employees.

9790 Local Church and School Employees

Some conferences have local elementary school personnel on their payroll with costs funded by the church(es) or school. These employees are eligible to earn denominational service credit prior to January 1, 2000, and to participate in the defined contribution retirement plan if certain conditions are met. Some benefits the conferences may provide such employees are retirement participation and workers' compensation insurance. (2021-22 NADWP Y 47 05)

Task Force Workers and Volunteers

9850 Child Protection, Volunteer [Screening and Criminal Background Checks for Volunteers](#) (see Code 3115)

9855 Task Force Worker Compensation (see Code 7640)

APPENDICES

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Appendix A

Columbia Union School-based PreK/Kindergarten Program Guidelines



Columbia Union School-based PreK/Kindergarten Program Guidelines

Schools desiring to operate a school-based PreK/Kindergarten (PK/K) program must first obtain approval from the local conference EC-12 Board of Education.

4500 The primary purpose of school-based PK/K programs is to provide opportunities for children to learn about Jesus Christ as their Savior in a safe, loving, caring, and intellectually stimulating environment. The young child should be immersed in a rich experiential environment which promotes the physical, social, emotional, spiritual, and cognitive development. This growth varies with children; therefore, each child will be assessed to determine if the child will benefit from entering a formal learning environment.

Program Guidelines

A. School-based Pre-Kindergarten Program (4-year old children)

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

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

1. Approval to conduct a school-based Pre-K program must be obtained from the local conference office of education through the local Board of Education.
2. Pre-K students must be at least four years of age on or before September 30 of the current school year unless states require, or the local conference sets an earlier entrance date.
3. Enrollment in a school-based stand-alone Pre-K must be limited to 12 students (state requirements take precedence). A full-time teacher assistant is required for 13 or more students, with a maximum of 20.
4. All state and county standards and regulations for the care of four-year old children must be met.
5. Students enrolling in the school-based Pre-K program must submit copies of the following:
 - a. official birth certificate
 - b. Social Security number
 - c. current immunization records (see Code 3535-C)
 - d. record of physical examination as required by Columbia Union Code and state, including information on any allergies (see Code 3535-A).
6. Pre-K teachers must be trained Seventh-day Adventists who meet local conference and state requirements for staffing.

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

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

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

1. Approval to conduct a school-based PK/K program must be obtained from the local conference office of education through the local Board of Education.
2. PK students must be at least four years of age on or before September 30 of the current school year unless states require, or the local conference sets an earlier entrance date. Kindergarten students must be at least five years of age on or before September 30 of the current school year unless states require, or the local conference sets an earlier entrance date.
3. A full-time teacher assistant is required when four-year-old PK students are present in the kindergarten classroom. A maximum of 15 students is permitted in the school-based PK/K classroom.
4. All state and county standards and regulations for the care of four-year old children must be met.
5. Students enrolling in the school-based PK/K program must submit copies of the following:
 - a. official birth certificate
 - b. Social Security number
 - c. current immunization records (see Code 3535-C)
 - d. record of physical examination as required by CU Code and state, including information on any allergies (see Code 3535-A).
6. No other grades can be combined with the school-based PK/K program.
7. A developmentally appropriate curriculum and activities must be implemented for the PK students, independent from the regular kindergarten program. PK student activities should be primarily hands-on and not paper and pencil oriented.
8. Kindergarten teachers must be Seventh-day Adventists and meet requirements as outlined by the North American Division Office of Education.

4800 School-based Pre-K/Kindergarten Operating Standards

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

1. Local conference offices of education will determine salary and funding of school-based PK, PK/K, K, K-1 and/or K-2 classrooms based on local policy, state requirements and experience/training of the teacher.
2. The North American Division Kindergarten curriculum, which fosters a developmental educational approach, is to be implemented.
3. The Columbia Union Conference PK Guidelines is to be followed.
4. The conference will follow the *Columbia Union Wage Scale*.
5. Any deviations from the above recommended guidelines must be processed for approval by the local conference office of education

Overview

Introduction

Shifts in lifestyles, culture and state regulations are finding young children being placed in school settings at younger ages than in the past. At the request of the Columbia Union Curriculum Committee, the following guidelines have been developed to be used as a framework in Columbia Union school-based PK classrooms.

Developmentally Appropriate Practices

Columbia Union school-based PK classrooms need to focus on “developmentally appropriate” practices which take into account the age and maturity of each child. Children mature at different rates, be it cutting teeth, learning to walk, or learning to read and write. In a developmentally appropriate classroom, children are allowed to progress at their own pace when learning new skills and concepts. They should not be forced into a prescribed pace which may be too fast for some children and too slow for others. Instead, concepts are introduced and re-introduced as needed, allowing each child to mature and learn at their own rate.

Early childhood research indicates that young children require a rich environment of emotional, social, and physical, spiritual, academic activities centered on exploring their surroundings, including home, school, community and church. Readiness skills and concepts are introduced and re-introduced, but never forced. Four-year-old children should not be confined to desks doing paper- and-pencil seat work. Studies show that many children “burn out” in the middle grades when too much emphasis is placed on academics in the early years. These findings only affirm what we have known for many years from counsel given by Ellen White.

Importance of Play

The curriculum for four-year-old children must be centered on their natural curiosity to touch, taste, smell, hear and see. “Play is children’s work,” and should be an integral part of their learning experience. Play should be fun and always a positive experience and is the primary way to develop motor skills. Play lays the foundation for success in academic skills. Play can be directed in order to learn specific skills and concepts. Free play should be a part of every Pre-K schedule. Children’s social skills are strengthened when they are allowed to play together.

Indoor Play - Learning Centers

Learning centers provide a variety of opportunities to acquire specific developmental growth patterns. For example, the dress-up center or dramatic play center helps children express feelings, practice conflict resolution, experiment with adult roles, cultivate creativity and understand and deal with the world.

An art center allows children to work creatively, express ideas, experiences, and feelings, think originally, improve fine muscle coordination, work independently, identify primary and secondary colors, learn about artists and artworks, recognize that God gives artistic talents, develop appreciation for nature and beauty, and use a variety of art media.

Other choices for centers include: Bible story center (felts, books, tapes, etc.) block center (large blocks), computer center, housekeeping center - play store, manipulative center (puzzles, Etch-A-Sketch, Legos, etc.) Math center (counters, buttons, sorting, shapes, etc.) listening center (songs, stories, etc.) literature center sand/rice table science center social studies center, thematic center (seasonal or theme related) water table

A variety of centers should be planned for the PK classroom and should be rotated throughout the year to keep children interested and engaged. Center rules should be clear and simple for the students to understand. Limits to the number of children per center and activities can be posted at the center by simple means such as clothes pins, colored strips, etc. Children should choose another center if one center is full. The teacher can manage the time spent in each center by ringing a bell, playing music, etc.

Outdoor Play

Children need to be able to run and play outdoors to expend their physical energy freely. Fresh air, sunlight and physical exercise form the basis for total physical development and well-being. Playing outdoors will help strengthen and control large muscles in the growing child. An adequate and safe playground must be provided for the children. Supervision of the children at all times is essential for this age group. Children should never be left unattended without adult supervision, indoors or out.

Curriculum Guidelines see NAD Early Childhood Developmental Learning Standards at <https://ece.adventisteducation.org/learning-standards/>

SAMPLE DAILY SCHEDULE

Full-day, Pre-K classrooms should include time for P.E. as well as recess. Recess is a time for children to play freely, preferably outdoors when weather permits. Large muscle activities such as running, and jumping are an important part of a four-year-old's development. Organized games are used during P.E. to teach group skills and for developing coordination and exercising specific muscle groups.

