

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

EDUCATION CODE



Reorganized and Revised
2020 Edition

**Atlantic Union Conference
Office of Education
400 Main Street
Lancaster, MA 01523**

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INTRODUCTION

The Office of Education of the Atlantic Union Conference of Seventh-day Adventists is designated to provide leadership and coordination of the Union-wide Adventist educational program, K-12. The goal is for all children “to be taught of the Lord” (Isaiah 54:13) and to reach their highest potential.

Mission Statement

***Training to Lead
Empowering to Serve
Inspiring to be Ready***

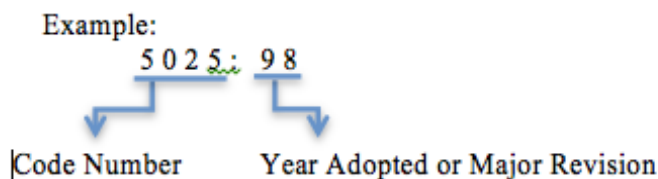
Authorization for *Education Code* Policies

The *Education Code* of the Atlantic Union Conference contains policies related to the establishment and operation of schools, K-12. It is based on policies voted by the Atlantic Union Conference Executive Committee and the Atlantic Union Conference Board of Education. Policies in the *Education Code* of the Atlantic Union agree with policies established by the North American Division of Seventh-day Adventists. Recommendations for updates and revisions to the *Code* are made by the Code Book Committee. A revision becomes effective when it is voted by the Atlantic Union Conference Board of Education. The Atlantic Union Conference Office of Education distributes revisions following adoption by the Union Board of Education.

Organization of the *Education Code*

The K-12 *Code* is divided into three sections followed by an index. A fourth section contains information pertaining to the establishment and operation of programs for Early Childhood Education (ECE). It has a separate index.

The first four digits of the numbers in the *Code* may be used when citing information. The two digits after the colon identify the year that an item was voted as a recommendation from the Code Book Committee to the Union Board of Education.



DEFINITIONS

Throughout the *Education Code*, terms have these meanings unless otherwise specified or revealed by context:

Adventist—Seventh-day Adventist, Adventist®, and Seventh-day Adventist® are registered trademarks of the General Conference of Seventh-day Adventists® and refer to the Seventh-day Adventist church and/or a church member

At-will Employment—employed for an indefinite term. Either party may terminate the relationship at any time, without cause, and with or without notice. Termination is without appeal.

Assignment—allotted tasks, duties, or responsibilities

AUCOE—Atlantic Union Conference Office of Education

AUCOEAC—Atlantic Union Conference Office of Education Administrators' Council

Authorization—the permission to act, as granted by a committee, board, or responsible officers to a person, institution, or corporate body

Bullying—intentional repeated verbal, written, or electronic expressions or acts that cause physical or emotional harm to the victim or the victim's property

Certificated—the title status granted an applicant for a teaching or administrative position based on transcripts of college credits, degrees, certificates, and professional references

Certificated Personnel—persons employed by the school system for positions requiring educational certification

Church—the Seventh-day Adventist church

Classified Personnel—persons employed by the school system for positions not requiring educational certification

Code—the Atlantic Union Conference *Education Code*, usually called the *Code*

Code Book Committee—a committee composed of the Union director and associate director of education, the Union certification registrar, the conference superintendents of schools, conference associate/assistant superintendents. The committee reviews and updates the *Code* annually and acts upon suggestions for revisions.

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

Conference Superintendent—the individual voted by the constituency to lead Adventist schools within the conference

Constituency—Seventh-day Adventist church members in the conference comprise the conference constituency. The boundaries of each conference school system are coextensive with the boundaries of each conference within the Atlantic Union Conference territory. The local Adventist church(es) that have voted to support a school comprise the local constituency.

Days—school days



Disability—a physical or mental impairment that substantially limits one or more major life activities, a record of having such an impairment, or being regarded as having such an impairment

Discretion—freedom to decide; undirected choice

Dismissal—a teacher allowing or directing students to leave school. See termination for dismissal of personnel and suspension and expulsion for disciplinary dismissal of students.

Dual credit—receiving credit from two institutions for satisfactorily completing the same course; most often applied to courses taken in high school that, at the same time, earn college credits

Employed At Will—employed for an indefinite term. Either party may terminate the relationship at any time, without cause, and with or without notice. Termination is without appeal.

Employing Organization—the conference board of education

Employment Agreement—a formal statement in writing entered into by an employee and the employing authority, stating the salary and benefits to be paid, the dates the Agreement is in force, and setting forth the general duties to be performed by the employee. An Employment Agreement is offered only to certificated personnel on Regular Status. Certificated employees will be given cause, notice, and have the right to appeal.

Executive Session/Closed Session—a board or committee meeting attended only by board or committee members. Others are excluded unless the board invites them.

Exempt Employees—exempt employees are not compensated on the basis of minimum wage and overtime federal laws. Full-time certificated teachers/administrators and full-time salaried classified personnel are exempt employees.

Ex officio—a voting member of a board or committee who is there by virtue of the position or office held

Expulsion—a voted decision by the school board for a student not to continue to be enrolled in the school. The school board decides whether or not the student will be allowed to reapply and reenroll.

Extension School—Grade(s) 11 and/or 12 sponsored by a senior academy but offered on a junior academy campus. The senior academy assures quality and certifies grades and transcripts.

Faculty—teachers; certificated instructional personnel

Financial Exigency—the unforeseen economic situation that jeopardizes the reasonable operation of a school

504 Plan—a plan to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Full-time Employee—an employee who works at least 38 hours per week or a minimum of 1250 hours per year

Harassment—repeated acts of disturbing, pestering, or troubling, including by means of technology, with either physical and/or emotional results

Head Teacher—the term principal is used instead of head teacher

Hourly Classified Employees—employees who have nonexempt status under the Fair Labor Standards Act and are eligible for overtime pay

IEP—Individualized Education Plan or Individualized Education Program

Independent Contractor—an individual or business that performs services for the school in which the school has the right to control or direct only the result of the work and not what will be done and how it will be done

Letter of Intent to Employ—a formal statement in writing that outlines the conditions and details of employment for classified employees and for certificated personnel on Provisional Status

MAP—Modified Accommodation Plan

Multigrade—a multigrade is a classroom with students in three or more grades.

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

NAD Standards—See Standards.

Nonexempt—employees who are compensated by hourly wages, which must be at least the minimum wage, and are eligible for overtime pay, as regulated by federal laws

Nonrenewal of Employment Agreement—the decision by the employing organization not to offer employment for the following year to an employee and thus to discontinue the employee's service at the close of the current Employment Agreement

Part-time employee—an employee who works fewer than 38 hours per week or fewer than the minimum of 1250 hours yearly

Philosophy of Adventist Education—to restore human beings into the image of their Maker

Principal—the chief administrator of the school, responsible for both the instructional program and the financial operation. A teaching principal is a principal who also teaches. Principal is the term used for the head teacher in a small school.

Probationary Status—the status assigned to an employee as a result of unacceptable performance or conduct

Professional Evaluation—a process of determining employee effectiveness, usually performed by a school administrator or supervisor. The results are written and are placed in the employee's file. Evaluations are used by school administrators and superintendents to guide the planning of professional development opportunities and to support the renewal or nonrenewal of Employment Agreements.

Provisional Status—the status given to a teacher or principal for any of the following reasons: (1) an initial period of employment, (2) a lapse of certification, or (3) a need for improvement in performance

Reassignment—a change in assignment within the school

RED (Ready Emergency Documents)—the documents contained in the red, secure, emergency documents holder provided by the Atlantic Union Conference and maintained by each teacher.

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

Resignation—the written request by an employee to terminate employment

Salaried Classified Personnel—persons employed by the school system who are not



required to have certification and who qualify under the Fair Labor Act for salary rather than hourly pay. They do not record their time nor do they receive overtime pay.

Salary—a set amount of money paid to an employee on a regular basis as determined by certification or job description in harmony with the *Wage Scale Percentages for Education Personnel*

School or Academy Board—a group of persons elected by constituent church(es) or in conference constituent sessions to support the school operation and do long-range planning

School System—All the Seventh-day Adventist schools within the conference that are under the jurisdiction of the conference board of education. The Atlantic Union Conference school system includes all the schools that are under the jurisdiction of each of the conferences within the Atlantic Union.

School Superintendent—the individual voted by the constituency to lead Adventist schools within the conference

Service learning—planned, organized, and documented activities which combine academics with service to meet real-life needs, enabling students to develop citizenship skills, identify their own understandings and competencies, and experience the satisfaction of helping others

Sexual Harassment—unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct; communication of a sexual nature

SIS—Student Information System, a software application for schools to manage student data. The SIS provides capabilities for recording test and other assessment scores, entering grades, building schedules, tracking attendance, and managing other student-related data.

Small School—any school that has three or fewer full-time teachers

Staff—personnel who provide noninstructional services at the school

Standards—a statement of what students should know (content knowledge) and be able to do (applicable skills) upon completing a course of study. Standards state in clear, concise terms what students are expected to learn. Standards identify the students' learning destination, but much more is required to complete the educational journey. As goals for student learning, standards inform the development of curriculum, the implementation of instruction, and the assessment of learning.

Superintendent of Schools—the individual voted by the constituency to lead Adventist schools within the conference

Suspension—a temporary discontinuance of physical presence with the possibility of return

Teacher Assistant—a person who helps the teacher in the performance of his/her functions

Termination—a cessation of employment initiated by the employer

Transfer—the relocation of an employee from one school to another within the conference or the Adventist school system

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

Union Wage Scale—*Atlantic Union Conference Wage Scale for Education Personnel*

Verified—confirmed to have been screened, background checked, and if required, fingerprinted

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

Working Days—those days when the employing organization schedules the employee to work

Code Conventions—A copy of the editing conventions used in the *Education Code* is available upon request. Conventions are based on *The Gregg Reference Manual*, 11th edition, by William A. Sabin.

ADMINISTRATION

1000 Atlantic Union Conference

1001:06 Atlantic Union Conference of Seventh-day Adventists

The Atlantic Union Conference of Seventh-day Adventists is the headquarters of the Adventist church for Bermuda and the northeastern part of the United States.

1005:04 Atlantic Union Conference Office of Education

The Atlantic Union Conference Office of Education is an administrative entity operating within a structure authorized by the Union Conference Executive Committee.

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

- A. Director of education
- B. Associate director of education
- C. Certification registrar
- D. Administrative assistant or secretary

1015:19 **Functions**—The functions of the personnel of the Atlantic Union Conference Office of Education are to:

- A. Lead in the development and maintenance of a cohesive program of K-12 education, with school and conference educational personnel.
- B. Develop and administer the Union budget for K-12 education.
- C. Provide leadership in communicating the imperatives of Seventh-day Adventist Christian education to the constituency.
- D. Establish and maintain regularly scheduled Atlantic Union Conference Office of Education Administrators' Councils and other committees.

- E. Advise the Union Conference Board of Education on educational policies, standards, practices, and problems.
- F. Provide leadership in the development and review of academic materials and techniques.
- G. Assume responsibility for the development and dissemination of a list of approved textbooks and other curriculum materials.
- H. Participate with the conference offices of education and academies in providing in-service and professional development.
- I. Participate in on-site school evaluations.
- J. Process applications for the establishment of new junior and senior academies.
- K. Apply NAD Standards as guidelines in processing applications to teach secondary subjects in junior academies.
- L. Function as registrar for secondary subjects taught in junior academies.
- M. Develop job descriptions for each member of the Office of Education staff.
- N. Lead in revising and updating the Atlantic Union Conference *Education Code*.
- O. Provide assistance in the supervision of instruction.
- P. Foster a climate of inquiry and research in which surveys, reports, and plans are seen as critical ingredients of the administrative process.
- Q. Prepare and submit statistical and financial reports as required by the NAD Office of Education.
- R. Submit copies of the minutes of the Union Conference Board of Education and other major councils and committees to the NAD Office of Education.
- S. Act as the certification agent for educational personnel.
- T. Preserve records and function as registrar for secondary schools no longer in operation.
- U. Develop and maintain effective working relationships with local and



state offices of education and with regional accrediting associations.

- V. Serve as member(s) and/or consultant(s) to Atlantic Union Conference subcommittees in matters pertaining to education.
- W. Serve as ex officio members of the conference boards of education, school boards, and school constituencies within the Atlantic Union Conference.

1020:03 Atlantic Union Conference Board of Education

The Atlantic Union Conference Board of Education is the policy-formulating body for the K-12 educational program within the Union. It derives its authority from the Atlantic Union Conference Executive Committee. North American Division (NAD) policies and guidelines are followed in the operation of the K-12 schools within the Union.

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

- A. Ex officio members:
 - 1. Atlantic Union Conference president, chair
 - 2. Atlantic Union Conference director of education
 - 3. Atlantic Union Conference associate director of education
 - 4. Atlantic Union Conference certification registrar
 - 5. Atlantic Union Conference secretary
 - 6. Atlantic Union Conference treasurer
 - 7. NAD Office of Education personnel, as available
 - 8. Conference superintendents of schools
 - 9. Conference presidents, executive secretaries, treasurers, or designees



- B. Additional members are to be selected for a term of service on a rotating basis. They will be chosen by the Atlantic Union Conference Office of Education from the following groups:
 - 1. Laypersons
 - 2. Associate and assistant superintendents of schools and supervisors
 - 3. Principals and teachers

1030:04 Meetings—The Board shall hold a minimum of two meetings each year. The local conference pays for the substitute teacher(s).

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

- A. Establish policies, including employment policies for educational personnel, for inclusion in the Atlantic Union Conference *Education Code* in accordance with NAD policies and governmental laws.
- B. Review reports of the educational program in each conference.
- C. Recommend school admission policies in keeping with the denominational philosophy of education and governmental laws.
- D. Authorize the establishment of junior academies teaching Grades 9 and/or 10 as recommended by the conference board of education.
- E. Authorize the teaching of secondary subjects in junior academies teaching Grades 9 and/or 10.
- F. Review applications for the establishment of senior academies.
- G. Authorize development of curriculum within the Atlantic Union Conference.
- H. Review reports of school evaluations.
- I. Communicate salary and wage scales in harmony with the actions of the NAD and the Atlantic Union Conference Executive Committee.
- J. Communicate the distribution of K-12 funds.

1040:03 Atlantic Union Conference Board of Education Executive Committee

The Executive Committee of the Board shall meet as necessary between the sessions of the Board. It shall operate within the powers delegated to it by the Board. Membership will consist of the Union president, secretary, treasurer, director of education, and the associate director of education.

1045:03 Atlantic Union Conference Office of Education Administrators' Council (AUCOEAC)

AUCOEAC serves as an advisory body on educational planning and policies for the Union Conference Office of Education and the Atlantic Union Conference Board of Education.

1050:04 Membership—The membership of the AUCOEAC shall include the following:

- A. Atlantic Union Conference director of education, chair
- B. Atlantic Union Conference associate director of education
- C. Atlantic Union Conference certification registrar
- D. Conference superintendents of schools and associates/assistants
- E. NAD Office of Education personnel, as available
- F. Senior academy principals
- G. Other persons as designated by the AUCOE

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

1060:93 Functions—The functions of the AUCOEAC shall include, but shall not be limited to, the following:

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



1065:03 The Atlantic Union Conference K-12 Curriculum Committee

The Atlantic Union Conference K-12 Curriculum Committee is composed of conference, secondary, junior academy, elementary, and college educational personnel appointed for the purpose of giving direction and guidance on curricula within the schools in the Atlantic Union Conference.

1070:03 Membership—The members of the Curriculum Committee shall be appointed by the Union Conference Board of Education upon the recommendation of the Union Conference Office of Education and may be composed of:

- A. Director of education, chair
- B. Associate director of education
- C. Chairs of the subcommittees of the Atlantic Union Conference Curriculum Committee (when applicable)
- D. Educational personnel from the following categories:
 - 1. Academy principals—one
 - 2. Secondary teachers—one per academy
 - 3. Junior academy principals—one
 - 4. Elementary school principals—one
 - 5. Elementary teachers—minimum of one per conference
 - 6. All conference superintendents
 - 7. Union technology consultant
 - 8. Others by invitation

1071:14 Term of Office—The term of office, with appointment on a rotating basis, may be for three years or for a period designated by the Atlantic Union Conference Board of Education.

1075:03 Meetings—The Atlantic Union Conference K-12 Curriculum Committee shall meet at least once each year. Additional sessions may be called by the Atlantic Union Conference Office of Education. The local conference pays for the substitute teacher(s).



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

- A. Assist in the development and implementation of a distinctive Seventh-day Adventist K-12 curriculum.
- B. Articulate the Adventist K-12 curriculum.
- C. Review the NAD textbook lists and approve any recommended changes.
- D. Review curriculum practices, proposals, and projects and approve new initiatives.
- E. Identify curriculum needs and research ways to address them.
- F. Review and act upon recommendations from the elementary and secondary subcommittees of the AUC K-12 Curriculum Committee or ad hoc committees established by the Curriculum Committee.
- G. Promote curriculum innovation.
- H. Promote student assessment and reporting.
- I. Recommend graduation requirements for elementary and secondary Schools to the Atlantic Union Conference Board of Education.
- J. Review instruments for school evaluations.
- K. Make recommendations to the North American Division Curriculum Committee.

1085:03 The Atlantic Union Conference Certification Committee

The Atlantic Union Conference Certification Committee is established to ensure that all educational personnel of the Atlantic Union Conference maintain a current NAD Teaching Certificate or Administrator Certificate.

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

- A. Union Conference Office of Education personnel
- B. Conference superintendents of schools

- C. Two elementary teachers (3-year term)
- D. One secondary teacher (3-year term)
- E. One secondary principal (3-year term)

1095:03 Meetings—The Atlantic Union Conference Certification Committee meets as needed. Certification reports are given at each AUCOEAC.

1096:03 Functions—The functions of the Certification Committee include, but are not limited to, the following:

- A. To study and resolve problems relating to certification.
- B. To act on appeals pertaining to the certification requirements given in the *NAD K-12 Educators' Certification Manual*.

1100 Conference

1105:04 Conference Office of Education

The conference office of education is an administrative office operating within a structure authorized by the constituency and/or conference executive committee. The school system it oversees is part of the Atlantic Union Conference in the North American Division.

1110:04 Personnel—may include the following:

- A. Superintendent of schools
- B. Associate and/or assistant superintendents and field supervisors
- C. Classroom supervisor(s)
- D. Administrative assistant or secretary

1115:10 Functions—The functions of the conference office of education are the responsibility of the superintendent of schools. In the list below, the * indicates items that do not apply to Bermuda.

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

- A. Serve as executive secretary and agent of the conference board of education in administering, coordinating, and supervising K-12 education within the conference in accordance with policies of the Union Board of Education.
- B. Serve as the agent of the conference board of education in the coordination and implementation of recruitment, vetting, hiring, assignment, transfer, nonrenewal, retirement, and termination of educational personnel in consultation with school administrators, personnel committees, and/or boards. The superintendent or designee serves as the chair of all school personnel committees. The superintendent or associate/assistant superintendent must be present when there is discussion regarding the performance of personnel. If a family member is involved or if there is a conflict of interest, the superintendent should relinquish the chair to a neutral conference officer or designee.
- C. Prepare job titles and descriptions, and establish areas of responsibility for each member of the office of education staff.

- D. Counsel school boards in the selection of noncertificated personnel such as administrative assistants and teacher assistants to recommend for employment to the conference board of education. See the *Atlantic Union Conference Teacher Assistant Manual* for categories of teacher assistants, procedures for hiring, qualifications, and responsibilities of assistants.
- E. Lead in the development of long-range plans for K-12 education in areas such as budgeting, personnel, curriculum, school evaluations, facilities, and the establishment of new schools or consolidation of existing schools.
- F. Provide leadership for professional development.
- G. Provide in-servicing for principals and teachers who are new to the conference or new to their position.
- H. Foster positive relationships between the home and the school and actively promote the Home and School Association.
- I. Implement the approved *Wage Scale Percentages for Education Personnel*.
- J. Ensure that educational personnel are properly certificated.
- K. Develop and maintain effective working relationships with the governmental offices of education and regional accrediting associations.
- L. Maintain an effective working relationship with the conference administration and the constituency.
- M. *Prepare a master calendar of school days, holidays, and activities such as school visitations, parent-teacher-student conferences, in-service meetings, board meetings, and school evaluations and consider requests by school boards for variations.
- N. Communicate the imperatives of Seventh-day Adventist education to the constituency.
- O. Assume responsibility for the maintenance and safekeeping of attendance and scholarship records.
- P. Be responsible for the preservation of records of closed elementary schools.
- Q. Assume responsibility for the development and maintenance of school health and safety programs.



- R. Support schools and teachers with information and in-servicing of record keeping including the Student Information System (SIS).
- S. Provide teachers with the approved list of textbooks and other curriculum materials.
- T. Provide the *Journal of Adventist Education* to certificated educational personnel.
- U. Gather and process reports required by the Atlantic Union Conference and North American Division Offices of Education.
- V. *Compile and present requests to the Atlantic Union Conference Office of Education for permission to teach secondary subjects in junior academies.
- W. Consider applications for the establishment of new elementary schools or requests for an extension of an existing school in consultation with the conference board of education.
- X. *Process requests for the establishment of junior and senior academies and make recommendations to the Atlantic Union Conference Office of Education.
- Y. Arrange periodic in-service meetings for school board personnel.
- AA. *Coordinate elementary and junior academy accreditation, as noted in the evaluation instrument. Senior academy accreditation is the responsibility of the Union in consultation with the superintendent.
- BB. Facilitate the standardized testing program.
- CC. Consider for approval requests for overnight or out-of-conference field trips.
- DD. Require each conference board of education member and local school board member to sign a *Conflict of Interest Statement*.
- EE. Encourage conference-wide implementation of Union-directed curriculum committee recommendations.
- FF. Provide the Atlantic Union Conference Office of Education with the meeting dates for the conference board of education, and submit the minutes of each meeting to the AUCOE.



- GG. Remind educational employees that tithing is a condition for continued employment. This should be done in the spirit of pastoral concern.
- HH. Ensure compliance with *Code* 3351:14 and 3025:14 which prohibit full-time employees from accepting additional employment which interferes with their being present to fulfill their school assignments, outside of school hours as well as during the regular school day.
- II. Counsel and support conference administration to further the goals of Adventist education.
- JJ. Serve as an ex officio member of the school boards and school constituencies within the conference.
- KK. Develop policies unique to the conference. Any policies established are to agree with the Atlantic Union Conference *Education Code*.

Financial functions include:

- A. Counseling with the conference treasurer in the preparation of annual budgets which are to include items such as salaries and wage-related expenses, school subsidies, allowances for in-service and professional development, workshops, curriculum development, and contingencies.
- B. Working with the conference treasurer to ensure that schools are audited annually in accordance with General Conference policies and that copies of the audited reports are filed in the conference office of education.
- C. Ensuring that monthly financial reports and annual audited reports of academies are sent to the Union Conference Office of Education.

Curricula functions are to:

- A. Approve and evaluate experimental programs in terms of specific needs.
- B. Conduct or participate in pilot studies in cooperation with the NAD and Atlantic Union Conference Offices of Education.
- C. Initiate and conduct research projects and surveys as needed.
- D. Participate in curriculum studies committees at the conference, Union Conference, and NAD levels.



- E. Be responsible for the supervision and evaluation of educational personnel in harmony with employment policies.
- F. Inform schools of current governmental legislation pertaining to educational requirements.
- G. Provide leadership in the coordination of conference-wide events.

1120:04 Conference Board of Education

The conference board of education is the body authorized by the conference executive committee to supervise the administration of the conference K-12 school system in accordance with the policies adopted by the Atlantic Union Conference Board of Education and the local conference.

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

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

Members of the conference board of education are to sign a *Conflict of Interest Statement (Code 3025:04)* to be provided by the conference superintendent of schools.

The membership of the conference board of education may include:

- A. Conference president or designee, chair
- B. Conference superintendent of schools, executive secretary
- C. Conference secretary
- D. Conference treasurer
- E. Conference office of education associates, assistants, and supervisors
- F. Three additional members of the conference executive committee
- G. Atlantic Union Conference director of education or designee
- H. Senior academy principals

- I. A minimum of eight additional members chosen by the conference executive committee and selected from the following categories: pastors, laity, school board chairs, elementary and/or junior academy principals, and certificated teachers representing the K-12 school system. Members chosen should give evidence of commitment to Seventh-day Adventist beliefs and educational philosophy.

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

1135:03 Functions—Responsibilities of the conference board of education include the following:

- A. Assume general administrative authority for long-range planning of the conference K-12 school system.
- B. Approve a balanced annual budget that will support the schools of the conference and recommend it to the conference executive committee.
- C. Implement the personnel policies in the Atlantic Union Conference *Education Code*.
- D. Review and act on all recommendations from local school boards and the superintendent of schools regarding elementary, junior academy, and senior academy personnel, as they pertain to recruitment, hiring, assignment, transfer, nonrenewal, retirement, and termination of educational personnel in consultation with school administrators, personnel committees, and/or boards.
- E. Review and approve the wages and salaries of educational personnel.
- F. Adopt a school calendar prepared by the superintendent of schools which meets Atlantic Union Conference and governmental requirements.
- G. Approve local school operating budgets.
- H. Review and make provision for implementation of curriculum policies approved by the Union Conference Board of Education.
- I. Review and accept school evaluation reports of elementary schools and junior academies and forward them to the Union Board of Education.

- J. Receive and consider applications from elementary schools and junior academies requesting permission to teach secondary subjects as submitted by the superintendent of schools and to make recommendations to the Union Conference Board of Education.
- K. Evaluate local school needs and project conference-wide long-range plans for facility development.
- L. Review and consider for approval applications submitted for the establishment of new schools and the expansion or consolidation of existing schools.
- M. Periodically review school board actions of both elementary and secondary schools to ensure compliance with conference, Union, and NAD education codes.
- N. Make decisions on appeals and grievances.
- O. Appoint subcommittees as needed to expedite the work of the conference board of education.

1140:03 Conference Board of Education Executive Committee

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

1150:14 Conference Curriculum Committee

The conference board of education and/or office of education may choose to have a curriculum committee that gives direction and guidance regarding curriculum at the conference and school levels. Membership, meetings, and functions will be defined by the conference board of education. Consult *Codes* 2120:04, 2121:04, and 2122:04 for suggestions about membership, meetings, and functions.

1200 Establishment, Organization, and Operation of Schools

1205:03 Establishing a School—In establishing a school it is the responsibility of the church(es) to determine the specific goals and objectives of the constituency, in harmony with the policies of the Atlantic Union Conference *Education Code*. Basic to all other requirements for the establishment of a school, the church(es) shall:

- A. Give evidence of commitment to Seventh-day Adventist beliefs and educational philosophy.
- B. Indicate a willingness to assume responsibility for the educational process.
- C. Assume responsibility for maintaining the physical plant.
- D. Indicate a willingness to cooperate with other denominational agencies in the achievement of the broad objectives of the school and the Seventh-day Adventist church.
- E. Assume the financial responsibility for the support of professionally qualified educational personnel appropriate for their positions.

1210:20 The School

A school is a group of students pursuing defined courses of study at specific levels and receiving instruction from one or more teachers. Concern for the individual is basic to the Seventh-day Adventist philosophy of education and its emergent objectives. The Adventist school's primary mission is to enable learners to develop a life of faith in God, and to use their knowledge, skills, and understandings to serve God and humanity.

Seventh-day Adventist schools are structured as follows:

- A. **Pre-Kindergarten**—a specific program designed for the school year immediately prior to a child's eligibility for entrance into kindergarten. Pre-kindergarten programs are under the auspices of the ECE system of education. (See 4000 section.)

NOTE: Day cares and preschools are not part of the K-12 program of education. The Seventh-day Adventist school system does not license preschools.



- B. Kindergarten—A conference-authorized kindergarten is an integral part of the conference system of education and should be sponsored, controlled, and financed as a part of the elementary educational program.
- C. Elementary School—An elementary school is a unit authorized by the conference board of education and administered by the conference office of education. It offers an organized educational program which may be structured in a variety of ways in terms of community needs, for example, K-6, 1-6, K-8, 1-8.
- D. Nine-Grade Intermediate School—A nine-grade intermediate school is a unit authorized by the conference board of education and administered by the conference office of education. It offers an organized educational program which is structured to offer Grade 9 in combination with and as an extension of Grades 7 and 8. This school is not a junior academy, and there is no intention to seek junior academy status (*Code 1230:04*).
- E. Junior Academy—A junior academy is a unit authorized by the Union Board of Education and administered by the conference office of education. In selecting one of the options, consideration is to be given to the number of students, the needs of the students, and the ability of the community and the conference to support the program. The organizational plan for a junior academy is to be based on one of the following options (*NAD Working Policy, FEA 25 10, 4; 2018-2019*):
 - 1. The multigrade classroom Grades 7 through 9 (*Code 1235:04*)
 - 2. The standard program Grade 9 (*Code 1240:93*)
 - 3. The standard program Grades 9 and 10 (*Code 1245:04*)
 - 4. The subject alternation program Grades 9 and 10 (*Code 1245:04*)
- F. Senior Academy—A senior academy is a school authorized by the North American Division Board of Education to offer an educational program to meet the needs of students in Grades 9 through 12. It is operated by a school board within the guidelines or constitution of the supporting constituency and in accordance with the policies of the conference and Union Boards of Education (*Code 1250:04*).

- G. Mission School—A mission school is a denominationally organized school operated primarily to meet the needs of a specific community (*Code 1260:03*).
- H. Extension School—An extension school is to provide quality Christian education to as many Seventh-day Adventist youth as is possible at the lowest cost to parents. The church is committed to the idea that the home is the best environment for most young people. To accomplish these two objectives, provision is made for structuring an extension program at an existing junior academy to include Grade 11 or Grades 11 and 12, sponsored by a senior academy within the conference. Authorization for establishing an academy extension program is a function of the Atlantic Union Conference Board of Education and the NAD (*Code 1270:10*).

1215:20 Guidelines for Establishing and Operating an ECE Program

Please see section 4200.

1220:93 Guidelines for Establishing and Operating a Kindergarten

Kindergarten is an extension of the Christian home. It provides a safe place for children to engage in activities that promote cognitive, physical, emotional, spiritual, and social development.

- A. The North American Division Office of Education has prepared a program for kindergarten education.
- B. When the conference authorizes the establishment of a kindergarten, it shall become an integral part of the conference system of education and shall be fostered, controlled, and financed in the same way as the elementary education program.
- C. A kindergarten is not to be included in the teaching load of a teacher teaching any of the 1-8 grades. An additional qualified person is to be employed for a kindergarten. An exception would be granted if a teacher certificated in early childhood education were hired to teach K-2, provided the class size is within Union and governmental guidelines.
- D. The local conference office of education will establish standards for kindergarten facilities, equipment, and instructional programming in compliance with governmental agencies and local school districts.



- E. Standards for certification of kindergarten teachers are established by the NAD Office of Education.
- F. Students' cumulative records shall be kept in accordance with the policies of the Union Conference Board of Education.

1221:93 Requirements for Kindergarten Enrollment

A. Minimum Age

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

B. Readiness

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

C. Immunizations

Parents must present for each child updated records of immunizations against communicable diseases before the enrollment process is complete. Parents who conscientiously object to immunizations must obtain exemption from governmental health authorities and provide written proof of exemption before the student can be admitted.

D. Required Documentation

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

1. Official birth certificate
2. Current immunization records (see C above)
3. Record of physical examination

1225:03 Guidelines for Establishing K-8 Elementary Schools

Authorization to operate an elementary school is granted by the conference board of education. Application is made to the conference office of education by the constituent church(es) proposing the establishment of a school.



- A. Procedures for Authorization to Operate an Elementary School
 - 1. The application will include the proposed renovation or building plans and will outline the academic program.
 - 2. The conference will appoint a committee that will review the application and make an on-site visit.
 - 3. The recommendation of that on-site committee shall be submitted to the conference board of education.
- B. Criteria for the Establishment and Operation of an Elementary School
 - 1. A demonstrated educational need not currently met by presently established schools.
 - 2. An adequate physical plant and equipment for an elementary school.
 - 3. Proof of ability to provide adequate financial support.
 - 4. Balanced proposed budgets for a minimum of two years.
 - 5. Curriculum offerings approved by the Union Conference Board of Education.
 - 6. Recruitment of a denominationally certificated faculty of sufficient size to provide effective instruction.
 - 7. Adequate curriculum materials, information resources, and narratives (library books) for the proposed offerings. See *Code 2745:04*.
 - 8. A prospective continuing enrollment adequate for the financial and curriculum needs of an effective educational program.
 - 9. A principal whose teaching assignment is in proportion to the required administrative duties.
 - 10. A kindergarten or elementary teaching load is a full day of classes (*Code 1428:18*).
 - 11. Subject offerings and class period time allotments in agreement with policies of the Union Conference Board of Education.

12. Specific policies, in agreement with the conference office of education, regarding administration, finance, curriculum, and personnel.
13. Students' cumulative records shall be kept in accordance with the policies of the Union Conference Board of Education.

C. Curriculum

For the curriculum of the K-8 elementary school, consult *Code* 2210:06.

1230:04 Guidelines for Establishing a Nine-Grade Intermediate School (Not a Junior Academy or a School Intending to Seek Junior Academy Status)

The expansion of an elementary program to include grade nine requires authorization by the conference board of education subsequent to an evaluation by a committee appointed by the superintendent of schools which includes representation from the Union Conference Office of Education.

A. Rationale

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

1. An additional year of Seventh-day Adventist education in the student's home environment.
2. The potential to reduce expense to the student's family.
3. Consideration of the age of the student.

B. Criteria

When a school is structured in a K-9 pattern, the following criteria will be met:

1. A demonstrated educational need shall exist which is not currently met by already established Seventh-day Adventist schools in the area.
2. An adequate physical plant shall be provided with sufficient instructional equipment and information resources/library as



defined by the Union *Education Code* (2740:99, 2744:99, and 2745:04).

3. It shall be demonstrated by adequate budget control that financial support for the ninth grade will not weaken the school program in Grades K-8.
4. A prospective continuing enrollment is adequate for the operation of a K-9 program.
5. Guidelines for teaching loads are to be followed (*Code* 1428:18).
6. The school may be departmentalized in terms of teacher preparation and special skills.
7. The curriculum shall be approved by the conference office of education, and the Grade 9 offerings shall be an extension of those for Grades 7 and 8.
8. Students' cumulative records shall be kept in accordance with the policies of the Union Conference Board of Education.

C. Curriculum

For the curriculum of the Nine-Grade Intermediate School (not a Junior Academy and not seeking Junior Academy Status), consult *Code* 2215:06.

1235:16 Guidelines and Criteria for Establishing the Multigrade Classroom Grades 7-9 (a Junior Academy or a School Seeking Junior Academy Status)

The expansion of an elementary program to include Grades 7-9 requires authorization by the conference board of education subsequent to an evaluation by a committee appointed by the superintendent of schools and including representation from the Union Conference Office of Education. Contingent upon satisfactory annual progress reports, authorization will be granted.

The Multigrade Classroom Grades 7-9 is one that is organized to include Grade 9 in a classroom with Grades 7 and 8. In addition to the general criteria (*Code* 1205:03), the following specific criteria for the Multigrade Classroom Grades 7-9 are to be met:

- A. A full-time teacher or the equivalent is required in a multigrade classroom which includes Grade 9. A maximum of three grades (7-9) may be taught by the upper-grade teacher with the enrollment limited to a maximum of 18 students. A teacher assistant shall be provided by the school when the number of students exceeds the above guidelines (*Code 1428:18*).
- B. A person assigned teaching responsibility in Grade 9 shall hold a valid denominational teaching certificate with a subject endorsement for each course taught with the exception of physical education. A person holding a certificate with the elementary endorsement or secondary subject endorsement(s) may obtain additional subject endorsement(s) valid for the junior academy by completing nine semester hours in a subject area with specific subjects to be recommended by the Atlantic Union Conference Office of Education.
- C. The library collection shall have a minimum of 750 print or digital volumes with an appropriate distribution, using an acceptable classification system (*Code 2745:04*).
- D. The annual information resources/library expenditure shall be based on the provisions of *Code 2740:99*, *2744:99*, and *2745:04* with acquisitions to be made from the following:
 - 1. Current denominational and secular print or digital reference works such as dictionaries, encyclopedias, atlases, Ellen G. White publications, and Bible commentaries.
 - 2. Print or digital periodical subscriptions which include denominational and appropriate secular publications.
 - 3. General print or digital library books with efforts made to maintain a balance in the collection.
 - 4. Print or digital newspaper(s).
 - 5. Instructional equipment, materials, computers, and other technology.
- E. For the curriculum of the Multigrade Classroom Grades 7-9, see *Code 2216:04*.
- F. Students' cumulative records shall be kept in accordance with the policies of the Union Conference Board of Education.

1240:93 Guidelines and Criteria for Establishing the Standard Program Grade 9 (a Junior Academy)

The expansion of an elementary program to include Grade 9 requires authorization by the conference board of education subsequent to an evaluation by a committee appointed by the superintendent of schools and including representation from the Union Conference Office of Education. Contingent upon satisfactory annual progress reports, authorization will be granted.

The Standard Program Grade 9 is one in which Grade 9 is organized as a separate unit of the educational program. In addition to the general criteria (*Code 1205:03*), the following specific criteria are to be met:

- A. A full-time teacher or equivalent is required for the ninth grade. The instructional program may be departmentalized in Grades 7-9 in terms of teacher preparation and special skills.
- B. Each person assigned teaching responsibilities in Grade 9 shall hold a valid denominational teaching certificate with a subject endorsement for each course taught with the exception of physical education. A person holding a certificate with the elementary endorsement or secondary subject endorsement(s) may obtain additional subject endorsement(s) valid for the junior academy by completing nine semester hours with specific subjects required in the nine semester hours to be recommended by the Atlantic Union Conference Office of Education.
- C. The library collection shall have a minimum of 750 print or digital volumes with an appropriate distribution, using an acceptable classification system (*Code 2743:04 and 2745:04*).
- D. The annual information resources/library expenditure shall be based on the provisions of *Code 2744:99, 2740:99, and 2745:04*. Acquisitions shall be made from the following:
 - 1. Current denominational and secular print or digital reference works such as dictionaries, encyclopedias, atlases, Ellen G. White publications, and Bible commentaries.
 - 2. Print or digital periodical subscriptions which include denominational and appropriate secular publications.
 - 3. General print or digital library books with efforts made to maintain a balance in the collection.

4. Print or digital newspaper(s).
 5. Instructional equipment, materials, computers, and other technology.
- E. For the curriculum of the Standard Program Grade 9, a Junior Academy, see *Code 2217:04*.
- F. Students' cumulative records shall be kept in accordance with the policies of the Union Conference Board of Education.

1245:04 Guidelines and Criteria for Establishing Junior Academies: The Standard Program Grades 9-10 (a Junior Academy) or the Subject Alternation Program Grades 9-10 (a Junior Academy)

Authorization to operate a junior academy is granted by the Union Conference Board of Education. After initial authorization has been granted, annual progress reports are to be submitted to the Union Conference Office of Education. Contingent upon satisfactory annual progress reports, authorization will be granted.

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

- d. Adequate budget control.
- e. Curriculum offerings approved by the Union Conference Board of Education.
- f. A certificated faculty of sufficient size to provide effective instruction.
- g. Adequate curriculum materials, information resources, and narratives (library books) for the proposed offerings. See *Code 2745:04*.
- h. A prospective continuing enrollment adequate for the financial and curriculum needs of a strong educational program.
- i. Adequate information resources/library materials including books, instructional equipment, computers, and other technology as defined by *Code 2740:99*, *Code 2744:99*, and *Code 2745:04*.

B. Minimum Criteria for the Operation of a Junior Academy

- 1. The number of teachers needed is determined by the teachers' certification, the number of students, and the number of grades.
- 2. The curriculum shall be structured in accordance with the policies of the Union Conference Board of Education.
- 3. Departmentalization of the junior academy program should not be considered below Grade 7 in the core subjects except when the teacher(s) are appropriately certificated.
- 4. Students' cumulative records shall be kept in accordance with the policies of the Union Conference Board of Education. Refer to *Code 1624:15* and *Code 1627:13*.

C. Curriculum

- 1. For the curriculum of the Standard Program Grades 9 and/or 10 (a Junior Academy), consult *Code 2218:04*.
- 2. For the curriculum of the Subject Alternation Program Grades 9 and 10 (a Junior Academy), consult *Code 2219:04*.



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

Permission to open a senior academy is contingent upon approval of the conference, Union, and NAD Boards of Education (NAD *Working Policy*, FEA 25 15; 2018-2019).

