

School Board Manual
for
Secondary Schools



Inter-American Division
July 2002

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CONFERENCE/MISSION
OF SEVENTH-DAY ADVENTISTS
OFFICE OF EDUCATION

Goals and Objectives

Statement of Purpose

The purpose of the _____ Conference/Mission Office of Education is to give leadership to the coordinated evangelistic thrust of the Conference/Mission K-12 program and to assist the local church districts to plan and provide quality education which will enable the youth to have an encounter with and accept Christ as their personal Savior thereby being prepared for Christian service.

Goals and Objectives

1. Assist each local church school to function as an evangelistic unit of area churches by:
 - a. Having each church school schedule and conduct weeks of prayer with emphasis on the student's role in personal witnessing.
 - b. Having each week of prayer followed by baptismal classes.
 - c. Asking each School Board to reach out to the non-SDA community for non-SDA students.
 - d. Asking each School Board to study ways of stabilizing newly-baptized families by involving their children of school age in the local church school.
 - e. Approving a school plan for out-reach programs of witnessing.

2. Continued emphasis on a Christ-centered quality curriculum in all _____ Conference/Mission church schools by:
 - a. The establishment of a Conference/Mission Curriculum Committee to carefully analyze the effectiveness of the present curriculum in meeting the specific needs of the students.

- b. Conducting area in-service meetings emphasizing teaching techniques, sharing useful materials and pertinent research.
 - c. Conducting regular evaluations and observations of teachers with follow-up Conference/Missions to discuss specific areas of strengths and weaknesses.
 - d. Conducting formal evaluations in selected schools each year.
3. Increase the enrollment of schools by 5% per year by:
- a. Having monthly articles in the _____ (official church magazine) regarding the benefits and/or activities of the local church schools.
 - b. Providing in-service training for teachers in recruiting techniques.
 - c. Assisting local churches considering the establishment of a local church school.
4. Provide professional growth opportunities for local school board leadership in establishing a strong support system for school personnel and the local Christian Education program by:
- a. The development of a school Board Manual to be approved by the _____ Conference/Mission Board of Education.
 - b. The development of a standard school accounting system for all elementary and secondary schools to be approved by the _____ Conference/Mission Board of Education.
 - c. Conducting three area in-service meetings for school Board Chairmen and school treasurers to review the approved School Board Manual and school accounting system.
 - d. Promoting and strengthening the effectiveness of the local Home and School organization by visiting and conducting meetings in local school.
 - e. Preparing a regular newsletter for school Board Chairperson.
5. Give leadership to local churches and schools to operate on a sound basis by:
- a. Assisting each school in the development of a balanced operating budget.
 - b. Assisting school boards in evaluating their staff needs to ensure a realistic student to teacher ratio.

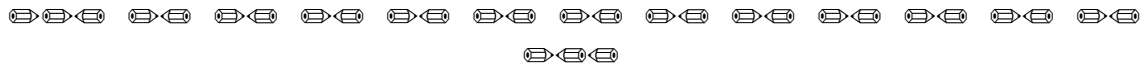
- c. Encouraging teachers and School Boards to coordinate with the Office of Education their purchasing of textbook and school supplies to realize better cost containment.

_____ CONFERENCE/MISSION SCHOOL
BOARD MANUAL

•↔ Outline ↔•

- A. Qualification and Code of Ethics for School Board Members
- B. Philosophy of Education
- C. Organization and Administration
 - 1. School Constituencies
 - 2. The local School Board
 - a. Membership, Functions, and Responsibilities
 - b. Duties of School Board Officers and Members
- D. General School Policies and Practices
 - 1. Admittance Procedures
 - 2. Student Discipline
 - 3. Handling of Complaints
- E. Personnel
 - 1. Teacher Appointments
 - 2. Employment Policies
- F. Finance
 - 1. School Budget
 - 2. Buildings and Grounds
- G. Curriculum
 - 1. Teaching Load
 - 2. Textbook List
 - 3. Non-classroom Activities

☞☞ Frequently Asked Questions ☞☞



1. What is a constituency? (100)
2. What is a constituency's function? (104)
3. How does a school board differ from a constituency? (100, 106)
4. How are school boards structured? (108)
5. What prerogatives do school boards have? (124)
6. When the board votes a policy, who carries it out? (124)
7. Who should be the executive secretary of the board? (114)
8. What relationship does the pastor have with the board and school staff? (130)
9. Who has authority concerning suspension and expulsion of students? (158)
10. Who employs the professional staff? (200)
11. How are teacher contracts terminated? (234,248)
12. Who is responsible for providing funding for the school program? (104, 112)
13. What teaching loads may teachers carry? (402, 404)
14. What is the code of ethics by which the board members function? Page 3
15. What are the qualifications for school board members? Page 2
16. Under what conditions is a teacher aid needed for the classroom? (404)