Other areas to include in the daily schedule are circle time, center time, nap/rest time, story time and theme activities. Following is a sample daily schedule for a full day:

8:15 - 8:30	Arrival - quiet activities (books, puzzles, etc.)
8:30 - 9:00	Circle Time Worship - songs, prayer, short worship thought/story Pledge of Allegiance Calendar Time Plans for the day
9:00 - 9:15	Drinks and restroom break (If restrooms are not in the classroom, the entire class may need to go as a group in order to have proper supervision at all times.)
9:15 - 9:45	Bible story and activities
9:45 - 10:15	P.E.
10:15 - 10:30	Juice break (if required by local regulations)
10:30 - 10:50	Theme/unit/skills presentations Language arts Math, Pre-reading, social studies, science, health Art
10:50 - 11:45	Centers - child's choice - free play - teacher informal interaction/observation with child - monitor children's rotation through all centers - centers should be changed periodically - center activities reinforce presentations
12:00 - 12:30	Lunch
12:30 - 1:00	Recess (free-play outdoors, weather permitting)
1:00 - 1:15	Story time
1:15 - 2:00	Rest time
2:00 - 2:20	Recess
2:20 - 2:50	Creative play (games, dress up, etc.)
2:50 - 3:00	Cleanup and dismissal

PK/K CURRICULUM RESOURCES

As stated above, the curriculum for four-year-olds should be very hands-on, experientially based. Paper and pencil activities should be minimal. Student textbooks are not used in Pre-K; the following resources are for the teacher in planning developmental activities for the students.

- **CREATION Kids** - A comprehensive digital curriculum that promotes the development of the whole child—head, hand and heart.
- **Cobblestones** – Pre-K digital companion – 9 units of materials all found on the Cobblestones site.
- **Griggs’ Preschool Program** - includes handbook, program guide, and Wee Sing CD’s - order through your local conference office of education.
- **A Child’s World** - utilize themes and center ideas, adapt parts that are developmentally appropriate for four-year-olds - order through the Adventist Book Center.
- **Harcourt Pre-K Math - Teacher’s edition only** - provides abundant hands-on activities for number awareness - order from Harcourt, Inc.

Classroom Books

Reading to children is an essential activity in helping to prepare them for learning to read. A rich supply of story and picture books are needed in the Pre-K classroom. These can be acquired with minimal expense from yard sales, thrift centers, donations from “outgrown” collections, as well as the public library.

Following is the North American Division Office of Education adopted criteria for selecting print and nonprint materials for Seventh-day Adventist Schools:

Print and Nonprint Materials Selection Criteria

Print and nonprint materials selected should exemplify quality literature and encourage discernment in individual selection. The following criteria are provided as guidelines for selecting appropriate print and nonprint materials.

- * Support Seventh-day Adventist beliefs.
- * Support the local school’s curriculum.
- * Match the maturity level of the students.
- * Relate to various cultures
- * Address current issues.
- * Be certain that the material is free of gender or ethnic bias.
- * Present information with accuracy.
- * Demonstrate good literary style.

Avoid print and nonprint materials that:

- emphasize evolution. However, brief references to evolution whose major content is of value can be used as an opportunity for the teacher to bring out the differences in Biblical creation and evolution.
- picture evil as desirable and goodness as trivial.
- highlight vulgarity, eroticism, sentimentalism, and escapism. Materials in which minimal references of profanity are found may be selected if it is clearly marginal and content has significant value.

Early Childhood Education Information

The entire December 2005/January 2006 issue (Vol. 68 No.2) of *The Journal of Adventist Education* is devoted to Adventist Early Childhood Education. This is an excellent resource for both teachers and parents, to not only learn our church's philosophy for early childhood education, but also to learn developmentally appropriate practices to help children mature in a loving and nurturing environment.

Article titles of particular interest for working with the Pre-K child include:

- **Don't Look Away: Embracing Anti-bias Classrooms** by Iheoma U. Iruka, Ph.D. et al
- **Children at Play: Learning Gender in the Early Years** by Barbara Martin
- **Mind, Brain, and Early Childhood** by Linda Bryant Caviness
- **Adventist Early Childhood Education** by Christine L. Gillan
- **The Importance of Imagination and Play: A Neuro-cognitive Perspective** by Linda Bryant Caviness
- **Skills for School Readiness** from Texas Child Care Quarterly
- **Helping Preschool Children Become Readers: Tips for Parents** by Ann S. Epstein
- **Guidance Techniques That Work** from Texas Child Care Quarterly
- General principals in **The Child-Centered Kindergarten** by Joan Moyer can be applied to Pre-K classrooms as well as being helpful for programs that have a combination of Pre-K and K in the same classroom.

To obtain back issues: Issues cost \$2.00 each (includes shipping in the U.S.) Discounts are available for bulk orders. For more information, contact:

Journal of Adventist Education

12501 Old Columbia Pike Silver Spring MD 20904-6600 U.S.A.

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**Application to Operate Stand-alone Pre-K, Pre-K/K Combination,
Stand-alone Kindergarten, K-1/K-2 Combination**

(Due at conference February 1

Name of School: _____ **Date** _____

School Board action: Voted Date: _____ Action: _____

A. **TYPE OF PROGRAM REQUESTED:** Request is for the _____ school year

_____ Stand-alone Pre-K _____ Pre-K/K Combination _____ Stand-alone Kindergarten _____ K-1 _____ K-2

B. **TEACHER INFORMATION:** Name of principal teacher: _____

Qualifications/certification of person to teach this program: _____

Name of teacher assistant _____ Qualifications/certification _____

NAD certificated teacher supervising program (if applicable): _____

C. **ENROLLMENT PROJECTION:** Please indicate the expected enrollment for the requested program.

Stand-alone Pre-K _____ Pre-K/K _____ 4-year-olds _____ 5-year olds Stand-alone Kindergarten _____

K-1 _____ K _____ 1st grade K-2 _____ K _____ 1st grade _____ 2nd grade

D. FINANCIAL INFORMATION

Indicate amount budgeted for start-up, equipment, supplies, etc. (for first year operation only) \$ _____

Indicate monthly/yearly budgeted funds for consumable supplies \$_____

Principal's Signature **Date**

See Columbia Union Conference Education Code, section 4500 for detailed policies and guidelines.

FOR OFFICE USE ONLY	
_____ Approved	_____ Denied
Superintendent's Signature: _____	Date: _____

Appendix B

Application to Open/Reopen an Elementary

Columbia Union Conference

Application to Open/Reopen an Elementary School



ADVENTIST EDUCATION
Journey to Excellence 2.0

Columbia Union Conference
Office of Education
5427 Twin Knolls Road
Columbia, MD 21045

COLUMBIA UNION CONFERENCE
Office of Education
Application to Open/Reopen an Elementary School

This application must be submitted to the local conference office of education by **December 1** of the year prior to the projected opening of the school.

Date _____ Submitted by _____

The _____ Seventh-day Adventist Church, through its church in business session, hereby requests approval the _____ Conference of Board of Education to open/reopen an elementary school which will be located at the following address:

If this school operated in the past, please complete this section:

For how many years was the school in operation? _____ years.

Date when school discontinued operations. _____

Give the reasons for the closing of the school.

Demonstrate how the opening of this school will meet an educational need currently unmet by established schools.

Has a school constitution been adopted?

Yes No In progress

Has the school board been elected?