- A. Application by the proposed constituency is to be submitted to the conference office of education on the NAD *Application and Authorization for Senior Academy*. Those involved in the application and approval process need to be aware of the meeting dates of boards/committees in order to obtain approval by the desired time.
- B. The conference board of education reviews the validity of the request. If the board recommends further consideration, the conference superintendent of schools shall request that the Union director of education ask the NAD Office of Education to appoint an on-site evaluation committee to include the members listed below. The conference office of education shall pay the travel expenses of the out-of-Union director of education, out-of-conference church financial administrator, and one member at large.
 - 1. A representative from the NAD Office of Education, who shall serve as chair.
 - 2. The Union conference director of education or designee.
 - 3. One out-of-Union director of education to be appointed by the chair.
 - 4. One out-of-conference church financial administrator.
 - 5. One member at large to be appointed by the chair.
 - 6. The local conference superintendent of schools, invitee.
- C. The on-site evaluation committee shall report its findings to the conference board of education.
- D. The conference board of education acts upon the committee's report and submits a recommendation to the conference executive committee.
- E. The conference executive committee submits a recommendation to the Union Board of Education.

- F. Union Conference Board of Education approval shall be granted only upon assurance by the conference board of education that the proposed school will, within two years, meet the standards for accreditation approval identified in the *Evaluative Criteria for Seventh-day Adventist Secondary Schools*.
- G. If approved by the Union Conference Board of Education, the application with supporting data is to be forwarded to the NAD Board of Education for final consideration and action.
- H. Initial approval by the NAD to operate a senior academy (Grades 9 through 12) shall be for a two-year probationary period. By the end of the third year, an evaluation by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities will be conducted.
- I. For the curriculum of the senior academy, consult *Code 2220:15*.
- J. Policies about cumulative records of academy students are found in *Code 1624:15* and *1627:13*.

1260:20 Guidelines for Establishing Mission Schools

An Adventist school can serve as a mission outreach to the community. In this role, the following should be considered:

- A. Church members, teachers, parents, and students need to be oriented to their role as Christian witnesses.
- B. Parents of prospective students are to be made aware of the goals and objectives of Seventh-day Adventist education.
- C. Regular pastor/teacher visits to students' homes are to be made.
- D. The NAD school curriculum and standards shall be maintained.
- E. Character and scholastic ability should be considered before the school accepts a student.

1270:10 Guidelines for Establishing an Extension School, Grades 11 and 12

Permission to open an Extension School is contingent upon approval of the conference and Union Conference Boards of Education and will require a visit from the Atlantic Union Conference Office of Education and the NAD Office of Education.



- A. Application by the proposed constituency is to be submitted to the conference office of education. Those involved in the application and approval process need to be aware of the meeting dates of boards/committees in order to obtain approval. It is suggested that the process be started a year in advance.
- B. The conference board of education reviews the validity of the request. If the board recommends further consideration, the conference superintendent of schools shall request the Union director of education to ask the North American Division Office of Education to appoint an on-site evaluation committee including the following members:
 - 1. A representative from the NAD Office of Education, who shall serve as chair.
 - 2. The Union director of education or designee.
 - 3. The local conference superintendent of schools or designee.
- C. The on-site evaluation committee shall report its findings to the conference board of education.
- D. The conference board of education acts upon the committee's report and submits a recommendation to the conference executive committee.
- E. The conference executive committee submits a recommendation to the Union Board of Education.
- F. Union Board of Education approval shall be granted only after the standards for accreditation approval identified in the *Evaluative Criteria for Seventh-day Adventist Secondary Schools* have been met.
- G. If approved by the Union Board of Education, the supporting data is to be forwarded to the NAD Board of Education for final consideration and action.
- H. The application will delineate if the intent of the extension is to become a stand-alone academy or remain a satellite of a senior academy. If the intent is to become a senior academy, guidelines in *Code 1250:04* should be followed.
- I. There will be a defined sponsoring senior academy and a defined extension school.



- J. The following guidelines assist in preparing the application and outlining the proposed operation:
1. The principals of the senior academy and the extension school should have a seamless sharing of relevant information affecting their joint operations and may sit on the respective school boards and have access to board minutes.
 2. The registrar for the senior academy will be the final recording officer for the extension school with authorized copies being stored at the senior academy. The senior academy certifies the grades and transcripts.
 3. There will be a specified fee paid by the extension school to the senior academy for administrative costs.
 4. Additional fees may be charged for goods or services rendered.
 5. The senior academy is responsible for assuring the delivery of excellent Adventist education. The conference and Union will assist in this responsibility.

1300 The School Constituency and the School Board

1305:04 The School Constituency

- A. The school constituency consists of the members of the constituent church(es) that operate the school.
- B. The conference school constituency consists of the total conference membership.
- C. Local conference and Atlantic Union Conference administrative officers and educational personnel are members ex officio (*Code* 1015:04 and 1115:10).

1310:04 School Constituencies—Meetings

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

1315:93 School Constituencies—Functions

School constituencies:

- A. Establish and adopt a constitution in harmony with denominational policies which define the principles and guidelines by which the school shall be operated.
- B. Receive reports of the school's operation.
- C. Provide adequate financing for the general operating costs.
- D. Approve financial plans for major capital improvements as recommended by the school board.
- E. Consider plans and policies for the operation of the school.
- F. Encourage the organization and maintenance of a Home and School Association.



1320:13 The School Board

In every school the constituency shall elect a school board according to the school's constitution. The school board is responsible for the operation of the school within the guidelines and policies adopted by the conference board of education and the school constituency as stated in the school constitution.

1325:13 The School Board—Membership

The school board shall be composed of members of the Seventh-day Adventist church. School board members (other than ex officio members) are to be elected by the constituent church(es) in accordance with the terms of the school constitution or working policies. Individuals selected by the church(es) should represent a cross section of the congregation and be supportive of Adventist education. Board members who have school-age children should demonstrate their support of Christian education by having their own children enrolled in an Adventist school, if appropriate.

Ex officio board members with voting privilege are the conference superintendent of schools or designee, the school principal, the school treasurer, and the senior pastor(s) of the constituent church(es) or designee(s).

Atlantic Union Conference officers and Union Office of Education personnel and conference officers are voting ex officio members of the school board; however, these ex officio members exercising their voting rights at any one meeting shall not make up more than 10 percent of the membership of the board.

In addition, voting members of the school board shall include the Home and School Association leader and the church education secretary/secretaries.

Officers shall be voted or appointed according to the school constitution. The principal is the secretary. The board may assign a recording secretary.

The following plan is recommended for the election of school board members and their terms of office:

- A. In order to maintain continuity, members' terms should be staggered. New members should be elected to enhance the school program. The term of each elected member should not exceed three consecutive years.

- B. School board vacancies are filled by the church that made the original appointment. The person filling the vacancy serves only for the remainder of the unexpired term.
- C. A school board operated by a single constituent church should consist of five to seven members. When two or more churches unite to operate a school, seven or more members should comprise the school board.
- D. The principal is the chief administrator and official representative of the school at school board meetings. Teachers and assistants within the school, other than the principal in a single-teacher school, are not members of the school board.

All members of the school board are to sign a *Conflict of Interest Statement* to be provided by the conference superintendent of schools (Code 3025:04).

Consult *A Guide for School Board Success*, available from the Atlantic Union Conference Office of Education or the local conference office of education, for additional information.

1330:99 School Board—Meetings

The school board shall meet at a regular time and place at least six times during the school year, and as often as needed during the summer months.

1335:04 School Board—Functions

The functions of the school board are to:

- A. Develop a clear, practical set of objectives in harmony with the Seventh-day Adventist philosophy of education.
- B. Recommend employment of personnel to the conference board of education.
- C. Organize itself in the first meeting of the year in harmony with conference policies and the school's constitution.
- D. Ensure the implementation of policies of the local and Union conferences.
- E. Support the principal in the administration of the school program.

- F. Assist in implementation of policies in areas of local concern such as:
1. Use of school property.
 2. Bus schedules and routes.
 3. Purchasing procedures.
 4. Tuition and/or other methods of support.
 5. Admission requirements (in accordance with governmental and conference guidelines).
 6. Equipment and maintenance of the school plant.
 7. Textbook purchases (pupil or school-owned).
 8. Master planning.
 9. Curriculum development (in accordance with governmental and conference guidelines).
 10. Adoption of a code of student conduct and perhaps a dress code.
- G. Consider the recommendations of the school administration involving major disciplinary cases including suspensions exceeding three days and to serve as the final authority in the expulsion of students. School board consideration of suspension or expulsion recommendations must be in executive/closed session (*Code* 1645:93 and 1648:93).
- H. Support the Home and School Association.
- I. Consider appeals regarding the operation of the school.
- J. Participate in the process of school evaluation with the conference office of education, Union Office of Education, General Conference Board of Regents, or the regional accrediting association.
- K. Provide for participation in Atlantic Union Conference and conference educational functions including teachers' professional development.

- L. Consider, in counsel with the conference superintendent of schools, a proposed plan of school organization, including a constitution, bylaws, the administrative organization, and a basic curriculum for the school.
- M. Adopt the school calendar recommended by the conference. Any modifications must receive prior approval from the conference office of education.
- N. Review and approve a school bulletin/handbook.
- O. Assume responsibility for the planning and funding of an annual operating budget.
- P. Assume responsibility for planning and funding capital improvements for major building renovations and expansion of school facilities according to conference guidelines.
- Q. Cooperate with the local conference and the Atlantic Union Conference Offices of Education in developing and/or implementing instructional programs and curriculum.
- R. Appoint subcommittees as needed, such as personnel and finance.

1336:99 Responsibilities of the School Board Chair

The duties of the school board chair include the following:

- A. Call and preside over school board meetings.
- B. Prepare the agenda for school board meetings in consultation with the principal.
- C. Be acquainted with parliamentary procedures.
- D. Encourage discussion relevant to agenda items.
- E. Be acquainted with the school program and confer with the principal on items pertaining to the operation of the school.
- F. Support the principal in the administration of the school.
- G. Act as liaison with individual churches to ensure communication and the presentation of school items pertinent to each church constituency.
- H. Help implement the actions of the school board.



- I. Communicate with the conference superintendent of schools on policy clarification where there is not a full-time principal.
- J. Ensure that there be no discussion of personnel in the absence of the superintendent or designee. Therefore, the board chair must arrange for the superintendent to be present when there is to be a discussion regarding personnel.

1337:13 Responsibilities of the School Board Secretary (School Principal)

A school board secretary's duties include the following:

- A. Keep written records of:
 - 1. Board meeting minutes in a permanent file.
 - 2. Executive meeting minutes in a separate, locked, confidential file. Examples are student, personnel, and legal information that is privileged communication, is not legally discoverable, which could result in harm to the impacted parties, and does not have to be given upon request.
- B. Send a copy of the official minutes of each meeting of the school board to the conference office of education within ten days after each meeting. Senior academies must send a copy to the Union Office of Education.
- C. Conduct the correspondence for the school board.
- D. Work jointly with the school board chair in the development of the school board agenda.
- E. Submit to the conference superintendent of schools the dates for the regular meetings after the first meeting of the year. Senior academies must send a copy of the dates for regular school board meetings to the Atlantic Union Conference Office of Education.

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

The treasurer, under the direction of the principal, is to:

- A. Keep all financial records.
- B. Issue school bills to parents.

- C. Collect tuition.
- D. Pay authorized bills.
- E. Prepare and distribute a complete written financial report at each school board meeting. Copies of the budget and monthly financial reports are to be sent to the conference office of education with academies and junior academies also sending these reports to the Atlantic Union Conference Office of Education.
- F. Complete additional duties as assigned.

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

The school board assumes responsibility for providing leadership in the school.

- A. This responsibility requires the school board member to maintain standards of Christian conduct. It must be recognized that the school board member's actions will be viewed and appraised by the constituency, associates, and students.
- B. A school board member agrees to:
 - 1. Make the welfare of students the fundamental concern in decision-making and actions.
 - 2. Fulfill responsibilities with honesty, integrity, and confidentiality.
 - 3. Value Adventist education as a determining factor in the welfare of the church and enroll one's own children in a Seventh-day Adventist school, if appropriate.
 - 4. Provide the constituency with information regarding the school and its future development.
 - 5. Acknowledge that the authority of the school board is derived from the church or churches comprising the school constituency.
 - 6. Not neglect a personal obligation to the government or surrender these responsibilities to any other persons, group, or organization.
 - 7. Avoid using ones' position for personal gain. This includes using connections within the organization to secure favors

for relatives. The preferred practice is for the board member to disclose the conflict and refrain from discussing or voting on the matter. Consult the NAD *Working Policy* E 85 15; E 85 25; 2018-2019.

8. Follow the policies by which the NAD, Atlantic Union Conference, and conference have indicated Seventh-day Adventist schools are to be administered.
9. Recognize the parameters of the decision-making authority of a member of the board are only during duly called board meetings, declining to interfere with the legitimate functions of the school faculty and administration.
10. Sign a *Conflict of Interest Statement* to be provided by the conference superintendent of schools (*Code* 3025:04).

1340:93 Effective School Board Membership

There are many aspects to effective school board membership:

- A. To attain school board unity each school board member should:
 1. Subordinate personal interests.
 2. Adhere to the policy-making and legislative functions of the school board.
 3. Accept and support majority decisions of the school board.
 4. Identify self with school board policies and actions.
 5. Refuse to speak or act on school matters independent of the school board.
- B. For proper leadership, each school board member should:
 1. Suspend judgment until the facts are available.
 2. Make use of pertinent experiences.
 3. Help identify problems.
 4. Try to determine solutions to problems.
 5. Devote time outside of school board meetings as school board business requires.

6. Be willing to accept ideas from others.
 7. Promote the welfare of children.
- C. For proper executive function, each school board member should:
1. Understand the desirability of delegating administrative responsibility to the principal.
 2. Support the principal in authorized functions.
 3. Encourage teamwork between the principal and the school board.
 4. Recognize problems and conditions that are of executive concern.
- D. For effective staff and group relationships, each school board member should:
1. Have the ability to speak in public.
 2. Believe firmly in the democratic processes and in the right of all groups to be heard.
 3. Work tactfully and sympathetically with administration, teachers, parents, constituency, and students.
 4. Understand how groups think and act.
 5. Assist others.
 6. Have mature social poise.
- E. For proper personal relationships, each school board member should:
1. Be willing to work with fellow school board members in spite of personality differences.
 2. Display both tact and firmness in relationships with individuals.
 3. Treat patrons and teachers fairly and ethically.
 4. Foster harmonious relationships.
- F. For proper courageous action, each school board member should:

1. Be able to weather criticism.
2. Maintain firm convictions.
3. Be willing to take sides in controversies.
4. Share responsibilities for school board decisions.

1341:03 Home and School Association

An active Home and School Association should be maintained by the parents and teachers for the purpose of advancing the cause of Christian education in the home and the school. Constituency members are invited to participate. The *Home and School Association Handbook* contains information about objectives, organization, officers, meetings, and activities. It is available online from the NAD.

1342:04 Church Education Secretary

Each church should appoint a church education secretary to serve in an advisory capacity to the church and school boards. The education secretary's duties may include:

- A. Maintaining an up-to-date census of the children and youth of the church.
- B. Assisting in contacting Seventh-day Adventist parents with school-age children or young people to encourage attendance at the local church school or at a Seventh-day Adventist secondary school, college, or university, and to suggest solutions to possible problems hindering attendance.
- C. Contacting members who have no school-age children, encouraging them to provide financial aid to the school for students.
- D. Maintaining contact with students from the church who are attending schools away from home.
- E. Encouraging students' engagement in the programs of the church.

1400 School Personnel

1401:13 Personnel Qualifications

General qualifications for employment are found in *Code* 3015:14. An additional requirement for instructional personnel is given in *Code* 3310:14. An additional requirement for noninstructional personnel is listed in *Code* 3410:14.

1405:03 Principal—Elementary and Secondary

The principal of the school is the chief administrator and is responsible for both the instructional program and the financial operation of the school. The principal is hired by the conference upon the recommendation of the conference superintendent of schools in consultation with the school board. Duties of the principal are designated by conference and school board policies.

- A. Professional qualifications for a principal include appropriate denominational certification or annual progress toward that goal.
- B. A principal must submit to background checks as required by conference policy and governmental laws.
- C. In small schools, one teacher shall be appointed as the principal (*Code* 1417:93).

1406:13 Responsibilities of the Principal—Elementary and Secondary

Among the major responsibilities of the principal are to:

- A. Implement, in conjunction with the faculty and staff, the operational policies of the NAD, the *Education Code*, the conference board of education, and the school board.
- B. Work in a collegial and cooperative manner with the school board.
- C. Serve as executive secretary (recording secretary) of the school board.
- D. Support the school board chair in meeting responsibilities.
- E. Work with the school board chair to develop the agenda for board meetings.

- F. Work in conjunction with the personnel committee/school board to provide qualified certificated and classified employees. All employees are to be vetted.
- G. Formally observe and evaluate the certificated faculty in consultation with the superintendent of schools if the administrator teaches half-time or less.
- H. Facilitate school visitation days for teachers.
- I. Determine teacher load in counsel with the conference superintendent of schools.
- J. Serve as the agent of the school board in equipping and maintaining the school plant.
- K. Provide instructional leadership in consultation with the conference office of education.
- L. Develop and maintain, in counsel with the faculty and staff, schedules of classes, work, recreation, and other co-curricular activities.
- M. Organize and maintain an accurate and efficient system of records.
- N. Accept the responsibility of spiritual leadership of the school.
- O. Represent the school as its official spokesperson.
- P. Seek to maintain student conduct consistent with Seventh-day Adventist principles of education and discipline in accordance with specific regulations adopted by the school board and any guidelines set by the conference board of education.
- Q. Operate the school within the approved budget.
- R. Supply required reports to the conference, Atlantic Union Conference, and NAD Offices of Education.
- S. Acquaint the constituency with the goals and program of the school through periodic public reports.
- T. Arrange orientation programs for new and prospective students.
- U. Establish and maintain effective working relationships with public school officials and civic leaders.



- V. Acquaint parents and other patrons with policies and procedures relative to the operation of the school.
- W. Arrange student registrations.
- X. Implement and execute safety education programs such as emergency drills.
- Y. Lead productive, timely faculty and/or staff meetings.
- Z. Facilitate, encourage, and provide opportunities for professional development.
- AA. Arrange for the preparation of the annual school bulletin.
- BB. Organize and supervise the accreditation self-study process.
- CC. Create a yearly school calendar of events which coordinates with the conference office of education school calendar.
- DD. Create and/or maintain a current faculty and staff handbook.
- EE. Remind employees that tithing is a condition of continued employment.
- FF. Follow governmental educational laws.
- GG. Verify that immunization records for each student are on file and current.
- HH. Ensure compliance with *Code* 3351:14 and 3025:04 which prohibit full-time employees from accepting additional employment which interferes with their being present to fulfill their school assignments, outside of school hours as well as during the regular school day.
- II. Support conference administration to further the goals of Adventist education.

**1412:93 Vice-Principal—Elementary, Secondary
(Has Regular Administrative Duties)**

A vice-principal may be designated by the principal in consultation with the conference superintendent of schools and ratified by the school board. The vice-principal assists the principal on a daily basis in the performance of duties specifically assigned by the principal and/or school

board. The teaching load of this individual may be reduced in proportion to the administrative responsibilities assigned.

**1413:93 Assistant Principal—Elementary and Secondary
(Acts in the Absence of the Administrator)**

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

1417:93 Teaching Principal—Small School (Elementary)

In the operation of a small elementary school or junior academy, it is the general practice to appoint a teaching principal who is charged with the responsibility of performing the duties of a principal in addition to the teaching assignments established by the conference superintendent of schools in consultation with the school board. The teaching load of this individual will be reduced proportionately to the administrative responsibilities assigned.

In one-teacher schools, the teacher is to be appointed as the teaching principal.

**1418:18 Elementary School Treasurer, Junior Academy Treasurer,
or Academy Business Manager**

Depending on the size of the school, these positions may be salaried, hourly, or volunteer positions. The elementary school treasurer, or the junior academy treasurer, or the academy business manager is under the direction of the principal.

Primary responsibilities include:

- A. Keeping all financial records.
- B. Issuing school bills to parents.
- C. Collecting tuition.
- D. Paying authorized bills.
- E. Presenting a complete written financial report at each school board meeting and sending copies of the budget and monthly financial reports to the conference office of education with academies and

junior academies also sending these reports to the Atlantic Union Conference Office of Education.

- F. Fulfilling other duties as assigned by the principal.

1419:93 Academy Treasurer and/or Accountant

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

- A. Duties of a treasurer are to receive moneys, disburse funds, and deposit all organizational funds for safekeeping.
- B. An accountant records, classifies, and summarizes all business transactions.

1420:93 Residence Hall Dean

The residence hall dean is responsible for:

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

1421:04 Directors of Industrial and Plant Services

- A. Schools operating industries to provide vocational education and student work opportunities are to employ skilled managers, as needed, for the efficient operation of such industries. Industrial managers and assistants are to be selected on the basis of job training and experience and on the basis of their ability to manage student personnel.
- B. Qualified individuals designated as heads of service departments shall administer custodial, grounds, and maintenance services.

1422:04 Director of Food Service

The director of food service is the administrative employee responsible for the planning and preparation of nutritious and attractive meals in



accordance with Seventh-day Adventist health principles.
Responsibilities include:

- A. The proper care of food service facilities and equipment.
- B. Managing personnel required to provide an efficient food service operation.
- C. The financial management of the department.
- D. Complying with all governmental food service requirements and certifications.

1423:93 Director of Health Services

- A. The director of health services is responsible for the organization of a student program in accordance with governmental regulations and the local school district's requirements. Complete health records, including records of immunizations and medical examinations, must be maintained.
- B. The director must hold the appropriate qualifications of a health professional: registered nurse, bachelor of science in nursing, physician's assistant, nurse practitioner, doctor of medicine.

1424:04 Certificated Instructional Personnel

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

- A. See *Code 3015:14* and *3310:14* and the *NAD K-12 Educators' Certification Manual* for requirements for certificated positions.
- B. Duties and responsibilities of certificated instructional personnel in K-12 schools generally include, but are not limited to, the following:
 - 1. Providing a dynamic environment with emphasis on Christian living and effective learning.
 - 2. Establishing and maintaining effective classroom organization.
 - 3. Keeping a notebook of current student/parent contact information which is available instantly for emergency evacuation of the classroom.
 - 4. Assuming responsibility for professional self-improvement.

5. Participating in church and community activities.
6. Developing effective relationships with students, parents, patrons, and colleagues.
7. Conducting parent-teacher conferences per policy and as needed.
8. Securing and maintaining records required by the school administration and the conference office of education.
9. Requiring a written excuse from parents or guardians for each case of absence or tardiness to school, and for each case when a student requested dismissal before the close of the daily session. Written excuses should be kept on file until the end of the school year. See *Code* 2472:14 and 1424:04 for additional information.
10. Maintaining the SIS as the legal record for attendance and scholarship. Particular care should be given to keeping the records up-to-date.
11. Providing parents with progress reports that include the status of their child's academic performance, social development, and work ethic. Reports shall be distributed within five school days after the close of each quarterly grading period.
12. Completing records. At the end of the final grading period, all classroom attendance and grade records are to be signed, dated, and a hard copy placed in the cumulative folder (elementary) or recorded by the school registrar (senior academies). Corrections to a recorded attendance record or to a grade need to be dated and initialed by the teacher.
13. Participating in Home and School Association activities, where applicable.
14. Implementing the operational policies of the North American Division, the *Education Code*, the conference board of education, and the school board.
15. Arriving on campus not less than 30 minutes prior to the opening of the school day and remaining for at least 30 minutes following the close of the school day or as stipulated by the school administration and conference

office of education. Personnel must comply with the attendance policy of the conference.

16. Cooperating with the administration in caring for school property.

1425:12 Credentials and Licenses—Ministry of Teaching

Credentials and licenses are issued to full-time denominational employees of experience or those who carry responsibilities such as teaching and administration. The following criteria and procedures are used in issuing credentials and licenses:

A. Criteria

1. Commissioned Ministry of Teaching Credential

Issued by conferences to educational employees with a lifelong commitment to and significant experience in the Seventh-day Adventist system of education, usually not fewer than six years, with demonstrated proficiency in assigned responsibilities. Such personnel also will exhibit a keen sense of Christian responsibility for nurturing and leading souls to Christ, for consistently upholding Christ as the focal point of all curriculum and instruction, and for demonstrating positive interpersonal relationships, thus providing an environment of social, spiritual, and emotional stability. They will hold current Professional certification.

2. Commissioned Ministry of Teaching License

Issued by conferences to employees with no fewer than three years of satisfactory service who have demonstrated a commitment to long-term service in the Seventh-day Adventist system of education, who support the fundamental beliefs of the church, and whose lifestyle is consistent with Adventist standards. They will hold current Standard certification.

3. Ministry of Teaching License

Issued by conferences to entry-level personnel or employees entering the Seventh-day Adventist educational system. These employees are on Provisional Status. They must hold a minimum of current Basic certification.

B. Procedures



1. Candidates eligible for Ministry of Teaching Credentials and Licenses shall be reviewed and recommended by their respective employing conference board of education to the appropriate issuing authority.
2. Employees holding a Commissioned Ministry of Teaching License, after an appropriate period of service, may be eligible for the Commissioned Ministry of Teaching Credential.
3. It is recommended that an appropriate commissioning service be conducted when an employee is granted a Commissioned Ministry of Teaching Credential.

C. Renewal

Renewal of such credentials and licenses shall be in harmony with the NAD policy.

1426:12 Service Pins

Employee service pins may be issued in harmony with General Conference policy. The conference office of education shall award these pins.

1428:19 Pre-Kindergarten, Kindergarten, and Elementary Teaching Loads

When determining the maximum number of students per classroom, and the addition of a teacher assistant, decision-makers should consider students' needs, e.g., English language learners, students with special needs, teachers' expertise, experience, and talents; and the physical space in the classroom. Governmental regulations must be applied.

A. Pre-Kindergarten

The teacher load for the pre-kindergarten teacher depends upon the ages of the children. For youngsters 13 through 36 months of age, there should be one teacher per four children. From ages 37 months and up, there should be one teacher per six children. Additional duties assigned by the administrator will be part of the teacher's professional responsibilities.

B. Pre-Kindergarten/Kindergarten (Pre-K/K Combination Class)

The teacher load for the Pre-K/K teacher should be limited to one teacher per ten students. In classrooms where there are

eleven to eighteen students, a teacher assistant should be present.

C. Kindergarten

Schools may operate full day or half day kindergartens. Two daily sessions, morning and afternoon, shall be considered a full-time load for a kindergarten teacher. When a school has only one partial-day session, the administrator shall assign additional duties, equivalent to those of other faculty members, in order for the teacher to be considered full-time. If the number of students in a classroom exceeds the maximum number listed in the chart an additional teacher or assistant should be considered. School boards in consultation with the conference office of education will make the final decision regarding the need for an additional teacher or a teacher assistant. Additional duties assigned by the administrator will be part of the teacher's professional responsibilities.

D. Elementary

An elementary teacher load is a full day of classes. It is recommended that the maximum number of grades being taught by one teacher should be no more than six. An additional teacher or assistant should be considered if the number of students in a classroom exceeds the maximum number listed in the chart. School boards, in consultation with the conference office of education, will make the final decision regarding the need for an additional teacher or a teacher assistant. Additional duties assigned by the administrator will be part of the teacher's professional responsibilities.

E. Multigrade 7-9 and Multigrade Including Grade 9

Within the Adventist school structure there are two configurations of multigrade classrooms which include Grade 9. One is a classroom of students in Grades 7-9 only in a school moving toward junior academy status (*Code 1235:16*). The second is a classroom in which Grade 9 is an expansion of the elementary school. The school has no intent to seek junior academy status (*Code 1230:04*)

1. The teacher load for a multigrade 7-9 is a full day of classes. The maximum number of students to be taught by one teacher without an assistant is shown in the chart below. School boards in consultation with the conference office of education will make the final decision regarding the need for an additional teacher or a teacher assistant.

Additional duties assigned by the administrator will be part of the teacher's professional responsibilities.

2. The teacher load for a classroom which includes students in three or more grades including Grade 9, is a full day of classes.

Recommended Maximum Teacher/Student Ratio Without a Teacher Assistant	
1 teacher: Pre-Kindergarten	13-36 months; 4 children per teacher
	37 months and up: 6 children per teacher
1 teacher: Kindergarten	12
1 teacher: Pre-K/Kindergarten	10
	11-18 students (a teacher assistant needs to be present)
1 teacher: Kindergarten* and Grade 1	15
1 teacher: Kindergarten* and Grades K-2	12
1 teacher: 1 grade, Grade 1	24
1 teacher: 1 grade, Grades 2-8	27
1 teacher: 2 grades, no 1 st grade	27
1 teacher: 2 grades, with 1 st grade	22
1 teacher: 3 grades, Grades 1-8	18
1 teacher: 4 grades, no 1 st grade	22
1 teacher: 4 grades, Grades 1-4	20
1 teacher: 4 grades, Grades 5-8	22
1 teacher: 6 grades, no 1 st grade	18
1 teacher: 6 grades, with 1 st grade	15
1 teacher: 7 or more grades	7
Multigrade: 1 teacher: 3 grades, Grades 7-9	18

*National Association for the Education of Young Children, 2013.

1432:93 Junior Academy and Secondary Teaching Loads

Five subject preparations per day with six to seven teaching periods will generally constitute a teaching load for junior academy and secondary teachers. The total number of student contacts also should be considered. In a departmentalized program, the major elementary subjects and secondary subjects shall be considered equivalent when



determining teacher load. When possible, each teacher may be given the equivalent of one preparation period per day. Supervisory and co-curricular duties in addition to the teaching load will be assigned by the school administration as part of the professional responsibility of a teacher.

1436:04 Classified Personnel

Personnel employed by the school system for positions that do not require certification are classified personnel. See *Code* 3015:14 and 3410:15 for conditions for employment of classified personnel.

Categories of Classified Personnel

A. Administrative Salaried Personnel

Salaried classified administrative personnel are employees for whom professional certification generally is not required. At secondary schools registrars or attendance clerks may be included.

B. Hour-time Personnel

Classified hour-time employees are individuals who are not involved in creating lesson plans, presenting new material, doing assessment, assigning grades, or managing industries or plant services.

1. Noncertificated Instructional Personnel

Noncertificated instructional personnel include paraprofessionals who serve as teacher assistants. They assist the teacher in both instructional and noninstructional activities. Consult the *Atlantic Union Conference Teacher Assistant Manual*.

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

- a. Tutoring and assisting with small groups
- b. Offering enrichment activities
- c. Assisting with testing

2. Noncertificated Noninstructional Personnel



Noncertificated noninstructional personnel include those employed to serve as auxiliary staff. At the secondary level registrars or attendance clerks may be included.

Duties of noncertificated noninstructional personnel may include the following:

- a. Registrar or attendance duties.
- b. Clerical assistance.
- c. Assisting in the library, e.g., repairing books, checking books in and out, reshelving books.
- d. Playground, lunchroom, and before- and after-school supervision of students.
- e. Assisting with general housekeeping duties.
- f. Assisting with field trips.

1440:06 School Volunteers

School volunteers are persons whose labor or service is requested by the school and is donated to the school. Reimbursement of volunteers' expenses does not negate volunteer status. Caution should be used to ensure compliance with labor laws.

- A. All volunteers must be approved by the school board and the conference. Conference-approved background checks which may include fingerprinting are required.
- B. All volunteers are to represent the standards of the Seventh-day Adventist church in word, dress, conduct, and Christian influence.
- C. Volunteers are under the school's direction/supervision to ensure that they properly accomplish their assigned tasks.
- D. Resources regarding volunteers are available from the NAD.

1500 School Finance

1502:93 All Churches Expected to Support a School

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

1504:04 Financing K-12 Schools

Because the duty of providing Christian education falls on every church member, upon parents and nonparents alike, it is recommended that a combination of the following plans for raising funds for a K-12 school be used:

A. Tuition Plan

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

1. Tuition rates should be set by the school board.
2. It is the duty of the church(es) and school board to provide funds beyond the tuition and conference support for the successful operation of the school.
3. It is the responsibility of the church, the school, and the conference to assist Seventh-day Adventist children who may be deprived of the privilege of attending church school because of financial inability.
4. The formula to determine maximum percentages which may be charged for the tuition of those attending the school, including constituents, nonconstituents, and students who

are not Seventh-day Adventists, is set by each school board.

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

B. Subscription or Pledge Plan (Not for Secondary Schools)

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

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

C. Temple Plan

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

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

In the United States the adoption of the Temple Plan does not increase tax benefits.

Therefore, it is recommended that the Temple Plan not be used for

church schools in the United States. It is suggested that a better plan to follow is the usual tuition supporting system payable by those parents who have children in school, and that others who wish to contribute to the support of the school can already do this on a tax-deductible basis without the use of the Temple Plan.

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

1506:93 Accounting for Schools

Uniform financial procedures and forms are available from the General Conference Auditing Service in the Atlantic Union Conference office. Monthly operating and capital improvement statements must be prepared regularly and made available to the school board members.

1508:04 Monthly Financial Reports

Senior and junior academies should send a copy of their monthly financial reports, operating and capital improvement, to the Atlantic Union Conference Office of Education. Elementary schools should send a copy of their monthly financial reports to the conference superintendent of schools.

1510:04 Budget and Operating Policies

- A. Every school board shall be held to a policy of operating within its income.
- B. The school/academy shall prepare operating and capital improvement budgets that are approved by their respective board and constituency no later than April 15.
- C. The operating and capital improvement budgets are to be presented to the conference.
- D. Provision shall be made by the school board for adjusted operating budgets following registration to meet income deviations resulting from enrollment increase or decrease.

- E. Budget control shall be the responsibility of the principal.

1512:04 Budget Planning

Procedures to assist the schools in budget planning:

- A. Any changes in conference financial subsidies and/or policies must be shared with school administrations and boards at least six months prior to the conference's deadline for school budgets.
- B. Constituent churches should plan their budgets to include adequate funds for schools to develop balanced budgets.
- C. All schools are to prepare budgets and present them to their constituency for approval.
- D. Annual budgets approved by school constituencies are to be sent to the conference office of education for approval by the conference board of education.

1514:04 Financial Control

The following lines of financial control are recommended:

- A. Elementary Schools, Junior Academies, and Constituent Academies

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

- B. Conference-operated Academies

A conference officer should be appointed as the chair of the academy finance committee, and the superintendent should be a member. This committee should meet regularly throughout the year.

1516:93 Budget Comparisons

All elementary and secondary schools are requested to show year-to-date, budget-to-expense, and tuition collections in their monthly financial reports.



1518:93 Accounts Receivable/Payable

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

1520:93 Banking of Funds

All school funds are to be channeled through the school business manager/ treasurer into the school's bank account and audited in harmony with denominational policy.

All funds are to be promptly deposited in the bank account. No funds beyond that covered by insurance should be on hand at any time. The school's vault should be empty of funds during weekends and holidays.

1522:14 Petty Cash

Petty cash funds are to be held in trust by the school treasurer. There is to be an itemized record of receipts and expenditures. Petty cash funds are to be audited annually.

The classroom teacher may have a petty cash fund if absolutely necessary.

1524:93 Fund-raising Projects

Fund-raising projects must have school board approval.

1526:93 Student Activity Funds

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

1528:04 Collection of Student Accounts

- A. Settlement Days

A specified settlement day shall be set each month after which no student will be admitted to classes unless the bill has been paid or



satisfactory arrangements for payment have been made with the school.

B. Amount of Uncollected Accounts Allowable

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

C. Transfer of Students Owing Accounts

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

1530:04 Financial Assistance to Students

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

1532:93 Tuition Discounts

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

1534:04 Tithing by Students

Students are encouraged to return a tithe on student labor earnings.

1536:93 Student Wage Rates

All student wages, hours, and working conditions are to comply with governmental regulations.



1538:04 Subsidies—Academy

Each conference executive committee determines subsidies to day and boarding academies.

1540:04 Subsidies—Elementary

The conference shall subsidize each elementary school. The conference executive committee determines the percentage.

A. Eligibility for Subsidy

1. Submission of a detailed budget by the school board to the conference.
2. Adherence to all Atlantic Union Conference and conference educational policies and curriculum.
3. Meeting at least the minimum requirements for buildings and equipment.
4. New schools or schools of doubtful financial strength may be required to deposit with the conference an amount equal to the cost of operation for two months, to be held in reserve for the last two months of the school year.

B. Previous Obligations

Before a school may open for a new year, all previous obligations to the conference for teachers' salaries and expenses and all previous obligations to the Adventist Book Center must be paid, or a plan must be in place to meet the obligations.

1542:07 School Accreditation Evaluation Expenses and Subsidies

A. Elementary School Accreditation Expenses

The expenses of travel for each member of an evaluation team shall be paid by the individual's employing organization.

B. Academy Accreditation Expenses:

1. Expenses of NAD personnel, union directors, and conference superintendents are paid by individual travel budgets.

2. The Atlantic Union Conference Office of Education gives the day academy \$1000 and the boarding academy \$2000 the year of the evaluation, pays for the airline ticket of visiting committee members from Bermuda, and provides a meal for the visiting committee.
3. The conference office of education in which the teacher is employed covers the expenses of classroom substitutes for teachers serving on the visiting committee.
4. The host conference provides a meal for the visiting committee.
5. The academy pays the hotel, travel, per diem, and gratuities for principals and teachers serving on the visiting committee. In addition, the academy provides a welcome meal.

1544:93 Closing of Accounting Books

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

1546:93 Audit of Elementary and Junior Academy School Accounts

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

1548:93 Audit of Secondary School Accounts

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

1550:04 Insurance Policies

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



- A. Each school shall utilize the *School Safety Self Checklist* produced by Adventist Risk Management, Inc., to annually evaluate risk potential.
- B. Each school shall annually review its insurance to guarantee against over- and under-insuring.
- C. Each school shall prepare a plot of its property designating each building so that no buildings are left off the insurance list and so that proper identification can be made, if necessary.
- D. The treasurers of the conferences and the treasurers of the various institutions within the Union shall be responsible for holding the insurance policies covering the properties in their fields or institutions.
- E. Each conference and academy shall provide adequate student accident coverage in accordance with Adventist Risk Management, Inc., guidelines.
- F. Workers' Compensation and Employers Liability Insurance Coverage shall be carried for all employees.
- G. General liability insurance shall be carried in amounts recommended by the NAD.
- H. In an endeavor to keep the premium at a minimum on all forms of insurance, a safety program shall be inaugurated and maintained which has the elimination of the causes and sources of accidents and fire as its objective.
- I. When insuring denominational properties, all denominational properties shall be insured with companies of sound financial standing with A-grade ratings. It is suggested that consideration be given to Adventist Risk Management, Inc.
- J. All insurance must be purchased with the approval of the conference treasurer.
- K. It is recommended that the conference secure proper insurance coverage of all volunteer laborers. This includes donated labor involved in the construction of school buildings.

1552:04 Buildings and Grounds—Expansion and Improvements

For all building and major expansion and improvement, see NAD *Working Policy*, S 14 10; 2018-2019.



1554:04 Capital Fund-raising Projects

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

1556:04 Borrowing Funds for Building and Improvement Projects

Consult the NAD *Working Policy* S 14 10, 20; 2018-2019.

1558:04 Reimbursements from Union Conference Funds

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

1560:04 Salary Payments of Elementary Teachers

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

1562:04 School Amortization of Moving Costs of Teachers or Administrators

The moving and transportation expenses of teachers or administrators of all grades shall be paid by the conference under one of the following plans:



- A. When the school retains the teacher or administrator for three years, there is no charge to the school for moving the teacher or administrator.
- B. When the school retains the teacher or administrator for two years, the school will reimburse the conference one half of the moving and transportation costs of the teacher or administrator.
- C. When the school retains the teacher or administrator for one year, the school will reimburse the conference 100 percent of the moving and transportation costs of the teacher or administrator.
- D. When the change or transfer of a teacher or administrator is recommended by the conference superintendent and approved by the conference board of education, the school will be exempt from any moving and transportation costs.

1564:93 Amortization of Moving Expense of Certificated Employees

The moving expense of certificated employees shall be amortized as follows:

- A. A conference hiring a certificated employee who has rendered less than two full years of service to the former employing organization shall make 100 percent reimbursement for the employee's last move to the territory of that organization. When the employee has rendered more than two full years but less than three full years of service, the reimbursement shall be 50 percent, and for fewer than four years of full-time service, 25 percent. Conference administrators will decide any exceptions.
- B. It shall be the responsibility of the hiring conference to ascertain whether there are unamortized expenses pertaining to the individual being called.

1566:04 Indebtedness of Transferred Employees

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

- A. Full Disclosure of Indebtedness

The hiring conference shall be responsible to obtain full information regarding the employee's financial obligations to the current employer. Any indebtedness not communicated at the time

of employment or within 30 days will not be the responsibility of the hiring conference.