Qualifications of School Board Members

To qualify, a candidate:

1. Must be a member of the Seventh-day Adventist Church in good and regular standing.
2. Must be supportive of Seventh-day Adventist Christian Education in a wholehearted, positive way by having his/her own school-age children enrolled in Adventist schools.
3. Must be discreet in handling privileged information.
4. Must be opened minded and willing to become acquainted with the School Board Manual and be aware of the duties of the office.
5. Must be willing to follow appropriate procedures in dealing with school and/or personnel concerns.
6. Must be willing to support the school program by attending duly called board meetings, Home and School functions, and other school related activities.
7. Must be open minded and objective in his/her dealings with school and/or personnel concerns. Therefore, it is recommended that spouses and immediate relatives of staff members not be elected to serve as school board members. It is also recommended that not more than one member from the same immediate family be elected to serve in the School Board.
8. Must be willing to become acquainted with the School Board Manual and be aware of the duties of the office.

School Board Member

Code of Ethics

1. I will support denominational policies pertaining to Seventh-day Adventist Christian Education. Desired changes should be brought about only through appropriate and ethical procedures.
2. I will endeavor to make decisions in terms of the educational welfare of children and seek to develop and maintain Seventh-day Adventist schools that meet the individual needs of all children regardless of their ability, race, sex, or social standing.
3. I will confine my committee action to policy making, planning, decisions, and appraisal, and I will help to frame policies and plans only after the committee has consulted those who will be affected by them.
4. I will carry out my responsibility, not to administer the school, but, together with my fellow board members, to see that it is well run.
5. I will recognize that authority rests with the school board and will make no personal promises nor take any private action that may compromise the committee.
6. I will refuse to surrender my independent judgement to special interest or partisan groups or to use the school for personal gain or for the personal gain of friends.
7. I will hold confidential all matters pertaining to the school which, if disclosed, would needlessly injure individuals or the school. But in all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the constituency for its school.

8. I will vote to recommend the best qualified personnel available after consideration of the recommendation of the administration.
9. I will support and protect school personnel in proper performances of their duties.
10. I will refer all complaints to the principal/head teacher and will act on such complaints only after failure of an administrative solution.

SEVENTH-DAY ADVENTIST PHILOSOPHY OF EDUCATION

GENERAL STATEMENT OF EDUCATIONAL PHILOSOPHY

Philosophy is the organized system of knowledge resulting from the persistent attempt of man's intellect to understand and describe the world in which we live and of which we are a part. It involves an effort to solve fundamental problems, to gain a comprehensive view of the universe, and to find answers to questions on the origin, nature, and destiny of matter, energy, life, mind, good and evil.

Every educational system should be founded, administered, and justified in accordance with a sound philosophy of education. By a philosophy of education is meant a characteristic attitude toward education and its problems, with special references to the purposes and goals to be achieved and the methods by which they are reached. It requires a clear concept of man's origin, nature and destiny.

The way the entire school program is constructed and operated is determined by a philosophy of education. The types of schools to be conducted, their location and kind of teacher, the curriculum and textbooks, the spiritual activities, the industrial program, the social life and recreation, the daily schedule, the financial aspect, and the conduct of the library are all determined by a concept of educational philosophy.

GENERAL STATEMENT OF SEVENTH-DAY ADVENTIST EDUCATIONAL PHILOSOPHY

The Seventh-day Adventist philosophy of education is Christ-centered. Adventists believe that under the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in nature, the Bible, and Jesus Christ. The distinctive characteristics of Adventist

education—derived from the Bible and the writings of Ellen G. White—point to the redemptive aim of true education: **to restore human beings into the image of their Maker.**

Seventh-day Adventists believe that God is infinitely loving, wise, and powerful. He relates to human beings on a personal level, presenting His character as the ultimate norm for human conduct and His grace as the means of restoration.

Adventists recognize, however, that human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of restoring human beings to their original relationship with God. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

Adventist education imparts more than academic knowledge. It fosters a balanced development of the whole person—spiritually, intellectually, physically, and socially. Its time dimensions span eternity. It seeks to develop a life of faith in God and respect the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

The above philosophy is the framework from which each school should formulate its philosophy to meet the educational needs of its students. The areas of geographic-setting, social-economic background and the constituent church's statements of mission should be considered as this philosophy is developed.

Aim and Mission

Adventist education prepares students for a useful and joy-filled life, fostering friendship with God, while person development, Bible-based values, and selfless

service in accordance with the Seventh-day Adventist mission to the world.