Yes No In progress

Enrollment Projection

The enrollment by grades during the first year of operation is projected to be as follows:

Grade	Projected Enrollment
K	
1 st	
2 nd	
3 rd	
4 th	
5 th	
6 th	
7 th	
8 th	

Future enrollment of prospective students from Seventh-day Adventist homes who are committed to sending their children to the church school and are willing to support the school financially:

Age	Number of Seventh-day Adventist Families
1 year old	
2 years old	
3 years old	
4 years old	
5 years old	
6 years old	
7 years old	
8 years old	

Number of children under the age of five from Seventh-day Adventist families at the time of the opening of the school. _____

Number of school age children who will not attend the church school: _____

Grade	Number of elementary school age children who will not attend
K	
1 st	
2 nd	
3 rd	
4 th	
5 th	
6 th	
7 th	
8 th	

Given the projected numbers, is the enrollment adequate and sustainable for the financial and curricular needs of the school? Yes No

Facilities

If building a new facility, have the construction and financial plans been submitted to the local conference committee? Yes No

Does the physical plant adequately meet all government safety regulations for operation and equipment? Yes No

Square footage of classroom(s) _____ square feet; _____ square feet; _____ square feet

Square footage of playground area _____ square feet

List playground equipment:

Does the school have adequate furnishings for both teacher(s) and students? Yes No In progress

If no, describe the plans for ensuring that these items are in place before the school is in session.

Describe what other classroom equipment does the school have?

Itemize hardware and software already in place for teachers and students usage:

Financial

Total church membership _____

Total amount of church tithe for the last calendar year? _____

Attach a copy of an adequate budget for the annual operation of the school, including tuition rates.

Staffing

Has the school hired denominationally certificated faculty, adequate in number, to provide effective instruction? Provide pertinent information.

Yes No In progress

Curriculum

Curricular offerings will be aligned with the Columbia Union Office of Education and the North American Division Office of Education.

The subject offerings and class period time allotments will be in agreement with the Columbia Union Conference and local conference boards of education policies

Teacher load and subject offerings align with the *Columbia Union Education Code*

Teaching principal's load and time allotted for administrative duties is in accordance with the *Columbia Union Education Code*

The North American Division Elementary Textbook List will be the basis for textbook selection

	Yes	No	In progress
Curricular offerings will be aligned with the Columbia Union Office of Education and the North American Division Office of Education.			
The subject offerings and class period time allotments will be in agreement with the Columbia Union Conference and local conference boards of education policies			
Teacher load and subject offerings align with the <i>Columbia Union Education Code</i>			
Teaching principal's load and time allotted for administrative duties is in accordance with the <i>Columbia Union Education Code</i>			
The North American Division Elementary Textbook List will be the basis for textbook selection			

Additional Relevant Information

Suggested Timeline

The church may follow this suggested timeline when meeting the December 1 deadline for submitting an application to the superintendent of schools of the local conference. The church may complete the feasibility study and recommendation process in less time so as to have the application submitted prior to the deadline.

Activity	Timeline
School feasibility study committee is established by the Church Board	January
Feasibility study committee gathers and reviews information on demographics, financial impact, and facility needs	January – September
Feasibility study committee reports to the Church Board.	September
Church Board makes recommendation to church in business session	October
Church business meeting approves forwarding application to the local conference office	November
Application is received by the superintendent of schools.	December 1 of year prior to the expected opening date
On-site visit	December – February
Local Conference Board of Education approval	Next Scheduled meeting

Appendix C

Application to Teach Algebra 1 in the 8th Grade



ADVENTIST EDUCATION
Journey to Excellence 2.0

Columbia Union Office of Education
Nurturing, Supporting, Facilitating
Application to Teach
Algebra 1 in the 8th Grade

School Information

School name			
Total minutes/week			
Total number of students			
Teacher			
Certificate			
Endorsement			
Textbook		Copyright	
Principal signature			

Local Conference Information

Conference name	
Date approved	
Superintendent signature	

Columbia Union Information

Elementary Associate	
Secondary Associate	
Date of approval	

*All conditions must be met in order to teach Algebra I.

- Students have scored at or above the 85th percentile on the 7th grade level of the math component of the NWEA MAP or another comparable placement test.
- Algebra I must be taught as a separate class by a teacher holding current NAD secondary math certification.
- The NAD approved Algebra I text must be used and no older than 5 years.
- Class time requirement of 200 minutes weekly as specified in the Columbia Union Education Code.
- Local school (or conference) will provide the high school transcript.

Appendix D

Application to Teach Secondary Subjects (Junior Academy Application)

Columbia Union Office of Education

Application to Teach Secondary Subjects Junior Academy Application



**Columbia Union Conference
Office of Education
5427 Twin Knolls Road
Columbia, MD 21045**

Introduction

The purpose of this manual is to provide an overview for the operation of Junior Academies, EC-10, in the Columbia Union Conference. It brings together sections of the Columbia Union Conference Education Code and other pertinent information that is relevant to the establishment and governance of a junior academy program within the Columbia Union. A junior academy is hereby defined as any elementary school offering secondary subjects taught by its teachers.

The Columbia Union Office of Education (CUOE) shall be consulted by any school or conference considering starting a junior academy. The completed *Application to Teach Secondary Subjects* and Checklist must be appropriately processed and submitted to the CUOE by **February 1**. The Columbia Union Board of Education (CUBOE) is responsible for reviewing and approving all junior academy programs.

Checklist to Accompany the Application to Teach Secondary Subjects

Met	In progress	Cannot be met	Essentials
			1. Statements of philosophy and mission along with school wide goals have been adopted by the school board.
			2. The school constitution has been reviewed and revised to appropriately support the expanded school program.
			3. Policies governing school organization, administration, finance, curriculum, personnel, and school facilities have been reviewed, updated, and adopted and are aligned with the <i>Columbia Union Education Code</i> as well as local conference guidelines.
			4. There is a board approved five-year Sustainability (Strategic Master) Plan or Continuous School Improvement Plan that helps to assure the schools longer term viability and alignment to mission.
			5. There is a board approved Technology Plan.
			6. There is a board approved Safety & School security plan.
			7. The school conducts annual Safety audits.
			8. Procedures have been developed to ensure the safety and confidentiality of student records.
			9. Provisions have been made for keeping records in a locked, fireproof safe or cabinet.
			10. A financial plan has been developed that supports the operation of the school as a junior academy
			11. It has been demonstrated by adequate budget control that financial support for the junior academy will not weaken the existing school program.
			12. A prospective continuing enrollment is adequate to operate and sustain a junior academy program.
			13. A proposed annual budget that adequately portrays income and expenses required for operating a junior academy has been approved by the Conference board of education
			14. The proposed secondary curriculum to be offered includes the required and elective course offerings in the subject areas specified by the <i>Columbia Union Education Code</i> .
			15. The principal is provided sufficient release time from instructional responsibilities during the school day to facilitate administrative functions essential for the school program.

Essentials

Met	In progress	Cannot be met	
			16. A qualified faculty for the proposed junior academy will be in place with personnel holding valid denominational teaching certification with appropriate endorsements as required for teaching secondary subjects in a junior academy.
			17. All faculty are members of the Seventh-day Adventist church and have the personal and professional qualifications for the assigned positions/responsibilities.
			18. Administrative and teaching loads will be assigned in harmony with the <i>CUC Education Code</i> requirements.
			19. Adequate facilities and equipment needed to implement the junior academy program has been provided.
			20. There is an adequate number of appropriately sized classroom available to accommodate the planned secondary curriculum.
			21. Specialized facilities and equipment for secondary subject areas such as, but not limited to, computer education, music, science, physical education is provided.
			22. An adequate physical plant is being provided with sufficient instructional equipment, library, and multi-media materials.
			23. The curriculum has been approved by the conference office of education.
			24. Application for junior academy status has been completed.
			25. Application for junior academy status has been approved by school board.
			26. Application for junior academy status has been approved by local conference board of education.
			27. Application for Middle States Accreditation has been submitted (effective July 1, 2023)
			28. On-site visit and approval from both the local conference and union offices of education.