B. Unamortized Moving Expense and Educational Loans

The hiring conference is responsible to assume unamortized moving expenses that include preliminary trips, duplicate housing allowances, duplicate vehicle licenses and fees, educational loans, and unamortized educational expenses.

1568:93 Housing Assistance

A. Denominationally-owned Housing

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

B. Employee-owned Housing

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

C. Duplicate Housing

1. When an employee is moved from one location to another, and because of the conditions of the employee's lease, failure to sell or rent the employee's home, or other significant cause, the employee is required to pay housing expenses both at the former location and at the new location, an allowance may be granted to cover the time when payments were being made at both locations and both homes were habitable. The allowance may be granted under normal conditions for up to three months.
2. In unusual circumstances when the employee has not been able to sell the home at the employee's former location and evidence is presented indicating that the asking price for said home has been no greater than 100 percent of an appraisal provided by an independent appraiser, up to an additional three months' assistance may be granted. An independent appraiser shall be understood to be a qualified appraiser such as may be contacted through banks or home loan associations. Real estate agents shall specifically be excluded from this group. The reasonable



cost of such appraisal will be reimbursed by the employing organization.

3. If the employee has not been able to sell the home after having received an allowance for six months because of extreme circumstances, the allowance may be continued for a further period of up to six months if the asking price for the said home has not been greater than 95 percent of the appraisal during this period and an attempt has been made to rent the home. Any rent income shall be deducted from this allowance.
4. For further information on housing assistance, contact the conference treasurer.

1570:20 Church/Government Relationships

A. Position Statement (NAD *Working Policy*, FL 01 10; 2018-2019)

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

The Bible contains examples of gifts from governments to religious enterprises. The Seventh-day Adventist church has benefited in many countries from the acceptance of various forms of government aid. It is also recognized that pitfalls do exist. Though the Bible does not specifically prohibit the acceptance of gifts from the government, such aid should be shunned when its acceptance would violate applicable law, would lead to excessive control by or entanglement with the government, would lead to financial 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.

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.

The church recognizes that individual members may receive assistance from government programs flowing directly to the benefit of parent or child. Church institutions may properly receive these funds. Programs that require cooperation between the government and the church or church institution must not contradict the fundamental principles stated in the paragraph above.

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

B. Freedom of Religion (NAD *Working Policy*, FL 01 15; 2018-2019)

The Seventh-day Adventist church and its institutions must diligently safeguard and persistently support the principles of "Free Exercise" and "No Establishment" of religion. Prior to a conference or institution applying for or benefiting from any new government programs not specifically covered under the NAD *Working Policy*, FL 01 10; 2018-2019, the enabling legislative provisions, along with the institution's application, shall be submitted and processed in harmony with the following guidelines:

1. The program is to be evaluated and approved by the Union Conference Committee and then submitted to the NAD Public Affairs and Religious Liberty (PARL) Committee for review and approval.
2. The review and approval process by the NAD PARL Committee will be accomplished within sixty (60) days after receiving the request.
3. The NAD Committee (NADCOM) may review any requests submitted to the NAD PARL Committee.
4. When a local conference or institution is authorized to accept financial assistance from the government, the Union Conference Executive Committee shall establish a ceiling in terms of a budgetary percentage which, in its judgement, provides a reasonable protection against fiscal dependence upon the government. (NAD *Working Policy*, FL 01 25; 2018-2019)

C. Primary Objectives Must Be Maintained

1. Every institution of the church—educational, medical,

publishing—is an instrument vital to the realization of church aims and is operated for that purpose.

2. All involvements of church institutions with governments, businesses, societies, and individuals that would inhibit the achievement of religious objectives shall be avoided.
3. Only such support for church institutions and programs as will aid in reaching institutional objectives without subverting their distinctly spiritual goals shall be considered or accepted.

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

1600 General School Administration Policies

1603:14 School Policies

Schools may develop policies unique to their settings, but any policies they establish are to agree with conference policies and the Atlantic Union Conference *Education Code*.

1606:10 Pre-week(s) and Post-week(s) Responsibilities

A. Pre-week(s)

1. Day School—The teacher should report to the principal or school board chairman on the day appointed and be prepared to give attention to the following duties during the preschool period:
 - a. Get acquainted with school equipment and textbooks.
 - b. Arrange for ordering of pupils' textbooks and school supplies, if this has not been done previously.
 - c. Prepare for the first week's classes.
 - d. Send own mailing and e-mail addresses and telephone number(s) to the conference superintendent of schools.
 - e. Make the classroom pleasant and attractive, ready to open on the first day of class according to the conference calendar.
 - f. Post a daily schedule.
 - g. Work with school board members and church pastors to encourage 100% enrollment of the children of the church.
 - h. Update the cumulative folders, if necessary.
 - i. Review the SIS and input/update information in preparation for school registration and beginning the school year.
 - j. Meet with the school board, if applicable.



- k. Plan to meet with the church on Sabbath.
 - 2. Boarding School—The teacher should report to the school on the day appointed and be prepared to give attention to duties as outlined by the administration.
- B. Post-week(s)
- 1. Day School—The teacher should report to the principal or school board chairman on the days appointed and be prepared to give attention to the following duties during the post-school period:
 - a. Complete the school closing report on the SIS. Follow conference and Union guidelines for printing and submitting.
 - b. Submit and file the list of fire/emergency drills for the year. The record must be kept by the office to be reviewed at the next full school evaluation.
 - c. File the diplomas of students who have not completed requirements.
 - d. Complete and secure in locked files the cumulative records including the reading records.
 - e. Inventory and properly store the following items:
 - (1) Desk copies of textbooks, manuals, guides.
 - (2) Textbooks, repaired and stored according to subject and grade.
 - (3) Audiovisual materials.
 - (4) Play equipment.
 - f. Complete and secure in a locked file a copy of the inventory record and give a second copy to administration or the school board chair.
 - g. Care for the following needs:
 - (1) Textbooks are ordered according to school/conference plan.

- (2) Progress reports are distributed to students whose accounts have been paid.
- (3) Progress reports for students with unpaid accounts are given to the principal or in sealed envelopes to the school board chair.
- (4) Buildings and grounds are left in good order.
- (5) A list of needed improvements and repairs has been given to the principal or school board chair.
- (6) A list of recommendations for professional equipment and materials needed for improvement of the educational program has been given to the principal or school board chair.
- (7) All keys are returned to the principal or the school board chair.
- (8) Arrangements are made for receiving the summer salary or the last salary payment.

2. Boarding School—The teacher should report to the school on the day appointed and be prepared to give attention to duties as outlined by the administration.

1609:04 Home Visitations

Teachers can enhance teacher-parent-student relationships by visiting every student's home.

1612:04 Annual School Calendar

- A. The minimum number of school days in the school year shall consist of 180 days. A school day is defined as a day in which there are a minimum of four hours of teacher- student contact, excluding lunch (*Code 2412:06 and 2416:93*).
- B. Any change in the number of days or in what qualifies as a school day is left to the discretion of the conference superintendent of schools.

1615:93 Parent-teacher Conferences

Parent-teacher conferences are to be held. For students in Grades K-8, the school should schedule a minimum of two parent-teacher conferences (following the first and third grading periods). Progress reports, standardized test scores, and the insights of the teacher and the parent may be shared.

Academy administrators are to schedule parent-teacher conferences to review grades, test scores, portfolios, and share insights of the teacher and the parent.

1618:93 Attendance

A. Attendance—Students, K-12

All pupils are expected to be punctual and regular in attendance. A written excuse from a parent, guardian, or person designated by the academy administration is required for any absence, tardy, and/or missed class or early dismissal. Excuses are to be kept by the teacher or the academy attendance officer until the end of the school year. Emergencies, sickness, death in the family, and court appearances are the only legitimate excuses for absences. A student who is absent as many as seven days out of a grading period, for whatever cause, may receive incomplete grades unless it is evident to the teacher(s) that the work has been made up satisfactorily. The attendance record of a student who is tardy more than 20 percent of the time or absent more than 15 percent of the time during a school grading period should be reported to the principal, who will communicate with the school district or other governmental authorities, if required.

B. Attendance—Recordkeeping, K-12

The SIS is the legal record for attendance as well as scholarship. Records are to be kept up-to-date. In addition to SIS recordkeeping, teachers are to maintain a notebook of current student/parent contact information. The notebook is to be available instantly for emergency evacuation of the classroom.

1621:93 Permission to Leave Campus During the School Day

A. K-10

No student shall be permitted to leave the campus at any time during the regular school day without the permission of the



principal (in case of an emergency) or written request from the parent/guardian.

B. Senior Academy

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

1622:04 School Dismissal

Schools will provide parents/guardians with a written dismissal policy. The policy should include a safe dismissal and a transfer to a parent/guardian at the end of the school day. Instructions also should be given about the procedure for taking a student from school during the school day.

1624:19 Students' Educational Records

Educational records are all records, files, documents, and other materials containing information directly related to a student and maintained by the school.

A. Cumulative Records

The cumulative records records for students must be kept up-to-date. They are to be stored in a fireproof safe or vault. Records must be accessible only to authorized individuals (FERPA; 20 U.S.C. 1232G). Records are to be kept on the school premises except for emergencies or when approved by the school principal or the superintendent. Every school will insure that any computerized systems employed are physically and electronically secure.

A student's records must be available for review by his/her legal guardian and the student, if the student is 18 years or older.

Cumulative records include:

1. Attendance records
2. Standardized test results
3. Academic records
4. MAP/IEP/504 Plan (follow local government regulations)
5. Copy of birth certificate



6. Portfolio (if used)

B. Additional Cumulative Records:

1. Physical health records
2. Discipline records
3. Psychological/emotional records
4. MAP/IEP/504 Plan

These additional cumulative records must be separate from academic records and should be kept in individual folders in a locked file or safe. Some students may have only a health record. Records must be available for review by parents; legal guardians; the student, if 18 years or older; or lawful subpoena.

C. Transferring Cumulative Records of Elementary Students

When an elementary student withdraws from school or graduates from eighth grade, the cumulative records are forwarded to the conference office of education for permanent storage. Upon written request from a parent, legal guardian, or the student, if the student is 18 years or older, the conference office of education will provide a copy of the cumulative records. For students who are moving to another elementary school or to an academy within the conference, cumulative records may be sent directly to the school.

D. Transferring Cumulative Records of Junior Academy Students

Cumulative records of junior academy students shall be kept at the local school. For students who are moving from a junior academy to an academy within the conference, cumulative records may be sent directly to the senior academy. The junior academy will keep a copy.

Copies of the cumulative records belonging to students moving from a junior academy to a school outside of the conference or to a non-Adventist school are sent as requested and authorized by the legal guardian, parent, or student, if 18 years or older. The junior academy will keep the originals.

E. Transferring Cumulative Records of Secondary Students

Cumulative records of secondary students are kept at the secondary school. Copies of records are sent when requested in writing by the legal guardian or the student, if 18 years or older.



1627:13 Records From Closed Schools

The Atlantic Union Conference Office of Education is responsible for the storage of students' cumulative records of a closed senior academy. Students' cumulative records from a discontinued junior academy associated with an operating elementary school are kept at the elementary school. Cumulative records of junior academy students from a closed junior academy that was associated with a closed elementary school are stored at the Union Office of Education. Students' cumulative records from a closed elementary school are stored at the conference office.

1630:93 Teacher Supervision of Students

A. Day School

1. The teacher shall be present in his/her classroom not less than 30 minutes prior to the opening of the school day and is to remain for at least 30 minutes following the close of the school day.
2. Students are to be under authorized adult supervision at all times while they are present on the school grounds.
3. Teachers may not leave the school campus during the school day unless arrangements are made with the administrator. In one-teacher schools these arrangements are to be made with the school board chairman.

B. Boarding School

The administration is to arrange for adequate supervision of students.

1633:04 Disciplinary Authority

The principal and school board are responsible for establishing disciplinary procedures. All members of the school faculty and staff share in the responsibility for supervision of student conduct. The individual faculty or staff member handles minor irregularities. Repeated offenses or major infractions of school rules are to be cared for by the principal and/or the school government committee.

1636:93 Student Discipline

Discipline is designed to be redemptive, remedial, and corrective rather



than punitive. Disciplinary procedures do not include corporal punishment.

1639:93 Corporal Punishment

Corporal punishment will not be used as a method of discipline.

1642:93 Detention of Students

A. Day School

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

B. Boarding Academies

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

1645:93 Suspension of Students

A. K-10

In multi-teacher schools the faculty prior to the opening of the school term should discuss the procedures for suspension of students.

A teacher may temporarily suspend a student from class, and parents/ guardians must be notified. Suspended students cannot leave the school without permission from a parent/guardian or without being accompanied by an authorized adult.

A student may be suspended from school for repeated offenses when other procedures have not been effective. The principal shall inform the parent/guardian and enforce the suspension.

Evidence of prior corrective measures and parental/guardian notification should be on file in the student's folder.

In the case of a serious overt act or violation of school regulations, the principal may suspend a student from school although there has been no prior offense.

The period of suspension should not exceed three days without school board approval. School suspension should not exceed two

weeks. A suspension should be effective until the parents/guardians appear at the school to discuss the conditions for readmission.

School board consideration of suspension recommendations must be in executive/closed session.

A report of class and/or school suspension shall be filed in the student's discipline record, which is kept separate from the academic record.

B. Senior Academy

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

1648:93 Expulsion of Student

The school board is the ultimate authority in the expulsion of a student upon the recommendation of the principal. As a general rule, expulsion is used only when other means of correction fail to effect a change in conduct. A decision to expel a student is to be made in an executive/closed session of the school board (*Code 1335*). A report of class and/or school suspension shall be filed in the student's discipline record, which is kept separate from the academic record.

1651:93 Reporting a Student's Withdrawal from School

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

1654:18 Emergency Drills/Safety Drills

Each school must have a detailed safety plan and conduct regular safety drills. All exits must be clear at all times.

A. Frequency

Fire, disaster, hostage/shooter, earthquake, and other emergency drills are required during the first week of school until satisfactory proficiency is attained, and once a month thereafter. The type of drill, the date, and the time must be recorded.

B. RED (Ready Emergency Documents)

The documents contained in the red, secure, emergency document holder provided by the Atlantic Union Conference and maintained by each teacher. The red holder is to have up-to-date contact information for students' parents/guardians; students' physicians' telephone numbers; fire, police, ambulance numbers; and relevant government numbers. RED are to be accessible instantly if evacuation is necessary.

C. Procedure (Sample)

1. Determine the type of drill, such as fire, disaster, hostage/shooter, earthquake; work in cooperation with local authorities.
2. Determine and practice the signal to be used.
3. Determine when the drill is to be done, during class or lunch, PE, assembly, or after school.
4. General guidelines:
 - a. Students exit room or go to the assigned area(s) in the classroom.
 - b. Students in classrooms other than their own are to remain with that class until given permission by both teachers to rejoin their class.
 - c. If exiting, students evacuate the room/building by designated routes to the assigned areas (posted on maps).
 - d. Students are not to talk.
 - e. Teachers:
 - (1) Take the RED which includes current parent/student contact information.
 - (2) Check that all students are out of the classroom/area.
 - (3) Close classroom door. Do not lock the door; reentry may be required.



- (4) In the assembly area, take roll and account for each child.
- (5) Have students remain in orderly and silent lines until the all clear signal is given.
- (6) Record the type of drill, the date, and the time in the RED holder.

1657:14 School Safety

A. Facilities

The school administration is responsible for maintaining facilities which are safe for students and personnel.

1. **Building and Equipment Safety**—Regular safety inspections of all school buildings and equipment are to be conducted. The *School Safety Self Checklist* produced by Adventist Risk Management, Inc., may be used.
2. **Environmental Safety**—Each conference board of education or academy board will follow environmental regulations from all levels of government. Every board will develop procedures for monitoring compliance with governmental laws and the regulations of the Environmental Protection Agency (EPA), including asbestos regulation compliance.
3. **Searches**—School personnel may authorize inspections of students' lockers, purses, backpacks, vehicles, or other belongings in the interest of student, faculty, staff, and property safety when due suspicion of probable cause is evident.

B. Persons

Schools will promote an environment based on trust and respect. Personnel must act to secure student safety, including calling the police, if applicable. Incidents are to be reported immediately to an administrator and/or the superintendent of schools. Appropriate disciplinary action will take place according to the school's code of student conduct. Examples of actions a school may require of a student are:

1. Making written statements, such as apologies and intentions.
2. Meeting with the school board, parents, and student(s).



3. Agreeing to a conduct plan and contract, designed to meet the needs of the student and the school.
 4. Fulfilling a community service plan; appropriate time compensation in redemptive activities.
 5. Submitting to an evaluation process, such as a psychological evaluation.
- C. School personnel will promptly respond to and investigate situations such as the following:
1. Bullying—Bullying is the intentional, repeated use of a written, verbal, or electronic expression (cyberbullying) or a physical act or gesture, directed at a victim that causes any of the following: harms the victim physically or emotionally or damages the victim's property; places the victim in reasonable fear of harm to himself/herself or of damage to his/her property; creates a hostile environment for the victim; infringes on the rights of the victim; or materially and substantially disrupts the educational process or the orderly operation of the school. Each school shall have a bullying policy that is in agreement with conference and governmental regulations.
 2. Child Abuse or Neglect—Any employee or volunteer at the school who suspects child abuse or neglect must report that suspicion to the area's child protection agency within a specified period of time as stated by law. When it is necessary to report a suspected instance of child abuse or neglect, the school administrator and conference superintendent of schools shall be notified. In making these reports and notifications, confidentiality shall be maintained. Educational personnel are reporting agents, not investigating agents, when dealing with cases of suspected child abuse or neglect.
 3. Substance Abuse—Each school board, in cooperation with the administration and faculty, should develop a clearly stated substance abuse policy. The possession, use, or distribution of illegal drugs is forbidden.
 4. Violence and Coercion—Violence and coercion, with or without a weapon, will not be tolerated.
 5. Weapon—A weapon is any article designed to be used, or which is used, to intimidate another and/or to inflict harm.

1660:99 Health Facilities and Services

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

1663:07 First Aid and CPR

- A. At least one teacher in every school must have a current first aid and cardiopulmonary resuscitation (CPR) certificate. This requirement should be in compliance with all governmental regulations.
- B. Each classroom should have access to a first aid kit.
- C. When going on field trips or excursions, each group is required to carry a first aid kit.

1666:03 Student Medical Examinations

A report of a physical examination must be submitted as part of the registration process for all students entering elementary or high school for the first time. This requirement should be in compliance with all governmental regulations.

1669:20 Immunizations

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

Parents who object to immunizations must obtain exemption from governmental health authorities and provide written proof of exemption before the student can be admitted. In situations where the parents believe that they are unable to obtain the exemption from governmental health authorities, the request will be evaluated on a case by case basis.

1672:93 Student Physical Health Records

Each student's health record, including the medical examination report and immunization record, is to be maintained in accordance with all governmental regulations and denominational policy. See *Code* 1760:06. Records should be kept up-to-date.



1675:04 Contagious Diseases

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

1678:04 Bloodborne Pathogens

Every school is expected to comply with all governmental regulations regarding bloodborne pathogens. Any questions or concerns should be directed to the Atlantic Union Conference Office of Education which will provide resources, information, and other assistance.

1681:18 Administering Prescription Medications

Teachers are not to try to diagnose a health condition. They are not to administer any medication, over-the-counter or prescription. Only designated personnel are allowed to give prescription medication. All of the following conditions must be met:

- A. Medication that has been prescribed by a physician and must be taken by the student during the school day must be administered by a school nurse or other designated school personnel.
- B. The medication must be delivered to the school by the parent or guardian in the original container bearing the full pharmacy label. All medication is to be stored safely and securely.
- C. It must be accompanied by written consent from the parent or guardian of the student requesting the school to carry out the instructions of the physician.
- D. A log of administered medications must be maintained.
- E. Authorized students may need to carry emergency medication, e.g., asthma inhalers, insulin, severe allergic reaction kits, or anticonvulsants. Documentation required for students who are allowed to carry and self-administer medication must include the signed consent of the physician, parent, and student. The school office shall maintain a list of all student on medication.
- F. Schools must comply with all governmental regulations.

1684:04 Student Hygiene, K-12

Neatness and personal cleanliness are required of each student. If these standards are not met, contact the parent or guardian.

1690:15 Administration of the Reconciliation Process for Disagreements

A. Purpose

The principles based on Matthew 18 and 1 Corinthians 6 may be used to settle disagreements. The goal of this informal process is to clarify the reasons for the disagreement and work toward reconciliation. Legal counsel shall not be present.

If at any step the disagreement evolves into a personnel issue, the superintendent should be informed. (*Code 3915:14*).
See *NAD Working Policy*, FL 11 15.

B. Procedures for Working Toward Reconciliation

1. Step One

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

2. Step Two

If the disagreement is not resolved using Step One, the school principal will be asked to help resolve the disagreement on an informal basis.

3. Step Three

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

4. Step Four

If the disagreement still is not resolved, the school board chair will convene the school board in executive session to reconcile the disagreement.

1695:19 Administration of the Sexual Harassment Policy

A. School Environment

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

Students and staff are to be informed of the kinds of conduct which may be construed as sexual harassment so that such problems can be avoided. Schools should have an annual assembly on this topic. Schools are not to tolerate acts of sexual harassment or to tolerate retaliatory conduct in response to a report of harassment. In like manner, false claims of sexual harassment are not to be tolerated. Such actions will result in a timely review and if warranted, disciplinary action.

In addition to being in violation of policy, sexual harassment constitutes illegal educational discrimination under federal and state statutes, the 14th Amendment of the U.S. Constitution, and Title IX of the Education Reform Act Amendment of 1972.

B. Definition of Sexual Harassment

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

1. Submission to such conduct is made either explicitly or implicitly a condition of the student's education.
2. Such conduct has the purpose or effect of unreasonably interfering with a student's ability to participate in or benefit from the academic or social life of a school's education program.

C. Examples of Sexual Harassment

Sexual harassment can take place between members of the same gender as well as between members of opposite genders.

Sexual harassment includes, but is not limited to:

1. Unwelcome sexual gestures, jokes, or comments that subject a person to ridicule, slurs, or other derogatory actions.



2. Demeaning or degrading comments about an individual's anatomy or appearance.
3. Any display (e.g., sexually suggestive pictures, drawings, cartoons, graffiti, or objects) including those worn on the person or shown by digital media.
4. Circulating or showing websites of a sexual nature.
5. Unwelcome sexual flirtation or propositions.
6. Any subtle or other pressure or request for sexual favors or activity, including any suggestion of the negative effect of giving in to or rejecting sexual advances.
7. Unnecessary or inappropriate touching of a sexual or abusive nature (e.g., patting, pinching, hugging, repeated brushing against another person's body).
8. Threats or demands for sexual favors.

D. Reporting Sexual Harassment

1. Students are encouraged to contact the administration if they have questions about the harassment policy or if they have specific concerns about what constitutes sexual harassment.
2. Each school shall appoint a designated officer to investigate sexual harassment incident reports. If for any reason the designated officer cannot conduct the investigation, the local administration in consultation with the school board shall appoint a qualified investigator.
3. Students who believe they are being sexually harassed should:
 - a. In clear language, tell the perpetrator to stop.
 - b. Report the incident(s) to a teacher, administrator, or the school's designated officer.
 - c. Keep detailed records in a safe place, including date, time, and place, as well as names of witnesses and other relevant information.
 - d. Report additional incidents if they occur.

E. Guidelines for Acting Upon Reports of Sexual Harassment

Upon receiving a complaint, the teacher or administrator shall inform the school's designated officer. Regardless of whether the victim files a formal complaint or requests action, the school must conduct a prompt, impartial, and thorough investigation to determine what happened and must take appropriate steps to resolve the situation. The designated officer will:

1. Follow governmental laws as well as the guidelines and procedures set by the school board and the administration. Certain actions of sexual wrongdoing require immediate notification to appropriate governmental officials.
2. Assume that the accused is innocent until charges are substantiated. A student may be temporarily removed from the situation until the investigation is completed.
3. Inform parents and legal guardians and request input from them.
4. Seek resolution.
5. Conduct a confidential investigation to the extent permitted by law.
6. Inform the alleged perpetrator that the matter is not to be discussed with any member of the school community, and there is to be no retaliation against the alleged victim.
7. When necessary, separate the victim and the alleged perpetrator during the investigation.
8. Work cooperatively with all relevant parties.
9. Conduct separate meetings with parties to obtain pertinent facts. Many states forbid educational institutions to arrange face-to-face meetings between the parties.
10. Document appropriately.
11. Inform parties of the right of appeal to the school board.

F. Disciplinary Action for Substantiated Harassment

Sexual harassment constitutes an infraction of policies and becomes grounds for disciplinary action including (1) verbal warning, (2) written warning, (3) suspension, and/or (4) expulsion.



Successive violations are grounds for progressively severe disciplinary actions. Gross violations will result in immediate expulsion.

G. Responsibility

The leadership of the school shall strive to create a study and work environment free from sexual harassment. Students, employees, and volunteers are to be encouraged to voice concerns about the sexual harassment policy for discussion and timely resolution. The responsibility for the effectiveness of this policy rests with all concerned.

The responsibility to report to governmental officials rests with each educator as outlined in mandatory reporting laws.

1700 Administration of Students

1705:19 Nondiscrimination Policy

Schools operated by the Seventh-day Adventist churches in the Atlantic Union Conference do not unlawfully discriminate on the basis of race, color, ethnicity, country of origin, or sex in the administration of educational policies, application for admission, scholarship or loan programs, and co-curricular activities. Every student is admitted to all the rights, privileges, programs, and activities generally accorded or made available to students at the schools. School boards shall administer all educational and financial policies on a nondiscriminatory basis.

1710:04 Application and Record Request Forms

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

1712:20 Enrollment and Admission

- A. Enrollment

To enroll, a student must meet the minimum age requirement for entrance or show documentation of grade completion below the level sought. If records are at a previous school, a form to request the student's records is to be completed. If no records of grade completion are available or if the student attended a nonaccredited program, placement may be temporary.

- B. Required Documents for Admission

It is recommended that a student not be admitted until all required documents are available to the admissions committee.

1. A completed application form (*Code 1710*).
2. Academic and character references (*Code 1715*).
3. Immunization records or an exemption obtained from governmental health authorities (*Code 1669*).
4. A copy of the student's official birth certificate (*Code 1220*).
5. A copy of the pupil's recent physical examination (*Code 1666*).
6. A completed Medical Release form or Consent to Treatment form (*Code 2345*).
7. Confirmation that satisfactory financial arrangements have been made for the current year and arrangements made for any past due accounts (*Code 1725*).

1715:04 Referencing New Applicants

New students should be referenced as part of the admission process.

1716:06 Admission of Non-Adventist Students

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

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

1718:09 Admission of Students from Other Countries

Before admitting or recruiting students from a foreign country, the school administration shall be certain that it is complying with all governmental laws. Guidelines for academy registrars about admission of foreign students may be found in the Handbook for Senior Academy Registrars of Seventh-day Adventist Schools, prepared by the Atlantic and Columbia Union Conferences and available online.



1720:10 Special Needs

Seventh-day Adventist schools may not have specialized personnel and/or additional resources for the accommodation of students with special needs. However, the schools of the Atlantic Union are encouraged to provide inclusive education for all students. Therefore, when accepting a student who has physical, mental, and/or social/behavioral disabilities or specific learning needs, the school must determine in consultation with the parents and careful study of student evaluations and test results, the accommodations that may be provided for the student, and the assessment processes that will be used to monitor academic and/or social progress. Should an agreement be reached between the parents and the school, in consultation with the teacher, a written document shall be prepared and signed which details the parents' acknowledgment of the services that the school can provide and the school's commitment to deliver those services to the best of its ability.

1725:04 Unpaid Accounts from Previous School

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

1730:06 Kindergarten and Elementary Entrance Age

A. Kindergarten

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

B. First Grade

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

1735:06 Placement of Students

A. Determining Grade Placement



1. Reports/report cards
2. Transcripts
3. School-developed placement criteria
4. Norm-referenced placement tests
5. Teacher-developed exams
6. Portfolios

B. Placement of Transfer Students

1. For transfer students from accredited schools and accredited home study programs, student report cards may be used as an aid in determining grade placement.
2. Transfer students from a nonaccredited school, nonaccredited home study program, or home school may be given assessments before admission to the school as an aid in determining grade placement. The conference superintendent of schools in conjunction with the principal may be consulted regarding grade placement.

C. Change in Placement

Any change in grade placement shall be made during the first 45 days of attendance.

D. Late-in-the-Year Transfers

It is recommended that new students not be accepted during the last marking period, with the exception of students who are relocating.

1740:04 Secondary Admission from an Accredited Program

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

1745:06 Secondary Admission from a Nonaccredited Program

When a secondary student applies from a program that is not recognized by the Atlantic Union Conference Board of Education, this



procedure is to be followed:

- A. Placement examinations may be administered to help in determining grade placement.
- B. The administration in consultation with the teacher, then will determine placement of the student.

1760:06 Student Records

A. Student Accounts

Schools are to develop and enforce a written policy regarding delinquent accounts. It is advised that during the registration process a parent/ guardian sign an agreement to abide by the policy. It is recommended that enforcement occur month-by-month.

B. Students' Transcripts

Schools are advised to send a student's transcript upon receiving a written request from a parent/guardian or the student, if age 18 or older.

C. Student's Right of Privacy/Confidentiality

- 1. A student's cumulative records are restricted as to what documents they contain, where they are stored, and who is able to access them. These records must be available for review by parents, legal guardians and/or the student, if 18 years or older (*Code 1624:15*).
- 2. A student's physical health, discipline, psychological/emotional records, and MAP/IEP/504 Plan are to be kept separate from academic records and should be released only at the student's written request or a parent's request, if the student is under 18 years of age.

1765:93 Labor Laws and Work Permits

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

1770:07 Student Pregnancy

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

A. Prior to delivery:

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

B. After the birth:

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

1800 The Home and School Association

1801:07 Establishment of the Home and School Association

A Home and School Association should be established everywhere there is a church school. Its purpose is to unite homes, church(es), and school in their endeavor to provide Seventh-day Adventist education.

1802:10 Home and School Handbook

For information about objectives, organization, officers, meetings, and activities, consult the Home and School Association Handbook that can be found online.

1805:10 Home and School Funds

Home and School Association funds are to be channeled through the school treasurer, kept as a separate account, and audited in harmony with denominational policy.

1900 The Alumni Association

1901:11 Establishment of the Alumni Association

An Alumni Association should be established everywhere there is a school that has graduates. The Alumni Association shall not be a separate or independent organization if any form of the school name is used.

The purpose of the Alumni Association is to:

- A. Offer fellowship to former students and graduates of the school
- B. Support Seventh-day Adventist education for future generations

1905:11 Alumni Funds

Alumni Association funds are to be channeled through the school treasurer, kept as a separate account, and audited in harmony with denominational policy.

CURRICULUM

2000 Curriculum Overview

2005:04 Definition of Curriculum

- A. For the Seventh-day Adventist system of education, curriculum is defined as all learning opportunities, both formal and informal, planned and guided cooperatively by the home, school, church, and community. With some common learning as a core, the curriculum is a dynamic, evolving, emerging plan for the education of children and youth in terms of their physical, mental, spiritual, emotional, and social needs, in a continuously changing local, national, and world community. Learning implies experience, which is the internalization of activities engaged in by the students. Attempts are made to provide learning experiences that meet not only the general needs but also the specialized needs related to the unique abilities, interests, and expectations of each learner.
- B. The curriculum at all levels reflects the Seventh-day Adventist philosophy and objectives of Christian education, an awareness of the principles of human growth and development, and the process of encouraging, guiding, and sustaining the learners as they seek to understand themselves, to relate to their fellow human beings, and to honor their Creator.
- C. The effective curriculum has input from groups of qualified individuals representing conferences, union conferences, and the North American Division. However, the role of teachers is paramount, not only in terms of methodology but also in the selection, revision, and evaluation of learning opportunities appropriate for the students they teach.
- D. To achieve a balanced and appropriate curriculum, satisfactory answers must be found to questions such as:
 - 1. Do the educational goals and objectives reflect the beliefs and values contained in *Journey to Excellence* (Code 2010:99)?
 - 2. Are current issues and events studied and assessed in terms of their implications for the Seventh-day Adventist Christian and the church?

3. Has the teacher learned to identify desirable and undesirable unintentional learning (hidden curriculum)?
 4. Has the local community of parents, patrons, and others been considered with respect to the opportunities it provides, the special needs it has, and the values and goals that are unique to it?
 5. Has the individual learner been considered to the extent that provision is made to meet his/her interests, needs, and capabilities?
 6. What provisions exist to accommodate students with disabilities?
- E. It is the responsibility of everyone involved in the educational process to endeavor to make each aspect of the curriculum consistent with the goals of *The Core of Adventist Education* aligned with the *Journey to Excellence*. As delineated in the NAD Standards, materials, methods, and content are to be flexibly designed and executed in an effort to promote the divergent, specialized potential of every learner and to maintain respect for the uniqueness and worth of each individual.
- F. Broad areas of the curriculum shall include religion/witnessing, communication/technology skills, physical and life sciences, mathematics, social studies, health, physical education, practical or applied arts, and fine arts, within the context and relationship of career development and character building—physical, mental, spiritual, social, emotional.
- G. Curriculum materials prepared under the sponsorship of and adopted by the Atlantic Union Conference and NAD Offices of Education are basic to the structure for learning experiences.

2010:99 Journey to Excellence

Journey to Excellence is an official document of the NAD Office of Education that outlines the goals of Adventist K-12 education. Each student will demonstrate the following:

- A. Acceptance of God and His Word
- B. Commitment to the Church
- C. Family and Interpersonal Relationships



- D. Responsible Citizenship
- E. Healthy Balanced Living
- F. Intellectual Development
- G. Communication Skills
- H. Life Skills
- I. Aesthetic Appreciation
- J. Career and Service

Journey to Excellence serves as a foundation for all curriculum development. Any program undertaken in response to the *Journey to Excellence* document must be approved by the Curriculum Committee of the Atlantic Union before implementation (*Code* 1080:04; 2815:93; 2820:04]

2012:99 The Core of Adventist Educational Curriculum

Adventist curriculum development consists of four overlapping stages:

- A. Purpose

What is the Adventist worldview?
(creation, fall, redemption, re-creation)
- B. Plan

How can the curriculum reflect this worldview?
(essential questions, content/big ideas, skills, assessments)
- C. Practice

How can the instruction reflect this worldview?
(connect, explain, apply, extend)
- D. Product

How can the assessment reflect this worldview?
(pre-assessment, formative concept-based assessment, formative skill-based assessment, summative assessment)



2015:99 Essential Core Elements for Curriculum in Seventh-day Adventist Schools

The essential elements, expressed as student outcomes, provide the basis for curriculum design and instructional planning. Each student will demonstrate the following:

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

Essential Elements

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

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

Essential Elements

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

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

Essential Elements

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



6. Develop a sense of self-worth in harmony with Christian ideals.
 7. Understand sexuality and its expression in the context of God's ideal.
 8. Develop the attitudes and conduct necessary for successful marriage and parenting.
- D. Responsible Citizenship—The student will develop an understanding of multicultural diversity and historical heritage, and a working knowledge of governmental processes, while affirming a belief in the dignity and worth of others and a responsibility for one's local, national, and global environments.

Essential Elements

1. Understand, accept, and respect the diversity of others.
 2. Exhibit concern and sensitivity for other peoples and cultures.
 3. Assume civic responsibility in one's local, national, and global community.
 4. Develop an awareness of the role of the Christian as a member of a global community.
 5. Understand the functions of governments and their impact on individuals and society.
 6. Analyze current events in the light of history and prophecy.
 7. Assume an active role in nurturing and preserving one's environment.
- E. Healthy Balanced Living—The student will accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.

Essential Elements

1. Recognize that a healthy lifestyle is a key to quality living.
2. Engage in regular exercise for sustained health.
3. Understand the relationship of wellness to an optimum relationship with God.



4. Avoid at-risk behavior in the interest of preserving God-given health.
 5. Value cooperation, teamwork, and sportsmanship.
 6. Apply Christian principles to recreation and sports.
 7. Achieve a balance in work, leisure, social, and spiritual activities.
 8. Realize the impact of emotions on spiritual, physical, social, and intellectual growth.
- F. Intellectual Development—The student will adopt a systematic, logical approach to decision-making and problem solving based on a body of scientific, mathematical, and historical knowledge, within the context of a biblical perspective.

Essential Elements

1. Broaden intellectual abilities through the study of God's Word.
 2. Use critical and creative thinking skills in decision-making and problem solving.
 3. Develop intellectual competence in natural sciences and mathematics, arts, social sciences, and applied arts.
 4. Develop effective ways to learn, to study, to locate, and to organize information.
 5. Understand how intellectual processes are influenced by a healthy lifestyle.
 6. Relate thinking skills to real world experiences.
 7. Integrate Bible-based principles throughout the whole range of thought and intellectual development.
 8. Apply the principle of lifelong learning.
- G. Communication Skills—The students will acquire optimum competency in verbal and nonverbal communication, in the use of information technology, and in effective communication of one's faith.

Essential Elements

1. Communicate effectively through the avenues of reading, writing, listening, speaking, and nonverbal language.
 2. Use communication skills in ways that enhance one's Christian witness.
 3. Understand how sensitivity to the feelings of others affects communication.
 4. Communicate effectively with other cultures and language groups.
 5. Use media to enhance communication.
 6. Employ language in ways that edify and uplift.
 7. Make appropriate choices when encountering all forms of media communication.
- H. Life Skills—The student will function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.

Essential Elements

1. Develop responsible decision-making skills.
 2. Utilize effective communication skills.
 3. Recognize, develop, and maintain positive self-esteem.
 4. Appropriately manage one's personal finances.
 5. Acquire skill in the use of computers and other forms of technology.
 6. Develop basic home-management skills.
 7. Interact effectively in groups.
 8. Develop conflict resolution skills.
 9. Manage time effectively.
- I. Aesthetic Appreciation—The student will develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.



Essential Elements

1. View God as the Author of beauty both in His creation and in human expression.
 2. Employ Christian principles as a basis for creative appreciation and expression.
 3. Appreciate the creative and performing arts.
 4. Develop artistic talents to their fullest potential.
 5. Develop self-confidence through practice and public performance.
 6. Use aesthetic expression as a means of communication and service.
- J. Career and Service—The student will develop a strong work ethic and an appreciation of the dignity of service, along with an awareness of career options and opportunities, as they relate to one's personal involvement in the mission of the church.

Essential Elements

1. Develop a strong Christian work ethic that respects the dignity of labor.
2. Develop an awareness of career options and opportunities as they relate to the mission of the church and to the changing world.
3. Recognize the role of useful work in achieving and maintaining self-worth and self-development.
4. Develop practical work skills that will enhance employability.
5. Experience the joy of serving others.
6. Identify the match between one's talents and career options.

2025:10 Evaluation and Accreditation of Seventh-day Adventist Schools

A. Rationale



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

B. Adventist Accreditation Association (AAA)

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

The NAD Commission on Accreditation serves as the agent of the AAA for accreditation of all schools in the NAD. The duties and functions of the NAD Commission on Accreditation are to:

1. Establish guidelines for quality education.
2. Adopt criteria, guidelines, and procedures for evaluation visits.
3. Determine the data to be collected for the periodic review of schools.
4. Periodically review the status of each school in the NAD.
5. Review the Visiting Committee Report and recommend a term of accreditation for each school to the AAA for final action.
6. Review appeals from schools regarding the recommendations of the Visiting Committee.
7. Transact business and perform routine activities between regular sessions of the Commission through the NAD Office of Education (NADOE).
8. Consider all matters referred to the Commission by the NADOE, General Conference Department of Education, and/or the AAA.

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

The accreditation process has three stages: the self-study, the visit by a visiting team, and the follow-up activities. The school's philosophy statement, schoolwide goals for student learning, and the criteria for accreditation from the NAD Commission on Accreditation serve as the underlying bases for these stages. Fundamental to accreditation is the quality of the educational program experienced by students. Thus, the accreditation process is designed to accomplish the following:

1. Assist each school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished, and the extent to which these purposes and functions address the general guidelines in the criteria for accreditation.
2. Provide a process for involving the administration, faculty, staff, school board, constituency, and students in an effective and meaningful evaluation of the program.
3. Provide an independent review of the self-study evaluation.
4. Provide the basis for action plans to address areas needing improvement.
5. Provide the basis for determining a term of accreditation.
6. Assist in coordinating the accreditation process with the regional accrediting association.

2100 Curriculum Committees

2105:04 North American Division (NAD) Curriculum Committee

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

2106:04 NAD Curriculum Committee—Membership

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

- A. NAD Office of Education associate director of education for curriculum and assistant director of education for secondary education, co-chairs.
- B. NAD vice president for education.
- C. Union conference directors/vice presidents for education and associate directors. Union offices of education with a one-person department may appoint an additional representative.
- D. One representative from each college/university department or school of education appointed by the union offices of education.
- E. A representative from Griggs University.
- F. The General Conference associate director of education with advisory responsibilities for North America shall serve in an advisory capacity.