Junior Academy
Application to Teach Secondary Subjects
General Instructions

The application and completed checklist are to be submitted by each eligible school requesting authorization to offer secondary subjects. It is to be sent to the local conference Office of Education by January 1. Academic credit will not be granted for secondary subjects taught without prior approval through this application process.

Applications must be reviewed and approved by the local Conference Office of Education and Board of Education prior to being submitted to the Columbia Union Office of Education (CUOE). The application must be received by the CUOE on or before February 1, prior to the school year in which authorization is requested.

January 1	School submits <i>Application to Teach Secondary Subjects</i> and completed checklist to the Conference Office of Education
February 1	Conference submits <i>Application to Teach Secondary Subjects</i> and completed checklist, with Conference Office of Education Board of Education voted approval to the CUOE .
February 28	CUSAC acts on <i>Application to Teach Secondary Subjects</i>
Spring	CUBOE votes on the CUSAC recommendation.

Remove these instructions before submitting the application

Instructions for Completing the Application to Teach Secondary Subjects

General Instructions

This application is to be submitted to the local Conference Office of Education no later than **October 1**, by each eligible school that plans to offer secondary subjects during the coming school year.

Criteria and authorization procedures are listed in the Columbia Union Education Code, and are duplicated in this document, - the Junior Academy Manual.

Instructions for Each Section

Complete the blanks as indicated at the top of page 1 of the Application Form. Check the program the school is requesting to offer as voted by the board. Sign and forward the completed document to the conference superintendent as soon as possible prior to **October 1**.

I. Enrollment Statistics

Supply enrollment information as requested:

Current year - Report the number of students in attendance as of the date the report is submitted.

Next Year - Provide the projected number of students expected to attend next year.

II. Teacher Certification

Information should be supplied for each teacher who is assigned responsibility for one or more classes for grade nine or ten.

Obtain the current information from the Columbia Union Conference Registrar's Office or from NAD eCertification. ***The information should state the certificate and endorsements that the teacher holds at the time this application is submitted.*** It should also indicate the expiration date and the teachers anticipated certification by August 31.

III. Proposed Individual Teacher Class Load

This section provides data on the proposed curriculum and teaching load for each teacher. Specific instructions for completing each column follow:

Teacher's name: List the name of each teacher who will be assigned teaching responsibilities in grades 7 - 9 or 7 - 10. Under each teacher's name, list each class included in their proposed teaching load. Include all elementary classes, plus the proposed secondary classes. Place a 'yes' or 'no' after each secondary subject to indicate whether the teacher has a current endorsement in column 2a or an anticipated endorsement by August 31, in column 2b.

Column 3: Indicate which grade or grades will be enrolled in each subject.

Column 4: State the projected enrollment for each subject or course.

- Column 5: Indicate whether the proposed secondary course will be one or two semesters.
- Column 6: Give the number of minutes per week that the proposed secondary course will be in session. (See the Basic Standards for the requirements for the program you plan to offer)
- Column 7: Give the credit which is to be granted for the proposed secondary course. (See the Basic Standards for minimums and maximums in your program)-

NOTE: This application provides for up to six teachers. If the school has more than six teachers, make additional copies of Section III, page 17, as needed.

IV. Secondary Curriculum Summary

Summarize the secondary subjects being taught and the requested information. Mark 'yes' or 'no' in the new teacher column.

V. Library and Media Center

Schools should complete all questions in this section.

VI. Alternation Programs

See instructions in the *Junior Academy Programs* for this type of school. If this program meets the needs in your school, contact the superintendent for additional particulars. Complete this section only if the superintendent approves.

VII. Innovative and Curriculum Modification Programs

See Code 2.19.01 and 2.19.02

VIII. Textbook Audit

See instructions on the textbook audit page and complete the information in each column. It is essential that every textbook being used has been approved.

JUNIOR ACADEMY APPLICATION TO TEACH SECONDARY SUBJECTS

Due in the Columbia Union Conference Office of Education on February 1, annually.

Name of School _____

Address: _____

Principal/Head Teacher _____

Conference _____ School year to be implemented _____

Type of Program Requested:

- 7-9 Multi-grade Curriculum
- Standard 9th Grade Curriculum
- Standard 9 & 10 Grade Curriculum
- 9-10 Alternation Curriculum
- Innovative/Alternate

Local School Board Approval

Date

Board Chair - Name & Signature

Local Office of Education/Conference Board of Education Approval

Date

Superintendent - Name & Signature

****All signatures and dates required. Please attach a copy of the voted action from the school board.***

I. ENROLLMENT STATISTICS

Number of Students				
	Current Year		Next Year (Year of application)	
Grade	SDA	Non-SDA	SDA	Non-SDA
K-6 Total				
7				
8				
9				
10				

IV.

SECONDARY CURRICULUM SUMMARY

NINTH GRADE

Subject	Teacher	New Teacher	Enrollment	Text & Copyright	*Outline Submitted

TENTH GRADE

Subject	Teacher	New Teacher	Enrollment	Text & Copyright	*Outline Submitted

1. Teacher Schedule: Please attach a complete daily schedule for each teacher teaching secondary subjects
2. List the changes that have been made in response to recommendations and suggestions from the local Conference and Union Office of Education as noted during the preliminary site visit.
3. If there are any deviations from the APPROVED Union Junior Academy Program, list those deviations (including textbooks) and give the reasons why the program should be approved.
4. Please describe how secondary grades and transcripts are stored and issued.

Comment:

A course outline must be completed and kept on file in the school office.

V. **LIBRARY AND MEDIA CENTER**

A. General Items

1. Number of titles in the library collection _____
2. Are all the books classified under an approved library cataloging systems? _____
3. Amount budgeted for library materials for the current year _____
4. Amount spent on library materials during the current year _____
5. Approximately what percentage of these library expenditures were spent on materials appropriate for the secondary level? _____
6. The total budgeted expenditure for books (excluding textbooks), periodicals and media software for the coming year _____
7. List number of computers available for secondary student use. _____
8. List the equipment and materials (other than library) with the cost for each item that was obtained during the previous year for use in the secondary classes.

Equipment/Materials	Cost

VI. ALTERNATION PROGRAMS *(Only schools applying for a 9 - 10 alternation program should complete this section)*

Ninth grade subjects are taught during odd years (school year ends in odd number). Tenth grade subjects are taught during even years (school year ends in even number).

20 __ - 20 __ (Fill in dates for the coming school year)

Below, list the subjects that will be taught during the coming school year.

20 ____ - 20 ____ (Fill in dates for the second year)

Below, list the subjects that will be taught during the alternate year (next year).