2107:04 NAD Curriculum Committee—Meetings

This committee shall meet at least once a year.

2108:04 NAD Curriculum Committee—Functions

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

- A. Be responsible for the development, articulation, and revision of the K-12 curriculum throughout the NAD.



- B. Review recommendations, proposals, projects, curriculum materials, and practices received from union curriculum committees and union offices of education.
- C. Provide for NAD Office of Education-initiated curriculum development through summer committees.
- D. Outline the tasks and proposed timetable for framework development and/or revision of textbooks and curriculum materials.
- E. Assign special tasks to union curriculum committees.
- F. Encourage and coordinate the exchange and sharing of curriculum materials developed by the various unions.
- G. Conduct periodic needs assessment to determine curriculum needs and priorities.
- H. Provide for in-service workshops for new textbooks and curriculum materials.
- I. Classify curriculum materials submitted to the NAD Curriculum Committee.
- J. Coordinate division-wide selection and adoption of textbooks not published by the Seventh-day Adventist church.

2110:04 Atlantic Union Conference K-12 Curriculum Committee

The K-12 Curriculum Committee gives direction and guidance regarding curriculum within the Union educational system.

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

The members of the Union Conference Curriculum Committee shall be appointed by the Union Conference Board of Education upon the recommendation of the Union Conference Office of Education and may be composed of:

- A. Director of education, chair
- B. Associate director of education
- C. Chairs of the subcommittees of the Atlantic Union Conference Curriculum Committees (when applicable)



- D. Educational personnel from the following categories:
1. Academy principals—one
 2. Secondary teachers—one per academy
 3. Junior academy principals—one
 4. Elementary school principals—one
 5. Elementary teachers—minimum of one per conference
 6. College and university personnel representing secondary and elementary education—minimum of two
 7. All conference superintendents
 8. Union technology consultant
 9. Others by invitation

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

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

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

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

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

- A. Assist in the development and implementation of a distinctive Seventh-day Adventist K-12 curriculum.
- B. Articulate the Adventist K-12 curriculum.
- C. Review the NAD textbook lists and approve any recommended changes.



- D. Review curriculum practices, proposals, and projects.
- E. Identify curriculum needs and research ways to address them.
- F. Review and act upon recommendations from the elementary and secondary subcommittees of the K-12 Curriculum Committee or ad hoc committees established by the Curriculum Committee.
- G. Promote curriculum innovation.
- H. Promote student assessment and reporting.
- I. Recommend graduation requirements for elementary and secondary schools to the Atlantic Union Conference Board of Education.
- J. Review instruments for school evaluations.
- K. Make recommendations to the NAD Curriculum Committee.

2120:04 Conference Curriculum Committee

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

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

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

2121:04 Conference Curriculum Committee—Meetings

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

2122:04 Conference Curriculum Committee—Functions

Among the functions of the conference curriculum committee are the



following (NAD *Working Policy*, FEA 20 60; 2013-2014):

- A. Explore and identify ways of organizing resources for the purpose of improving learning opportunities.
- B. Provide leadership in conducting in-service education.
- C. Structure an effective program of student assessment.
- D. Explore ways of achieving an articulated curriculum in designated subjects. Resource personnel for this program should include representation from K-16.
- E. Review proposals for accepting credits for distance education or extension school courses.
- F. In cooperation with the Union Conference Curriculum Committee, to provide leadership for and maintenance of an ongoing program of curriculum development with extensive teacher and other church member involvement.
- G. Implement curriculum policies of the Atlantic Union Conference Board of Education.
- H. Initiate, encourage, and evaluate innovative programs in terms of specific needs.
- I. Conduct pilot studies in cooperation with the NAD and Union Conference Offices of Education.
- J. Initiate and conduct research projects and surveys as needed.
- K. Make recommendations to the Union K-12 Curriculum Committee.

2130:93 School Curriculum Committee—Membership

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

- A. The personnel of a school curriculum committee will vary from school to school as schools differ in size, faculty strengths, and curriculum offerings.
- B. The membership should include the principal, representation from the teaching staff, guidance counselor personnel, and when possible, members of the conference and/or Union Curriculum



Committees. Conference superintendents/supervisors may serve as ex officio members.

- C. The composition should be such that the committee can provide a comprehensive study of all aspects of the curriculum.

2131:93 School Curriculum Committee—Functions

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

- A. Study, identify, and implement the curriculum policies found in the NAD *Working Policy*, K-12 Education Policies, FEA 25; 2013-2014, and in the Atlantic Union Conference *Education Code*.
- B. Develop a statement of philosophy and objectives which is in accord with the NAD and Atlantic Union Conference statements, and to identify those particular aspects of philosophy and the unique objectives which meet the needs of the school constituency.
- C. Provide in-service opportunities and to assist teachers in writing learning objectives and meeting NAD Standards.
- D. Study materials for possible use in the school curriculum.
- E. Make recommendations to the conference office of education in areas related to curriculum development or innovative proposals.
- F. Identify ways of making the curriculum Christ-centered through approaches that integrate faith and learning.
- G. Study and review a variety of teaching techniques (methods or strategies) that may be used effectively in the various disciplines.
- H. Suggest a variety of activities that will help students transfer their learning to life's experiences.
- I. Initiate and evaluate experimental programs in terms of specific needs of students and/or the community.

2200 Curriculum—Subjects

2205:20 Guidelines Governing Curriculum Offerings

- A. It is the responsibility of the conference office of education to be informed about current governmental requirements that affect the curriculum and to notify schools of these requirements. The requirements must be met when determining the course offerings.
- B. Notwithstanding governmental curriculum requirements, in accordance with the NAD Standards, the adopted courses of study for the various academic programs shall include learning opportunities in the subjects listed under each program. All courses will integrate faith and learning.
- C. The course offerings listed for various school configurations include both required and elective courses.
- D. The curriculum must be approved by the conference and Union Boards of Education.
- E. The guidelines for offering the following subjects must be followed:
 - 1. Prior authorization to offer Algebra I in Grade 8 must be obtained from the conference Office of Education. The course is to be taught as a separate class with content that is aligned with the NAD Secondary Math Standards. The teacher must hold current endorsement to teach the course. An approved secondary textbook must be used. Class time is to meet the requirement specified for secondary mathematics courses. To be eligible to enroll, an eighth grader must score at or above the 85th percentile on the mathematics component of the IOWA. Students who satisfactorily complete the course shall receive dual credit.
 - 2. Secondary Science courses must be taught as laboratory courses.
 - 3. Technology/Business Education courses, including coding, should be offered to ninth-grade students when qualified faculty and adequate facilities are available.
- F. Authorization for electives courses will be based on:
 - 1. School facilities and equipment
 - 2. Teacher availability, including the following factors:



- a. Number of teachers
 - b. Teacher certification, including endorsements
 - c. Total teaching load
 - d. Other duties and responsibilities
- 3. Appropriateness of the course for the grade(s)
- G. Teachers are encouraged to integrate subjects.

2207:12 Distance Education or Online Curriculum

Consult the NAD website for a list of approved distance education or online curriculum providers.

2210:20 Elementary Curriculum

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

- A. Bible/Religion—Instruction which has as its basic purpose the revelation of God and the development of a saving relationship with Him. The Bible, denominational textbooks, and the writings of Ellen G. White are the basic materials to be used.
- B. Witnessing/Service—Instruction that places special emphasis on social and spiritual responsibility. The practice of service for others must be a part of each student's education.
- C. Language Arts—Instruction which includes the standards of reading, writing, listening, and speaking.
- D. Fine Arts—Instruction in art and music which includes opportunities for the development of aesthetic appreciation, skills of creative expression, and use of creative imagination within the context of Adventist principles.
- E. Mathematics—Instruction which includes the standards of mathematics: numbers and operations; operations and algebraic thinking; measurement; geometry; and data analysis, statistics, and probability.

- F. Physical Education—Instruction designed to promote desirable physical development, motor skills, interpersonal skills, and lifelong healthy lifestyles.
- G. Practical Arts—Instruction and participation in real-life, hands-on activities, which may include Adventist Youth honors and Pathfinders.
- H. Science and Health—Instruction in natural sciences and health which seeks to lead students to a knowledge of and respect for God as Designer, Creator, and Sustainer of His orderly universe.
- I. Social Studies—Instruction in the social studies which enables students to develop an awareness of God's hand in the affairs of humankind; to evaluate and preserve their national and Christian heritage while developing an appreciation for others' cultures; to understand and promote Christian principles of justice in order to understand the forces of good and evil as they relate to peoples and nations; to develop skills of critical analysis; to develop a lifestyle of social, ethnic, and cultural values consistent with Seventh-day Adventist beliefs.
- J. Technology/Business Education—Instruction to develop competence in the use of technology/business practices. May include coding.

2215:20 Nine-Grade Intermediate School Curriculum (Not a Junior Academy or a School Intending to Seek Junior Academy Status)

A nine-grade intermediate school is a unit authorized by the conference board of education and administered by the conference office of education. It offers an organized educational program that is structured to offer Grade 9 in combination with and as an extension of Grades 7 and 8 (NAD *Working Policy*, FEA 25 10; 2018-2019).

- A. Course descriptions are listed in *Code 2220:15*. Offerings and credits for Grade 9 shall include:
 - 1. Religion 10 semester units
 - 2. English 10 semester units
 - 3. Mathematics/Pre-algebra 10 semester units
(may be Algebra if the teacher has an endorsement in mathematics)

4. Science-Health, nonlaboratory 10 semester units
(may be a laboratory science if the teacher has an endorsement in science)

5. Social Studies 10 semester units

6. Physical Education 5 semester units

Total 55 semester units

7. Electives—These may be taught as minicourses. Up to 10 semester units total may be earned through electives.

a. Fine Arts

b. Practical Arts

c. Technology/Business Education. May include coding.

B. Letter grades may be recorded for the subjects listed when the following two conditions are met:

1. The teacher has denominational endorsement for junior academy subjects.

2. Instruction is taken from the nine-grade intermediate curriculum and is directed only to the ninth grade.

C. The conference will accept on a pass/fail basis the subjects and credits listed above for students completing Grade 9 in an approved nine-grade intermediate school if the teacher does not have endorsement for junior academy subjects.

2216:20 Multigrade Classroom Grades 7-9 Curriculum (a Junior Academy or a School Seeking Junior Academy Status)

A junior academy is a unit authorized by the Union Board of Education and administered by the conference office of education. One organizational plan for a junior academy is the multigrade classroom Grades 7-9 (NAD *Working Policy*, FEA 25 10; 2018-2019).

A. The ninth-grade course offerings and credits in the multigrade classroom shall be taught by a teacher endorsed in each subject Grades 7-9 and shall include the courses listed below. Course descriptions are listed in *Code 2220:15*. Letter grades will be given.



1. Religion 1 10 semester units
 2. English 1 10 semester units
 3. Mathematics/Pre-algebra 10 semester units
(may be Algebra if the teacher has an endorsement in mathematics)
 4. Science-Health, nonlaboratory 10 semester units
(may be a laboratory science if the teacher has an endorsement in science)
 5. Social Studies 10 semester units
 6. Physical Education 5 semester units
 - Total 55 semester units
 7. Electives—These may be taught as minicourses. Up to 10 semester units total may be earned through electives.
 - a. Fine Arts
 - b. Practical Arts
 - c. Technology/Business Education. May include coding.
- B. Additional elective courses may be offered if taught by a certificated person other than the regular full-time teacher. Authorization for elective courses will be based on:
1. Teacher certification, including subject endorsements
 2. Total teaching load and assignments in both elementary and secondary grades
 3. Other duties and responsibilities
 4. School facilities and equipment
 5. Appropriateness of the course for the grade levels

2217:20 Standard Program Grade 9 Curriculum (a Junior Academy)

A junior academy is a unit authorized by the Union Board of Education and administered by the conference office of education. One organizational plan for a junior academy is the Standard Program Grade 9 (NAD *Working Policy*, FEA 25 10; 2018-2019). In preparing the

schedule of classes, calculate the credit needed for graduation and balance the yearly load.

- A. Courses in the Standard Program Grade 9 shall be taught by a teacher endorsed in each subject. Course descriptions are listed in *Code 2220:15*. Letter grades will be given. Courses and credits include the following:

- | | | |
|----|---|-------------------|
| 1. | Religion I | 10 semester units |
| 2. | English I | 10 semester units |
| 3. | Mathematics | 10 semester units |
| 4. | Social Studies
(option—Science, laboratory or nonlaboratory) | 10 semester units |
| 5. | Physical Education | 5 semester units |

Total 45 semester units

6. Electives—Up to 10 semester units total may be earned through electives.
- a. Fine Arts
 - b. Practical Arts
 - c. Technology/Business Education. May include coding.

- B. Additional elective courses may be offered if taught by a certificated person other than the regular full-time teacher. Authorization for elective courses will be based on:

- 1. Teacher certification, including subject endorsements
- 2. Total teaching load and assignments in both elementary and secondary grades
- 3. Other duties and responsibilities
- 4. School facilities and equipment
- 5. Appropriateness of the course for the grade levels



2218:20 Standard Program Grades 9 and 10 Curriculum (a Junior Academy)

A junior academy is a unit authorized by the Union Board of Education and administered by the conference office of education. One organizational plan for a junior academy is the Standard Program Grades 9 and 10 (NAD *Working Policy*, FEA 25 10; 2018-2019). In preparing the schedule of classes, calculate the credits needed for graduation and balance the yearly load.

A. The offerings for the Standard Program Grades 9 and 10 shall be taught by a teacher endorsed in each subject. Course descriptions are listed in *Code* 2220:15. Letter grades will be given. Courses and credits shall include the following:

1. Ninth Grade

- | | | |
|----|--------------------|-------------------|
| a. | Religion I | 10 semester units |
| b. | English I | 10 semester units |
| c. | Mathematics | 10 semester units |
| d. | Social Studies | 10 semester units |
| e. | Physical Education | 5 semester units |

Total 45 semester units

f. Electives—Up to 10 semester units total may be earned through electives.

- (1) Fine Arts
- (2) Practical Arts
- (3) Technology/Business Education. May include coding.
- (4) Career Education

2. Tenth Grade

- | | | |
|----|-------------|-------------------|
| a. | Religion II | 10 semester units |
| b. | English II | 10 semester units |



- c. Mathematics 10 semester units
- d. Science, laboratory 10 semester units
- e. Social Studies 10 semester units
- f. Physical Education 5 semester units
- g. Health 5 semester units

Total 60 semester units

- h. Electives—Up to 10 semester units total may be earned through electives.

- (1) Fine Arts
- (2) Practical Arts
- (3) Technology/Business Education. May include coding.
- (4) Career Education

- B. Additional elective courses may be offered if taught by a certificated person other than the regular full-time teacher. Authorization for elective courses will be based on:

- 1. Teacher certification, including subject endorsements
- 2. Total teaching load and assignments in both elementary and secondary grades
- 3. Other duties and responsibilities
- 4. School facilities and equipment
- 5. Appropriateness of the course for the grade levels

2219:20 Subject Alternation Program Grades 9 and 10 Curriculum (a Junior Academy)

A junior academy is a unit authorized by the Union Board of Education and administered by the conference office of education. One organizational plan for a junior academy is the Subject Alternation Program Grades 9 and 10 (NAD *Working Policy*, FEA 25 10; 2018-2019).



In preparing the schedule of classes, calculate the credits needed for graduation and balance the yearly load.

A. The offerings for the Subject Alternation Program Grades 9 and 10 shall be taught by a teacher endorsed in each subject. Course descriptions are listed in *Code 2220:15*. Letter grades will be given. Courses and credits include the following:

1. Odd year (school year ending with an odd number)

- | | | |
|----|---------------------------|-------------------|
| a. | Religion I | 10 semester units |
| b. | English I | 10 semester units |
| c. | English II (see C below) | 10 semester units |
| d. | Mathematics | 10 semester units |
| e. | Social Studies | 10 semester units |
| f. | Physical Education | 5 semester units |

Total 55 semester units

- g. Electives—Up to 10 semester units total may be earned through electives.

- (1) Fine Arts
- (2) Practical Arts
- (3) Technology/Business Education. May include coding.
- (4) Career Education

2. Even Year (school year ending with an even number)

- | | | |
|----|---------------------|-------------------|
| a. | Religion II | 10 semester units |
| b. | English I (see C) | 10 semester units |
| c. | English II (see C) | 10 semester units |
| d. | Mathematics | 10 semester units |
| e. | Science, laboratory | 10 semester units |
| f. | Physical Education | 5 semester units |



g. Health 5 semester units

Total 60 semester units

h. Electives—Up to 10 semester units total may be earned through electives.

(1) Fine Arts

(2) Practical Arts

(3) Technology/Business Education. May include coding.

(4) Career Education

B. Additional elective courses may be offered if taught by a certificated person other than the regular full-time teacher. Authorization for elective courses will be based on:

1. Teacher certification, including subject endorsements.
2. Total teaching load and assignments in both elementary and secondary grades.
3. Other duties and responsibilities.
4. School facilities and equipment.
5. Appropriateness of the course for the grade levels.

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

2220:19 Academy Curriculum—Grades 9-12

The adopted course of study for Grades 9 through 12 should include instruction in the following areas by a teacher endorsed in the subject:

A. Bible/Religion—Instruction which has as its basic purpose the revelation of God and the development of a saving relationship with Him. The denominational textbooks, together with the Bible and the writings of Ellen G. White, are the basic materials to be used.



- B. English—Instruction including the English standards of reading, writing, listening, and speaking.
- C. Mathematics—Instruction designed to develop mathematical understanding, operational proficiency, insight into problem solving procedures, and development of skills relevant to the world of work.
- D. Science—Instruction in biological and physical sciences with emphasis on basic concepts, theories, the processes of scientific investigation, and with appropriate applications of the interrelationship and interdependence of the sciences. Basic to this approach is a growing understanding of the relationship of scientific methods and theories to biblical concepts and principles.
- E. Social Studies—Instruction in world history, United States history, and local, state and national governments with consideration of the mission of the church, the fulfillment of Bible prophecy, contemporary societal issues, contributions of ethnic groups, and the American legal system.
- F. Career Education—Instruction that stresses the development of the whole person learning to relate to the world of work with emphasis on discovering career interests and developing good work ethics.
- G. Fine Arts—Instruction that includes opportunities for the development of aesthetic appreciation, skills of creative expression, and use of creative imagination. Applied and appreciation courses may be offered such as music, art, drama, photography, and graphics.
- H. Health, Physical Fitness, and Recreation—Instruction and participation in activities designed to promote physical development, motor skills, healthful living, and lifelong wellness habits.
- I. Practical Arts—Instruction in applied practical arts such as home arts, mechanical drawing, auto mechanics, woodworking, gardening, and robotics. These also may be taught as nonlaboratory classes.
- J. Business Education—Instruction and ethical practice of the processes, knowledge, and use of tools related to business that cover the human ability to shape and change the world.



- K. Digital Technology Education—Instruction and ethical practice of the processes, knowledge, and use of tools related to technology that cover the human ability to shape and change the world.
- L. Service-Learning—Instruction which places special emphasis on the social and spiritual responsibility of service to others. Twenty-five (25) hours per school year of service-learning experiences should be designed to elevate practice to a level with theory and to enhance positive interpersonal relationships.
- M. Other Studies—Instruction in other studies as authorized by the school board in counsel with the Atlantic Union Conference Office of Education.

2230:15 Graduating Class—Senior Academy

The graduating class is composed of seniors who prior to graduation will have met the conditions given below. Consult *Code 2500* Introduction, 2510:06, 2511:05, 2512:05, 2513:05, 2514:93, 2515:93, 2525:93 for more information about graduation requirements.

- A. Earned a minimum of 220 semester units.
- B. Placed all credits from other schools on file in the registrar's office.
- C. Removed all incompletes.
- D. Completed all distance education or extension school work and submitted final grades to the school registrar according to academy regulations.
- E. Completed 25 hours of service learning for each year of attendance at the academy.

2300 Co-curricular Activities

2305:06 Co-curricular Activities K-12

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

2306:93 Philosophy for Co-curricular Activities

Co-curricular activities must match and reflect the philosophy of Seventh-day Adventist education. Therefore, co-curricular activities must:

- A. Afford opportunities for students to become involved in leadership roles, decision-making, following guidelines, and working with others.
- B. Distribute leadership roles throughout the student body.
- C. Not become so involved that the time taken in planning and conducting them overshadows the purpose for which they are being conducted.
- D. Not become a detriment to a student's scholastic program, work, or health.

2307:93 Standards for School-sponsored Public Functions

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

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

2308:99 Cultural Diversity and the School Program

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



2309:04 Patriotic Activities

Each school is to conduct patriotic activities such as saluting the flag, learning the national anthem and other patriotic songs, and commemorating national holidays.

2310:04 Religious/Spiritual Programs

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

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

A. Daily Worships

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

B. Chapel/Assembly Services

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

C. Weeks of Spiritual Emphasis

A week of spiritual emphasis must be conducted during each semester.

D. Spirit of Prophecy Emphasis

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

E. Baptismal Classes

Baptismal classes should be organized each year to give students the opportunity to prepare for baptism and to review the beliefs of the Seventh-day Adventist church.

F. Student Prayer Groups

As an integral part of the school program, time should be provided for organized, regular prayer groups with voluntary attendance.

G. Adventist Youth (AY)/ Pathfinder Clubs—optional

Each school may conduct Pathfinder and AY activities, emphasizing the students' participation in progressive class work and missionary activities.

2320:06 General Co-curricular Activities

A. Off-campus Activities

Any school-sponsored activity during which the student leaves the school grounds is an off-campus activity. Examples of off-campus activities are given below. See *Code 2330:93* for criteria for sponsors.

1. Class and school outings, e.g., picnics
2. Conferences, e.g., prayer, leadership
3. Field trips—school-sponsored activities outside the classroom designated as effective correlated educational experiences [alt., school-sponsored activities outside the classroom which are integral parts of the curriculum]
4. Music clinics/festivals
5. Outdoor/field/environmental schools—school or conference-sponsored curricula designed to emphasize nature, science, and environmental education
6. Service learning activities
7. Tours, e.g., musical organizations, Adventist heritage
8. Trips, e.g., class, mission, recruitment/marketing



B. On-campus Activities

Activities involving students that are conducted without leaving the campus include, but are not limited to:

1. School clubs
2. Career days
3. School publications
4. Student association activities
5. Track and field days
6. Campus beautification
7. Public performances
8. Class activities
9. School festivals

2325:19 Approval for Co-curricular Activities

Teachers must receive written approval for proposed plans from the school administration prior to suggesting/discussing plans with students, parents, or engaging in any fund-raising activities. Group fund-raising activities are preferred although students may be assigned individual goals. If students are charged individual fees for participation, every effort should be made to provide financial assistance where it is needed.

A. On- and Off-campus Day Activities

1. Plans for on-campus day activities must be approved by the school administration.
2. Plans for off-campus day activities must be approved by the school administration and the school board.

B. Late Night or Overnight Activities

Schools that are planning late night or overnight off-campus activities must secure prior written approval from the school board, the conference superintendent of schools, and the conference board of education. In the case of boarding schools, the academy board and administrative council must grant approval.



C. Out-of-conference Tours and Activities

Out-of-conference activities involving visits to other schools or churches must be approved by the school boards of the respective schools and/or churches and by the respective conference boards of education.

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

2326:93 Out-of-Union Tours and Mission Projects

- A. Any out-of-Union activities must be approved by the school board and the conference board of education.
- B. Mission projects outside the Atlantic Union Conference must be approved by the school board, the conference board of education, and the Atlantic Union Conference Board of Education or the Executive Committee of the Atlantic Union Conference Board of Education. A written request on the required form must be submitted by the deadlines given on the form. Each group making a mission trip must have the needed funds and materials as agreed on by the host.

2327:19 Out-of-division Trips—Policy and Form

- A. All out-of-division trips must comply with the policy of the NAD and the General Conference of Seventh-day Adventists. Required forms must be submitted. The policy and the form are available on the NAD web site. Approval through the Office of Volunteers is not needed for trips to Bermuda or Canada because they are within the NAD.
- B. All tours abroad must have prior written approval of the school board, the conference board of education, and the Atlantic Union Conference Board of Education or the Atlantic Union Conference Board of Education Executive Committee. This includes any tours or trips sponsored by denominational employees or their families. See *Code* 2330:93.
- C. Notification of tours which have been approved by the school board, the conference board of education, and the Atlantic Union Board of Education or its Executive Committee shall be submitted to the General Conference Department of Education four months in advance of the tour. Information to be supplied to the General Conference includes the name of the sponsoring organization; the



name of the governing board or committee that has approved the tour and the date of approval; the full travel itinerary including the name of the tour, schedule of dates, and locations; the name of the tour director or directors; and a list of Adventist churches and institutions to be visited, if any.

- D. Detailed arrangements are to be made by the sponsoring organizations with those who will be involved in the area to be visited.
- E. The touring group should be culturally sensitive while upholding church standards at all times in conduct, Sabbath observance, and attire.
- F. The political sensitivity of the area visited should be considered before, during, and after the activity. Great caution should be exercised in reporting or writing about the tour.
- G. Groups and individuals should be advised of their personal responsibility for expenses while visiting denominational institutions and/or personnel. No tour groups or individuals should expect denominational institutions or organizations to care for their entertainment gratis.
- H. Individual participants must provide proof of adequate insurance for personal liability, injury, accident, or sickness. Signed parental permission is required.
- I. All tours must have complete liability coverage, as determined by Adventist Risk Management, Inc. (ARM), to protect the denomination from liability risks. It is recommended by ARM that sponsoring institutions or organizations require all participants to sign an *Assumption of Risk Form* and all travel agents to sign a *Travel Agent's Indemnity Agreement*. These forms are available from the Legal Services Division of ARM.

2330:19 Off-campus Activities Criteria

A. School Days Used for Activities

In addition to the specified days per school year outlined below, additional days that involve a weekend or a regularly scheduled vacation day may be granted for activities.

1. Each class, club, and student association activity shall be limited to one school day. Senior class trips should not exceed three school days and should be organized so that each student can participate.



2. Athletic teams, musical organizations, and any other promotional groups shall be limited to no more than three school days.
3. Field, environmental, and outdoor schools, and mission trips shall be limited to no more than five school days for any one grade, class, or organization.
4. Service-learning days shall be limited to a maximum of four days.

B. Supervision of Students

Each off-campus activity and tour is to be planned, organized, and conducted so as to ensure the health and safety of students, e.g., having adequate verified supervision, carrying a first aid kit, and students' emergency contact numbers. The number of supervisors will depend upon the grade and gender of the students as well as the type of activity. A chaperone must always be present whenever students are on the bus or in the vehicle.

1. Supervisors are those individuals who are present with and take responsibility for the health and safety of the students.
 - a. Employee supervisors are those employed by the local institution sponsoring the activity.
 - b. Nonemployee supervisors are those volunteers not employed by the local institution sponsoring the activity.
2. Trip supervisors must meet specific criteria.
 - a. A supervisor/sponsor/chaperone/volunteer must support the mission of the school and the Seventh-day Adventist church.
 - b. A supervisor/sponsor/chaperone/volunteer must have assisted on a similar activity or the organization must have additional experienced supervisors in attendance.
 - c. A supervisor/sponsor/chaperone/volunteer must have demonstrated the ability to manage students to ensure that the activity is safe and successful.
 - d. A supervisor/sponsor/chaperone/volunteer must have shown that students' safety is the primary focus and supersedes personal interests.



- e. A supervisor/sponsor/chaperone/volunteer must understand and promote all school trip guidelines.
- 3. Prior to the off-campus activity, school administrators must have verification of background checks and safety training for all personnel—supervisors, sponsors chaperones, volunteers. Conference approved training materials should be used.
- 4. Adventist Risk Management, Inc., recommendations for low-medium-high risk activities should be followed.

The following adult-to-student ratios are to be observed:

- a. One adult for no more than five primary grade students (Grades K-2).
 - b. One adult for every eight middle grade students (Grades 3-6).
 - c. One adult for every ten junior high students (Grades 7-10).
 - d. One adult for every twelve students in senior academies.
 - e. For late nights or overnight trips, more adult supervisors are required.
 - f. If there are mixed gender student groups, there must be mixed gender supervisors.
- 5. Denominational employees or their families are not to sponsor, without organizational approval, any tours or activities outside the continental United States and Bermuda, even though the tour may take place during the employee's vacation.

2335:04 Class Trips

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



- C. The local board may require tuition to be current or arrangements made for payment prior to trips other than the eighth grade and senior class trips.

2340:19 Field Trips, Field Schools, and Outdoor Schools

Field trips, field schools, and outdoor schools must be integral to the academic curricula.

Financial provision must allow all students the opportunity to go on required trips should they wish to participate, regardless of their personal financial situation.

Written approval from the school administration must be obtained prior to conducting day activities on-campus.

Written approval from the school administration must be obtained prior to conducting day activities on campus. Off-campus day activities are to have prior written approval from the school administration and the school board.

Requests for late nights or overnight trips within a conference must have prior written school board and conference board of education approval.

For approval, documentation must include details showing compliance with the requirements in each of the following areas:

- A. Purpose of trip
- B. Itinerary
- C. Number of days required
- D. Transportation arrangements
- E. Insurance coverage of individual students, supervisors, and vehicles
- F. Safety requirements and provisions, e.g., carrying students' emergency contact numbers and a first aid kit
- G. Housing accommodations (if overnight)
- H. Parental permission

2345:19 Safety and Insurance Regulations

It is the responsibility of the school administrator or a designated representative to ensure that the following policies are followed:

A. Safety Regulations

1. A first aid kit is to be taken on trips/excursions (*Code* 1663:07).
2. When possible, transportation for school-sponsored, off-campus activities shall be by bus. If using a commercial carrier, pre-trip checks of companies, drivers, and vehicles are to be made. The carrier selected by schools in the United States shall be licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA) and not have any rating of “conditional” or “unsatisfactory.” Bermuda must comply with local requirements. The contract with the carrier should prohibit the use of a subcontractor unless sufficient notice is given to allow the school to verify the qualifications of the subcontractor.
3. Whether using commercial carriers or private vehicles, all drivers must meet all governmental regulations including background checks and if required fingerprinting. The recommended minimum age for drivers shall be 21 years. The driving record (Motor Vehicle Record) of each driver shall be obtained from governmental 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 accident that results in a conviction of a misdemeanor or criminal charge while driving any vehicle. When drivers do not meet the above driving standards, they shall not be assigned to or retained for a driving position.
4. A verified chaperone must always be present whenever a student is on the bus or in the vehicle.
5. When private vehicles are used for school activities, there must be an adult, authorized by the school administration, driving each vehicle.
6. All school-owned vehicles used in the transportation of students must be properly maintained and be in safe operating condition. The school board is responsible for the following:

- a. All vehicles must meet governmental and insurance regulations.
 - b. All vehicles must be regularly serviced and checked for safety.
 - c. All vehicles must be kept clean.
 - d. Regular and substitute drivers must be properly licensed and meet the conditions in *Code* 2345:19 A 2, 3.
7. Travel between midnight and 6:00 a.m. should be avoided.

B. Insurance Regulations

1. Students

Every student participating in an off-campus activity must be properly covered by student accident insurance. Copies of signed Medical Release forms/Consent to Treatment forms must be available at all times during the trip.

2. Vehicles

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

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

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

**Any deductible above or below this amount or waiver of the requirement to carry comprehensive and collision coverage is at the discretion of the employing organization. See *Code* 3728:93 for related information.

2350:93 Student-led On-campus Activities

A. Faculty and Staff Responsibilities

All student-led organizations and activities shall be under the direct



supervision of the principal and/or the designated faculty and/or staff sponsor(s).

B. Qualifications and Standards for Student Officers of Co-curricular Activities

Student officers must meet the following qualifications and standards:

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

C. School Organizations and Activities

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

D. Student Association

A student association may be organized in a manner best suited to the students and faculty of the school. Activities of the student association are expected to be in harmony with the philosophy and objectives of the school. The following factors should be considered:

1. Membership shall be open to all students, faculty, and staff members.
2. When possible, two sponsors shall be appointed by the administration.
3. A constitution shall be developed and subsequently approved by the administration and faculty/staff of the school.
4. Major activities of the organization are to be approved by the administration and faculty/staff of the school.

2360:93 School Publications

A. Student Leadership



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

B. Faculty/Staff Sponsors

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

C. Authorization

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

Annuals/yearbooks are authorized based on:

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

2365:93 Student/Class Organizations

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

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

- A.** The purpose of class organizations shall be to provide for religious and social activities, to foster school spirit, and to give opportunities for leadership.



- B. All classes may be organized at any time during the year with faculty direction and under specific regulations.
- C. Sponsors should be selected according to a plan developed by the administration and faculty/staff.
- D. Class officers should meet the same requirements as those of student body officers (*Code 2350:93 B*).
- E. Any student with unsatisfactory class work, grades, or citizenship may, at the discretion of the faculty or government committee, be disqualified from being considered for any class office.
- F. Clubs and special groups may be organized as student and staff/faculty interests, needs, and abilities warrant. To obtain authorization for such an organization:
 - 1. Administration and staff/faculty approval must be acquired.
 - 2. Purposes, objectives, or goals must be clearly stated, and these purposes must be in harmony with the philosophy and objectives of the school.
 - 3. Officers must meet the standards required of student body officers or class officers (*Code 2350:93 B*).

2370:04 Sports—Athletic Programs

A. Intramural Sports

These activities and sports involve only students and teams of the same institution. The following are recommended for an intramural sports program:

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



B. Interschool Sports (NAD *Working Policy*, FEB 05 45; 2017-2018)

Adventist schools that participate in an athletic program shall have a written interscholastic sports plan that will be reviewed and approved annually by the faculty and school board. The plan will ensure that:

1. The opportunity for developing student's character and physical giftedness through athletics is aligned with the school's mission.
2. The goals of the athletic program are integral to achieving student learning standards.
3. The allocation of time and resources for athletics does not minimize the focus on spiritual, academic, or social programs.
4. Students, parents, and coaches are educated and empowered to positively impact the community.
5. Recommended training is completed by all coaches, paid or volunteer, at all levels (elementary and secondary) before they begin coaching any sport.

2375:18 Competition

The promotion of competitive contests, with emphasis on rivalry and pride of performance, is contrary to Christian principles. Opportunity should be provided for student participation in activities and projects based on the concept of Christian cooperation and service.

2400 Administration of Curriculum

2404:93 Academic Credit

A. Elementary

Every year credit for each elementary subject is granted when a student has completed the course requirements.

B. Secondary Semester Units of Credit

The semester unit system is used for reporting credit for each class at the secondary level. Classes that meet for 200 minutes per week for 36 weeks will receive 10 semester units of credit. Credit for physical education is to be computed on the same basis as other nonlaboratory classes. Courses designated as laboratory courses must meet 240 minutes per week for 36 weeks to receive 10 semester units of credit. The maximum credit given for any class is 10 semester units. Ten semester units equal one Carnegie unit/credit.

2408:15 Secondary Academic Credit for Laboratory Classes

The school may designate laboratory courses on the basis of graduation requirements, proficiency, or enrichment. Laboratory courses must meet 240 minutes per week for 36 weeks to receive 10 semester units of credit. Less credit may be granted on the basis of class time. Example: A laboratory class that meets for 120 minutes per week for 36 weeks will receive 5 semester units of credit.

A. Science Courses

All science courses must be taught as laboratory courses.

B. Applied Fine Arts

Examples of applied fine arts include music, art, drama, photography, and graphics. These also may be taught as nonlaboratory classes.

1. Semester units of credit are granted on the basis of class time.
2. Private lessons: Five semester units are granted for a minimum of 30 half-hour lessons per year, or one half-hour lesson per week for one school year. The credit may be



prorated according to the number of lessons if there are more or fewer than 30-35 lessons per year.

C. Applied Practical Arts

Examples of applied practical arts are home arts, mechanical drawing, auto mechanics, woodworking, gardening, robotics, keyboarding, office practice, and computers. These also may be taught as nonlaboratory classes. Semester units of credit are granted on the basis of class time.

2412:20 Minimum Number of School Days

The minimum number of school days in the school year shall be 180, except where local law requires a greater number.

Any reduction in the required minimum number of school days due to an emergency situation requires superintendents to have approval from their conference board of education and from the Union Office of Education.

2416:93 Minimum Hours in a School Day

The minimum number of hours in a school day is four hours of teacher-student contact excluding the lunch period.

A student-teacher contact day is one that students and teachers are required to attend, attendance is taken, there is meaningful content, and the day meets a minimum of four hours excluding lunch.

Up to eight minimum days, apart from early closure on Fridays, may be scheduled for the year. Schools that dismiss early on Fridays must ensure that the length of the school week meets the minimum time requirements (*Code 2420:07*).

2420:07 Length of School Week

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

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

2424:19 Class Time Requirements

A. Elementary

Minutes may be adjusted to ensure mastery of needed skills.

Elementary Suggested Daily Minutes Per Subject—Minimum		
Subject	Grades 1-4	Grades 5-8
Worship	15 minutes daily	15 minutes daily
Bible	30-45 minutes daily	45-50 minutes daily
Language Arts*	150 minutes daily	30 minutes daily
Mathematics	40-55 minutes daily	70 minutes daily
Science	30 minutes daily	30-45 minutes daily
Social Studies	30 minutes daily	30-45 minutes daily
P.E.-Health	80-120 minutes weekly	80-120 minutes weekly
Art, Music	60 minutes weekly	60 minutes weekly
Practical Arts	60 minutes weekly	60 minutes weekly
*Language Arts includes Reading, Writing, English, Spelling, and Handwriting		

Elementary Suggested Weekly Minutes Per Subject—Minimum		
Subject	Grades 1-4	Grades 5-8
Worship	75 minutes weekly	75 minutes weekly
Bible	150-225 minutes weekly	225-250 minutes weekly
Language Arts*	750 minutes weekly	650 minutes weekly
Mathematics	160-235 minutes weekly	235-310 minutes weekly
Science	60-120 minutes weekly	150-200 minutes weekly
Social Studies	60-120 minutes weekly	150-200 minutes weekly
P.E.-Health	80-120 minutes weekly	80-120 minutes weekly
Art, Music	60 minutes weekly	60 minutes weekly
Practical Arts	60 minutes weekly	60 minutes weekly
*Language Arts includes Reading, Writing, English, Spelling, and Handwriting		

B. Secondary

1. Core classes are to be a minimum of 200 minutes per week, not to include passing time, with instructional time being a major portion and clerical activities kept to a minimum.
2. Laboratory classes are to be a minimum of 240 minutes per week. The laboratory classes are not to include



passing time and should average one laboratory period per week. Instructional time should constitute a major portion of the laboratory time. Clerical activities should be kept to a minimum.

Laboratory classes are identified as:

- a. Science:
 - (1) Biology
 - (2) Chemistry
 - (3) Physics
 - (4) Others approved by the Atlantic Union Conference Office of Education
- b. Applied/Practical Arts

These also may be taught as nonlaboratory courses.
- c. Fine Arts

These also may be taught as nonlaboratory classes.

2428:99 Subject Alternation Schedule

Certain subjects in the elementary school may be taught on a two-grade alternating basis. These include religion 5-8, social studies 1-8, health/science 1-8, and spelling 5-8. The pattern of alternation is indicated by the term odd year, which designates a school year ending in an odd number (e.g., 2014-2015), and even year, which designates a school year ending with an even number (e.g., 2015-2016). Schools that are large enough to make it unnecessary to combine two grades are not required to follow the alternation schedule. For an outline of the alternation plan, consult the NAD *Elementary Textbook List*.

2432:93 Basis for Nine-week Grades and Semester Grades

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



2436:07 Elementary Progress Reports/Grade Reports

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

- A. Elementary Grades K-2 will use one of the following grading scales:

I—Achieves objectives and perform skills INDEPENDENTLY

P—PROGRESSING toward achieving objectives and skills

NT—NEEDS more TIME to develop

or

E—Excellent

S—Satisfactory

N—Needs Improvement

- B. Grades 3-8 will use the five letter grades—A, B, C, D, and F. Pass (P) or Fail (F) may be used for noncore subjects. Core subjects are Bible, mathematics, language arts, social studies, and science.

2440:07 Secondary Grade Reports (Including Junior Academy)

Letter grades—A, B, C, D, F, and I (Incomplete) normally will be used in Grades 9-12.

2444:19 Granting of Pass/Fail Grades

- A. Courses in elementary or secondary school can be offered on a pass/fail basis. While the student earns credit for a pass/fail subject, a pass/fail grade is not computed in the GPA. Pass/fail courses can be offered only on approval of the conference superintendent of schools.
- B. In special situations a student may be issued a pass/fail grade when the individual cannot complete a course in the usual manner and time. Requests for a pass/fail grade must be made to the conference superintendent of schools, accompanied by a physician's or counselor's statement.