VII. INNOVATIVE AND CURRICULUM MODIFICATION PROGRAMS

The curriculum of the Seventh-day Adventist schools in the North American Division is the responsibility of the Columbia Union Board of Education in harmony with the guidelines provided by the North American Division Office of Education. In the Columbia Union Conference, we encourage bona fide pre-approved innovative alternative integrated and curriculum modification programs. The application process for these programs is found in the Columbia Union Code 2.19.01 and 2.19.0

Section C

TEACHER REPORT

Name _____

1. How have you/will you incorporate (d) technology into the subject matter you teach?
2. What methodologies are you currently using in your classroom?
3. How do you assess student learning?
4. Explain how you provide differentiation in learning experiences based on abilities, backgrounds, needs, readiness, interests, and student learning styles.
5. List areas of staff development that would be most beneficial to you.

COURSE OUTLINE

A course outline is required for each secondary subject taught. The course outline must be submitted to the principal and kept on file in the principal's office. The course outline is to be included with the Annual Junior Academy Progress Report, submitted to the Columbia Union Office of Education by January 1, and contain the following elements.

- Course title
- Course description
- Instructor
- Date
- Semester periods
- Length of course - semesters
- Grade level
- Textbook
 - Title
 - Publisher
 - Copyright date
- Course objectives
- Evaluation procedure
- Grading scale
- Course content
- Topic allotted time
- Supplementary materials that will be used to teach the class
- Community or human resources that will be used in teaching the class
- Individual or group projects that will be assigned in the class
- Describe your use of the North American Division Standards for Secondary Subjects in the preparation of this course outline.

Appendix E

Guidelines for an Inclusive System of Student Support

“Every child can learn. Just not in the same way.” - unknown

Philosophy for Inclusive Systems of Support

We have an inherent responsibility to provide for the highest level of education of all our students and classroom teachers have a critical responsibility to work toward the development of the mental, physical, emotional, and spiritual needs of all students. This inclusive aspect of our educational system is a God-given responsibility. With increasing frequency, students are enrolled in our school system with either pre-existing or undiagnosed learning and behavioral challenges. In addition, there may be gifted proclivities. This must be accomplished in a partnership of the home, church, and school.

The distinctive characteristics of Adventist education, derived from the Bible and the inspired writings of Ellen G. White, point to the redemptive aim of true education: to restore human beings into the image of their Maker. Adventist education seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others’ thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individuals’ potential; and to embrace all that is true, good, and beautiful. An education of this kind imparts far more than academic knowledge.

I. Administration

When students do not perform according to grade and age-level benchmarks, the multi-tiered systems of support (MTSS) guidelines should be followed. Implementing MTSS early will increase the likelihood of greater student success.

It is essential that the administrator create an environment that will maximize student learning and facilitate the inclusion of struggling students. This environment must also allow the teaching staff to feel supported in their efforts to accommodate all learning styles by incorporating differentiated instruction into the mainstream classroom lessons. The administrator is key in facilitating communication between faculty, students, and parents. The administrator must remain involved and supportive with all entities throughout the process. Learning specialists are an important part of this team effort when available.

- A.** It is recommended that Columbia Union Conference schools set up a screening process for all incoming students in grades 3-12 in the first month of school, with an educational screening tool from the following recommended list:
1. Gesell Developmental Observation Assessment
 2. Math and ELA inventory tests
 3. **NEAT** - Norris Educational Achievement Test - 30-minute timed test
 4. **WRAT** - Wide Range Achievement Test - 30-minute timed test

It is also necessary to have a regular enrollment inventory test to ensure that the students are entering the correct grade level upon acceptance. The purpose of the initial screening is to identify the strengths and needs for each student, not for the purpose of exclusion. All testing beyond the NWEA MAP testing program (and state proficiency testing programs where required) must have written parental permission which is kept in the student permanent record folder.

IMPORTANT NOTE: As students are identified with academic, behavioral, social, or emotional challenges,-team (teacher, parents, guardians, administrator) consultations are imperative.

It is further recommended that a teacher implements a multi-tiered system of supports when they suspect that a student is struggling academically, behaviorally, socially, or emotionally. This should begin without delay.

Students who score significantly below grade-level requirements on the initial screening should be referred to a licensed school psychologist for further academic evaluation through the public school district where the student resides, or through a private licensed school psychologist. This further testing must be parent initiated.

B. The term multi-tiered support system is an “umbrella” term used for methods such as Response to Intervention (RTI), Reaching to Educate All Children for Heaven (REACH), and Positive Behavioral Interventions and Support (PBIS). www.reach.adventisteducation.org

- **Tier 1: The whole class. All students are taught with methods that research has shown to be effective. All students are screened to see who is and isn't responding to these strategies. Kids may be broken into small groups that address different strengths and areas of need.**
- **Tier 2: Small group interventions.** Some students receive more targeted support in small groups. The scheduling of these interventions is important. The goal is to keep students from missing any core instruction or other Tier 1 activities that might make it harder to catch up.
- **Tier 3: Intensive individualized support.** A few students who move up to this most intensive level of support continue with Tier 1 activities. Their break-out groups are smaller than in Tier 2. And these sessions last longer and are more narrowly focused

II. Individual Service Plans

The writing of an Individual Service Plan (ISP) for the student who qualifies, provides access to critical accommodations that assist the student to succeed academically. Additionally, the ISP provides access to governmental and university level accommodations that help the student succeed at the higher educational levels. The abuse of an ISP can rob the student of these benefits and handicap the student's academic progress.

An ISP is written by a certified school psychologist, after administering an educational evaluation to a student who has been identified as having a learning difficulty. The evaluation includes interviews with the student, teachers, and parents as well as formal academic testing. The ISP provides an overview of the student's strengths and needs as well as learning style and recommends accommodations for both the student and classroom teachers to help facilitate learning. The ISP is a legal document that schools are responsible for implementing.

A. ISP Implementation

The ISP will include:

- the results of the academic and psychological evaluation
- the current level of performance
- academic goals and objectives
- classroom modifications

The classroom teacher will be provided with a copy of classroom accommodations or modifications and is responsible for their implementation. If a school accepts a student with an ISP, then it is under legal obligation to implement the accommodations. Failure to implement an ISP could constitute a dereliction of a teacher's/school's legal responsibility. Creating such jeopardy may constitute grounds for termination of service. Administrators must ensure the Individuals with Disabilities Education Act (IDEA) rights are accessible to all student families.

Teachers should not be expected to implement ISPs without a consultation meeting with the school psychologist, administration, student, and parents to determine each participant's part in the implementation of the accommodations or modifications. It is in the teachers' best interest to participate in this consultation process. During this meeting, ISP accommodations are discussed and can be updated. Once the document's contents are agreed upon, all parties (parents, school representative, and school psychologist) sign the ISP and it becomes a legally enforceable document. Without the parent/legal guardian, the consultation cannot take place.

Once an ISP is written, it is not re-written again for three years. However, there should be a yearly meeting with all parties meeting to note progress as well as discuss current changes such as in classes, teachers, and schedules.

B. Classroom Accommodations and/or Modifications

Teachers implement tier I and tier II intervention teaching methods within the regular classroom.

Definitions

Accommodation - a support or service that is provided to help a student fully access the general education curriculum. Accommodations provided during classroom instruction and assessments, if permitted.

Accommodations:

- change *how* a child learns or accesses the curriculum
- change the way materials are presented
- change the way a student can respond
- allow students with disabilities the opportunity to complete the same curricular activities as peers
- keep intact the objectives of the content or activity
- enable the student to bypass the effects of the disability
- help remove barriers

Accommodation Examples: extended time; taking test in separate room; allowing typed responses instead of handwritten

Modification (ISP) - changes to course content, required work, or instructional level. They change the learning goals for an individual student and are used when the general curriculum is too advanced for a student. Modification usually involves changing an assignment or objective. (modifications must be approved by the Individualized Service Plan team)

Modifications:

- change *what* a child is taught or expected to do in school
- individualizes changes made to the content and performance expectations for students
- change the complexity level of information
- modifies the course or activities/objectives to meet the needs of the learner
- allow a student with a more significant learning need to experience the same curriculum as his or her peers, but with different learning outcomes
- utilizes different grading criteria and/or credits received compared to peers

Modification Examples: reduce assignments; assign different reading material; lower-level text containing same subject in a simplified form; test on subset of covered content

C. In-service Needs

Training and in-servicing of all the entities involved is a vital part of working with struggling students. School administrators and conference office personnel must take responsibility for planning ways to provide this needed information.

Closing Thoughts:

This *Columbia Union Guidelines for Multi-Tiered System of Student Support* strengthens our whole educational system and produces a more effective teacher for all students. It calls for a commitment to our students and will only be realized by the cooperation of all entities within the system. It grows out of our moral commitment to develop the full potential of our students. Ultimately, we wish all students to develop a relationship with Jesus Christ. This focuses on the belief that the purpose of education and the work of redemption are the same.

Appendix F

Financial Assistance Application for Approved Doctoral Study



ADVENTIST EDUCATION
Journey to Excellence 2.0

Columbia Union Office of Education
Nurturing, Supporting, Facilitating
*Financial Assistance Application for
Approved Doctoral Study*

GENERAL INFORMATION

Name: _____ Date: _____

Employing Organization: _____ Highest Degree Completed: _____

Field of Study for Doctoral/Specialist Degree: _____

Name of University to which you applied: _____

Proposed Starting Date: _____ Projected Graduation Date: _____

SIGNATURES

Applicant

Superintendent

Chair, Conference Board of Education

PROPOSED RESEARCH

In the space below, provide a brief description of the proposed research (type-written):

AGREEMENT

It is my clear understanding that in exchange for this financial assistance I will fulfill the following obligations and those appearing in the Columbia Union Code:

1. **Coursework Completion:** If I should withdraw from or fail to complete any course, I will assume full responsibility for the payment of all expenses incurred for that course.
2. **One Full Year of Service:** It is my responsibility to repay any unamortized balance in my educational assistance account should I leave denominational employment or transfer to another union before I have given one full year's service for each eight semester hours or fraction thereof for which assistance is provided. If this is not done prior to the issuance of my final paycheck, the balance will be deducted.
3. **Accept Responsibility for Transcripts:** I will ensure that an original copy of the transcript for all courses taken and a paid receipt for tuition and required fees are provided to the CUOE by October 15 or 30 days after the completion of the coursework.
4. I have read and understand Columbia Code 9215 and agree to share the findings of my research upon successful completion and defense of my dissertation and will allow the CUOE to distribute the findings at their discretion.

Applicant's Signature

ENCLOSURES

1. Copy of the minutes documenting approvals by the applicant's local school board and/or conference board.
2. Official transcript of the graduate program from the institution granting the applicant's graduate degree.
3. Copy of the official acceptance letter from the institution to which the applicant has applied, indicating acceptance into the doctoral program.

Appendix G

Reimbursement of Approved Doctoral Study:

Quarter/Semester Update



Columbia Union Office of Education
 Nurturing, Supporting, Facilitating
*Reimbursement for Approved
 Doctoral Study:
 Quarter/Semester Update*

GENERAL INFORMATION

To continue receiving Columbia Union-approved financial assistance to offset your tuition expenses for approved doctoral study, this form must be completed at the beginning of each quarter or semester in which you are enrolled in coursework, including dissertation hours. Please provide all the information requested in a timely manner so that the Columbia Union Office of Education can expedite reimbursement.

Name: _____ Quarter/Semester: _____

Institution: _____ Date of Request: _____

COURSES BEING TAKEN (Reimbursement Sought)

Complete the table below, outlining the course(s) information for which you intend to secure reimbursement for earned course credit in the current/past quarter or semester. At the end of the spring semester of each academic year, a copy of your transcript must be submitted to the Columbia Union Office of Education for continued financial assistance.

Course #	Course Name	Credits Earned	Grade	Cost*

My total tuition expense for this quarter/semester is \$ _____. This reimbursement will be returned to: _____ Conference or _____ Academy

_____ Student Signature

Appendix H

Overseas Trip Planning Checklist and Forms





Mission Trip Planning Checklist

- Scouting trip completed (if needed)
- Permission from sponsoring organization
- Fundraising
- Identify trip leaders/sponsors
- Complete list of participants
- Approval from all the following:
 - School board
 - Local conference Board of Education
 - Columbia Union Board of Education***
- Register trip with NAD Office of Volunteer Ministries at **Error! Hyperlink reference not valid.**
- Short-term travel insurance for all participants
- Confirm all participants have received recommended immunizations
- Signed permission for minors
- Background screening for adult sponsors
- Detailed travel itinerary
- Check U.S. State Dept. travel warnings***
- Update and inform participants
- Check that all participants have appropriate passports and visas. (source: www.hesaidgo.com)

***The Columbia Union will only approve trips with a United States Department of State travel advisory of level 1 or 2. The organization/group leader is responsible to monitor advisory level at the State Department website up until departure.

Additional Group Trip Organizer's Responsibilities

Group trip organizers are also responsible for the following:

- Secure appropriate and necessary liability insurance for trip
- Acknowledge recommended insurance of Office of Volunteer Ministries
- Collect Consent to Participate forms for all participants, as well as parental permission as needed
- Ensure all adult participants have completed Adventist Screening Verification if minors are on the trip
- Verify that all participants are in good health

- Ensure that all participants have received required immunizations
- Check U.S. State Department Travel Advisories for all countries and specific locations the group is traveling
- Keep accurate records of all names of participants.
- Ensure that trip organizer has received sufficient training, acceptable to the sponsoring institution, in order to lead a mission trip (source: www.hesaidgo.com)

Request Form to be submitted to the Columbia Union Office of Education

Date: _____ This request is for: School Tour _____ Mission Trip _____

Sponsoring organization: _____

Name of trip: _____ Dates of trip _____

Purpose of trip: _____

Countries to be visited: _____

Date governing board approved trip _____ Number of persons _____

Date of vote by Conference/Union: _____

Have travel and all other contracts been reviewed by legal counsel? Yes _____ No _____

Please list all names of persons traveling on this trip including students, sponsors and any other participants on the reverse side of this form.

This form is due in the Columbia Union Office of Education by October 1 of the school year that the trip is planned

Please list the names of all persons participating in this trip. Use an additional sheet of paper if necessary

Listing of Participants

- | | |
|------------|------------|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |
| 9. | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. | 16. |
| 17. | 18. |
| 19. | 20. |
| 21. | 22. |
| 23. | 24. |
| 25. | 26. |
| 27. | 28. |
| 29. | 30. |
| 31. | 32. |
| 33. | 34. |
| 35. | 36. |
| 37. | 38. |
| 39. | 40. |

Appendix I

Sample Photo/Video Release



ADVENTIST EDUCATION
Journey to Excellence 2.0

Columbia Union Office of Education
Nurturing, Supporting, Facilitating
Sample Photo/Video Release

[Name of School]
Photo/Video Release
[Year-Year] School Year

[Name of School] gathers images of our students and families to tell the story of the school's mission and to promote quality Seventh-day Adventist education. Your consent below permits photographs and/or recordings of you/your child for use in various school and related mediums. We appreciate your cooperation.