2448:15 Grade-point Average System (Grading Scale)

The four-point system is used to determine the grade-point average. Pluses and minuses may be used:

Letter Grade	Percentage	Grade-Point
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

2452:99 Timely Reporting of Grades

Student Progress Reports must be distributed within five school days after the close of each nine-week period.

2456:14 Filing Grades of Elementary Students

Grade reports are to be filed in a student's cumulative folder.

2460:14 Filing Grades of Secondary Students (Including Junior Academy, Grades 9 and/or 10)

- A. Grade reports of junior academy students in Grades 9 and/or 10 are to be filed at the Union Conference Office of Education within five days after the end of each semester. Principals are responsible for sending the grades to the Union Office of Education.
- B. Grades of students attending senior academies are monitored and recorded by the registrar and kept at the senior academy.

2464:04 Student Information System (SIS)

A student's data on the SIS is a legal document. The superintendent of schools will determine what pupil information is needed in the conference education office to meet conference, Union, and Division requirements.



2468:93 Opening and Closing Reports

- A. School opening reports are to be completed and current on the NAD site for permanent recordkeeping.
- B. School closing reports are to be completed and current on the NAD site within five days after the close of the school year.

2472:14 Attendance and Citizenship

Attendance and citizenship records must be maintained as long as the student is enrolled in the school.

A. Attendance

1. Attendance—Students, K-12

All pupils are expected to be punctual and regular in attendance. A written excuse from a parent, guardian, or person designated by the academy administration is required for any absence, tardy, and/or missed class or early dismissal. Excuses are to be kept by the teacher or the academy attendance officer until the end of the school year. Emergencies, sickness, death in the family, and court appearances are the only legitimate excuses for absences. A student who is absent as many as seven days out of a grading period, for whatever cause, may receive incomplete grades unless it is evident to the teacher(s) that the work has been made up satisfactorily. The attendance record of a student who is tardy more than 20 percent of the time or absent more than 15 percent of the time during a school grading period should be reported to the principal, who will communicate with the school district or other governmental authorities, if required.

2. Attendance—Recordkeeping, K-12

The SIS is the legal record for attendance as well as scholarship. Records are to be kept up-to-date.

In addition to SIS recordkeeping, teachers are to maintain a notebook of current student/parent contact information. The notebook is to be available instantly for emergency evacuation of the classroom.

B. Citizenship



Students' citizenship records shall be kept in accordance with the school's citizenship code. Responsible citizenship includes respecting and accepting the diversity of others, showing concern and sensitivity for other cultures, assuming civic responsibility in one's school and community, respecting and preserving the environment, and learning about governments and their functions.

2476:14 Copies of Cumulative Records of Elementary Students

Copies of elementary students' cumulative records are available from the school for currently enrolled students. Copies of cumulative records of students who are no longer enrolled in the school are available from the conference office of education. Copies of cumulative records of students who have graduated from Grade 8 and are not attending an academy in the conference are available from the conference office of education. Cumulative records of elementary students who have transferred from an Adventist elementary school to an Adventist academy in the conference are at the academy. Cumulative records from closed elementary schools are at the conference office.

2480:16 Junior Academy Transcripts for Grades 9 and/or 10

The school issues transcripts for secondary credit courses taken at a junior academy if the school has regional accreditation (Middle States Accreditation) or is affiliated with a senior academy as the registrar of record. It is recommended that all junior academies seek regional accreditation. See *Code 1627:13* for information about records from closed schools.

2484:14 Senior Academy Transcripts

The school issues transcripts. See *Code 1627:13* for information about records from closed schools.

2488:16 Retention of Elementary Students

- A. Documentation must support the decision to retain the student.
- B. Consideration to retain the student at a given grade involves periodic counseling with the student and the parents. Parents should be apprised of the possibility of retention as early in the school year as possible in order to ensure understanding and cooperation. Before a decision is made to retain a student, the teacher must:
 - 1. Consult with and have written approval of the principal and superintendent of schools.

2. Notify the parent in writing by the end of the third quarter and secure the parent's signature on the documentation, which will be placed in the student's cumulative record.
 3. Provide a plan of intervention to facilitate student success during the year of retention. Throughout the next year, the principal or designee should monitor this plan.
- C. Through reassessment, the student may demonstrate that course requirements have been met, thereby avoiding retention. The reassessment must occur before the next academic year begins. Approval is granted by the superintendent, principal, and the teacher. If the school does not provide summer instruction, it is the parent's responsibility to arrange for instructional support to enable the student to have a satisfactory result during the reassessment.
- D. Any further specifics regarding retention may be developed by each conference superintendent of schools.

2492:04 Acceleration of Study—Elementary Students

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

The following criteria are to be considered before accelerating a student:

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

- a. The student's exceptional ability to reason and to express ideas logically.
- b. The student's advanced academic progress.

2496:05 Acceleration of Study—Secondary Students

- A. Normally, students will take four years to complete Grades 9-12. Attendance at summer school, pursuing distance education or extension school courses, carrying more than a normal class load during the school year, or extra study should be regarded as enrichment of the pupil's education rather than as a way of leaving school earlier unless the student meets the requirements to accelerate.
- B. The following policies and procedures are to govern the identification and acceleration of academically gifted students:
 - 1. Identification of, enrichment programming for, and placement of academically gifted students are to be decided after careful study by the faculty or a committee chosen by them.
 - 2. On a complete standard achievement test battery, an eligible student must have no individual test score below the 90th percentile.
 - 3. In core subjects during the entire time of the secondary program, the eligible student must maintain a grade-point average of 3.75 or higher.
 - 4. Requests for acceleration are to be made during the second semester of the freshman year.
 - 5. The student should demonstrate the following personal competencies:
 - a. Develops and expresses ideas logically and fluently.
 - b. Assumes responsibility and perseveres in effort.
 - c. Exhibits intellectual curiosity and mental alertness.
 - d. Shows initiative and ability to study independently.
 - e. Exhibits the appropriate balance among the physical, mental, spiritual, and social components of life.

- f. Demonstrates physical and emotional maturity.
- 6. In addition to the factors listed above, a test similar to the California Test of Personality may be used to guide the committee in its decision.
- 7. The placement of gifted students must have the approval of the school administration and the conference superintendent of schools.
- 8. The decision to accelerate must be clearly documented. A letter of request to accelerate, signed by the parents, must be submitted during the second semester of the freshman year in order to provide adequate time for reviewing the student's qualifications and planning the alternate academic program. Final acceptance into an accelerated program will be made at the end of the first semester of the sophomore year. This will allow time for review of the grades earned during the freshman year; summer school, if attended; and one semester of the sophomore year, prior to initiation of the acceleration.
- 9. Any student in an accelerated program is held to the same completion schedule as other students in the same grade. All course requirements must be completed by graduation time.

2500 Graduation Requirements

2503:14 General Information

Eligibility for graduation is determined by the student's successful completion of the requirements for graduation in accordance with the NAD Standards. Please see *Code 2488:16*.

Students graduating from Grade 8 or academy must maintain satisfactory progress in the following areas:

- A. Academic
- B. Citizenship
- C. Attendance

2505:08 Eighth Grade Completion Requirements

Students may complete the requirements in one of the following ways:

- A. Diploma

The student has demonstrated competence in the core subjects:

- 1. Bible/Religion
- 2. Language Arts
- 3. Mathematics
- 4. Science/Health
- 5. Social Studies

- B. Diploma with a Modified Accommodation Plan (MAP) or Individualized Education Program (IEP)

The student has met the goals of his/her plan.

- C. Certificate of Attendance

The student has met attendance requirements.



2506:08 Eighth Grade Diploma Requirements

To complete the requirements for a diploma from Grade 8, students must earn passing grades in the following core subjects or meet the objectives of a MAP or IEP. In calculating a GPA, grades may be averaged over Grades 6-8.

- A. Bible/Religion
- B. Language Arts
- C. Mathematics
- D. Science/Health
- E. Social Studies

2510:06 Academy Completion Requirements

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

Regional graduation requirements may necessitate some schools configuring these diplomas differently. The graduation requirements listed in this *Code* constitute minimum requirements which must be fulfilled. Any exception must be approved by the Atlantic Union Conference Board of Education.

2511:05 General Diploma Requirements for Academy Graduation (Minimum)

A minimum of 220 semester units (*Code* 2404:93), a 2.0 GPA (Grade Point Average), and service learning are required for a General Diploma. The school's academic standards committee must approve any exception to the GPA. An asterisk indicates core subjects *. The following minimum requirements must be completed:

- A. Bible/Religion*: 40 semester units, or 10 semester units for each year of attendance in a Seventh-day Adventist academy or junior academy
- B. English*: 40 semester units
- C. Mathematics*: 20 semester units or meet governmental requirements



- D. Science*: 20 semester units in two laboratory sciences
- E. Social Studies*: 20 semester units or meet governmental requirements
- F. Fine Arts: 10 semester units
- G. Health: 5 semester units or meet governmental requirements
- H. Physical Education: 20 semester units or comply with governmental requirements
- I. Technology/Business Education: 10 semester units
- J. Electives: 35 semester units to complete the minimum of 220 semester units
- K. Service Learning: 25 clock hours per year of attendance

2512:05 College Preparatory Diploma Requirements (Minimum)

A minimum of 265 semester units, a 2.5 GPA, and service learning are required for a College Preparatory Diploma. An asterisk indicates core subjects *.

- A. Bible/Religion*: 40 semester units, or 10 semester units for each year of attendance in a Seventh-day Adventist academy or junior academy
- B. English*: 40 semester units
- C. Mathematics*: 30 semester units (Algebra required or meet governmental requirements)
- D. Science*: 30 semester units (all must include a laboratory)
- E. Social Studies*: 30 semester units or meet governmental requirements
- F. Fine Arts: 10 semester units
- G. Health: 5 semester units or as required by governmental requirements
- H. Modern Language: 20 semester units
- I. Physical Education: 20 semester units or meet governmental requirements



- J. Technology/Business Education: 20 semester units
- K. Electives: 20 semester units to complete the minimum of 265 semester units
- L. Service Learning: 25 clock hours per year of attendance

2513:05 College Preparatory Honors Diploma Requirements (Minimum)

- A. College Preparatory Diploma requirements listed above.
- B. Minimum cumulative GPA of 3.50.
- C. At least 20 semester units of honors class work that could entail, for example, 5 semester units of tutorials, seminars, projects, portfolios, or any combination that can be used for electives under the College Preparatory Diploma.
- D. Research project that includes written and presentation portions (or approved alternative), which is above and beyond the requirements for any courses that the student is taking or has taken. The school's academic standards committee should set up a time line and criteria to be met by the student for the research project and presentation.

2514:93 Residency Requirement

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

2515:93 Distance Education or Extension Courses for Secondary Credit

- A. Limitations on the number of distance education or extension school courses accepted toward graduation, and the approval of such, are to be established by the school administration and board. Regulations may be governed by factors such as the following:
 - 1. The number of current course offerings at the school
 - 2. The individual needs, interests, and abilities of the learner
 - 3. Scheduling conflicts



- B. Distance education or extension school courses should be taken only from NAD approved accredited distance education (*Code* 2207:12) or extension schools.
- C. Appropriate deadlines should be set up for the completion of distance education or extension school courses.

2520:18 Graduation Checklist

A secondary graduation checklist should be started for students when they enter high school. This should be updated at least once a year, but ideally at the end of each semester. The checklist should be carefully audited at the end of the junior year and reviewed frequently during the senior year. It is recommended that the registrar/school write to parents of juniors and seniors in the fall and at the beginning of second semester during their senior year indicating their student's graduation status. Students should receive a copy of the letter. Students who may not be able to participate in graduation ceremonies and their parents, should be alerted before the second semester of their senior year.

2525:93 Completion of Course Requirements

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

2530:93 Graduation Honors

The conference board of education has the discretion to establish a policy regarding whether or not a valedictorian and salutatorian of a graduating class may be designated.

If academic honors are recognized, they must follow the classification below:

Highest honors: 3.90-4.00

High honors: 3.75-3.89

Honors: 3.50-3.74

These cumulative averages are calculated using the grade-point scale found in *Code* 2448:15.

2535:93 Other Graduation Honors

Additional graduation honors may be based on factors other than academic achievement.



2600 Standardized Tests

2605:20 Standardized Tests

Standardized comprehensive tests measure students' knowledge and skills. Results of these tests help teachers to select specific learning objectives, materials, and methods to meet pupils' individual needs.

Information provided with each test identifies appropriate uses and misuses of the test. Common uses of standardized examinations follow:

- A. To determine the students' readiness for the next step in an instructional sequence.
- B. To set academic expectations for individual pupils and measure progress toward goals.
- C. To identify strengths and weaknesses in group performance which may have implications for changes in curriculum instructional procedures, or emphasis.
- D. To compare the performance of a student, class, school, or system with the average of a similar group of students.
- E. To report performance in basic skills to parents, faculty, school board members, and constituencies.

2610:20 Measures of Academic Progress (MAP)

The Measures of Academic Progress (MAP) is the standardized test to be administered in Atlantic Union Conference schools. The test measures achievement in mathematics, reading, and language usage and shows growth over time. Testing in science also is available. The test is untimed. The computer-adaptive test is to be given according to conference directions. Reports to school personnel are available within hours.

2615:04 Additional Standardized Tests

Any additional standardized tests to be used by the school should have the approval of the conference superintendent, the school board, and in New York, the New York Regents.



2700 Information Resources/Library

2705:06 Textbooks

Approved textbooks must be used in all Seventh-day Adventist schools. Lists may be accessed from the Atlantic Union Conference website.

2710:04 Authorization for Alternate Textbooks K-12

If a school desires to use textbooks other than those listed on the approved textbook lists, arrangements are to be made as follows:

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

2730:06 Supplementary Materials

The production of supplemental materials developed by teachers and curriculum professionals from each union is coordinated by the NAD. These resources are listed in the *Elementary Textbook List* and on the NAD website.

2731:06 The Bible

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



2735:93 Spirit of Prophecy Materials

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

2740:99 Information Resources/Library

- A. Each school shall provide appropriate books and other instructional materials that are selected, organized, and available to students and teachers.
- B. The information resources/library collection may be maintained in each classroom and/or in a central location.

2742:93 Information Resource Specialist or Librarian

- A. A school may choose to employ an individual to support utilization of information resources.
- B. The information resources specialist or librarian shall meet the certification requirements for librarians as outlined in the *K-12 Educators' Certification Manual* from the NAD and available online.

2743:04 Organization of Information Resources

The information resources/library holdings should be organized and maintained using an acceptable classification system. School libraries should use a library-computer software system that is affordable, user friendly, and adequately meets the needs of students and teachers.

If a formal library is not possible in a junior academy, adequate facilities for classroom libraries should be provided with the materials organized.

2744:99 Budgeting for Information Resources

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

A list of new books and magazine subscriptions to be purchased is to be compiled with the participation of the faculty.

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



2745:04 Information Resources/Library Collection

- A. Information resources/library collections must be reevaluated on a regular basis to assure that they meet the current needs of the school program.
- B. Materials may be in print or digital form.
- C. The collection shall include:

Elementary School	Secondary School
General Works and Reference Books	
For one/two teacher schools: A minimum of 500 titles, exclusive of textbooks, with an appropriate distribution throughout the library classification system.	A minimum of 5,000 titles, including paperbacks and exclusive of textbook duplicates, with an appropriate distribution throughout the library classification system.
For three or more teacher schools: A minimum of 750 titles, exclusive of textbooks, with an appropriate distribution throughout the classification system.	
A school offering the 9th grade shall have a minimum of 750 books in addition to reference books. An additional 500 carefully selected titles, or a total of 1,250 books, exclusive of reference works, for Grades 9 and 10 are to be provided in schools authorized to offer the 10th grade. Library books should be evenly distributed throughout the disciplines. There should be at least 50 titles suitable for collateral reading in each subject being taught.	
The collection should include adequate resource and reference materials: atlases, dictionaries, Bible atlases, Bible dictionaries, Bible concordances, Ellen G. White books, <i>Index to the Writings of E. G. White</i> (three volumes), <i>Seventh-day Adventist Bible Commentary</i> , encyclopedias (<i>World Book</i> or <i>Compton's Encyclopedia</i> not more than five years old is recommended), access to	Current reference materials, including but not limited to unabridged dictionaries, encyclopedias (not more than five years old), almanacs, yearbooks, world atlases, Bible concordances, Bible dictionaries, Bible atlases, the <i>Seventh-day Adventist Bible Commentary</i> , Conflict of the Ages Series, <i>Testimonies for the Church</i> (9 volumes), <i>Education</i> , <i>The Ministry of Healing</i> , <i>Christ's Object</i>

<i>Encyclopaedia Britannica.</i>	<i>Lessons, Messages to Young People, Thoughts From the Mount of Blessing, Steps to Christ, The Adventist Home, Child Guidance.</i>
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Magazines/Periodicals	
Five denominational and five secular magazines appropriate for the age and interests of the students are to be provided. The Seventh-day Adventist magazines should include titles such as <i>Vibrant Life</i> and <i>Adventist Review</i> . The secular magazines should be distributed among humanities, science, social studies, and news magazines.	<p>The following formula is to be used to determine the minimum number of periodical subscriptions for the library:</p> <p>Up to 100 students: 5 subscriptions 101-200 students: 10 subscriptions 201 plus students: 15 subscriptions</p> <p>The subscriptions should include denominational titles such as <i>Vibrant Life</i> and <i>Adventist Review</i> and secular titles distributed among humanities, science, social studies, and news magazines.</p>
	The number and types of newspapers shall be determined by the needs of teachers and students for adequate coverage of local, state, national, and international events and issues.

2800 Curriculum Development

2805:04 Levels of Development in the NAD

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

A. Thrust: General Conference Task

The thrust of Seventh-day Adventist education includes a statement of philosophy, goals, and objectives of the Seventh-day Adventist curriculum, K-12. The statement identifies the basis or frame of reference from which Seventh-day Adventist education begins, the direction it pursues, and the expanse of the total curriculum.

B. Framework (Structure): NAD Task

Framework includes the content, concepts, and skills to be taught, K-12. In some instances the subject or discipline calls for careful sequencing. The structure correlates the subject with biblical principles, thus providing a basic Seventh-day Adventist curriculum.

C. Textbooks and Educational Materials: NAD Task

Denominational textbooks are written when it is necessary to establish a unique Seventh-day Adventist curriculum, when it is economically feasible, and when to fail to do so would weaken the thrust of Adventist education. This is a NAD task involving specialists in the field.

D. North American Division Standards: NAD and Atlantic Union Conference Task

The Standards outline the content and concepts of a discipline, K-12. They include recommended textbooks, significant goals and objectives, and a variety of learning experiences, teaching aids, and evaluative techniques. The NAD Standards incorporate the concepts of the NAD framework, but they may add special requirements for the schools within the Atlantic Union Conference and specify textbooks as well as other learning materials. The Atlantic Union Conference Office of Education should assume a major role for implementation, orienting conferences and schools in the use of new curriculum materials.



E. Course Outline: Conference and School Task

A course outline is a guide prepared by a teacher as an aid to teaching a given subject or area of study for a specific grade or combination of grades. It includes the aims of the course, the topics, expected learning outcomes, the scope and nature of the materials, and assessment plans.

2810:93 Procedures for Implementation of New Curriculum Material Developed in the Atlantic Union

When curriculum materials have been developed in the Atlantic Union and approved by the Union Curriculum Committee, they will be submitted to the NAD Curriculum Committee for approval. Should the NAD Curriculum Committee approve the materials submitted, it will pass on the recommendation to the NAD. Once adopted, the Atlantic Union Conference Office of Education is responsible for the implementation of the new curriculum materials.

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

A. The following are types of activities that require approval of the conference superintendent of schools and the school administrator:

1. Adjustments in schedules in which the basic time requirements are altered.
2. Setting up in-service sessions for faculty and staff members.
3. Major tours and extended (overnight) field trips.
4. Outdoor classes or nature classes in which school is conducted at a location other than the school campus.
5. Adoption of any endeavor calling for extraordinary expenditures.

B. Major deviations from the adopted curriculum must have the approval of the conference office of education in counsel with the Atlantic Union Conference K-12 Curriculum Committee. The following are types of activities or proposals that require conference and Atlantic Union Conference Curriculum Committee approval:

1. Schedules that set aside basic time requirements.



2. Use of a curriculum or instructional plan involving a significant part of the school program.
 3. Use of minicourses designed to take the place of the prescribed curriculum.
 4. Course plans that set aside the required textbooks.
 5. Use of supplementary materials not on the textbook list.
 6. Use of special teaching techniques.
 7. Use of individual school-based minimum performance levels.
 8. Use of special pupil progress reports.
- C. Annual evaluation reports are to be submitted to and approval obtained from the conference superintendent of schools and/or the Atlantic Union Conference Office of Education for innovations and/or alternative programs to be authorized as an ongoing program.

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

- A. The curriculum for the Seventh-day Adventist schools in the Atlantic Union Conference is the responsibility of the Atlantic Union Conference Board of Education in harmony with the guidelines provided by the NAD Office of Education.
- B. In the interest of an orderly change in curriculum design and in order to provide opportunities for controlled experimentation, schools wishing to implement an alternative curriculum may do so under the following conditions:
1. The principal files a general request with the conference office of education for approval, submitting a preliminary outline of the program to be followed. The written request must include definitive plans outlining basic factors such as:
 - a. The rationale for the proposal
 - b. Objectives
 - c. Materials and experiences to be used to meet the objectives



- d. Budget (estimate)
 - e. Time factor (length of trial period)
 - f. Description of course
 - g. Evaluation plans
2. Upon approval by the conference office of education, the principal submits the written request to the school board for approval.
 3. The conference superintendent of schools will submit the request approved by the school board to the Atlantic Union Conference K-12 Curriculum Committee for consideration. Proposals must be submitted to the Atlantic Union Conference K-12 Curriculum Committee no later than one year prior to the school year in which the program is to be implemented.
 4. During pilot or experimental stages, periodic evaluations of the program shall be made by the conference office of education and reports sent to the Atlantic Union Conference Office of Education for the K-12 Curriculum Committee.
 5. Upon review of the documentation attesting to the success of the experimental program, the Atlantic Union Conference Office of Education will present the program to the Union Board of Education for approval to be an ongoing program.

3000 Personnel

3005:04 Rationale for Adventist-staffed Schools

For Seventh-day Adventists the free exercise of religion includes the right to operate educational institutions that are distinctively Adventist. The creation and maintenance of such institutions require that they be staffed only by those individuals who are in complete harmony with the beliefs and practices of the church. Hence, in the employment of personnel for its educational institutions, one of the occupational qualifications for any position is for the individual to be a Seventh-day Adventist, committed to the program of the church. Inasmuch as the personal life and the professional identity of an individual are inseparable, all employees are expected to conform to the standards of conduct that are in harmony with Seventh-day Adventist principles.

3010:04 Authority to Employ

- A. The conference board of education derives its authority from the conference executive committee. The employer of all educational personnel is the conference board of education. The employment, assignment, transfer, retirement, nonrenewal of employment, suspension, and termination of personnel shall be by authority of the conference board of education.
- B. The conference superintendent of schools, in consultation with the school boards, shall make recommendations on matters relating to the employment of personnel to the conference board of education. All potential employees are to be vetted.
- C. The conference is the employing organization for personnel. It is responsible for the determination of salary and allowances and will provide payroll services. The conference office will bill the local school for salaries, retirement contributions (for employees who qualify for retirement benefits), social security contributions, allowances, and benefits.

3015:14 General Conditions for Employment

General conditions for employment are listed below. There are additional conditions for employment for the certificated and classified employee (Code 3310:14 and 3410:14).

- A. Membership and attendance in a Seventh-day Adventist church, within the constituency of the school as determined by the superintendent.



- B. Belief in the doctrines of the Seventh-day Adventist church and demonstrated support of these beliefs through personal living.
- C. Returning a tithe through a constituent church.
- D. Submitting to background checks and any governmental requirements.
- E. Being legally employable with a government work permit/work visa.

3020:04 General Expectations of All Educational Personnel

A. Spiritual

All personnel are to be members of the Seventh-day Adventist church and adopt and promote a lifestyle that incorporates principles and practices consistent with the standards of the Seventh-day Adventist church. They are expected to maintain membership in a constituent church and participate in church activities and finances. Tithing is a basic biblical principle that speaks to a person's relationship with the Creator. Employees will demonstrate an exemplary commitment to the Lord.

B. Civic

Personnel, as members of society, will accept the responsibilities and privileges of citizenship, recognize the basic rights of others, be aware of current domestic and international issues, exercise a love of country, and cooperate in efforts to improve social conditions consistent with the principles of the Seventh-day Adventist church.

C. Professional Ethics and Responsibilities

1. Seventh-day Adventist personnel have the personal responsibility to:
 - a. Have their school age children enrolled in an Adventist school, if appropriate medically and educationally.
 - b. Look upon teaching in a Seventh-day Adventist school as a Christian ministry.
 - c. Strive for professional excellence for the purpose of effective service to students. This includes:



(1) Professional Development

School personnel are expected to continuously study the basic principles of Christian education and to engage in professional activities intended to broaden knowledge, improve techniques, and increase skills.

(2) Professional Memberships

Certificated employees are expected to be members of at least one professional organization.

(3) Teacher Visitations

Teacher visits to observe in other schools may be authorized by the teacher's principal or the conference superintendent of schools. Arrangements are to be made with the school principal and the classroom teacher to be visited.

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

- a. Encouragement and moral support.
- b. Due recognition to lines of authority, to duties and responsibilities assigned to other faculty and staff members, and to the functions of administrators.

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

- a. Recognize the right to equality of opportunity for all.
- b. Recognize the obligation to meet promptly and faithfully all appointments with classes, individual students, and student groups.
- c. Cultivate positive relationships with students, avoiding undue familiarity.
- d. Allow students the freedom to express their views and the assurance of careful and objective consideration of opinions expressed by them.



- e. Hold in professional confidence the opinions, needs, weaknesses, and failures of students.
 - f. Refrain from discussing their personal problems with students.
4. Seventh-day Adventist personnel have a responsibility to the school to:
- a. Demonstrate loyalty to the school in which they are employed by observing its policies and regulations.
 - b. Participate in the activities and programs sponsored by the school and fulfill assignments associated with them.
 - c. Refrain from discussing confidential or official information with unauthorized persons.
 - d. Accept no personal gift, service, or favor that would lead to a conflict of interest or the appearance of a conflict of interest. This would include, but would not be limited to receiving anything of value or any compensation other than the normal salary for any service rendered in connection with their duties such as:
 - (1) Money
 - (2) Service
 - (3) Loan
 - (4) Promise
 - e. Accept no personal gifts or benefits from individuals doing business with the school or whose financial interests are affected by actions of the school.

3025:04 Conflict of Interest

A. Statement of Policy

All trustees, officers, executive committee, board members, employees, and volunteers of denominational organizations have a duty to be free from the influence of any conflicting interest when they represent the organization in negotiations or make representations with respect to dealings with third parties, and they



are expected to deal with all persons doing business with the organization on a basis that is for the best interest of the organization, without favor or preference to third parties or personal considerations. See NAD *Working Policy*, E 85; 2013-2014.

A conflict of interest arises when a trustee, an officer, or an employee of the organization has such a substantial personal interest in a transaction or in a party to a transaction that it reasonably might affect the judgment the employee exercises on behalf of the organization. The employee is to consider the best interest of the organization and follow the established policies.

B. Conditions Constituting Conflict of Interest

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

1. Engaging in outside business or employment which permits encroachment on the denominational organization's call for the full services of its employees even though there may not be any other conflict.
2. Engaging in business with or employment by an employer that is in any way competitive or in conflict with any transaction, activity, or objective of the organization.
3. Engaging in any business with or employment by a nondenominational employer that is a supplier of goods or services to the denominational organization.
4. Making use of the fact of employment by the denominational organization to further outside business or employment, or associating the denominational organization or its prestige with an outside business or employment.
5. Owning or leasing any property with knowledge that the denominational organization has an active or potential interest therein.
6. Lending money to or borrowing money from any third person who is a supplier of goods or services or a trustor who is in any fiduciary relationship to the denominational

organization or is otherwise regularly involved in business transactions with the denominational organization.

7. Accepting any gratuity, favor, benefit, or gift of greater than nominal value beyond the common courtesies usually associated with accepted business practice, or of any commission, or payment of any sort in connection with work for the denominational organization other than the compensation agreed upon between the denominational organization and the employee.
8. Making use of any confidential information acquired through employment by the denominational organization for personal profit or advantage, directly or indirectly.

3030:18 Calls and Transferring of Educational Personnel

An educational institution or conference that may have an interest in placing a call to an educational employee employed by another denominationally operated K-12 school or college/university shall observe the following procedure (NAD *Working Policy*, E 45 60; 2018-2019).

- A. Informal contacts to ascertain possible interest by an employee in accepting a call to another institution or conference may be pursued without permission of the current employer.
- B. When an administrator is at the point of obtaining formal references or interviewing a prospective educational employee, the prospective employee's current administrator and conference office of education must be notified.
- C. If a prospective employee has not signed a Letter of Intent to Employ or an Employment Agreement with the current employer for the next year, another educational institution or conference is free to offer the prospective employee a Letter of Intent to Employ or an Employment Agreement without the current employer blocking the call.
- D. If the employee has signed a Letter of Intent to Employ or an Employment Agreement for the next school year with his/her current employer, the calling party must have the consent of the administrator or conference office of education before contacting an employee for an interview or placing a call (NAD *Working Policy*, E 45 60; 2013-2014).

3035:93 Transfer Date for Educational Personnel

The period of employment for personnel transferring to another conference or school shall end June 30 unless otherwise agreed upon by the negotiating organizations.

3040:93 Transfer of Educational Personnel During the Summer

If a transfer occurs during the summer (as permitted by the former employing organization), salary and summer school expenses, if any, are to be assumed by the calling organization. The former organization will carry the salary until a transfer date is agreed upon by the two organizations.

3045:93 Accountant's Transfer Date

A school accountant may not transfer to a new assignment until all school funds of the concluding year have been reconciled, accounts closed, and a year-end report produced. The accountant should be available at the expense of the school during a General Conference audit.

3050:14 Employee Records

See *Code 3365:14* for information related to records of certificated personnel.

See *Code 3440:14* for information related to records of classified employees.

3100 Nondiscrimination Policy

3105:19 Nondiscrimination Policy—Employment of Personnel

The Atlantic Union Conference, individual conferences, and each school within the Union school system shall, officially and in practice, offer equal employment opportunities. They will not unlawfully discriminate against any employee or applicant because of race, color, ethnic background, country of origin, age or sex (except where age or sex are bona fide occupational qualifications), physical or mental disability, weight, height, marital, or veteran status. This policy applies to all phases of the employment relationship, including recruitment, hiring, compensation, benefits, promotion, demotion, transfer, nonrenewal, layoff, suspension, retirement, and termination.

3200 Disabilities Act (ADA)

3205:19 **Disabilities Act (Americans with Disabilities Act)**

Schools and conferences in the Atlantic Union Conference do not unlawfully discriminate against any qualified individual with a disability in regard to job application procedures, the hiring or discharge of employees, compensation, advancement, job training, and other terms, conditions, and privileges of employment. They will make all employment decisions without regard to an individual's disability, an individual's relationship with a disabled person, or an individual's need for reasonable accommodation for a disability. This policy is in compliance with the Americans with Disabilities Act, signed into law on July 26, 1990, and effective July 26, 1992, and the ADA Amendments Act of 2008, signed into law on September 25, 2008, and effective January 1, 2009.

3210:14 **Definitions** (Source: Americans with Disabilities Act, Chapter 126: Equal Opportunity for Individuals with Disabilities, Sec. 12102 and Sec. 12111)

The term “disability” means, with respect to an individual:

- A. A physical or mental impairment that substantially limits one or more major life activities.
- B. A record of having such an impairment.
- C. Being regarded as having such an impairment.

The term “qualified individual with a disability” means a person with a disability who, with or without reasonable accommodation to his or her disability, can perform the essential functions of the employment position for which the individual was hired.

3215:19 **Reasonable Accommodations**

Reasonable accommodations for the known physical or mental limitations of the employee will be provided throughout the employee's term of employment unless the accommodations impose an undue hardship (that is, are significantly difficult, expensive or disruptive) on the operations of the conference. Accommodations suitable for an individual employee will be determined on a case-by-case basis by the school in consultation with the individual involved. The school encourages any individual who requires accommodations for a disability to inform the principal or the superintendent of schools.

3300 Certificated Personnel

3305:14 Definition of Certificated Personnel

Certificated personnel are teachers and administrators who have met the general conditions for employment and the requirements for certification. They hold one of the following types of certificates:

Designated
Conditional
Basic
Standard
Professional
Administrator

They may be 10- or 12-month, full- or part-time employees.

3310:14 Conditions for Employment of Certificated Personnel

All general conditions for employment must be met (*Code* 3015:14).

An additional condition for employment of certificated personnel: Hold a valid denominational certificate with endorsement(s) for the position(s) held. The requirements are detailed in the manual titled *K-12 Educators' Certification Manual* available on the NAD website. Also see *Code* 3341:93 for information about certification.

3311:14 Letter of Intent to Employ—Certificated Personnel

A Letter of Intent to Employ is a formal statement in writing that outlines the conditions and details of employment for certificated personnel on Provisional Status (*Code* 3318:14). A Letter of Intent to Employ is not an Employment Agreement.

- A. Following an initial determination to employ by the conference board of education, an offer of employment will be given. The individual will receive a document titled Letter of Intent to Employ which must be signed and returned to the superintendent of schools or the school principal within 15 days. Until the superintendent of schools or the school principal receives the signed Letter of Intent to Employ, the conference may revoke the offer.
- B. The Letter of Intent to Employ will note that each employee shall be given written notice of the requirement to tithe and is informed that tithing practices are subject to review.

- C. An employee's Letter of Intent to Employ may be renewed. In most cases, notification by the employer of a decision not to renew a Letter of Intent to Employ will be submitted in writing to the employee no later than April 1.
- D. The certificated employee on Provisional Status is an at-will employee and may be terminated at any time. Certificated employees may be given notice as specified in their Letter of Intent to Employ. If the Letter of Intent to Employ does not address the giving of notice, a notice of two weeks will be given. There is no right of appeal.

3312:14 Employment Agreements—Certificated Personnel

- A. Following an initial determination to employ by the conference board of education, an offer of employment will be given to an individual. The individual will receive a document titled Employment Agreement that must be signed and returned to the superintendent of schools or principal. An Employment Agreement signed by both the employee and employer will constitute a binding agreement for the period of time specified. Failure to return the Employment Agreement within 15 days of issuance constitutes a rejection of the offer of employment and/or a voluntary resignation. Until the signed Employment Agreement is received by the conference, the conference may revoke the offer.
- B. The Employment Agreement will specify the employee's status, benefits, conditions, and the duration of the agreement, either a 10-month or 12-month agreement. Salaries of 10-month employees are prorated over 12 months.
- C. The Employment Agreement will note that each employee shall be given written notice of the requirement to tithe and is informed that tithing practices are subject to review.
- D. In most cases, notification by the employer of intent not to issue an Employment Agreement will be submitted in writing to the employee no later than April 1.

3313:03 Employment Agreement—Academy Principal

Academy principals may be given an Employment Agreement for up to three years after which the Employment Agreement may be renewed.

3315:14 Nondegreed Classroom Instructors

Any teacher without a BA/BS degree is on Provisional Status.

All instructors of core subjects (Bible, English/Language Arts, Mathematics, Science/Health, Social Studies) must hold a BA/BS degree.

When a nondegreed (with no BA/BS) classroom instructor provides core subject instruction, the individual must earn a BA/BS degree within one year or be terminated.

3318:14 Provisional Employment Status

Employees on Provisional Status will receive a Letter of Intent to Employ that outlines the conditions and details of employment. This letter is not an Employment Agreement. Employees on Provisional Status are at-will employees and may be terminated at any time during the period of Provisional Status. Employees on Provisional Status may be given notice as specified in their Letter of Intent to Employ. If the Letter of Intent to Employ does not address the giving of notice, a notice of two weeks will be given. There is no right of appeal.

- A. Provisional Status may be given under any of the following conditions:
 - 1. Employee has fewer than three years of full-time educational experience in a position that requires certification.
 - 2. Employee is new to the conference, whether by initial entry into the Adventist educational system or by transfer, and has three or more years of educational experience. Provisional Status may be a period of one to three years at the recommendation of the superintendent of schools and at the discretion of the conference board of education.
 - 3. Employee holds a current Conditional or Basic Certificate.
 - 4. Employee holds a current Basic Certificate but completes six semester hours towards certification that is required for reemployment.
 - 5. Employee allowed certification to expire.
- B. In general, an employee on Provisional Status will receive a minimum of two written professional evaluations annually as follows:

1. One written evaluation per semester based on at least one supervisory visit by the principal, the superintendent of schools, or designee.
2. An evaluation conference between supervisor and employee based on each written evaluation.
3. A copy of each written evaluation will be given to the employee, and a copy will be filed at the conference education office.

C. Change from Provisional Status to Regular Employment Status

Upon completing three years of satisfactory work, as determined by professional evaluation and the recommendation of the superintendent of schools, an employee on Provisional Status may be placed on Regular Status if all eligibility requirements are met as specified in *Code 3321:14*.

3321:19 Regular Employment Status

Certificated personnel on Regular Status will receive an Employment Agreement, a formal statement in writing entered into by an employee and the employing authority, stating the salary and benefits to be paid, the dates the agreement is in force, and setting forth the general duties to be performed by the employee. An Employment Agreement is offered only to certificated personnel on Regular Status. In the case of termination, certificated employees will be given cause, notice, and have the right to appeal. If the Employment Agreement does not address the giving of notice, a notice of two weeks will be given.

- A. Regular Status may be granted by the conference board of education upon recommendation of the superintendent of schools to an employee who:
1. Meets the general conditions for employment (*Code 3015:14*).
 2. Completes a minimum of three years of full-time employment.
 3. Holds a current denominational Standard or Professional Certificate.
 4. Gives evidence of competent performance as determined by professional evaluation.

- B. Evaluation of an employee on Regular Status should include:
1. A minimum of one professional written evaluation per year based upon at least one supervisory visit by the principal, superintendent of schools, or designee.
 2. An evaluation conference with the employee based on the written evaluation.
 3. A copy of each written evaluation shall be given to the employee, and a copy will be filed at the conference education office.

C. Reappointment of Personnel Holding Regular Status

Employees who hold Regular Status are not subject to automatic annual reappointment. They may be subject to a change of employment status, nonrenewal of the Employment Agreement, or termination under the procedures outlined in *Code 3331:14*, *3335:93*, and *3339:07*.

3323:14 Probationary Employment Status

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

2. In most cases, the plan of correction will be formally presented to the employee within 30 days after the conference board of education approves the recommendation placing the employee on Probationary Status.
 3. The probationary period will be a minimum of 90 calendar days (three months) and a maximum of one school year, although the probation may be renewed at the discretion of the conference board of education, on the recommendation of the superintendent.
 4. The principal and/or office of education personnel will exercise reasonable diligence in assisting the employee to meet the improvements requested by providing supervision. Ultimately, however, the responsibility for improvement rests with the employee.
- D. Evaluation of the employee on Probationary Status should include the following:
1. Multiple reviews, if possible, with a minimum of one written evaluation followed by an administrator-employee conference each probationary period.
 2. A copy of each written evaluation shall be given to the employee, and a copy shall be filed at the conference education office.
- E. Upon completion of the probationary period, the superintendent of schools, in counsel with the principal, will recommend the employee be returned to Regular Status (*Code 3321:14*), be subject to nonrenewal of an Employment Agreement (*Code 3331:14*), or be terminated (*Code 3335:93*). The conference board of education acts upon the recommendation.

The superintendent of schools shall verbally inform the employee of the decision of the conference board of education, including the right of appeal (*Code 3339:07*), followed by written notification sent by certified mail.

3325:93 Assignments and Reassignments

A. Initial Assignment

An initial assignment is made by the conference board of education upon the recommendation of the conference superintendent of schools in consultation with the school board.



B. Reassignment

Employees may be subject to reassignment within a school when it is believed to be in the best interest of the school, provided such a reassignment does not adversely affect the salary of the employee under the current agreement, and the employee is in compliance with all terms of the Letter of Intent to Employ or the Employment Agreement and the Atlantic Union Conference *Education Code*. Reassignment shall be based upon the professional qualifications of the employee.

An assignment or reassignment will be made by the school administrator in consultation with the school board and the conference superintendent of schools.

3327:93 Transfer of Certificated Personnel

A. Authority for Transfers

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

B. Administrative Transfers

Certificated personnel who accept employment in a denominational entity are committing themselves to a career in denominational teaching and/or administration and not to any individual school. Therefore, they are subject to transfer within the conference school system as the needs of the system dictate. Transfers to another school within the conference will be made in harmony with established procedures.