I hereby grant to [Name of School] and to its employees, officers, board, agents, or assigns, the rights to photograph me/my child/dependent and to use my/his/her photos, derivatives, reproductions, digital or otherwise, including reproductions of my/his/her physical likeness, and the like, for publication purposes, whether print, electronic, digital, or electronic publishing via the Internet or otherwise. Further, I grant permission and the same rights for any recording, be it audio, visual, or otherwise, to be used in the same manner as the aforementioned photographs.

I grant permission

I do not grant permission

Student Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Appendix J

Sample Acceptable Social Media Use Policy for Columbia Union EC-12 Educators

Introduction/Purpose:

Social media represents a bold new frontier for mission and is a powerful communications tool. This document provides resources and guidance regarding best practices for social media usage by education professionals within the Columbia Union Conference EC-12 schools.

Free speech protects individuals who want to participate in social media, but the laws and court have ruled that school districts can discipline employees if their speech, including online postings disrupts school operations.

Definitions:

Education professional – superintendents, associate superintendents, principals, assistant principals, administrative assistants, business office personnel, teachers, teaching aides and assistants, all auxiliary personnel, and all school volunteers.

Social Media Account – personalized presence in a social networking platform (Twitter, YouTube, Facebook, Instagram, SnapChat, etc.) where users can collaborate, interact, and share content and status updates.

Social Media Channel – online collaboration, sharing, or publishing platforms (YouTube, blogs, micro-blogs, wikis, social networks, social bookmarking services, user rating services) accessed through the web, mobile device, text messaging, email, or other emerging communications platforms.

Professional Social Media – work-related social media activity that is either school-based or non-school-based

Controversial Issues – form the basis of heated debate from one domain to another, often identified in political campaigns as wedge issues, since they provoke a strong emotional response (political views, healthcare reform, education reform, gun control, etc.)

Official Content – publicly available online content created by local conference and/or school which is accessible through conference and/or school website.

Cyberbullying – repeated negative and unwelcome use of electronic information and communication devices, to include but not limited to email messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites

Guidelines:

Personal Responsibility

- Educational professionals are personally responsible for content they publish online.
- When posting, remember that you are an employee of the _____ Conference of Seventh-day Adventists and a representative of your colleagues, students, parents, and your school's community.
- Your online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face.
- Blogs, wikis, and podcasts that are an extension of your classroom and considered official content. What is inappropriate in the classroom, is inappropriate online.
- Do not post photos, audio or videos of fellow employees without their permission. Do not use photos, audio or video taken at school without permission. Do not post photos or videos of students without parental consent.
- Do not share confidential student information online.
- Cyberbullying is not tolerated. Any incidence should be reported to the school principal immediately.

Personal Usage

- Educational professionals are personally responsible for all comments/information and hosted content they publish online. All posts will be visible and public for a long time, despite the most stringent privacy settings.
- Stay within the bounds of professional discretion when posting comments and having online communications that are being broadcast to the world, even with the strictest privacy settings.
- Comments related to the North American Division, Columbia Union Conference, local conference, individual school or church must meet the highest standards of professional discretion. When posting, staff should act on the assumption that all postings are public domain, even on the most stringent privacy settings.
- Before posting photographs and/or videos, permission should be obtained from the subject.
- Educational professionals are not permitted to solicit or accept "Friend" requests from enrolled students on any personal social media account.
- Educational professionals should not encourage students to create social media accounts.
- Educational professionals who choose to utilize social media platforms to provide classroom information to students and parents shall create a "teacher" page. Posts must be exclusively about classroom and school activities.

Educational Professionals -Student Relations

- Educational professionals are prohibited from establishing personal relationships with students that are unprofessional and thereby inappropriate. (fraternizing or communicating with students as if employees and students are peers; texting; calling on cell phones for personal call unrelated to homework or class work; sending inappropriate pictures to students; discussing or revealing to students' personal matters about private lives or inviting students to do the same (other than professional counseling by a school counselor); engaging in sexualized dialogue, whether in person, by phone, via the internet, or in writing.
- If an educational professional posts information online that includes inappropriate personal information (provocative photographs, sexually explicit messages, use of alcohol, drug, tobacco usage

or anything students are prohibited from doing) the employer may obtain access to such information. This information will be investigated by the employer, and if warranted, the educational professional will be disciplined, depending on the severity of the offense, up to and including termination.

Email

- All electronic communications from educational professionals to students and parents, from any email system, shall be professional, acceptable in content to any reasonable person, and limited to information that is school-related.
- Email communication between educational professionals, students, and parents shall take place through the school provided email application.

Appendix K

School Asbestos Management and EPS Regulations

Protocols and Procedures

Federal Environmental Protection Agency (EPA) *Asbestos Hazard Emergency Response Act* (AHERA) regulations require that every school be inspected by a certificated asbestos inspector and to have an up-to-date asbestos management plan on file in the school's business office and in the conference office of education. The file presents the findings of the inspector and outlines how the school will manage the asbestos found in the school. The regulations require that the school asbestos management plan be annually reviewed and signed by the local education agency (LEA).

The federal EPA office and the state EPA department have a legal right to inspect schools as part of their enforcement of the AHERA program. They have the right to ask for and be given the school's management plan to determine the extent to which the school has complied with all applicable EPA asbestos regulations.

Failure to comply with these regulations can result in heavy fines and in mandated renovations that meet EPA requirements. Moreover, the EPA has the legal authority and responsibility to close schools when it determines a school does not meet the AHERA standards. The school must remain closed until the EPA authorizes its reopening.

AHERA regulations provide for both civil and criminal penalties in the event the school fails to comply with the findings of the asbestos inspector.

Therefore, it is incumbent upon the local conference office of education to make sure of the following:

1. The conference has a trained LEA who coordinates compliance of its schools or has retained a licensed firm to carry out those responsibilities and annually reports the compliance status of the conference schools to the conference office of education. The office of education is responsible to ensure that the retained LEA maintains proper certification.
2. Each school must inform the LEA and/or conference office of education of any construction and/or renovation that can affect on-site, contained asbestos (e.g., friable asbestos ceiling tiles, floor tiles, sealed insulation, etc.) BEFORE any construction or renovation is undertaken.
3. Each school board must inform the conference LEA and/or conference office of education of any construction and/or renovation that can affect on-site, contained asbestos (e.g., asbestos ceiling tiles, floor tiles, sealed insulation, etc.) BEFORE any construction or renovation is undertaken.
4. Any construction and/or renovation must first be approved by the conference LEA, the local school board, and the local conference office of education in order to avoid disturbing asbestos containing building material (ACBM) of any kind. Such approval(s) must be part of a documented record.
5. The local conference office of education has a procedure for dealing with any school that fails to inform the LEA and office of education of any unapproved construction and/or renovation that affects the status of the management plan. Such procedure(s) should also include the protocol by which the EPA is appropriately informed of construction and/or renovation that might affect contained asbestos. The conference office of education should work closely with retained legal

- counsel in addressing issues of disturbed asbestos and/or EPA intervention.
6. Any area with ACBM that will be affected by construction and/or renovation should be completely sealed off (airtight) until the appropriate agency can perform required air testing. Arrangements for such testing must be made through the local conference office of education.
 7. No affected area will be reopened for usage until all required tests are performed and passed, meeting EPA standards.
 8. The conference office of education shall annually provide to its local K-12 board of education verification that the management plan of each school in its territory has been reviewed and that reinspections, as required by law, have occurred (see form).
 9. Annually, the principal or head teacher must inform school employees, students, and parents of the presence of asbestos containing building materials. A copy of this announcement must be placed in the school's copy of its management plan and sent to the conference office of education for inclusion in the conference's copy of the management plan. The notice must advise the employees and parents that they may review the management plan during the school hours.
 10. Schools that were found to be asbestos-free when inspected must also have a management plan on file in their office and in the conference office of education. They must also notify employees, students, and parents that the school is asbestos-free. The notice must advise the parents and employees that they may see the management plan, if so desired, during school hours.
 11. Schools closed for reasons of disturbed asbestos can only reopen with the approval of the conference office of education.
 12. Issues relating to press coverage of schools that are in non-compliance must be addressed through the office of education or its designated spokesperson.
 13. The conference K-12 Board of Education, at its next regularly scheduled meeting, should be informed of the inspection, its consequences, and the steps taken to correct the problem(s). The K-12 Board of Education should officially note in its minutes that the report of correction and compliance has been received.