1. An administrative transfer may be initiated by:
 - a. The conference superintendent of schools.
 - b. Written request from the school board submitted to the conference office of education no later than March 1, when in the opinion of the board the best interests of either the students, school, or employee will be served by such a transfer. Whether or not to transfer administratively must be decided before the Letter of Intent to Employ or the Employment Agreement is issued.

2. Administrative transfers may be made for reasons such as, but not limited to, the following:
 - a. The need to utilize the skills of the employee in the staffing of a new school.
 - b. A need for specialized services elsewhere.
 - c. Insufficient enrollment at the school where the employee is assigned.
 - d. Lack of funds with which to operate the school or compensate the employee.
 - e. Conflicting relationships between/among personnel that adversely affect daily operations.
 - f. Unsatisfactory performance by the employee in the current position as indicated by professional evaluation.
3. In order for a transfer to be effected a vacancy must exist, and there must be a mutual agreement between the school boards involved.
4. In the event that a transfer cannot be made because a teaching position for which an individual is qualified is not available, the employing organization will make a reasonable effort to assist the employee in securing other denominational employment. When a bona fide offer within the spirit of the above statements is presented to the employee and is declined by the employee, the employing organization may or may not aid the employee in further securing denominational employment. This may not preclude further effort on the part of the employing organization, but no obligation is implied by such voluntary assistance.

C. Voluntary Transfers

Any time prior to the renewal of an Employment Agreement, the certificated employee may request a transfer. It may or may not be granted by the conference board of education and the superintendent of schools.



3329:14 Resignation of Certificated Personnel on Regular Status

A. End of Employment Agreement Year

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

B. During the Employment Agreement Year

1. Leaving a position with or without notice and approval is tantamount to resignation.
2. Resignation during the Employment Agreement year shall not be valid until accepted by the conference board of education.
3. Failure to resign in harmony with the procedures listed below violates the Employment Agreement:
 - a. A letter of resignation stating reasons must be submitted to the conference superintendent of schools and the principal.
 - b. The conference board of education shall respond in writing, either accepting or rejecting the resignation. If the resignation is accepted, the employer shall have at least 30 days to obtain a suitable replacement.
4. Upon resignation for any reason during the school year, salary is paid through the last full working day. Repayment of prepaid summer salary and unamortized expenses will be required before the employee is relieved of any obligations under the Employment Agreement.

3331:14 Nonrenewal of Employment Agreement of Certificated Personnel

A. Nonrenewal of an Employment Agreement will be by action of the conference board of education as recommended by the superintendent, in consultation with the local school board, for reasons such as, but not limited to:

1. Insufficient enrollment or funds to support the employee's position. Every effort will be made by the employing



organization to transfer and relocate an employee thus affected.

2. Failure to fulfill the plan for professional growth or counseling during a probationary period.
 3. Inability to fulfill required responsibilities because of physical, mental, or emotional factors with or without reasonable accommodation. Check with a legal consultant before making a final decision based on any of these reasons; governmental laws may vary on this nonrenewal action.
 4. Incompetence.
 5. Indifference to pupil welfare or safety.
 6. Lack of cooperation with administration or supervisors.
 7. Failure to comply with conference policies and regulations.
 8. Unprofessional conduct and/or violations of professional ethics.
 9. Failure to have a current government work permit/work visa.
 10. No longer meeting the general conditions for employment (*Code 3015:14*).
- B. Nonrenewal of an Employment Agreement must comply with procedures for Nonrenewal or Termination of Employment as specified in *Code 3339:07*.
- C. Notification by the employer of intent not to renew an Employment Agreement will be submitted in writing to the employee by April 1, whenever possible.
- D. An individual whose Employment Agreement is not renewed may qualify for severance pay if eligibility requirements as specified in *Code 3345:07* are met.

3333:93 Suspension of Certificated Personnel

- A. Suspension is the immediate removal of a certificated employee from all duties. A decision to suspend an employee may be made by the school board or school administrator in consultation with the superintendent of schools. The conference superintendent of

schools also may suspend in consultation with the school administrator and/or the school board chair. In most circumstances, the suspension of an employee will not affect salary.

- B. An employee shall be suspended when the school board, the school administrator, and/or the superintendent determine that there is reasonable evidence of conduct that would give possible cause for termination. In most cases, the employee will be notified in writing of suspension and the right to a hearing at a reasonable time and place designated by the employing organization. Failure to appear for the hearing at the time and place designated by the employing organization normally will result in the implementation of termination procedures.
- C. An employee's suspension normally will not exceed 30 days, pending investigation of specific charges, such as those in *Code 3335:93*.
- D. The type of investigation will be determined by the conduct under review.
- E. As a result of the investigation, the employee may be reinstated or terminated. The decision to reinstate or terminate an employee will be made by the conference board of education.

3335:93 Termination of Certificated Personnel

- A. Termination is discontinuance of salary and employment at any time by the employing organization. An employee may be terminated for, but not limited to, any of the following reasons (check with a legal consultant before making a final decision; governmental laws may vary on this nonrenewal action):
 - 1. Practicing, advocating, or teaching beliefs or philosophies contrary to the basic tenets, standards, and doctrines of the Seventh-day Adventist church including the Spirit of Prophecy.
 - 2. Personal conduct inconsistent with the principles of the Seventh-day Adventist church.
 - 3. Committing, aiding, advocating, or being convicted of a felony or any crime involving immoral character or conduct (turpitude), either a misdemeanor or a felony.
 - 4. Membership or participation in any organization known to

be advocating the overthrow of the government by force or subversion.

5. Failure to comply with the conference policies and regulations.
 6. Refusal to cooperate with administrators and/or persistent violation of school policies.
 7. Incompetence as determined by appropriate evaluation.
 8. Inability to fulfill required responsibilities because of physical, mental, or emotional factors after reasonable accommodations have been made.
 9. Excessive absences or tardies.
 10. Indifference to pupil health and safety.
 11. Jeopardizing the students' learning environment.
 12. Unprofessional conduct and/or violations of professional ethics (*Code 3020:04*).
- B. Termination proceedings must comply with procedures as specified in *Code 3339:07*.
- C. An individual whose employment is discontinued by termination may receive termination pay if eligibility requirements are met (*Code 3345:07*).

3337:14 Declaration of Financial Exigency

Financial exigency is an unforeseen economic situation or event which jeopardizes the reasonable operation of a school. It is cause for the school board to request that the conference board of education declare financial exigency for the school. The financial condition of the church(es) and the school must be documented whenever financial exigency is contemplated.

To declare a financial exigency the following procedures must be followed:

- A. The school board may request that the conference board of education consider a declaration of financial exigency provided that the following conditions are met:



1. It is a duly called school board meeting.
 2. A representative from the conference office of education is present.
 3. A 2/3 vote of board members present support such a declaration.
- B. With the request that the conference board of education declare financial exigency for the school, the school board will submit the following documents to the superintendent of schools:
1. A conference study and audit of the financial position of the constituent church(es) and school.
 2. Documentation of recent efforts of marketing, recruiting, and fund-raising; the compilation of the results of a survey of potential students; and a projected student census.
 3. Within 15 conference working days after the superintendent receives the request and required documentation, the conference board of education must act upon the request.
 4. If the conference board of education declares a financial exigency, all Employment Agreements and Letters of Intent to Employ for that school will be terminated and when possible, renegotiated within 30 days.
 5. Reasonable effort will be made by the employing organization to transfer and relocate employees thus affected. Employees will not forfeit severance pay if they meet eligibility requirements as specified in *Code 3345:07*.

3339:07 Nonrenewal or Termination of Employment for Personnel on Regular Status

Employees on Regular Status

- A. Procedures will apply to the following situations:
1. Termination of certificated personnel
 2. Change of employment status from Regular to Probationary
 3. Nonrenewal of the Employment Agreement

B. Procedures

Termination of an employee may be initiated by the superintendent or by a recommendation from the administration or the school board. Check with a legal consultant before making a final decision; governmental laws may vary.

1. If initiated by the principal or the school board chair, that person shall notify the superintendent of schools of any allegation as listed under *Code 3335:93*.
2. For any discussion of personnel by the school board, the superintendent or designee must be present.
3. If the allegation is moral or sexual misconduct or a violation of professional ethics, the process will follow *NAD Working Policy*, E 87; 2018-2019.
4. For allegations not included in number three, the superintendent or designee will present to the employee a written statement setting forth the reason(s) for the proposed action/recommendation to be presented to the conference board of education.
5. The employee and the person(s) making the allegation or a representative of the person(s) making the allegation will be given an opportunity to address the board of education at a mutually agreeable time prior to any final proposed recommendation. Failure of the employee to attend the meeting constitutes a waiver of this privilege.
6. The conference board of education must act upon the proposed action before such action becomes effective.
7. Written notification of the final action by the conference board of education shall be given by certified mail, and the notification will inform the employee of the right to appeal:
 - a. In actions involving nonrenewal of an Employment Agreement, notification is to be made prior to April 1.
 - b. In actions involving termination, the written notification is to include the effective date for discontinuance of salary.

C. Appeal Procedure

An employee may appeal the decision of the conference board of education by following the procedure in the Grievance Policy (*Code 3915:14*).

3341:14 Certification

- A. The NAD Office of Education establishes certification requirements for educational personnel. Implementing the certification policy is the responsibility of the NAD Office of Education. It delegates to the Atlantic Union Conference Office of Education the authority to issue certificates on its behalf to educational personnel who meet the requirements. All certificates for educational personnel in the Atlantic Union are issued through the Atlantic Union Conference Office of Education.
- B. Certificated personnel are personally responsible for maintaining certification. Only official transcripts will be accepted for certification purposes. Teachers and administrators must have official transcripts sent to the AUCOE.
- C. Certificates may be revoked or suspended by the Atlantic Union Conference Office of Education.
- D. A teacher or administrator whose certification has been revoked or suspended may make application to the Atlantic Union Conference Office of Education for its reinstatement.

3343:93 Suspension or Revocation of a Teaching or Administrator Certificate

- A. Reasons for Suspension, Revocation of a Teaching or an Administrator Certificate:
 - 1. Any cause that would have indicated a refusal to grant the certificate or grounds for termination (*Code 3335:93*).
 - 2. Resignation without the employer's consent.
 - 3. Resignation and failure to repay money owed to the employer.
- B. Procedure for Suspension or Revocation of Certificate
 - 1. The superintendent of schools shall notify the employee in writing of the proposed suspension or revocation of a



certificate and of the opportunity to meet with the conference board of education regarding the matter.

2. The superintendent of schools shall submit the recommendation for suspension or revocation of the certificate to the conference board of education.
3. On conference board of education approval, a formal request with supporting documentation shall be sent to the Atlantic Union Conference Office of Education for the Certification Committee.
4. The Union director of education shall give notice to the employee including the right to a hearing by the Atlantic Union Conference Certification Committee.
5. The Atlantic Union Conference Board of Education shall make the final decision, including the length of time of suspension or revocation.

C. Procedure for Reinstatement

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

3345:14 Termination Settlements/Severance for Certificated Personnel

A. Eligibility

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

1. Employees whose employment is discontinued by nonrenewal of the Employment Agreement or termination, or who are counseled to resign by the employing organization and who have not been offered employment by another denominational organization at comparable remuneration, and who will not be eligible for benefits from unemployment insurance or Workers' Compensation.

2. The surviving spouses or dependent children of employees who have died while in active denominational service, or the surviving dependent parent(s) of unmarried qualifying employees who have died during active service. This assistance is in addition to that which is provided by the Employee Survivor Benefit policy.

B. Ineligibility (NAD *Working Policy*, Y 36 10, 2; 2018-2019)

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

1. Voluntarily resign (resignation without counsel) from their employment or terminate while on a leave of absence or immediately following a leave of absence.
2. Are unwilling to accept an appropriate transfer.
3. Are eligible for other unemployment benefits as provided by the employer, for example, governmental unemployment insurance.
4. Are involuntarily terminated—an employee terminated for violation of organizational policies and/or practices regarding misconduct or for criminal behavior.
5. Fail to have a current government work permit/work visa.(*Code 3331:14 A 9*).

C. Termination Amount

The settlement shall be 25 percent of current monthly wages, including cost of living adjustments, multiplied by the total number of years of denominational service credit up to a maximum of 20 years (NAD *Working Policy*, Y 3630, 2; 2018-2019).

D. Employing Organization Pays

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

E. Health Care Benefits

Health care benefits in most situations cease with the effective date of termination (NAD *Working Policy*, Y 36 50; 2018-2019). However, the terminating employer may provide continued medical



benefits to the terminated employee and dependents participating in the Healthcare Assistance Plan at the time of separation. This assistance may continue as required by applicable law, or for up to two months from the date of termination, or until the terminated employee obtains health care assistance coverage, whichever occurs first. Terminated employees shall promptly notify the terminating employer if they obtain health care assistance coverage while eligible for assistance under this policy. See *NAD Working Policy*, Y 36 50, 70; 2018-2019.

F. Termination Recorded on Service Record

The termination settlement (payment of severance) shall be noted in the employee's service record but does not cancel any part of the service credit unless such settlement exceeds the provisions of this policy. If an employee who has received termination reenters denominational service at a later date, any further termination settlement would be based on service accrued since the date of the previous settlement or on the retirement allowance policy as in *NAD Working Policy*, Y 36 20; 2018-2019.

G. No Service Credit

Severance shall not add service credit to the employee's record (*NAD Working Policy*, Y 36 20; 2018-2019).

3347:93 Remuneration for Certificated Personnel

The salary rates for certificated personnel are determined annually by employing organizations in accordance with the Atlantic Union Conference *Wage Scale Percentages for Education Personnel* and in compliance with applicable governmental laws. A certificated employee may be offered a Letter of Intent to Employ or an Employment Agreement requiring either 10 or 12 months of work. The following payment plans have been adopted for use in the Atlantic Union Conference. No local school board has the authority to vary the salary rate from the adopted *Wage Scale Percentages for Education Personnel*.

A. 12-Month Assignment

Certificated personnel employed on a 12-month assignment will receive monthly salary payments based on established annual salary rates. (*Code 3505:03 and 3508:04*).

B. 10-Month Assignment

Certificated personnel employed on the 10-month assignment plan will receive 12 monthly payments (*Code 3505:03 and 3508:04*).



C. Salary Criteria

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

3349:03 Salary Adjustment Due to Change in Denominational Certification Status

A. Salary Change Due to Upgrading Certification

Placement on the wage scale will be determined by the employee's certification status at the time the Employment Agreement is issued. If an employee's certification status is raised and the certificate is issued by October 31, the employee will receive increased salary retroactive to July 1. Should the Atlantic Union Conference issue a new certificate after October 31 of the current year, any increase in salary will become effective the month following such issuance.

B. Changes Due to a Lapse of Certification

A lapse of certification will result in a status change to Provisional Status, which makes one an at-will employee and may result in termination of employment or the following actions:

1. First year, salary will be frozen or reduced.
2. Second year, salary will be reduced to base salary (83 percent) according to the wage scale.
3. Third year, employee will be terminated.

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

3351:14 Additional Employment (Moonlighting)

All employees shall refrain from any additional employment, either denominational or nondenominational, which interferes with their being present to fulfill their school assignments, outside of school hours, e.g., weekends, as well as during the regular school day.

3353:93 Allowances and Benefits for Full-time Certificated Employees

In addition to salary, certain allowances and benefits may be granted to qualifying employees, whether they are conference subsidized or fully



school funded. Details regarding the allowances are provided in the *Code* in the sections listed below:

- A. Adoption Expense 3726:03
- B. Educational Assistance for Employees 3762:15, 3764:93, 3766:04, 3775:04
- C. Healthcare Assistance Plan for Employees 3724:14
- D. Holidays 3357:03
- E. Leaves—Bereavement, Military, Personal, Jury Duty 3361:13
- F. Mileage, Authorized Travel 3714:14, 3716:93, 3718:93
- G. Moving Allowance 3740:04, 3745:13
- H. Retirement 3363:04
- I. Survivor Benefit Plan 3722:03
- J. Tuition Assistance for Children of Employees 3770:14
- K. Vacation Policy 3357:03
- L. Workshop and Convention Expense 3716:93, 3714:14

Administrators only:

- M. Administrative Travel 3712:94, 3718:93
- N. Secondary Principal Insurance Deductible Allowance 3732:04

3355:93 Allowances and Benefits for Part-time Certificated Employees

- A. Half-time—An employee who works less than full-time may qualify for prorated salary and benefits as shown below based on the amount of time worked.
 - 1. Service credit
 - 2. Vacation time
 - 3. Holiday pay



4. Sick leave
- B. Half-time—Allowances or benefits not granted:
1. Tuition assistance for dependent children
 2. Health care assistance
 3. Termination or severance pay
 4. Remuneration for family and medical leave
 5. Any other allowances and benefits not specifically granted above
- C. Less Than Half-time—An employee who works less than half time may qualify for the following allowances and benefits:
1. Salary will be prorated on the number of classes taught based upon a full teaching load for that particular school.
 2. Holiday pay for holidays that fall during the normal school year, based on prorated classes taught.
- D. Less Than Half-time—Allowances and benefits not granted:
1. Service credit does not accrue for purposes of determining retirement benefits or for any other purpose; however, the percentage of full-time equivalency worked should be recorded on a service record for administrative purposes.
 2. Health care assistance.
 3. Tuition assistance for dependent children.
 4. Vacation time.
 5. Sick leave.
 6. Termination or severance pay.
 7. Any other allowances and benefits not specifically granted above.

3357:03 Period of Employment, Vacations, and Holidays

- A. 10-Month Assignment



1. Those employed for the school year as designated by the school calendar issued by the conference office of education are considered to be on a 10-month assignment. They receive a full year of service credit.
2. The annual paid vacation days for personnel on a 10-month assignment are the school vacation days (excluding days of professional development) which are included within the annual employment contract irrespective of years of service.
3. Paid holidays are included within the annual employment contract and are shown on the school calendar issued by the conference.

B. 12-Month Assignment

1. The annual paid vacation days for personnel on a 12-month assignment shown on the chart below. In addition, employees on a 12-month assignment have paid holidays that are included within the annual employment contract and are shown on the school calendar issued by the conference.

12-Month Vacation Policy

Years of Employment	Vacation Time Per Year of Full-time Service	Vacation Time Accrued Per 38-Hr. Week
During first 4-year period	2 weeks (10 working days)	1.4575 hours
During next 5-year period	3 weeks (15 working days)	2.1863 hours
After 9 years Of service	4 weeks (20 working days)	2.9151 hours

2. Twelve-month employees are expected to work during regular school vacation periods.
3. All vacations for 12-month employees should be approved by their administrator and the conference office of education.
4. A work week differing from the 38 hours will require a recalculation of the accrued time.

5. Regular part-time employees shall accrue vacation time on a prorated basis. The rate of vacation time accrual shall be on the basis of years of full-time equivalency.

C. Unused Vacation Time—12-Month Employees

It is intended that vacations be taken each year. Unused vacation time will be determined by local conference policy.

An employee who retires, resigns, is terminated or laid off, or whose Employment Agreement is not renewed will be paid for any accrued unused vacation time at the time of the employee's departure. An employee who transfers will be paid for accrued, unused vacation time. Payment of accrued unused vacation may be negotiated by the conferences involved in the transfer of the employee.

D. Holidays

Paid holidays are included within the annual employment contract and are shown on the school calendar issued by the conference. Any leave taken beyond that shall be treated as a part of the annual vacation.

3361:13 Leaves—Bereavement, Military, Personal, Jury Duty

A. Bereavement Leave

A leave of up to five working days with no loss of salary may be granted to an employee in case of death in the immediate family. All bereavement leave must be approved by the superintendent and/or principal from the employing organization according to conference policy.

B. Military Leave

Adventist certificated teachers who are denominationally employed and serve in the Reserve Components of the military shall inform the hiring organization of their military obligations and provide copies of written orders requiring their deployment for any period exceeding one month.

Denominational employers will comply with the intent of national laws governing the employment and reemployment of military reservists, such as the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) in the United States. Members of the National Guard or Reserves who are called to active duty during the school year are entitled to have their

positions held, but they will not be paid by the denomination. When activated, reservists receive remuneration and benefits from the military. The conference will pay the substitute teachers. Effective dates of military service are documented by the armed forces and become the basis for determining when the reservist returns to denominational employment. For additional information related to military service, see NAD *Working Policy*, E 83; 2018-2019.

The teacher/administrator who has an immediate family member being called to active military duty may be granted one paid day of leave at the discretion of the conference.

C. Personal Leave

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

D. Leave for Jury Duty

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

3363:04 Retirement

Full and complete details regarding the requirements for retirement and/or the Seventh-day Adventist Retirement Plan are stated in *The Seventh-day Adventist Retirement Plan (USA)* published by the NAD. The booklet can be obtained from the NAD Retirement Office or the employee's employing organization.

3365:14 Employee Records for Certificated Personnel

A. Personnel Files

Employers should keep the following information in each employee's personnel file: name, address, date of birth, job

title/description, rate of pay and other compensation, waivers if applicable, and any disciplinary records. If there is disagreement with any information in the file, the employer and the employee mutually may agree to remove or correct it. Forms that identify an employee's alien status (I-9 form) should be kept separately, as well as any forms that identify an employee's receipt of Workers' Compensation. The employer will make copies of materials for the employee upon written request. Personnel files should be kept following employment cessation.

An employee's personnel file must be made available under the following conditions:

1. Written request of at least 24 hours.
2. Inspection to be made during working hours.
3. Employer, or designee, present for the inspection.

B. Employee Service Records

1. An up-to-date service record on the approved form is to be maintained for each employee. This permanent record is to be kept in the conference office for all K-12 employees. A copy of the employee's service record should be given to the employee every two to three years to assure its accuracy. When an employee transfers to another conference, these records are to be forwarded to the new employing organization.
2. Ten-month, full-time employment entitles the teacher/principal to one year of service credit.
3. The retirement allowance for teachers/principals who are employed on a 10-month basis shall be calculated on the maximum monthly remuneration rate which would be available to them if they were employed on a 12-month basis (*NAD Working Policy*, Y 46 12 5; 2018-2019).

C. Certification Records

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



3400 Classified Personnel

3405:14 Definitions of Classified Personnel

Employees who do not hold educational certification but who have qualifications for their positions such as teacher assistants, office personnel, deans, bus drivers, and maintenance and janitorial staff are classified personnel.

Classified personnel may be full-time or part-time.

Hourly classified personnel—employees who have nonexempt status under the Fair Labor Standards Act and are eligible for overtime pay.

Salaried classified personnel—employees who qualify under the Fair Labor Standards Act for salary rather than hourly pay. They do not record their time nor do they receive overtime pay.

3410:14 Conditions for Employment of Classified Personnel

All general conditions for employment must be met (*Code 3015:14*).

An additional condition for employment for classified personnel: Not being an independent contractor.

3412:19 Independent Contractor

Independent Contractor status is not to be used to circumvent conference employment. People such as doctors, lawyers, accountants, contractors, and subcontractors who are in an independent trade, business, or profession in which they offer their services to the general public are generally independent contractors. However, whether these people are independent contractors or employees depends on the facts in each case. The general rule is that an individual is an independent contractor if the payer has the right to control or direct only the result of the work and not how the process is accomplished. The earnings of a person who is working as an independent contractor are subject to self-employment tax. An independent contractor is self-employed with no benefits from the school. This applies even if the contractor is given freedom of action.. What matters is that the employer has the legal right to control the details of how the services are performed. If an employer-employee relationship exists (regardless of what the relationship is called), they are not an independent contractor. Consult materials from the United States Internal Revenue Service (IRS) for additional information.

Independent contractors must not be alone with students. Independent contractors employed for continued service must submit to background checks.

3415:14 Letter of Intent to Employ—Classified Personnel

A Letter of Intent to Employ is a formal statement in writing that outlines the conditions and details of employment for classified employees.

- A. Following an initial determination to employ by the conference board of education, an offer of employment will be given to an individual. The individual will receive a document titled Letter of Intent to Employ which must be signed and returned to the superintendent of schools or the school principal within 15 days. Until the signed Letter of Intent to Employ is received by the superintendent of schools or the school principal, the conference may revoke the offer.
- B. The Letter of Intent to Employ will outline the conditions and details of employment.
- C. The Letter of Intent to Employ will note that each employee shall be given written notice of the requirement to tithe and is informed that tithing practices are subject to review.
- D. In most cases, notification by the employer of a decision not to issue a Letter of Intent to Employ will be submitted in writing to the employee no later than April 1.
- E. Classified personnel are at-will employees. They may be terminated at any time. Classified employees may be given notice as specified in their Letter of Intent to Employ. If the Letter of Intent to Employ does not address the giving of notice, a notice of two weeks will be given. The reason for termination will not be given. There is no right of appeal.

3418:14 Recommendation for Employment, Assignment, Nonrenewal, Transfer, Retirement, Suspension, or Termination of Classified Personnel

- A. Recommendation for Classified Personnel

In preparation for offering the yearly Letters of Intent to Employ, the principal will recommend classified personnel to the school personnel committee. In schools without a personnel committee, the school board will act as the personnel committee. The school personnel committee or the school board acting as the personnel

committee will recommend to the conference board of education for employment, assignment, nonrenewal, transfer, retirement, suspension, or termination.

B. Employer Intention Not to Reemploy

An employer who decides not to offer a Letter of Intent to Employ a full-time or part-time classified employee for the ensuing year is to indicate the decision in writing to the employee prior to April 1 of the current employment year. Reasons for discontinuance of employment may include, but are not limited to, the following (check with legal counsel and governmental laws before making a final decision; governmental laws may vary):

1. Insufficient enrollment.
2. Lack of adequate budgetary funds.
3. Employer's inability to effect a transfer.
4. Employee's inability to perform the essential functions of the job because of physical, mental, or emotional factors.
5. Employee's incompetence as determined by appropriate evaluation.
6. Employee's indifference to pupil welfare.
7. Employee's lack of cooperation with administrators or supervisors.
8. Employee's failure to provide a positive Christian role model and/or uphold the doctrines and the generally accepted standards of the Seventh-day Adventist church.
9. Employee's failure to comply with the conference policies and/or regulations.

C. Procedures for Not Offering a Letter of Intent to Employ Classified Personnel

1. The principal or the school board chair shall notify the school personnel committee or the school board acting as the personnel committee of any such proposed action.
2. If the principal or the school board chair presents to the employee a statement setting forth reason(s) for the proposed action, the employee is no longer at will.



D. Employee Intention Not to Accept Employment

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

E. Suspension and/or Termination

The employment of classified personnel may be discontinued during the school year by suspension and/or termination. The reasons for suspension and/or termination include, but are not limited to:

1. Practicing, advocating, or teaching beliefs or philosophies contrary to the basic tenets standard, and doctrines of the Seventh-day Adventist church including the Spirit of Prophecy.
2. Personal conduct inconsistent with the principles of the Seventh-day Adventist church.
3. Committing, aiding, advocating, or being convicted of a felony or any crime involving immoral character or conduct (turpitude), either a misdemeanor or a felony.
4. Membership or participation in any organization known to be advocating the overthrow of the government by force or subversion.
5. Failure to comply with the conference policies and regulations.
6. Refusal to cooperate with administrators and/or persistent violation of school policies.
7. Incompetence as terminated by appropriate evaluation.
8. Inability to fulfill required responsibilities because of physical, mental, or emotional factors after reasonable accommodations have been made.
9. Excessive absences or tardies.
10. Indifference to pupil health and safety.
11. Jeopardizing the students' learning environment.



12. Unprofessional conduct and/or violations of professional ethics (Code 3020:04).

3420:14 Salaried Classified Personnel

- A. Classified employees may be designated as salaried employees if they have supervisory, administrative duties or meet other government rules (exempt from minimum wage and overtime requirements or other governmental regulations).
- B. Remuneration for salaried classified employees is based on the Atlantic Union Conference *Wage Scale Percentages for Education Personnel*. Employees may qualify for additional allowances and benefits based on the following:
 1. Years of employment
 2. Level of experience or expertise
 3. Responsibility/workload
 4. Job description
 5. Cost of living area

3425:14 Hour-time Classified Personnel

- A. An hour-time classified employee is one who is employed in a nonteaching position such as a secretary, bus driver, custodian, industrial worker, or plant service employee.
- B. Hour-time classified employees are recommended by school boards and are hired by the conference and receive only those allowances and benefits specified by the school board as listed in Code 3430:93. The employer or employee can terminate the employment. The conditions for employment will be in the Letter of Intent to Employ.
- C. There are two employment plans for hour-time classified employees:
 1. Full-time Employment

A full-time classified employee is one who works at least 38 hours per week or a minimum of 1,250 hours per year.
 2. Part-time Employment



A part-time classified employee is one who works less than 38 hours per week or less than 1,250 hours per year.

- D. Wages for an hour-time classified employee are reviewed annually after consideration of the following factors:
 - 1. The job classification.
 - 2. Prevailing community rates for a comparable position unless the community rate exceeds the maximum on the wage scale.
 - 3. The number of working hours per week.
 - 4. The number of weeks specified in the Letter of Intent to Employ.
 - 5. Cost of living area.
- E. Part-time employees may build up service credit toward retirement if they work at least 1,000 hours per year.
- F. Hour-time classified workers are not eligible for severance/termination pay.

3430:19 Benefits for Hour-time Classified Employees Working Full-time

The following is a brief description of some of the benefits that hour-time classified employees who work full-time may be eligible for if specifically voted by the school board where they work.

- A. An employee survivor benefit plan is available to all full-time denominational employees (*Code 3722:03*).
- B. A full-time hour-time employee is eligible for health care benefits from the employing organization in accordance with the denominational Healthcare Assistance Policy and all governmental regulations (*NAD Working Policy, Y 22; 2018-2019*).
- C. All full-time hour-time employees are eligible for the number of paid holidays in each fiscal year as specified by the conference. If employment is required on a holiday, arrangements are to be made with the employing organization for appropriate compensation.

- D. It is not standard policy to defray the cost of moving hourly paid classified employees.
- E. The Seventh-day Adventist denomination has a retirement benefit plan which is available to qualifying employees who are paid through the conference or conference-constituent senior academy payroll.

In order for classified employees of K-12 schools to be eligible to receive retirement credit, their local employing school board must agree to contribute an amount of their salary specified by the NAD to the retirement fund.

Full and complete details regarding the requirements for retirement can be obtained from the NAD Retirement Office or the employee's local employing organization.

- F. A full-time hourly paid classified employee who has been employed for a minimum of 60 days is eligible for sick leave pay. This policy is applicable only to the employee for personal illness. Absence with pay is limited to the equivalent of ten total working days annually for bona fide illness.
- G. All employees in the United States are eligible for social security benefits as stipulated by the federal government. Contributions are shared by the employer and employee as mandated by law.
- H. Those employed on a 12-month assignment are granted vacation time as shown in the chart below. Twelve-month employees are expected to work during regular school vacation periods. All vacations for 12-month employees should be approved by their administrator and the conference office of education

Vacation Policy

Years of Employment	Vacation Time Per Year of Full-time Service	Vacation Time Accrued Per 38-Hr. Week
During first 4-year period	2 weeks (10 working days)	1.4575 hours
During first 5-year period	3 weeks (15 working days)	2.1863 hours
After 9 years of service	4 weeks (20 working days)	2.9151

- I. There are two types of sick leave for employees on a 12-month assignment:

1. Short-term Sick Leave

All full-time classified workers are eligible for two weeks of short-term sick leave each year.

2. Long-term Sick Leave

Please see *Code 3433:13*.

3433:13 Summary of NAD Sick Leave Policy

NAD Working Policy, E 82; 2018-2019

- A. Employees Who Are Covered—This policy shall apply to nonexempt (hourly) denominational employees.
- B. Sick Leave Hours Accrued—Sick leave time shall accrue based on 2.93 hours for a 76-hour (two-week) pay period (.03855 hour per hour worked). Regular part-time employees shall 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 nonexempt employees.
- C. Division of Sick Leave Time—Up to 60 percent of the accrued sick leave time shall be available for short term illnesses and medical/dental appointments. The balance shall be available for extended illnesses, disability, or incapacity. Childbirth is a qualifying incapacity.
- C. Short-term Illness—The first 3 work days of any illness or time off for medical/dental appointments shall be charged to the short-term Sick Leave Bank.
- E. Carry-over of Short-term Sick Leave Time—Short-term sick leave time may be carried over from one year to the next up to a maximum of 76 hours. Accrued short-term time in excess of 76 hours may be transferred to the extended Sick Leave Time Bank.
- F. Extended Sick Leave Time
 1. Beginning with the 25th work hour of an employee's personal illness, full-time pay shall be continued and charged to the extended Sick Leave Time Bank until those accumulated hours have been exhausted.

2. To qualify for this benefit, 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. In cases where an employee is hospitalized, the provision of paragraph 1 above shall begin on the day of admittance to the hospital.
- G. Exclusions—Extended sick leave does not apply to:
1. Any day during which an employee is entitled to cash benefits for temporary disability under Workers' Compensation or the employer's disability laws.
 2. Any period of confinement in a public or private institution as a result of an emotional or psychopathic illness arising from addictions.
 3. Any period when incarceration is the cause of absence from work.
- H. 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 Sick Leave Bank.
- I. Not Convertible to Paid Leave—Extended sick leave shall not be convertible to paid leave or considered as credit payable at the termination of employment.
- J. Alternative Plan
1. Organizations may combine the short-term sick leave (NAD *Working Policy*, E 82 20; 2018-2019), vacations (NAD *Working Policy*, E 75 05; 2018-2019), and authorized holidays (NAD *Working Policy*, E 75 45; 2018-2019) into a Paid Leave Plan (NAD *Working Policy*, E 82 47; 2018-2019). 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 of seven weeks, excluding holidays.
 2. 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.

- K. Portability—At the time of termination or transfer, short-term sick leave may be paid to the employee. Accrued time shall not be transferred to the new denominational employer; however, extended sick leave may be reported to the new employer at the time of transfer. No payment is to be made to the employer or to the employee for extended sick leave hours.
- L. Part-time Work After Illness—An employee who returns to work on a part-time basis after an illness or disability shall do so with the permission of the attending physician involved and must submit a written recommendation from the physician regarding the estimated length of such part-time work. The actual time worked shall be paid at the regular rate. The balance shall be paid from the extended Sick Leave Bank as long as hours of accrued sick leave time are available. Any provision of the Family and Medical Leave of Absence policy shall continue in accordance with the *NAD Working Policy*, E 83; 2018-2019, until the employee has been released by his/her physician to return to full-time employment.
- M. 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.
- N. Pregnancy Leave
 - 1. Provision—Pregnancy leave shall be granted on the same basis as extended sick leave in accordance with the Sick Leave policy and Paid Leave policy. Eligible employees requesting pregnancy leave are to request Family and Medical Leave of Absence leave (*NAD Working Policy*, E 83; 2018-2019). Employees are expected to return to employment as soon as they are physically able to resume their duties. The beginning date and duration of the pregnancy leave shall be in harmony with the advice of the attending physician.
 - 2. Remuneration—Beginning with the first day of pregnancy leave, regular remuneration shall be continued and shall 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 leave. An employee may be remunerated on the foregoing basis whether or not she plans to return to work at the end of the pregnancy leave.
 - 3. Policies—Where government law dictates the pregnancy

leave policy, the employing organization shall observe those policies.

4. **Post Leave Employment**—An employee returning from pregnancy leave under the Family and Medical Leave of Absence policy will be entitled to reinstatement in her previous job or a job of equivalent pay, benefits, and other employment terms and conditions. Upon returning to work, it will be necessary to provide a doctor's medical release.
5. **Paid and/or Unpaid Leave for the Birth or Care of a Child**—Employees are entitled to up to twelve weeks of paid and/or unpaid leave for the birth or care of a child. However, once the physician has released the employee from medical care, should the employee wish to continue Family and Medical Leave of Absence leave, any paid leave from the extended Sick Leave Bank would be discontinued, but both male and female employees may access any applicable paid leave available to them (*NAD Working Policy*, E 82 70 5; 2018-2019).

3435:14 Payroll and Service Records for Classified Employees

A. Payroll Records for Classified Employees

Payroll records must accurately identify the time worked as well as credit time for vacations, sick leaves, and holidays.

B. Service Records for Classified Employees

1. An up-to-date service record on the approved form is to be maintained for each employee. This permanent record is to be kept in the conference office for all K-12 employees. A copy of the employee's service record should be given to the employee every two to three years to assure its accuracy. When an employee transfers to another conference, the records are to be forwarded to the new employing organization.
2. A record should be kept for all classified employees regardless of the hours worked. However, credit toward retirement will count only for those who have accumulated at least 1,000 hours during a given year.

3440:14 Personnel Files for Classified Personnel

Employers should keep the following information in each employee's



personnel file: name, address, date of birth, job title/description, rate of pay and other compensation, waivers if applicable, and any disciplinary records. If there is disagreement with any information in the file, the employer and the employee mutually may agree to remove or correct it. Forms that identify an employee's alien status (I-9 form) should be kept separately, as well as any forms which identify an employee's receipt of Workers' Compensation. The employer will make copies of materials for the employee upon written request. Personnel files should be kept following employment cessation.

An employee's personnel file must be made available under the following conditions:

- A. Written request of at least 24 hours
- B. Inspection to be made during working hours
- C. Employer, or designee, present for the inspection

3500 Wage Scale

3505:03 Wage Scale Percentages for Education Personnel

CLASSIFICATION OF EMPLOYEE	BA/BS NOT CERTIFICATED	YEARS OF SERVICE BA/BS/MA CERTIFICATED					
Teacher	75*	1	2	3	4	5	6
**Basic		83	87	89			
Standard					91	93	95
Professional					96	98	102
◆PRINCIPAL – ELEMENTARY & JUNIOR ACADEMY – TWO TO FIVE TEACHERS							
Basic		87	89	91			
Standard					92	94	96
Professional					97	99	102
Administrative					98	100	102
PRINCIPAL—ELEMENTARY & JUNIOR ACADEMY, SECONDARY WITH SIX OR MORE TEACHERS—VP AND ASST. PRINCIPAL (VP SALARY TO BE SET ON THE BASIS OF CERTIFICATION AND EXPERIENCE)							
Basic		92	93	95			
Standard					96	97	98
Professional					98	100	102
Administrative					99	101	102
TREASURERS							
BS/BA		83	86	89	92	94	97
MBA (check NAD policy for definition)		87	89	92	95	97	102
ACCOUNTANT/AC CLERK							
Accountant		76	79	84	89	93	96
Accountant Clerk		56	60	64	68	72	76
REGISTRAR/LIBRARIAN							
Pre BA		58	62	65	70	74	78
BA/BS (No certification, max of 83%)	75*	83	87	89	91	93	95
MA/MLSs					96	98	102
SCHOOL COUNSELOR							
Standard		83	87	89	91	93	95
Professional					96	98	102
DIRECTOR OF FOOD SERVICES							
Certificated/HIEFFS		69	73	77	80	85	89
BA/equivalent		81	85	87	89	92	95
MA/equivalent		87	90	93	95	99	102
HEALTH SERVICES							
AS/RN		75	79	82	86	89	92
BS/RN		85	88	91	94	97	99
RESIDENT HALL DEAN							
***Standard		83	85	87	90	92	95
***Professional		87	89	92	95	97	102
CAMPUS INDUSTRY							
****Maintenance Director		67	71	76	80	85	90
Industrial Head		79	83	87	91	95	99



DEVELOPMENT DIRECTOR							
No certification		80	83	87	89	91	93
BA/BS/SPA		83	86	89	92	94	97
MA/Acced.		87	90	93	96	98	102

**The conference may grant up to 83%.*

**Will receive the annual COLA increase but remain at 83% until certification is acquired.*

***Conference may begin an MA graduate at a step higher than the bachelor.*

◆ In a large one room school a conference may give special consideration to one teacher

****Or equivalent experience*

*****Boarding academies should follow the Teacher's Wage Scale; Day Academies, community rates.*

3508:04 Wage Scale Notes

A. Wage scale for certificated personnel is based on:

1. Degree
2. Years of service
3. Certification

B. Pre-BA

The designation of pre-BA does not indicate that teachers without degrees may be hired. The designation is for the teacher without a degree, who was hired in the past.

C. Baccalaureate Degree, No Certification

Educational personnel with a baccalaureate degree but without certification will be paid at the 83 percent rate of the *Wage Scale Percentages for Education Personnel (Code 3505:03)*. One condition for reemployment will be the satisfactory completion of a minimum of six semester hours of course work per Letter of Intent to Employ year toward fulfillment of certification requirements.

D. Advancement

After completing certification requirements, educational personnel will advance to their proper step on the wage scale according to their certification and years of service.

E. Graduates from Non-Adventist Colleges/Universities

Teachers/principals graduating from non-Adventist institutions who have satisfied all professional education requirements for the Standard Certificate with the exception of specific church requirements such as Religion courses and Philosophy of Adventist Education will be paid according to the wage scale at Year 1, under Years of Service, for the 10-month annual salary. One condition for reemployment will be the satisfactory completion of a minimum of six semester hours per Letter of Intent to Employ year with all requirements being met within three calendar years. Upon completion of these certification requirements, the teacher/principal will be advanced to the appropriate salary step commensurate with the certificate held and the number of years of teaching experience.

F. Experienced Teachers Without Certification

Experienced teachers who have not met the specific denominational certification requirements will be placed on the wage scale in accordance with the degrees held and the years of teaching experience. They will be given three years in which to meet certification requirements without being penalized financially, providing they complete a minimum of six semester hours of course work per year. They should complete all requirements within three calendar years.

G. Designated Subject Certification

Teachers with Designated Subject Certificates may be paid at Year 1 of the 10-month annual wage scale during their first year of teaching and thereafter be advanced according to years of training and experience to a maximum of Year 4. An employee teaching with a Designated Subject Certificate may be paid according to the *Wage Scale Percentages for Education Personnel* for only the percentage of total work load time at which the teaching assignment is computed.

H. Cost of Living Adjustment (COLA)

Cost of living assistance is given to qualifying employees. Variations in amounts are based on data provided by the Economic Research Institute, Inc. (ERI). Please refer to the current scale and the NAD *Working Policy*, Y 08 25; 2018-2019.

I. Vacation Plans

1. Certificated personnel, see *Code* 3357.
2. Classified personnel, see *Code* 3430.

J. Failure to Renew Denominational Certification

A lapse of certification will result in a status change to Provisional Status, which makes one an at-will employee and may result in termination of employment or the following actions:

1. First year, salary will be frozen or reduced.
2. Second year, salary will be reduced to base salary (83 percent) according to the wage scale.

3. Third year, employee will be terminated.

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

3510:93 Annual Salary—Begins and Ends

In harmony with NAD policy the fiscal year in the Atlantic Union Conference Office of Education, July 1 to June 30, shall constitute the employment period for all conference-employed educational personnel. Salaried personnel shall be paid bi-weekly or monthly according to the policy of the employing organization in harmony with the Atlantic Union Conference *Wage Scale Percentages for Education Personnel*.

3515:14 Salary Change Due to Upgrading Certification/Retroactive Pay

A. Retroactive Pay

Placement on the wage scale will be determined by the employee's certification status at the time the Letter of Intent to Employ or the Employment Agreement is issued. If an employee's certification status is raised and the certificate is issued by October 31, the employee will receive increased salary retroactive to July 1. Should a new certificate be issued by the Atlantic Union Conference after October 31 of the current year, any increase in salary will become effective the month following such issuance.

B. Procedure for Pay Rate Change

Employees will receive retroactive pay from the beginning date of the Letter of Intent to Employ or Employment Agreement for completion of summer courses if they have met all of the following requirements:

1. A grade of B or higher in courses.
2. A certification or step change.
3. Certification information from the Union certification registrar is in the conference superintendent's office on or before October 31 of the current year.



3600 Conference Locally-funded Employees

3605:11 Guidelines for Employment of Locally-funded Personnel

To ensure that all school employees, full- and part-time, including teacher assistants, secretaries, janitors, and musicians, are treated in a fair manner regarding salaries/benefits and are in compliance with conference and governmental statutes, the following guidelines are to be followed by the school administration and the school board:

- A. All school employees are conference employees and in compliance with *Code* 3015:14.
- B. Each employee has a specific job description.
- C. The salary percentage is set according to NAD *Working Policy*.
- D. Funding for the salary and eligible benefits is ensured.
- E. All employees meet all the conditions for employment for their positions.

3610:13 NORTH AMERICAN DIVISION LOCALLY-FUNDED EMPLOYEE GUIDANCE FOR CONFERENCES

NAD *Working Policy*, E 05 31; 2018-2019

While employees may be locally funded, that is, their remuneration and benefits are funded by a church or school, they are employed by the lowest level of employer in the Seventh-day Adventist church structure, the local conference. As the lowest legal entity for employment, the conference is the employer for all employees in all classifications, whether assigned to the conference office or any other conference facility, such as a church or school.

The following three actions are to assist in bringing locally-funded employees into compliance with governmental statutes:

- A. Action I—Phase I will be implemented starting July 1, 2011, and will address the treatment of conference locally-funded exempt K-12 instructional educational employees, and exempt and nonexempt part-time pastors. For Phase I, definitions for the following terms in the educational context have already been voted: full-time academy teacher, full-time blended teacher, full-time elementary teacher, and part-time.
- B. Action II—The employer of all employees will be the local

conference. Employees will be governed by applicable governmental laws. For employees who divide their work time between denominational employers, each employing organization shall independently determine part-time or full-time status based on each organization's job description.

- C. Action III—All full-time conference-funded and conference locally-funded employees will be eligible for health care benefits. No health care benefits will be available for part-time conference-funded and part-time conference locally-funded employees.

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

Denominational employers of an employee who works for more than one denominational entity and who has a combined work time equal to or exceeding 38 hours per week must coordinate all applicable benefits.

Phase II, if approved, will be implemented no later than July 1, 2012, and will address the treatment of locally-funded employees such as church/school secretaries, janitors, and early childhood education and care center employees.

3700 Additional Financial Information

3702:04 Hiring Substitute Teachers

A. Substitute Teachers Must Meet the Following Qualifications:

1. Be a member and attend a Seventh-day Adventist church, within the constituency of the school, whenever possible.
2. Believe in the doctrines of the Seventh-day Adventist church and demonstrate support of these beliefs through personal living.
3. Return a tithe through a constituent church.
4. Submit to background checks and any additional governmental requirements.
5. Be legally employable.
6. Have a minimum of a high school diploma.

B. Procedure for Hiring Substitutes

School boards submit the names of substitute teachers to the conference superintendent of schools for approval by the conference board of education. A person may not be hired as a substitute without having the approval of the conference board of education.

C. Payments to Substitute Teachers

1. For 1 through 20 days of teaching, substitute teachers are paid according to the conference rate for short-term substitutes.
2. For more than 20 consecutive teaching days, the conference superintendent of schools, in consultation with the conference board of education, may employ qualified persons on a long-term temporary basis, to fill positions of regular, certificated employees absent from service. Teachers on long-term substitute teaching assignments shall be paid according to the *Wage Scale Percentages for Education Personnel (Code 3505:03)*.

3704:04 Conference and School Sharing of Costs of Substitute Teachers (Due to Teacher Illness)

- A. From 1 through 20 teaching days of illness, the conference and the school each pay 50 percent of the substitute teacher's salary.
- B. From 21 through 30 teaching days of illness, the conference pays 75 percent and the school pays 25 percent of the substitute teacher's salary.
- C. From 31 teaching days and beyond, the cost of providing a substitute teacher shall be referred to the conference board of education for resolution.

3706:93 Bus Drivers

School boards shall make every effort to secure nonteaching bus drivers. A driver must comply with *Code 2345:14 A 3*.

3708:93 Advance Payments to Workers

Advance payments to workers are governed by the individual conference.

3710:04 Holiday Gifts

Denominational organizations may wish to recognize the service of employees by granting an annual holiday gift. This gift shall not exceed three percent of the employee's remuneration factor (*NAD Working Policy*, Y 12; 2018-2019).

3712:94 Administrative Travel

- A. An administrative travel budget of up to 1,000 miles per month may be granted to academy principals at the approved conference mileage rate.
- B. Special mileage may be paid as authorized mileage for trips outside the administrator's constituent area. It is paid at the approved conference mileage rate.

3714:14 Expenses for Workshops, Conventions, Meetings

The following is the policy for authorized expenses:

- A. The employing organization shall be responsible for any authorized expenses in connection with teachers' conventions and subject workshops.
- B. Travel and per diem rates will apply for authorized trips.
 - 1. Educational personnel shall be allowed actual room expense of an overnight stop for distances greater than 500 miles. The conference mileage rate will apply.
 - 2. Car pools will be used when possible and will be arranged by the employing organization. Payment to the driver will be at the conference mileage rate.

3716:93 Expenses for Union or Division Workshops/Meetings

- A. Expenses for curriculum development workshops and other committee meetings called by the Atlantic Union Conference Office of Education except the Atlantic Union Conference Board of Education, which involve educational personnel from the conferences, shall be paid as follows:
 - 1. The Atlantic Union Conference will pay the travel expenses to and from the meeting and the per diem and housing for the time involved in the meeting.
 - 2. For those whose permanent residence is in the immediate area of the workshop, a noon meal per diem only will be provided by the Atlantic Union Conference.
 - 3. The employing organization will continue to pay the participant's salary and allowances.
- B. For NAD workshops, the NAD will care for the travel, per diem, and housing of the participant except for Atlantic Union Conference Office of Education personnel. The employing organization will continue the teacher's salary and allowances.
- C. For meetings called during the school year, the Atlantic Union Conference will pay for the substitute teacher(s), except for meetings of the Union Board of Education and the Union Curriculum Committee.

3718:93 Mileage Rates

The current mileage rate will apply for authorized trips.



3722:03 Employee Survivor Benefit Plan

NAD Working Policy, Y 25; 2018-2019

A. Surviving Spouse Benefits

When a regular full-time employee dies while in denominational service, the surviving spouse receives certain benefits which are continued for two months from the date of the employee's death.

B. Continuation of Employee Remuneration

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

C. Hospitalization and Comprehensive or Family or Spouse Medical Coverage

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

D. Tuition Assistance for Dependent Children of Deceased Employee

The surviving spouse shall continue to receive tuition assistance for eligible dependent children until the end of the current school year to the extent that the deceased employee was eligible at the time of death. This benefit is available to all full-time denominational employees, the spouse thereof, and dependent(s).

3724:14 Healthcare Assistance Plan for Employees

NAD Working Policy, Y 22; 2018-2019

Any benefit program is subject to an ongoing process of change arising from economic, competitive, and demographic factors. The purpose of this statement of philosophy is to establish general principles to control and shape this process of change as it relates to the Healthcare Assistance Plan for employees of Seventh-day Adventist organizations. The statement of purpose and philosophy applies to non-Adventist Health Systems denominational organizations. Employees are to contact their employing organization for details of the Healthcare Assistance Plan.

3726:03 Adoption Expense

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

3728:93 Automobile Insurance Assistance

NAD Working Policy, Y 29 15; 2018-2019

Educational personnel whose job requires frequent use of their vehicles may be eligible for automobile insurance assistance (*NAD Working Policy, Y 29 10; 2018-2019*). There also is automobile insurance coverage required as a condition for employment for these individuals.

A. Basis for Adjustments (*NAD Working Policy, Y 28 10; 2018-2019*)

The following is the basis of accident and/or Workers' Compensation insurance adjustments for employees who are covered by insurance policies, the premiums on which have been paid by the employing organization:

1. In making the adjustment it is recognized that it is the right of the employee or his beneficiary to receive the full amount of insurance settlement granted by the insurance company covering death or permanent disability.
2. From those portions of the insurance settlement covering salary and medical expense, the employee shall at the time of insurance settlement first reimburse his employing organization for the money advanced for salary and medical expenses during the employee's illness.
3. Should the amount granted as salary by the insurance company during the period of illness be less than the denominational salary for that same period, the employing organization shall reimburse the employee up to the denominational salary for the period during which the employing organization is responsible for the payment of salary.
4. The portion of medical expenses not covered by the insurance settlement shall be subject to application of the regular Healthcare Assistance policy.
5. Should the employee receive from the insurance settlement

for salary and medical expenses more than the employing organization has advanced for said items, a refund to the employing organization shall be made for the amount originally advanced by the organization.

6. This basis of settlement does not affect any additional insurance policies the employee carries for which he has paid the premiums.
7. Those eligible for automobile insurance assistance shall be required to carry insurance with the following minimum limits when such limits are readily available:

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

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

**Any deductible above or below this amount or waiver of the requirement to carry comprehensive and collision coverage is at the discretion of the employing organization.

- B. Employees whose job requires less frequent use of their vehicles are not eligible for automobile insurance assistance. Nevertheless, for their protection and the denomination's, they should maintain the same minimum level of bodily injury liability protection as is required for employees receiving automobile insurance assistance.

3730:13 Personal and Shared Insurance

NAD *Working Policy*, Y 28 10 2 3; 2018-2019

A. Personal Insurance

If an employee elects to take additional accident insurance coverage under the policy provided by his employing organization and the employee carries the increased premium expense, the additional benefits of the policy covered by the added premium shall accrue to the benefit of the employee personally.

B. Shared Premiums

When the employee and the employing organization share the basic premium of an accident insurance policy, the foregoing provisions shall apply but on the same percentage basis as the premium cost is divided, except that death or permanent disability



portions of such settlement shall accrue in full to the individual employee or the beneficiary.

3732:04 Auto Insurance Allowance for Senior Academy Principals
NAD Working Policy, Y 29 15 1; 2018-2019

The availability of this benefit to senior academy principals is determined by the conference.

3734:04 Transfer and Retirement Gifts
NAD Working Policy, Guidelines GL 32; 2018-2019

Employees who serve in conference offices and institutions and who transfer to another denominational organization, resign, or retire may be granted a farewell gift, calculated as a percentage of the remuneration factor rounded off to the nearest \$5, according to the following schedule of service in that organization:

Remuneration Scale Percentage	Percentage Per Year	Maximum Percentage
102% and above	4.0% per year of service	20%
98% to 101%	3.0 % per year of service	15%
97% or below	2.0% per year of service	10%

Employees who receive a termination settlement are excluded from this provision.

This gift is taxable income.

3740:04 Moving Allowance
NAD Working Policy, Y 23; 2018-2019

The moving and transportation expenses of full-time salaried educational employees are paid by the employing organization under provisions given below. This includes those workers on their first move into a field, either from college or from prior employment. This does not apply to voluntary local moves.

A. Household Goods

The employee's household goods are moved by the employing organization when the employee accepts a call to a new school or when the employing organization requests that the employee move. Assistance is limited to the ordinary personal household effects and such other items as the employee uses in his or her work.

B. Automobile Registration and Excise Tax

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

C. Sharing Moving Expenses

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

D. Per Diem and Lodging Allowances

The amount granted to the employee, spouse, and each accompanying child will be based on the NAD reimbursement scale.

The employee will be paid as follows:

1. Per diem allowance for the day of loading, the day or days in transit (based on 500 miles per day by the most direct route), and the day of unloading.
2. Actual motel expense after loading and prior to unloading of the employee's household goods, based on 500 miles per day by the most direct route while in transit.
3. Per diem and lodging allowances will not be paid if the employee is entertained en route.

3745:13 Retiring Employee's Moving Allowance

NAD Working Policy, Y 23 10; 2018-2019

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.

A. Authorized Expenses



When an employee retires, the employing organization may arrange to pay the moving expense for household goods, and transportation expenses 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 prorate the expenses of the move based on years of actual service credit.

B. Other Move Policies

The provisions of Y 23 05, paragraph 1-c., -d., and -e. do not apply to this move.

C. Timing

The retirement move must occur within five years after retirement, unless other arrangements are documented by the employer prior to retirement.

D. 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.

E. 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.

F. Tax Obligations

The retiring employee shall be responsible for any tax obligation accruing due to the assistance provided.

G. 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.

3754:93 Occupying School-owned Homes

Employees of educational institutions may be required to occupy school-



owned houses and apartments as a condition of their employment where school-owned housing is available.

3760:06 Graduate Education for Educational Personnel

It is the responsibility of the employee to obtain and maintain current Basic or Standard certification prior to matriculation in other educational programs.

3762:20 Continuing Education for Educational Personnel

Knowledge and skills gained by personnel strengthen the quality of education. Full-time and part-time instructional employees and school administrators may be eligible for financial support for schooling. Financial support is contingent on employment for the coming school year.

An employee is limited to taking a total of nine semester hours during a calendar year. No more than one course per semester will be allowed during the teaching year unless approved by the conference board of education.

A. Expectations

Employees are expected to obtain denominational certification and keep it current. Consult the *K-12 Educators' Certification Manual* for information. The Union certification registrar can assist in determining if credits from a specific course will apply toward certification or renewal of certification.

1. Personnel with Conditional Certificates

Those with Conditional Certificates must earn college or university credits beyond their current degree which will apply toward obtaining a Seventh-day Adventist Basic Certificate. One condition of reemployment will be the satisfactory completion of a minimum of six semester hours or nine quarter hours of course work per year toward the fulfillment of certification requirements. The courses must fulfill the general eligibility requirements. If fewer than six hours are needed for certification, that number may be completed to satisfy the Letter of Intent to Employ or an Employment Agreement.

2. Personnel with Expiring or Expired Certificates

Those with expiring or expired certificates are required to



earn college or university credits, academic or nonacademic, which will apply toward renewing or obtaining certification. Refer to the *K-12 Educators' Certification Manual* and the certification record provided by the Union certification registrar for guidance in selecting courses. (*NAD K-12 Educators' Certification Manual*, p. 9-20.)

3. Personnel Working Toward a Masters Degree

Employees planning to take courses toward a masters degree and receive tuition benefits must have authorization from their conference board of education prior to enrollment and should hold a current Standard Teaching Certificate.

B. Authorization to Take Courses and Receive Tuition Support

Employees who plan to take courses toward certification or a graduate degree must obtain authorization from their conference board of education, whether the course is taken during the teaching year or in the summer. No employee may receive tuition benefits without authorization prior to enrollment. To receive tuition support, employees must show proof of a grade of B or higher by producing an official transcript.

Employees authorized by the conference board of education to attend nonAdventist institutions when an educational program is not offered at a college/university designated by the Atlantic Union Conference will receive tuition assistance not to exceed the amount the Union/conference pay to the college/university designated by the Atlantic Union and agreed upon by the conference. The educational program must have the approval of the conference board of education and the Union.

C. Conditions for Repayment by Employees

Employees who have been authorized to take courses will be required to reimburse the tuition and any other reimbursed expense if any of the following apply:

1. They receive a grade below a B (3.0).
2. They drop a class after the drop date.
3. They end employment during the summer or before completing the next school year of teaching.



D. Items Not Reimbursed

Food, books, and unauthorized courses are not reimbursed.

E. Conditions for Repayment by Employee

Employees authorized by their conference to take summer classes at the Atlantic Union designated college/university, attend non-Adventist institutions, or take distant learning courses will be required to pay tuition, fees, and any reimbursed expenses such as travel and per diem, if any of these apply:

1. They receive a grade below a B (3.0).
2. They drop a class after the drop date.
3. They end employment during the summer or before completing the next school year.

3764:20 Continuing Education for Transferring Certificated Personnel

Certificated personnel from another union conference newly employed in the Atlantic Union Conference who is currently enrolled in a study program elsewhere may, upon conference board of education approval, be permitted to complete the work where enrolled if a transfer would entail hardship or a loss of credit. In such a situation the teacher is to receive benefits from the employing organization.

3766:04 Schooling Within the School Year

A. Authorization

Employees who plan to take a course for certification/graduate degree purposes during the school year must obtain approval from the conference board of education whether the course is from a college/university designated by the Atlantic Union Conference, a local institution, or an online or distance education institution. No employee may receive tuition benefits without prior approval.

B. Maximum Courses Allowed

No more than one course per semester will be allowed unless approved by the conference board of education.



C. Reimbursement

1. Institutions other than distance education or extension schools

Employees authorized to attend institutions other than distance education will receive reimbursement for tuition only from the employing organizations as follows: one half of the tuition fees not to exceed one half of the current tuition rate at the college/university approved by the Atlantic Union Conference. Employees must have prior approval from the conference board of education.

2. Distance education

Employees authorized to take courses from Griggs University may be reimbursed for 50 percent of the tuition. If a course desired by the employee is not available from Griggs University, pre-authorized courses taken from another accredited distance education institution will be reimbursed for 50 percent of the tuition not to exceed one half of the current tuition at Griggs.

3. Minimum grade

Employees expecting reimbursement for course work will be required to show proof of a grade of B or higher before reimbursement is made.

3770:04 Tuition Assistance for Children of Employees

(NAD *Working Policy*, Y 24 05; 2018-2019)

A. Adventist Education

Full time employees eligible for tuition assistance are required to support the church's philosophy of Adventist education by enrolling their children in Seventh-day Adventist schools through senior high school. Any exceptions must be authorized by the conference board of education.

B. Eligible Employees

Employing organizations shall provide assistance with tuition expense to full-time denominational employees for their children who are enrolled in Seventh-day Adventist denominationally owned and operated schools at any of the following levels: elementary (K-8), secondary, undergraduate at a liberal arts



college, a fifth year of college or graduate work required to secure teaching credentials.

C. No Assistance

No tuition assistance is provided to children of employees who are not exempt from federal and parish wage and hour laws and who are employed by denominationally owned but unrelated business operations (as defined by the Internal Revenue Service).

D. Students Eligible for Tuition Assistance

To be eligible for tuition assistance the student must meet all of these criteria:

1. An unmarried dependent of the employee.
2. Less than 24 years of age unless the student has given compulsory military service, volunteer service for the church, or has a documented medical consideration.
3. Eligible to be claimed as a dependent on the employee's income tax return and meet one of the following requirements: born to, or legally adopted by, the employee and/or spouse; appointed under the guardianship or legal custody (not temporary custody) to the employee; or is a stepchild by marriage.

E. Assistance

The employer of the eligible employee may provide assistance on tuition and all required fees as follows:

1. College and University—70 percent for dormitory students and 35 percent for those not in the dormitory. Starting at the junior year or fifth semester, 70 percent subsidy may apply to those students residing in university/college owned off-campus housing, excluding parents' or relative's house.
2. Academy—70 percent for boarding student; 35 percent for day students.
3. Elementary—35 percent, beginning with Kindergarten.

In cases where an employee's church provides a subsidy to cover the differential between constituent and nonconstituent tuition rates for elementary and secondary schools, the tuition assistance from the employer shall be



based on the net tuition expense to the employee.

Charges for private music lessons are covered only if the course is required for credit for the student's major or minor.

F. Professional Programs

Assistance provided for professional programs not requiring an undergraduate degree before beginning graduate study shall be based on, and shall not exceed, the normal tuition costs for a maximum of 10 semesters or 15 quarters (or a combined equivalent).

G. Limitation on Assistance

Assistance shall be provided for a degree program for a maximum of 10 semesters or 15 quarters (or a combined equivalent).

H. Summer Sessions

Students who attend summer sessions shall be eligible for tuition assistance. Such attendance shall not count against the maximum semesters or quarters.

I. Griggs University and International Academy

Tuition assistance shall be provided for studies through Griggs University and International Academy as per regular policy. Tuition assistance is provided on credits that are earned through the College Level Examination Program (CLEP). The assistance is 35 percent.

J. Method of Payment

Assistance for students shall be paid directly to the invoicing school.

K. Division of Assistance

When both employee and spouse are denominationally employed by separate organizations and both provide tuition assistance according to this policy, each organization shall be responsible for one half of the assistance. The method of paying the assistance and dividing the cost may be mutually agreed on by the organizations concerned. Only one tuition assistance shall be provided per student.



L. Attending Schools Outside the NAD

Children independently attending denominationally owned and operated schools located outside of the North America Division may be granted assistance amounting to 70 percent of the actual tuition provided the amount of the assistance is not greater than the amount they would receive if attending the Union-approved college. Adventist Colleges Abroad students receive 70 percent assistance based on the cost of tuition at the home campus where they are registered.

M. Exceptions

This policy of tuition assistance is intended to apply only to employees' dependents who attend Seventh-day Adventist denominational schools. Exceptions may be made as follows:

1. Attendance at privately operated Seventh-day Adventist schools if approved by the conference.
2. In cases where an undergraduate program of study is not offered in a denominational school in the NAD, the total assistance shall not exceed the amount which would normally be granted for attendance at a denominational school in the student's Union-approved school.

N. Disabled Employees' Dependents

This policy extends tuition assistance to the dependents of employees who became disabled as outlined in the NAD *Working Policy*, Y 24 05 14; 2018-2019. Assistance will be continued through the school year in which the employee's elimination period occurs, but in no event will it be carried more than one school year.

3775:04 Amortization of Graduate Study Expense

- A. Personnel who graduate with a master's degree and have received denominational tuition assistance and other benefits toward graduate study, are expected to repay such assistance should they leave denominational employment. One school year of service amortizes the expense of a summer of study.
- B. When an educational employee with unamortized graduate expense is called to another denominational organization, the two organizations will agree in writing whether this amount is to be paid in one sum or over a period of time. The agreement will precede processing the official call.



3800 Employee and Volunteer Conduct

3805:15 Working Environment

Schools in the Atlantic Union Conference value the dignity of all human beings as children of God and recognize their responsibility to all employees and volunteers to maintain working environments free from harassment. They endeavor to achieve these environments through educating employees and volunteers that harassment violates the law and will not be tolerated. Schools try to prevent harassment by publishing this policy, by developing appropriate sanctions for harassment, and by informing all of their right to report harassment.

To maintain a work environment free of harassment and assist in preventing inappropriate workplace conduct, the Atlantic Union Conference expects the following actions:

- A. The conference is to develop a harassment policy and grievance procedure (*Code 3915:14*).
- B. The conference is to supply each employee with a copy of the harassment policy and report procedure.
- C. The conference is to have each employee acknowledge receipt of the policy and report procedure, which will be kept in the employee's personnel file.
- D. The school board is to appoint an individual to serve as the designated officer to whom reports of harassment are to be made.

3810:15 Employee and Volunteer Personal Conduct

Employees of organizations in the North American Division are to exemplify the Christ-like life and should avoid all appearances of wrong doing. They should not engage in conduct that is harmful to themselves or others or that casts a shadow on their dedication to the Christian way of life. Personal attire, posters, banners, bumper stickers, tags, flags, and other symbols whose message, historically or currently, is, or could reasonably be construed to be, one of prejudice, discrimination, or that is inflammatory, must not be displayed anywhere on the premises of the school, at school functions at any location, or while representing the school in any capacity. Employees should respect and uplift one another. Employees should never be placed in a position of embarrassment, harassment, ridicule, belittlement or disrespect because of their gender, race, color, national origin, age, or disability. To do so would be a



violation of God's law and civil laws protecting human rights and governing workplace conduct (NAD *Working Policy*, E 84 10; 2018-2019).

3815:15 Sexual Harassment-Definition

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

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
- B. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting an individual.
- C. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment (NAD *Working Policy*, E 84 15, 2018-2019).

3820:19 Examples of Sexual Harassment (Improper Conduct)

Improper conduct by the employer, coworkers, and in some instances, nonemployees includes, but is not limited to (NAD *Working Policy* E 84 20, 2018-2019):

- A. Any subtle or other pressure or request for sexual favors or activity, including any suggestion that an applicant's or employee's giving in to or rejecting sexual advances will have an effect on that person's employment or terms of employment.
- B. Unwelcome sexual flirtation or propositions.
- C. Unnecessary or inappropriate touching of a sexual or abusive nature (e.g., patting, pinching, hugging, repeated brushing against another person's body).
- D. Any display (e.g., sexually suggestive pictures, drawings, cartoons, graffiti, or objects), whether worn on the person, displayed in offices, visible on personal vehicles, or shown by digital media.
- E. Circulating or showing websites of a sexual nature.
- F. Threats or demands for sexual favors.
- G. Unwelcome or derogatory statements related to sex, race, color,

national origin, age, or disability (e.g., kidding, teasing, degrading jokes, or offensive comments or tricks).

- H. Demeaning or degrading comments about an individual's appearance.
- I. Discriminatory actions such as:
 - 1. Denying an employee the opportunity to participate in training or education on account of sex, race, color, national origin, age, or disability.
 - 2. Limiting opportunities for promotion, transfer, or advancement on account of sex, race, color, national origin, age, or disability.
 - 3. Requiring a protected employee to perform more difficult tasks or less desirable work assignments in order to force them to retire or resign from employment.

3825:15 Reporting Incidents

Employees who believe that they have been harassed should promptly take the following steps:

- A. Make it clear that such conduct is offensive and should be stopped immediately.
- B. Report the incident to the designated officer. The initial report should be followed by a written statement describing the incident and identifying potential witnesses. The designated officer may need to investigate, even if the victim refuses to file a written complaint.
- C. Keep detailed records in a safe place, including date, time, and place, as well as names of witnesses and other relevant information.

3830:15 Third-party Reports

Employees who are aware of incidents of potential workplace harassment toward others are legally obligated to report such incidents to the designated officer.

3835:15 Investigation

Reports of harassment shall be handled promptly and maintained in confidence.-(NAD *Working Policy* E 84 35 2018-2019).

3840:15 Disciplinary Action

If it is determined that an employee has engaged in conduct prohibited by this policy, the school and conference will take appropriate disciplinary action up to and including termination.

3845:15 Prohibition of Retaliation

The Atlantic Union Conference prohibits retaliation against any person who reports harassment.

3850:15 Other Situations

This *Code* cannot address every misconduct situation that may arise. It is expected that officials will consult their school board, superintendent, executive committee, conference board of education, and/or attorney when an area of conflict arises that is not specifically addressed in this *Code*.

3900 Grievance Policy

3905:07 Purposes

The purpose of this Grievance Policy is to promote unity and harmony while reconciling differences. It outlines a process by which problems may be resolved and an employer/employee relationship strengthened.

Grievances grow out of misunderstandings. Christians should utilize the counsel of Matthew 18 and I Corinthians 6, making every effort to avoid divisions that bring dishonor to their cause. Reconciliation of differences should be possible without recourse to civil litigation. The emphasis of this policy is open communication between those involved. The process emphasizes the solution of problems at the level closest to their origin and is based on the premise that each party is interested in fair and just solutions to grievances.

Legal representation will be discouraged unless the attorneys are present to provide expert counsel. All parties must agree on the process in advance.

3910:93 Definitions

A. Grievance

A grievance shall be any claimed misinterpretation, inequitable application, or violation of the policies or regulations of the school, the conference, Atlantic Union Conference, the General Conference, or governmental laws that apply to private schools. Separate procedures which are provided for actions related to not issuing a Letter of Intent to Employ or nonrenewal of an Employment Agreement, termination, or change of employment status must be exhausted before the Grievance Policy becomes applicable.

B. Grievant

Grievant refers to any employee who has a grievance as defined in Section A above.

C. Administrator

Administrator refers to the principal of the school or to the superintendent of schools if a principal is the grievant.



3915:14 **Grievance Procedure**

If reconciliation is not reached through an informal biblical process, then the employee shall follow the steps given below:

A. Step One

An employee with a grievance shall first discuss it with the principal/board chair in an informal conference within fifteen (15) working days of the incident.

B. Step Two

1. If the employee is not satisfied with the results of the informal conference, the employee may present the grievance in writing to the superintendent within ten (10) working days following the informal conference referred to in Step One.
2. The written statement should contain a clear, concise statement of the grievance, including the date(s) of the incident(s), the circumstances, the decision rendered at the informal conference, and the specific remedy sought.
3. The superintendent shall reply in writing to this formal complaint within ten (10) working days, indicating a decision based on the information regarding the grievance.

C. Step Three

If the decision contained in the written response from the superintendent is not satisfactory, the grievant may appeal the decision by requesting, in writing within five (5) working days following receipt of the decision, that the matter be referred to the conference grievance committee. A request for appeal is to be honored at the next duly called meeting of the conference grievance committee, not to exceed thirty (30) days following the request for appeal. The decision voted by the conference grievance committee is to be communicated in writing to the grievant within five (5) working days following the meeting.

D. Step Four

If the decision contained in the written response from the conference grievance committee is not satisfactory to the grievant, the employee may appeal the decision in writing to the conference board of education within five (5) working days following receipt of the decision. A request for appeal is to be honored within thirty

(30) days following receipt of the appeal. The decision voted by the conference board of education is to be communicated in writing to the grievant within five working days following the board meeting.

E. Step Five

If the decision contained in the written response from the conference board of education is not satisfactory to the grievant, the employee may appeal the decision in writing to the conference executive committee within five (5) working days following receipt of the decision. A request for appeal is to be honored within thirty (30) days following receipt of the appeal. The conference superintendent of schools or designee must be present when the grievance is considered. The decision voted by the conference executive committee is to be communicated in writing to the grievant and the parties involved within five (5) working days following the committee meeting.

F. Step Six

If the decision contained in the written response from the conference executive committee is not satisfactory to the grievant, the employee may appeal the decision in writing to the Atlantic Union Conference Conciliation Committee within five (5) working days following receipt of the decision. A request for appeal is to be honored within sixty (60) days following receipt of the appeal. The conference superintendent of schools or designee must be present when the grievance is considered. The decision voted by the Atlantic Union Conference Conciliation Committee is to be communicated in writing to the grievant and the parties involved within five (5) working days following the committee meeting. The decision by the Atlantic Union Conference Conciliation Committee is final and binding (NAD *Working Policy*, K-12 Education Policies; 2013-2014).

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Early Childhood Education

Mission for ECE Centers/Programs

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.

NAD ECE Website

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DEFINITIONS

The terms are defined as they are used in the North American Division. It is understood that there may be some differences in the way these terms are applied in various regions, states, or countries.

Accreditation—the official recognition that an Early Childhood Education (ECE) program may be granted upon demonstrating that it meets specific standards

Advisory—a Union committee with the responsibility to provide leadership, general oversight, and counsel on ECE programs operated by Seventh-day Adventist schools

Before-school and After-school Care Teacher—a person responsible for the supervision and management of children during specific times outside of the regular school hours

Caregiver—a person responsible for the care and well-being of a young child in the absence of a parent/guardian

Code—the Atlantic Union Conference *Education Code*, Grades K-12

Combination Pre-Kindergarten/Kindergarten Program—a program that includes four-year-old and five-year-old pupils in the same class. If policies or guidelines differ between the two groups, the strictest regulations must be followed.

Director—the individual who is responsible for the overall on-site operation of an Early Childhood Education program

Early Childhood Education (ECE)—refers to the education of a child during the period from birth until eight years of age. The Seventh-day Adventist educational system divides ECE into two parts:

1. Children from birth through pre-kindergarten in school-based programs governed by the policies and guidelines of the ECE system of education.
2. Children from kindergarten through third grade. Programs are governed by the policies and guidelines of the K-12 educational system.

Early Childhood Education (ECE)—a general term that includes all programs under the administration of a school in the North American Division that provides for the education and care of children from birth until entrance into formal schooling. These programs formerly were called day care centers, child care centers, preschools, and pre-kindergartens.

ECE—Early Childhood Education

ECE Code—policies relating to personnel and programs of early childhood education

ECE Leader—the individual who oversees the ECE programs in a conference or union. The title may vary, e.g., liaison, coordinator, representative, supervisor, assistant superintendent, associate superintendent

Education Code—policies relating to schools and school personnel in Grades K-12 in the Atlantic Union Conference

Entrance Age—the age a child must reach by a designated date in order to be eligible for enrollment in a specific program. Entrance age will be set in accordance with conference office of education, city, and state requirements and guidelines.

Extended-day Programs—extended-day programs are those offered before, after, or outside of regular school hours



Infant and Toddler—a child, birth to three years of chronological age whose growth and change is noted by the development of relationships, mobility, and progress through stages of speech development

Kindergarten—an educational program for a five or six year old child prior to the child's entrance into first grade, governed by the K-12 educational system. A conference-authorized kindergarten is sponsored, controlled, and financed as an integral part of the K-12 system.

Kindergartener—a child five or six years of age who is enrolled in a formal kindergarten program to prepare for first grade

Liability—the responsibility that results from any action or failure to take action that is not in accordance with acceptable standards of care and operation as would be reasonably expected of Early Childhood Education programs or personnel in meeting their duties to ensure the safety and well-being of children

Licensure—having permission to operate, granted by a governmental agency and the denomination including registration, if required

NAD—North American Division of Seventh-day Adventists

Pre-kindergarten—a specific program designed for the school year immediately prior to a child's eligibility for entrance into kindergarten. Pre-kindergarten programs are under the auspices of the ECE system of education.

Pre-kindergartener—a child four or five years of age who is enrolled in a specific program designed to foster learning for entrance into kindergarten

Preschool—a school-based program for children between three and five years of age, prior to pre-kindergarten, governed by the policies and guidelines of the ECE system of education

Preschooler—a child ages three, four, or five who is enrolled in a preschool

School-agers—children attending elementary school, Grades 1–8

Staff—individuals such as teacher assistants, administrative assistants, custodians, or nutritionists who provide support for the ECE program

Stand-alone Pre-kindergarten Program—an educational environment designed to stimulate the growth and development of children age four or older until they enter kindergarten

Teacher—an instructor who facilitates learning

4000 Atlantic Union Conference

4005:14 Atlantic Union Conference of Seventh-day Adventists

The Atlantic Union Conference of Seventh-day Adventists is the headquarters of the Adventist church for Bermuda and the northeastern part of the United States.

4015:14 Atlantic Union Conference Office of Education

The Atlantic Union Conference Office of Education is an administrative entity operating within the structure authorized by the Atlantic Union Conference Executive Committee.

4025:14 **Personnel**—The personnel of the Atlantic Union Conference Office of Education, Pre-kindergarten-12, shall be as follows:

- A. Director of education
- B. Associate director of education
- C. Assistant director for early childhood education/certification registrar
- D. Administrative assistant or secretary

4035:14 **Functions**—The functions of the personnel of the Atlantic Union Conference Office of Education that are related to ECE are to:

- A. Oversee the development and maintenance of a cohesive and comprehensive ECE program.
- B. Provide leadership in acquainting the constituency with the imperatives of ECE.
- C. Establish and maintain a regularly scheduled Advisory.
- D. Advise the Union Board of Education on educational policies, standards, practices, and problems related to ECE programs.
- E. Cooperate with the NAD Office of Education in developing and coordinating the ECE curriculum.

- F. Provide assistance in the supervision of instruction in ECE programs.
- G. Participate with the conference offices of education in providing in-service and professional development for ECE personnel.
- H. Participate in on-site evaluations of schools which include ECE.
- I. Act as the certification agent for educational personnel and programs.
- J. Lead in revising and updating the ECE policies in the Atlantic Union Conference *ECE Code*.
- K. Foster a climate of inquiry and research in which surveys, reports, and plans are seen as critical ingredients of the administrative process.
- L. Prepare and submit statistical reports as required by the NAD Office of Education.
- M. Develop and maintain effective working relationships with local and state offices of education and with regional accrediting associations.
- N. Serve as member(s) of and/or consultant(s) to Atlantic Union Conference subcommittees in matters pertaining to ECE.

4045:14 Union ECE Leadership and Functions

The assistant director for early childhood education will report to the director of education.

The responsibilities of the Union ECE assistant director include, but are not limited to, the following roles:

- A. Provide leadership in developing and maintaining Union-wide Christ-centered, developmentally appropriate ECE programs affiliated with accredited schools in the Atlantic Union.
- B. Provide leadership in the development of long-range plans for ECE programs.
- C. Advocate for the needs and interests of ECE personnel and programs to constituents, conferences, and Union groups.

- D. Collaborate with entities such as the NAD ECE Advisory; Adventist Risk Management, Inc.; NAD Human Resource Services; Atlantic Union Conference Board of Education; legal counsel; conferences; and school boards to recommend and implement approved policies and guidelines unique to the establishment and operation of ECE programs.
- E. Provide counsel and guidance to schools and conferences in the establishment of new ECE programs.
- F. Research and communicate current governmental regulations that impact ECE programs within the Union territory.
- G. Consult with conference personnel to ensure consistent implementation of denominational policies and compliance with governmental requirements.
- H. Collaborate with the NAD in the development and implementation of an effective curriculum for young children.
- I. Work with conferences to facilitate the planning and implementation of in-service and professional growth opportunities for ECE personnel.
- J. Create necessary documents and forms to maintain appropriate administrative oversight, communication, and data collection for ECE programs.
- K. Compile and report data required by the NAD and/or useful to the planning and reporting of ECE programs within the Union.
- L. Oversee the implementation of appropriate protocols to ensure that child, program, and employee records are maintained in accordance with governmental regulations and denominational requirements.
- M. In partnership with the NAD, develop and implement procedures for accrediting ECE programs.
- N. Consult with the certification registrar in the implementation of the NAD certification program for ECE personnel.
- O. Chair a Union-wide ECE Advisory to guide ECE programs within the Union.

- P. Serve on boards, committees, and councils, and fulfill other duties assigned by the director of education.

4055:14 Union ECE Advisory

The Union ECE Advisory provides leadership, general oversight, and counsel on ECE programs operated by Seventh-day Adventist schools. The Advisory is chaired by the Union ECE assistant director and is composed of one representative from each conference who serves as the conference ECE leader.