In the event an asbestos episode becomes a matter of jurisprudence, the conference's lawyer becomes the spokesperson for the school and conference unless he or she directs otherwise

**Working with EPA
Officials and Ordered
School Closings**

Protocols and Procedures for School Principals (or Designees)

If a representative of the federal or state EPA office visits the school for whatever reason, the principal or head teacher must follow these steps.

1. Welcome the EPA inspector and afford him/her the entitled respect and cooperation deserved.
2. Call your conference LEA, the school board chairperson, and the school LEA to inform them of the EPA presence at the school. Await further instructions from the office of education.
3. Inform the EPA inspector that you have made contact with the LEA and/or conference and offer to make either party available to the inspector by phone.
4. If requested provide the school management plan. Do not provide anything beyond that which is asked for and to which the EPA inspector is entitled. (NOTE: the management plan includes the following: the original plan, the annual notices sent to parents and teachers, copies of the six-month surveillance reports, copies of the reports and logs for abatement work done in managing the ACBM, logs of asbestos removed by a licensed abatement contractor and placed in a hazardous waste dump, and any other document related to the management of the ACBM.)
5. Answer questions only to the extent that you are certain of providing factual information. Do not answer questions that are not asked. Do not speculate and/or provide false information. If you are uncertain of an answer, it is better to defer to a later time and preferably to the LEA.
6. The principal, or his/her designee, should accompany the inspector to any and all parts of the facility under inspection.
7. If the inspector determines noncompliance and orders the school to be closed, designated parties within the school should make phone contact with parents as soon as possible to inform them of the school's closing. The information offered to parents should:
 - a. Provide the purpose of the call - to notify the parents of the EPA inspection which seeks to ensure student safety. Indicate that another inspection will follow. It is best not to raise undue alarm at this point.
 - b. Tell the parent that their child(ren) is being dismissed and can be picked up at ___time and _____place (if applicable). Assure the parent(s) that the child will remain supervised until picked up by the appropriate party.
 - c. Do not speculate regarding how soon the school will be reopened. Tell the parents that you will notify them as soon as possible regarding when the school will be reopened.
 - d. Include an apology to the parent for the inconvenience.
8. The principal of the school, or designee, that accompanies the inspector should keep a documented record of the inspection, including such facts as:
 - a. The date and time of the inspection.
 - b. The inspector's name.
 - c. The time and name of the party contacted (LEA, school board chairperson and/or superintendent).
 - d. The area(s) inspected.
 - e. The inspector's determination(s).
 - f. The course of action determined (e.g., sending children home).

9. Hiring abatement and air testing companies requires the approval of both the school board chairperson and an official of the conference office of education. Under no circumstances should such a decision be made solely by the local school principal or designee.
10. Any issues relating to press coverage of schools that are in non-compliance must be addressed through the office of education or its designated spokesperson. Neither the school principal nor school board chairman are authorized to offer any commentary regarding the school's closure and/or the on-going process of discovery, inspection, and/or remedy.
11. The reopening of the school can only occur with the approval of the EPA, with appropriate notification of the school board chairman and the conference office of education. *Under no circumstances should such a decision be made solely by the local school principal or designee.*
12. Upon reopening, parents should be immediately assured, through written notification (i.e., newsletter), that the school facility is safe and in full compliance with EPA standards.

7. Has the contractor given the school copies of licenses and certificate appropriate to the type of work he/she has consented to do?

Yes _____ No _____

8. Has the conference LEA been notified of the planned work?

Yes _____ No _____

The assigned signatures below verify the facts outlined in this form and that the form has been provided to the conference office of education before any planned work has been contracted.

School Principal

School Board Chair

FOR CONFERENCE OFFICE OF EDUCATION USE

The completed form was received on (date) _____ and approval to proceed with abatement, construction, or removal was granted by the office of education.

Superintendent's name: _____ Date: _____

Superintendent's signature: _____

LEA Inspection of Conference Schools

Annual Review of local Asbestos Management Plan

_____ **Conference Office of Education**

LEA: _____

Board of Education Review date: _____

The following form is to be used to annually review the compliance of every local conference school with the EPA asbestos abatement regulations. The completed form should be presented to the local conference board of education in order to have the required review documented

School	Plan on file Y/N	Date of previous inspection	Date of current inspection	Action taken	Local LEA initials
--------	---------------------	--------------------------------	-------------------------------	--------------	-----------------------

Appendix L

Alternative Textbook Request Form

Columbia Union Office of Education

Alternative Textbook Approval Request Form



ADVENTIST EDUCATION
Journey to Excellence 2.0

**Columbia Union Conference
Office of Education
5427 Twin Knolls Road
Columbia, MD 21045**

Columbia Union Conference

Alternative Textbook Approval Request Form

Name of Teacher:	Name of School:
-------------------------	------------------------

Course/grade level:	Publisher:
Cost of teachers' resources:	Cost of teacher's edition:
Text title:	Copyright date:
Edition:	List price of text (hardcopy):
Author:	List price of text (eBook):
Digital resources:	Projected school year of first use:
Reason(s) for request:	

Strength of requested text:

Weakness of requested text:

Supplementary materials:

Process of Approval	Name & Signature	Date
1. Curriculum Committee (if applicable)		
2. Principal (Senior Academy)		
2. Conference Superintendent (Junior Academy)		
3. Columbia Union Office of Education		

Approved for *(indicate how many years the text is being approved for)*: _____

Alternative Textbook Evaluation

Components of Program

Basic	Supplementary

Listed below are important items in evaluating a textbook for student use. Please rate each item with the score you think it merits.

Excellent - 4

Good - 3

Fair - 2

Poor - 1

General Format of Textbook

I. ADVENTIST OVERVIEW	COMMENTS	RATING
A. Philosophy		
B. Content		
C. Illustrations		
II. PHYSICAL FEATURES		
A. General appearance		
B. Paper quality		
C. Durability		
D. Typeface		

III. CONTENT & METHOD	COMMENTS	RATING
A. Organization		
1. Arrangement		
2. Idea development		
3. Unit, chapter, and paragraph headings		
4. Summaries		
5. Drills, tests		
6. Supplementary components		
7. Multi-grade friendly		
B. Difficulty		
1. Vocabulary		
2. Readability level		
3. Concepts		
4. Format		
C. Methods		
1. Proven successful instructional		
2. Adequate practice mastery		
3. Consistent maintenance of skills		
4. Provision for practical application		
5. Assessment		

D. Biases		
1. Gender		
2. Racial		
3. Geographic		
E. Teacher's Edition		
1. Organization/ease of use		
2. Suggested activities		
3. Differentiated Instruction resources		
Overall Average Rating		

Evaluation of materials by _____ Date _____

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