4065:14 Functions of the ECE Advisory

Functions of the Union ECE Advisory shall include, but not be limited to:

- A. Recommending policies that represent ECE best practices to the Union Office of Education for review by the AUCOEAC and possible adoption by the Union Board of Education.
- B. Collaborating in the review and adoption of developmentally appropriate curriculum materials, resources, and practices.
- C. Providing leadership for planning and implementing a program of professional development for ECE personnel.
- D. Reviewing and/or developing protocols for conference supervision of ECE program effectiveness to ensure that the mission, goals, and objectives are being met.
- E. Facilitating the development, sharing, and implementation of materials and resources such as marketing and recruitment tools.
- F. Fostering communication and collaboration between and among conference ECE leaders and other ministries/departments.

4100 Conference

4105:14 Conference Office of Education

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

4115:14 Conference Board of Education

The local conference serves as the employer. As such the conference should assume responsibility for early childhood programs and their employees as ECE is under the auspices of NAD (specifically NADOE) and ECE employees are Conference employees. FEA20 15 outlines the Conference Office of Education ECE functions.

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

Once the viability and sustainability is 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 BA-25 and C-47.

- A. If providing conference support is not an option and the conference feels that the ECE program is financially viable, can operate on its own accord and is mission-directed, the final option to be considered may be separately incorporating under NAD Working Policy BA-25 and C-47. This is not a preferred option, but if entered into there are some recommendations to be considered:
 - 1. It is recommended that legal counsel be sought and that the Conference and the ECE program work closely with the Office of General Counsel to be sure that their business, corporate and governance plans are in alignment with Policy 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:

- a. Where the ECE is a stand-alone program, there must be a rental agreement between the ECE Program and the local church.
- b. There must be signed consent that the ECE Program will operate within the mission and practices of the SDA Church.
- c. The ECE program must file for its own Employer Identification Number (EIN) from the federal government.
- d. The ECE program must file for a local & county business license(s) as a corporation, partnership, or independent business owner, as applicable.
- e. The constituency, (ownership) must comply with the requirements of NAD Working Policy BA-25.
- f. A governing board must be formed as a separate entity of the local church.
- g. The ECE program must be accredited by the Adventist Accrediting Association (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.
- h. The ECE board cannot be chaired by the local church or school chair, the church pastor, or any other local church board member or school administrator.
- i. No more than 25% of the ECE Board membership can be members, administrators or board of the local church or school.
- j. The ECE board must develop its own corporate documents (constitution and bylaws).
- k. State licensure becomes a local issue and operational applications must be resubmitted based on the new business' format.
- l. 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.

- m. Conferences, churches and schools must also be aware that there is a potential for loss of property tax exemptions currently enjoyed by the facility may be lost.
 - n. If non-profit status is desired, the ECE must file for their own non-profit, 501 (c) (3), status.
 - o. The ECE must be responsible for processing their payroll, employee taxes, employee benefits, insurance, etc.
 - p. Risk management and loss control becomes a local issue.
 - q. The requirements of NAD Working Policy S-60 which sets minimum insurance coverage limits must be strictly abided by the cost of all insurance becomes the responsibility of the ECE program.
 - r. State and federal regulations such as CACFP and OSHA become a local responsibility.
 - s. Playground, pest control and hazardous material inspections become a local responsibility.
 - t. Human Resources is the responsibility of the ECE Program.
 - u. Legal Counsel and auditing services must be retained by the ECE program.
- 2. This policy (FED 20 05) 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.
 - 3. Programs that incorporate with denominational status are strongly encouraged to provide equitable wages and benefits, inclusive of health benefits.
- B. If conference support is not an option and the ECE program, conference or church does not want to separately incorporate, even



if the ECE program is viable and sustainable and mission-directed, the ECE program must be closed or become independent and no longer considered as part of the Adventist system.

4125:14 Conference ECE Leadership

Each local conference with ECE programs operating in churches and/or in schools is to designate a person in the Office of Education to serve as the ECE Liaison or Associate/Superintendent for ECE programs. This leader will work in collaboration with the Union ECE leader to implement and maintain an effective ECE programs within the conference and will serve on the Union ECE Advisory.

4135:14 Licensure

The conference superintendent of schools must ensure that ECE programs in schools are evaluated and meet applicable denominational and governmental requirements regarding licensure and/or registration.

4145:14 Child Abuse and Neglect

Each conference office of education will ensure that protocols for reporting child abuse and neglect are in compliance with governmental regulations and that school personnel understand their mandated duty to report suspected cases of either child abuse or neglect. Refer to *Code* 1657.

4155:14 Reporting

The conference superintendent must ensure that each ECE program meets reporting protocols as required by governmental agencies and the Union Office of Education.

4165:14 Evaluations

The conference and Union Offices of Education are to schedule evaluations for ECE programs, using instruments approved by the NAD.

4175:14 Closing an ECE Program

Closing a program shall be by official action of the program constituency after consultation with the conference and Union Offices of Education. The conference office of education shall ensure safekeeping of all records of closed programs in compliance with denominational and governmental requirements.



4200 Program Establishment and Management

4201:14 Program Establishment

Identity —A Seventh day Adventist ECE program, is operated by a local church or school. An ECE program includes various age-appropriate services for young children and are generally known as day care centers, child care centers, preschools, pre-kindergartens, etc.

Any toddler, preschool, day care, and/or pre-kindergarten program that is:

Operated within an Atlantic Union Conference accredited school and is supervised by the local conference superintendent of schools and the Atlantic Union Conference assistant director for early childhood education and

Operated with the approval of the local conference superintendent of schools and the Atlantic Union Conference assistant director for early childhood education

Must adhere to the requirements and guidelines of this *ECE Code*.

4202:14 Rental/Lease of Church/School Property

Should a Seventh-day Adventist school, church, or other facility owned by a local conference choose to allow a lease/rental of property for any infant and toddler, day care, preschool, and/or pre-kindergarten program which is not operated by a Seventh-day Adventist school and is not approved by the local conference superintendent of schools and the Atlantic Union Conference assistant director for early childhood education, the program will not be considered a part of the Seventh-day Adventist educational system. Those making the decision to lease/rent the school, church, or other facility must be aware of the following:

- A. The tax exempt status of the school/church/other facility may be jeopardized.
- B. The program not authorized by the Union and the local conference must not use the name Seventh-day Adventist. The trademarks of the General Conference of Seventh-day Adventists prohibit the commercial use/exploitation of the registered trademarks.
- C. The centers/programs do not qualify as tax-exempt entities associated with the Seventh-day Adventist church.

- D. The leasing/renting party will need a minimum of three million dollars (\$3,000,000.00) general liability coverage which also identifies the school/church/other facility and the conference as additional named insured.
- E. Terms of the lease/rental agreement should specifically require the minimum of three million dollars (\$3,000,000.00) general liability with the school/church/other facility and the conference as additional named insured.
- F. There must be an indemnification provision, a tax provision requiring that the leasee/renter cover any tax liability imposed on the property as a result of their operation.
- G. There must be specific language requiring the leasee/renter to adhere to and respect Seventh-day Adventist teachings and practices such as conducting no business activity on Sabbath.
- H. To avoid blurring the line of who is responsible for the operation of an independent ECE program, no denominational employee, school/church board member, or church officer should serve on the program's board.
- I. The Seventh-day Adventist educational system integrates the 28 *Fundamental Beliefs* into academic instruction. They are the foundation/building blocks of the educational system. Faith cannot be separated from instruction. **The Atlantic Union Conference Board of Education voted not to endorse Universal Pre-kindergarten and not to endorse or rent Atlantic Union Conference churches, schools, and/or other facilities to Universal Pre-kindergarten centers/programs.**

4205:14 Establishing an ECE Program

Establishing a program is the responsibility of the local church or school constituency when it has been determined that the needs and interests of its constituency and community would be served. ECE programs should be established to serve families of young children and should be infused with Seventh-day Adventist beliefs and values. Programs shall operate in harmony with denominational policies and governmental regulations.

School-based programs for preschool and pre-kindergarten are considered a part of the Atlantic Union Conference school system. They are operated under the auspices of the school's board and are supervised by the conference early childhood liaison and the Union assistant director of education. The school principal may serve as the director of the early



childhood program. The curriculum is to be infused with Seventh-day Adventist values and beliefs.

An application to establish any new early childhood program, a single grade pre-kindergarten, or multilevel pre-kindergarten/kindergarten classroom is due in the conference office of education by March 1 prior to a fall opening. Forms for the establishment of programs can be found on the Atlantic Union Conference website under Education.

Approval to operate is granted by the Union Board of Education after applications are processed by the conference and Union Offices of Education and requirements are met. Programs shall operate in harmony with denominational policies and governmental regulations.

Criteria which must be met in order to establish and operate an ECE program include having:

- A. A demonstrated educational need.
- B. Proof of ability to provide adequate funding and budget control.
- C. A projected enrollment to meet the financial and curricular needs of an effective educational program.
- D. Adequate/approved physical space and appropriate facilities, including a playground.
- E. Adequate and appropriate curriculum materials and equipment.
- F. A denominationally certificated teacher with appropriate early childhood credentials.
- G. Teacher load/supervision of children in accordance with the policy in *Code 4565*.
- H. Policies and procedures regarding organization, administration, finance, curriculum, and personnel aligned with conference and Union policies and guidelines.

4215:14 Authorization to Operate

Authorization to operate an early childhood program, pre-kindergarten, or combination pre-kindergarten/kindergarten is granted by the conference board of education.



4225:14 ECE Program Constituency

The program constituency consists of those parties that assume responsibility for the overall operation of the ECE program in cooperation with the conference office of education. Meetings of the constituency shall occur at least once a year.

4235:15 The ECE Board

The board is the operating board for the ECE program. The board should fulfill its responsibilities in harmony with the following guidelines:

- A. ECE Programs affiliated with schools:
 - 1. Boards shall be composed of members of the Seventh-day Adventist church.
 - 2. Board members and officers shall be elected in accordance with the constitution. Ex officio board members include the principal, pastoral representation, the conference superintendent of school or designee, and the Union ECE director or designee.
 - 3. Board meetings shall be conducted regularly.
 - 4. Conference and Union adopted procedures and practices are to be followed in the governance and operation of the program. Monthly financial reports shall be given to the board, and a minimum of an annual report regarding operations and finances is to be given to the constituency.
 - 5. Actions of the board are implemented through the school principal.
- B. ECE programs affiliated with churches and approved by the local conference:
 - 1. All programs must be approved by the local conference.
 - 2. Boards shall be composed of members of the Seventh-day Adventist church.
 - 3. Board members and officers shall be elected in accordance with the constitution. Ex officio board members included the program director, pastoral representation, the conference

superintendent of schools or designee, and the Union ECE director or designee.

4. Board meetings shall be conducted regularly.
5. Conference and Union adopted procedures and practices are to be followed in the governance and operation of the program. Monthly financial reports shall be given to the board and a minimum of an annual report regarding operations and finances is to be given to the constituency.
6. Actions of the board are implemented through the program director.

4245:14 Licensure

Programs shall meet applicable denominational and governmental requirements for program licensures and/or registration, and meet annual reporting protocols as required by denominational policy and governmental regulations. Every ECE program within the North American Division should be licensed or meet the licensing requirements as stipulated by its governing civil authorities. If the State/Parish does not allow for non-public ECE programs to be licensed, the program should still meet the requirement for licensing and report such to their conference office of education.

It is the responsibility of the board to work with the conference superintendent of schools to ensure that ECE programs meet denominational and governmental requirements regarding licensure and/or registration.

4255:14 Reporting

Reports are to be completed and submitted as required by governmental agencies and denominational entities.

4265:14 Evaluations

Evaluations provide a means by which programs compare their organization, curriculum, and services with accepted standards of quality. Evaluations help personnel plan for continuing improvement. It is the responsibility of the board to work with the conference and Union Offices of Education to schedule evaluations for ECE programs, using instruments approved by the NAD.

4275:14 Legal Issues

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

4285:14 Closing an ECE Program

Closing a program shall be by official action of the program constituency after consultation with the conference and Union Offices of Education. The conference office of education shall ensure safekeeping of all records of closed programs in compliance with denominational and governmental requirements.

4300 ECE Personnel

4305:14 Rationale for Adventist-staffed Schools

For Seventh-day Adventists the free exercise of religion includes the right to operate educational institutions that are distinctively Adventist. The creation and maintenance of such institutions require that they be staffed only by those individuals who are in complete harmony with the beliefs and practices of the church. Hence, in the employment of personnel for its educational institutions, one of the occupational qualifications for any position is for the individual to be a Seventh-day Adventist, committed to the program of the church. Inasmuch as the personal life and the professional identity of an individual are inseparable, all employees are expected to conform to the standards of conduct that are in harmony with Seventh-day Adventist principles.

4310:14 Authority to Employ

- A. The conference board of education derives its authority from the conference executive committee. The employer of all educational personnel is the conference board of education.
- B. The conference superintendent of schools, in consultation with the school boards, shall make recommendations on matters relating to the employment of personnel to the conference board of education.
- C. The conference is the employing organization for educational personnel. It is responsible for the determination of salary and allowances and will provide payroll services. The conference office will bill the local school for salaries, retirement contributions (for employees who qualify for retirement benefits), social security contributions, allowances, and benefits.

4315:14 General Conditions for Employment

General conditions for employment are:

- A. Membership and attendance in a Seventh-day Adventist church, within the constituency of the school whenever possible.
- B. Belief in the doctrines of the Seventh-day Adventist church and demonstrated support of these beliefs through personal living.
- C. Returning a tithe through a constituent church.

- D. Submitting to background checks and any governmental requirements.
- E. Being legally employable with a governmental work permit/work visa.

4320:14 Personnel

Appointment of personnel can best be determined by the goals, objectives, and design of the program. The number of children enrolled will determine the number of required staff.

- A. Staffing—All personnel shall meet the general conditions for employment given in *ECE Code 4315*. In addition, an ECE employee is expected to:
 - 1. Be approved by the local conference office of education.
 - 2. Display a commitment to the Seventh-day Adventist philosophy of education.
 - 3. Manifest a genuine love and concern for young children.
 - 4. Demonstrate a working knowledge of child growth and development.
 - 5. Apply principles of learning.
 - 6. Demonstrate a willingness to grow professionally.
 - 7. Exhibit appropriate management skills.
 - 8. Develop positive interpersonal relationships with children, staff, and parents.
 - 9. Not engage in any conduct which may endanger the physical, emotional, or moral health of the children in their care.
 - 10. Submit character references with the application.
- B. Educational Qualifications
 - 1. Pre-kindergarten teachers should hold a degree in child development, early childhood education, or elementary education with a kindergarten endorsement or have specific

training from a state-approved early childhood development program. If clarification is needed, contact the conference office of education.

2. Teachers of combination classrooms (Pre-K/K) must meet certification requirements as outlined by the North American Division in the *K-12 Educators' Certification Manual*.

4325:14 Employment Status

Upon employment each ECE employee will be classified as full-time or part-time based on the hours assigned and fulfilled on duty each week. Full-time employment is defined as a minimum of 38 hours of on-duty work per week or 1250 hours per year. Part-time employment is any assignment and hours worked that is fewer than 38 hours per week or 1250 hours yearly. At the time employment begins each ECE employee will also be classified as follows:

A. Nonexempt/Hourly

Except where assigned responsibilities qualify the individual as administrative personnel as outlined in the criteria below, ECE employees shall be categorized as nonexempt personnel, paid on an hourly basis, and considered at-will employees who may be terminated without notice, cause, or appeal.

B. Exempt/Salaried

Persons employed in one of the administrative job categories that meets the requirements of the federal Fair Labor Standards Act (FLSA) for an exempt classification should be placed on salary.

4330:14 Employment Positions

The conference shall, in consultation with Union ECE leadership, create job descriptions aligned with denominational standards and governmental regulations. Job descriptions shall be consistently applied to all ECE program positions within a conference. Some typical job titles with a brief summary of responsibilities are given below. All are hourly employment positions with the possible exception of an ECE supervisor and/or administrative director.

- A. Conference Supervisor/Leader/Coordinator/Liaison—has overall supervision of multiple ECE programs and personnel; may be considered an assistant or associate superintendent of schools for Early Childhood Education



- B. Administrative Director—has direct responsibility of the overall operation of an ECE program with 51 percent or more of work hours spent on non-clerical administrative tasks and nonteaching or non-caregiving duties

The administrative director must meet one of the following criteria:

1. Have a bachelor's degree in either early childhood education or child development.
2. Hold a bachelor's degree in elementary education and a current teaching certificate with Kindergarten endorsement.
3. Hold and maintain a current Child Development Associate (CDA) Credential or Equivalency (CDAE) and one year of verifiable, successful experience in a child care program that included appropriate early childhood educational practices and administrative experience.
4. Hold and maintain a current a Director's Credential as required by governmental entities.

- C. Site Director—has direct responsibility for the overall operation of an ECE program with more than 51 percent of the assigned work hours spent in teaching, caregiving, and/or clerical functions (non-administrative tasks)

The Site Director must meet one of the following criteria:

1. Have a bachelor's degree in either early childhood education or child development.
2. Have a bachelor's degree in elementary education and a current teaching certificate with Kindergarten endorsement.
3. Hold and maintain a current Child Development Associate (CDA) Credential or Equivalency (CDAE) and one year of verifiable, successful experience in a child care program that included appropriate early childhood educational practices and administrative experience.
4. Hold and maintain a current a Director's Credential as required by governmental entities.

- D. Assistant Director—supports the director and assists with responsibilities for the overall operation of an ECE program; assumes responsibilities in the director’s absence

The assistant director must meet one of the following criteria:

1. Have a bachelor’s degree in either early childhood education or child development.
2. Have a bachelor’s degree in elementary education and a current teaching certificate with Kindergarten endorsement.
3. Have an associate degree in early childhood education.
4. Have a high school diploma, complete one year of verifiable experience in a child care program that included appropriate early childhood educational practices, and successfully complete an appropriate child development course during the first year of employment.
5. Hold and maintain a current Child Development Associate (CDA) Credential or Equivalency (CDAE).

- E. Head Teacher/Lead Teacher—has direct responsibility for program planning; provides for the instruction, care, supervision, and management of children

The head/lead teacher must meet one of the following criteria:

1. Have an associate degree in either early childhood education.
2. Hold and maintain a current Child Development Associate (CDA) Credential or Equivalency(CDAE).

- F. Assistant Teacher—assists and is supervised by the head teacher in the care, supervision, management, and instruction of children; meets established requirements to be left alone with young children

- G. Teacher Aide—assists the head teacher or assistant teacher in the care, supervision, and management of young children and is under the head teacher’s or assistant teacher’s supervision; is not left alone with the children except for brief periods or in the event of an emergency. The teacher aide must be at least 16 years of age and demonstrate proficiency in working with children.

- H. Support Service Staff—fulfill job assignments that assist with specific functions that do not include direct child care or instruction; examples include but are not limited to such positions as administrative assistant, receptionist, accountant, cook, custodian, maintenance person

4335:14 Employee Benefits

All ECE employees shall be enrolled in Workers' Compensation and health care as required by law. Employees may be eligible for holiday pay as required by governmental regulations should the employee's work assignment include a legal holiday. The employer will decide what additional benefits, if any, the employee shall have. The schedule of benefits adopted by the employer shall be based on employee status (exempt/nonexempt and full-time/part-time) and shall be available to all ECE employees with the same status.

4340:14 Employee Orientation and Training

In consultation with the conference and Union Offices of Education, programs shall adopt and implement a plan of employee orientation that includes topics such as, but not limited to, curriculum, safety, children's nutrition, cleanliness and sanitation, illness care, medication protocols, bloodborne pathogens, emergency procedures, appropriate disciplinary practices, abuse and neglect awareness and reporting protocols.

4345:14 Provisional Period of Employment

Upon initial employment an ECE worker is on provisional status for a minimum of three months during which time the employee is to demonstrate competency.

4350:14 Employee Professional Development

Increasing knowledge of child development from research and years of observation have resulted in accepted best practices for the instruction of young children. The Union, conference, program director, and/or principal shall provide in-service to equip ECE employees with the specialized knowledge and effective instructional skills needed for their roles.

4355:14 Employee Performance Evaluation

The site ECE director and/or school principal, in consultation with the conference and Union Offices of Education, shall implement regular

personnel performance reviews to ensure that high standards of education and care of the students are being met and maintained.

4360:14 Suspension of an Employee

Suspension is the immediate removal of an employee from all duties for a specified period of time, without pay, as a consequence of inappropriate action or for the purpose of investigating serious charges against the employee. The decision to suspend is the responsibility of the principal in consultation with the superintendent of schools. Reinstatement is at the discretion of the school board.

4365:14 Resignation or Termination

Cessation of employment by employee resignation or employer termination shall be provided in writing and comply with applicable governmental regulations. At-will employees may be terminated at any time without notice, cause, or appeal.

4370:14 Employee Records

Up-to-date employee records shall be maintained for each employee in accordance with denominational policy and governmental regulations.

4375:14 Harassment

Harassment is inappropriate and is not tolerated in the work environment. Refer to *Code* 3800.

4380:14 Resolution of Employee Issues

Personnel should seek ways to encourage and support each other in congenial, collaborative working relationships. Refer to *Code* 1690 for the Reconciliation Process for Disagreements and *Code* 3900 for the Grievance Policy.

4385:14 Volunteers

Individuals who are nonemployees offering services without pay in an ECE program shall be permitted to participate only as their service is in compliance with denominational policy and governmental regulations including the background checks and fingerprinting. Refer to *Code* 1440.

4400 Finances and Insurance

4405:14 Financial Responsibility

Opening an ECE program requires sustained funding and a sound plan for financial support by the sponsoring constituency.

4415:14 ECE Funding

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

4425:14 Financial Operations

Generally accepted accounting practices shall be established and maintained by trained staff in accordance with denominational policies and guidelines.

4435:14 Audits

All programs shall be audited on a regular basis as required by the conference.

4445:14 Wages/Salary

ECE employee remuneration is based on the wage scale adopted by the conference executive committee. This scale incorporates prevailing community rates that meet or exceed applicable governmental regulations including minimum wage laws. The wage shall be reviewed at least annually and revised as necessary. For assistance in determining local wage rates consult the conference or Union ECE leader.

4455:14 Insurance

Current policies for students, personnel, property, and equipment as recommended by Adventist Risk Management, Inc., must be held.

All programs (birth through Grade 12) must carry a minimum of the following insurance coverage:

- A. General liability of at least \$1,000,000 limit and no aggregate.

- B. Property insurance on the building(s) and contents for replacement value.
- C. Student accident insurance.
- D. Employment practice liability coverage for wrongful termination, sexual misconduct, and harassment.
- E. Workers' Compensation per state statute.

4500 Guidelines Related to Children and Families

4505:14 Admission to Programs

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

4515:14 Nondiscrimination Policy

It is the policy of all Seventh-day Adventist schools, in all of its early childhood programs, to admit children to all the rights, privileges, programs, and activities generally accorded or made available to children in the program. The program does not discriminate on the basis of race, color, ethnicity, country of origin, or gender.

4525:14 Attendance of Non-Adventist Children

Programs serve both Adventist and non-Adventist community families. They provide a curriculum that is Christ-centered and supports the values and beliefs of the Seventh-day Adventist church. Programs should provide orientation for nonmember and non-Christian families regarding the holistic philosophy of Adventist education and the importance of activities such as daily prayer, and biblical lessons and stories.

4535:14 Program and Parental Partnership

Each program shall adopt policies and practices that create an effective partnership between the ECE program and parents. Policies shall include, but not be limited to, regular and emergency communication procedures, visitation protocols including those involving custody situations, parental meetings and conferences, monitoring child development, conflict resolution, children's health guidelines, and procedures for caring for a sick child. A program should prepare a handbook that is distributed to parents upon a child's admission and is updated annually.

4545:14 Children's Records

Programs shall create a cumulative file for each child. This permanent record shall include, but not be limited to, information such as verification of the date and place of birth; contact information for the parent/guardian;

legal information regarding guardianship or custody; written reports of communication between the program and parents; the child's attendance; the child's health record including immunization records, allergies, and/or dietary needs; safety incidents involving the child; disciplinary actions for the child; and assessments and observations about the child's learning and development. Records shall be maintained in compliance with denominational requirements (*Code 1624*) and governmental regulations.

4555:14 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. Refer to *Code 1760*.

4565:14 Teacher Load/Supervision of Children

Supervision of children shall be aligned with applicable teacher-child ratios to ensure child safety and well-being.

Age of Child	Teacher-Child Ratio
13 months—24 months	1 adult per 4 toddlers
25 months—36 months	1 adult per 4 children
37 months and up	1 adult per 6 children

4575:14 Discipline

Discipline of young children should be redemptive, remedial, and corrective rather than punitive. Programs shall establish disciplinary measures including suspension and expulsion. Corporal punishment is not permissible in Seventh-day Adventist ECE programs.

4585:14 Visits by Parents/Guardians

With proper identification parents/guardians of current students are welcome.

4600 Health and Safety

4605:14 Children's Health

Programs shall develop admission procedures and maintain health records that meet governmental regulations for children's health. Policies and procedures are to be adopted that meet or exceed requirements for, but not limited to, immunizations, dispensing medications, exclusion for certain illnesses, food handling, facility cleanliness, and student hygiene.

4615:14 Illness

A record of any illness of children or personnel should be recorded. It is the responsibility of administration to maintain an accurate record. The program should develop a protocol for recording and reporting illnesses to parents and to governmental authorities, as required.

Additional *Code* information related to health:

- A. Student Health records, *Code* 1672
- B. First Aid and CPR, *Code* 1663
- C. Medical Examinations, *Code* 1666
- D. Immunizations, *Code* 1669
- E. Contagious Diseases, *Code* 1675
- F. Administering Prescription Medications, *Code* 1681
- G. Health Facilities and Services, *Code* 1660

4625:14 Communicable Diseases

Parents are expected to notify the program within 24 hours if their child has been exposed to any communicable disease. Parents are to be notified within 24 hours when children in the program have been exposed to a communicable disease. The ECE director also shall notify the local health department as required by governmental regulations. Refer to *Code* 1675.

4635:14 Child Abuse and Neglect

Personnel are mandated by law to report suspected cases of child abuse and/or neglect. Each program shall establish a protocol for reporting that is in compliance with governmental regulations and denominational policies. See *Code 1657*.

4645:14 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, tornado, intruder, and other emergency situations. See *Code 1654*.

4655:14 Environmental Safety

To minimize the risk to health and safety, 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 of the classroom. Monitoring, recording, and communication of environmental concerns shall be conducted as required by governmental regulations.

4665:14 Transportation Safety

Early childhood programs are required to follow legislative and denominational guidelines for vehicle approval and criteria for drivers who are transporting children. Refer to *Code 2345*.

4675:14 Health and Safety Reporting

The ECE's director shall notify the following, as applicable to the incident: insurance agency, state or parish licensing authority, fire department, health department, and the conference office of education within 24 hours when any of the following occur:

- A. An incident that requires emergency medical care
- B. Injury that requires treatment by a physician
- C. Fire

Written reports shall be submitted as requested or required by denominational or governmental authorities.

4685:14 Program Visitors

For the safety and security of the children and employees, programs should welcome current parents, prospective clients, conference and Union personnel, other educators, and governmental officials as visitors only with appropriate identification. All other individuals should not be present during normal hours of operation.

4700 Curriculum

4705:14 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 a wide variety of developmentally appropriate, dynamic learning experiences that foster children's spiritual, physical, mental, social, and emotional needs in a caring environment.

4715:14 Curriculum Materials

Each program should adopt and use developmentally appropriate curriculum materials that reflect the beliefs and values of the Seventh-day Adventist church and which are approved by the NAD. Refer to the section titled Supplementary Information.

4725:14 Off-site Activities

Off-site learning activities (field trips) should be:

- A. Provided within the normal hours of operation.
- B. Planned as developmentally appropriate activities integral to the curriculum.
- C. In compliance with denominational and governmental regulations for supervision and safety of children (*Code 2330*) including:
 - 1. Carrying Medical Release/Consent to Treatment forms.
 - 2. Transporting children in vehicles that meet or exceed the requirements for insurance.
 - 3. Using child-safety seating.
 - 4. Verifying driver qualifications (*Code 2345*) and background checks including SORI, CORI, fingerprinting, as required by the state.
 - 5. Carrying a first aid kit (*Code 1663*).

4735:14 Assessment and Progress Reports

Assessment involves gathering, synthesizing, and interpreting information to guide decision-making for future instruction. Most assessments in ECE programs will be informal ones.

Teachers making informal assessments may use systematic observations, checklists, portfolios, anecdotal reports, rating scales, time sampling, event sampling, and interviews with the child.

ECE personnel should administer and interpret only standardized assessments for which they have received training. Usually ECE employees are not qualified to give and interpret tests of cognitive, motor, speech and language, or social and emotional development. Most are not qualified to make a specific diagnosis—behavioral, developmental, or medical.

Teachers must provide quarterly progress reports to parents/guardians using the template provided by the Union ECE assistant director. Progress reports must be distributed within five days after the close of each nine-week period. Copies of the progress reports are to be placed in the students' permanent files.

4800 Facilities and Equipment

4805:14 Property Ownership

In accordance with denominational policies, the conference retains legal title to all property for any ECE program that is operated under the auspices of an established Seventh-day Adventist school.

4815:14 Facilities, Equipment, and Vehicles

Programs shall operate in building space that will support quality education and care and which meets governmental and denominational regulations ensuring the health, safety, and security of children and personnel. Facilities, equipment, and vehicles are to be well maintained and clean.

4825:14 Quarterly Safety Inspections

Quarterly safety inspections are to be completed by the school principal. By the 10th of January, April, July, and October of each year, the completed safety inspection checklist forms are to be sent to the conference superintendent of schools. A copy is to be kept on file at the school. In addition, copies of the forms are to be sent to the:

- A. Conference Adventist Risk Management office
- B. Atlantic Union Conference Office of Education

4835:14 Facility Renovations, Repairs, or Additions

Facility renovations, repairs, or additions must be done in compliance with denominational policies and governmental regulations. The conference, insuring agency, and licensing authority must be notified of any proposed change in the facility. The program's board and principal must ensure a safe environment for all personnel and children when renovations, repairs, or additions are made.

Supplementary Information

Curriculum

A. Experiences for young children must include the following components:

1. Spiritual growth
2. Positive self-concept and attitude
3. Natural curiosity
4. Creative potential
5. Psychomotor coordination
6. Sensory awareness
7. Social graces
8. Values

B. Skill to be developed include:

1. Problem solving
2. Thinking
3. Reasoning
4. Creativity
5. Communication

C. Children should develop awareness and acceptance of:

1. Diversity
2. Nondiscrimination
3. Multiculturalism
4. Mental and physical challenges
5. Community and ecological environments

- D. Daily programming for young children should include:
1. Free play areas with:
 - a. Building blocks (wood, cardboard, or plastic)
 - b. Housekeeping and dramatic play items
 - c. Manipulatives such as puzzles, sewing cards, Tinker Toys, Duplos
 - d. Big books, pictures books, and magazines
 - e. Art activities
 - f. Sensory activities such as sand and water experiences
 - g. Themed experiences with specific manipulatives: farm yards with barns, animals, machinery; floor maps of neighborhoods with trucks, cars, signs, buildings
 - h. Listening and interactive devices for stories, music, and poetry
 - i. Equipment and activities for large muscle development activities such as slides, climbing and crawling apparatus
 2. Learning centers and group activities
 - a. Language: reading readiness, listening, prewriting
 - b. Math
 - c. Bible
 - d. Science: nature, research, gardening
 - e. Social studies
 - f. Art, crafts, and cooking
 - g. Music, rhythm, and drama
 3. Routines for teaching personal and physical care regarding:
 - a. Meals and snacks
 - b. Drinking water

- c. Toilet training
 - d. Hand washing
 - e. Rest periods
 - f. Fresh air and sunshine
 - 4. Quiet time activities
 - a. Lights-out napping/resting
 - b. Individual exploration, play, or learning activity
- E. Co-curricular Activities
- 1. Appropriate field trips—Although not a daily activity, appropriate and well-planned trips are a recommended part of the early childhood curriculum. Suggestions for places to go and things to do for field trips are given in the teachers' curriculum materials.
 - 2. Guest presenters—Annual invitations to the local fire and police departments or health providers such as doctors, dentists, or nurses are recommended to enhance themes of study.

Discipline

Appropriate discipline is meted out in love with the goal of leading the child to assume responsibility for his/her conduct. Discipline should be administered in a manner that maintains the self-worth and dignity of the child created in the image of God. Positive behavior management strategies should be used. Punitive measures that do not teach self-control and problem solving are discouraged.

Corporal punishment should not be used under any circumstances (*Code 1639*).

Each early childhood education program should be so designed that the internal and external controls of the young children become an integral part of the daily program. The disciplinary measures to be used in each program should be so stipulated by the person in charge. The following, but not limited to the following, is a list of inappropriate measures of discipline that must be avoided:

- 1. Denial of food
- 2. Denial of outside play



3. Forced napping
4. Punishment, ridiculing, or shaming the student for toilet accidents
5. Subjection to derogatory remarks about themselves or their families, abusive or profane language, yelling, screaming, or threats
6. Physical or corporal punishment or inappropriate restraints
7. Demeaning punishment
8. Allowing children to discipline or humiliate their peers
9. Isolation in unsupervised area (closet, dark room, etc.)

Facilities

When planning for and organizing early childhood education facilities, consult your state licensing agency for specific requirements with reference to:

- A. Space for children (indoor and outdoor)
- B. Bathroom facilities
- C. Sanitary regulations
- D. Drinking water facilities
- E. Lighting
- F. Ventilation, heating/cooling systems, climate control
- G. Food service area
- H. Office and storage space
- I. Plants and shrubs
- J. Passage ways and required emergency exits
- K. Fire codes, fire drills, and other emergency drills
- L. Natural disaster regulations
- M. Isolation area for illness

- N. Phone system and emergency numbers
- O. Vehicles and transporting children
- P. Grounds and maintenance
- Q. Playground specifications
- R. Ceiling heights and flooring materials
- S. Doors and locks
- T. Pickup and drop-off procedures
- U. Windows

Equipment and Materials

It is imperative when planning for and selecting equipment and materials that the program facilitators consider all of the following:

- A. Guidelines to consider before purchasing equipment and materials:
 - 1. Number of children involved
 - 2. Number of children an item will accommodate
 - 3. Ages of children involved
 - 4. Ages of children an item will accommodate
 - 5. Safety factor
 - 6. Durability
 - 7. Care and upkeep
 - 8. Creative utilization
 - 9. Variety of uses
 - 10. Storage for item
 - 11. Cost

B. Recommended minimum list of equipment:

1. Tables and chairs of various sizes
2. Cots/mats
3. Storage cabinets for teaching supplies
4. Bulletin boards
5. White magnetic boards
6. Two-drawer file cabinet
7. Storage area for children's personal items
8. Rugs or carpeting for circle time area/quiet area
9. Furniture for play house area
10. Rhythm instruments
11. CD player, DVD/Blu-ray player, and television
12. Big wheel toys, e.g., tricycles, wagons
13. Playground equipment, e.g., swings, sandbox with cover
14. Balls of various sizes
15. First aid kit (one for each classroom and the office)
16. Weather alert radio
17. Communication system
18. Clock

C. Recommended minimum list of materials:

1. Picture books & children's magazines on nature, character development
2. Manipulatives & games, e.g., puzzles, objects for patterning, sorting, & counting
3. Science equipment, e.g., magnifying glass, fish tank, terrarium



4. Art materials, e.g., crayons, pencils, nonpermanent nontoxic markers, scissors, glue, paper of various sizes and textures, nonpermanent nontoxic paints, and various sizes of brushes
5. Sociodramatic play items such as dishes, brooms, dolls of ethnic variety and anatomical correctness, dress up clothes, telephones, briefcases
6. Christian and educational story and music tapes, CDs, and DVDs
7. Building/construction toys such as various sets of blocks, animals, e.g., farmyards and wildlife

Sample Pre-kindergarten Schedule

8:30— 9:30	Worship, Circle Time, Restroom, and Water Break
9:30— 10:15	Experiential Learning Activities
10:15— 10:45	Outdoor Activities
10:45— 11:15	Art/Music/Centers
11:15— 11:30	Preparation for Lunch
11:30— 12:00	Lunch
12:00— 12:30	Outside Free Play/Recess
12:30— 1:00	Restroom, Water, and Story Time
1:00— 2:30	Rest Time
2:30— 2:45	Restroom and Water
2:45— 3:05	Outdoor Activities or Centers
3:05— 3:15	Clean-up and Dismissal

State Child Care Licensing Agencies

Connecticut	State Licensing Contact
	<p>Connecticut Department of Public Health Child Day Care Licensing Program 410 Capital Avenue MS #12DAC P. O. Box 340308 Hartford, CT 06134-0308 Phone: (860) 509-8045 or (800) 282-6063</p>
	Web Page: http://www.ct.gov/dph/daycare
	State Early Learning Guidelines
Maine	<p>Guidelines for the Development of Infant and Toddler Early Learning http://www.ct.gov/dss/lib/dss/dss_early_learning_guidelines.pdf</p> <p>The Connecticut Framework: Preschool Curriculum Framework (2006) http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_framework.pdf</p> <p>Connecticut Preschool Assessment Framework (2005) http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_Assessment_Framework.pdf</p>
	<p>Maine Department of Health & Human Services Division of Licensing & Regulatory Services Child Care Licensing Unit 41 Anthony Avenue 11 State House Station Augusta, ME 04333-0011 Phone: (207) 287-9300</p>
	Web Page: http://www.maine.gov/dhhs/dlrs/
	State Early Learning Guidelines
	<p>Supporting Maine's Infants & Toddlers: Guidelines for Learning & Development (2006) http://www.maine.gov/education/fouryearold/documents/infantsandtoddlersguidelines.pdf</p> <p>State of Maine Early Childhood Learning Guidelines (2005) http://www.maine.gov/education/fouryearold/guidelines.html</p>



Massachusetts	<p>Department of Early Education and Care 51 Sleeper St, 4th Floor Boston, MA 02210 Phone: (617) 988-6600 or to find the phone number to your regional office, please go to the website below: http://www.mass.gov/edu/birth-grade-12/early-education-and-care/eec-offices-and-locations.html</p> <p>Web Page: http://www.mass.gov/eec</p>
	State Early Learning Guidelines
	<p>Guidelines for Preschool Learning Experiences (2003) http://www.eec.state.ma.us/docs1/research_planning/guidelines4preschool.pdf</p> <p>Massachusetts Early Learning Guidelines for Infants and Toddlers http://www.eec.state.ma.us/docs1/Workforce_Dev/Layout.pdf</p> <p>Early Childhood Program Standards for Three and Four Year Olds (2003) http://www.eec.state.ma.us/docs1/research_planning/ta_earlychildprogstan.pdf</p>
New Hampshire	<p>Child Care Licensing Unit Office of Operations Support NH Department of Health & Human Services 129 Pleasant Street Concord, NH 03301 Phone: (603) 271-9025; (800) 852-3345, ext. 9025</p> <p>Web Page: http://www.dhhs.nh.gov/oos/cclu/index.htm http://www.dhhs.nh.gov/oos/cclu/contact.htm</p>
	State Early Learning Guidelines
	<p>The New Hampshire Early Learning Guidelines (2005) http://www.dhhs.nh.gov/dcyf/cdb/documents/earlylearningguidelines.pdf</p>
New York City	<p>New York City Department of Health Bureau of Child Care 2 Lafayette Street, 22nd Floor New York, NY 10007 Phone: (212) 676-2444 (for the 5 boroughs)</p> <p>Web Page: www.nyc.gov/health/childcare</p>
	State Early Learning Guidelines
	<p>Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in Early Years (1998) http://www.emsc.nysed.gov/ciai/pub/presch1.pdf</p>



New York State	Office of Children and Family Services Division of Child Care Services 52 Washington Street North Bld. Third Floor Rensselaer, NY 12144 Phone: (518) 474-9454
	Web Page: http://ocfs.state.ny.gov/main/childcare/default.asp
	State Early Learning Guidelines Preschool Planning Guide : Building a Foundation for Development of Language and Literacy in Early Years (1998) http://www.emsc.nysed.gov/ciai/pub/presch1.pdf
Rhode Island	Rhode Island Department of Children, Youth & Families Day Care Licensing 101 Friendship Street Providence, RI 02903 Phone: (401) 528-3624 (English) (401) 528-3621 (Spanish)
	Web Page: http://www.dcyf.ri.gov
	State Early Learning Guidelines Rhode Island Early Learning Standards http://www.ride.ri.gov/els/doc.asp
Vermont	Child Development Division Department of Children and Families 103 South Main Street 3 North Waterbury, VT 05671-2901 Phone: (800) 649-2642 or (802) 241-3110 or for the phone number to your town office, please go to http://dcf.vermont.gov/cdd/contact_us/whos_who#Licensing
	Web Page: http://dcf.vermont.gov
	State Early Learning Guidelines Vermont Early Learning Standards Guiding the Development and Learning of Children Entering Kindergarten (2003) http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf Vermont's Framework of Standards and Learning Opportunities (2000) http://education.vermont.gov/new/pdfdoc/pubs/framework.pdf



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