Agencies of Education

Home

The home is society's primary and most basic educational agency. Parents are the first and most influential teachers and have the responsibility to reflect God's character to their children. Moreover, the whole familial setting shapes the values, attitudes, and worldview of the young. The church and the school, along with society's other educational agencies, build on and supplement the work of the home. It is imperative that the home, in turn, support the educational work of the school.

Local Church

The local church also has a major assignment in the lifelong educational enterprise. The congregation as a community of faith provides an atmosphere of acceptance and love in which it discipled those within its sphere of influence in a personal faith in Jesus Christ and in a growing understanding of the Word of God. This understanding includes both an intellectual aspect and a life of conformity to God's will.

School, College, and University

All levels of Adventist schooling build on the foundation laid by the home and church. The Christian teacher functions in the classroom as God's minister in the plan of redemption. The greatest need of students is to accept Jesus Christ as personal Savior and commit to a life of Christian values and service. The formal and non-formal curricula help students reach their potential for spiritual, mental, physical, social, and vocational development. Preparing students for a life of service to their family, church, and the larger community is a primary aim of the school.

World Church

The world Church at all levels has oversight responsibility for the healthy functioning of learning in all three of the above venues, including lifelong learning. With reference to the school as an educational agency, its functions are ideally accomplished by institutions established by the Church for that purpose. The Church at large should make every effort to ensure that all Adventist children and youth have

the opportunity to attend an Adventist educational institution. Realizing, however, that a large percentage of the Church's youth are not enrolled in Adventist schools, the world Church must find ways to achieve the goals of Adventist education through alternative means (e.g., after-school church-based instruction, church-sponsored centers on non-Adventist campuses, etc.).

»»» Organization and Administration «««

School Constituencies

100. DEFINITION AND MEMBERSHIP

- a. The local school constituency for elementary schools and high schools consists of the church or churches that support and operate the school.
- b. A local constituency who operate a secondary day school.
- c. The conference/mission school constituency consists of delegates as appointed from the conference/mission membership. Between Conference/Mission constituency sessions, the school constituency is the Conference/Mission Executive Committee.

102. MEETINGS

- a. The constituency shall meet annually unless otherwise specified in the school constitution.
- b. The date must be printed in the church bulletins or announced in each constituent church and official notice given to the Conference/Mission Office of Education at least two Sabbaths before the meeting.

Suggested Agenda:

- 1. Calling of meeting to order by the chairperson.
- 2. Short devotional message.
- 3. Prayer.
- 4. Roll call of members present from each constituent church.
- 5. Principal's report.
- 6. School Board chairperson's report including plans for major capital improvements.
- 7. School treasurer's financial report. (The latest monthly statement should be given out.)
- 8. Presentation of the budget. (The proposed budget of the following year is to be presented as approved by the Committee. If the

meeting is held shortly after school has begun the revised budget, based on actual enrollment, should be presented.)

9. Home and School Leader's Report.
10. Other business such as proposed policy changes, changes in the constitution, and accepting churches into the constituency.
11. Announcements such as the staff for the following year and plans for the recruitment of students.
12. Motion for adjournment and benediction.

I04. FUNCTIONS

- a. To receive reports of the school operation.
- b. To provide adequate financing for the general operating costs.
- c. To approve financial plans for major capital improvements as recommended by the Conference/Mission Board of Education or School Board.
- d. To consider plans and policies for the operation of the school.
- e. To encourage the organization and maintenance of a parent/teacher organization.
- f. To establish and adopt a constitution, in harmony with denominational policies that defines the principles and guidelines by which the school shall be operated.

THE SCHOOL OPERATING BOARD

I06. DEFINITION

In every school in the _____ Conference/Mission there shall be organized a School Operating Board elected by the constituent churches. (For details of procedures, see the Church Manual). The School Operating Board is responsible for the operation of the school within the guidelines and policies adopted by the Conference/Mission Board of Education and the school constituency as stated in the school constitution. The Board has authority only when meeting in official session: individual members may not speak for the Board. All actions of the Board are implemented through it's executive

secretary (school principal/head teacher) in cooperation with the Board chairperson.

Because of legal responsibilities vested in the conference/mission organization as the employing agency, and because of the need to recruit and retain quality educational personnel within policies and practices which respect their professional status, the employment, assignment, transfer, retirement, termination, or dismissal of certificated personnel is the prerogative of the employing organization, the Conference/Mission Board of Education or the Boarding School Governing Board. Such decisions will consider recommendations of the local school board.

108. MEMBERSHIP AND QUORUM

a. Membership:

The Board shall be composed of members of the Seventh-day Adventist church who represent a cross section of the school constituency. This membership shall include the chairperson, vice-chairperson (as needed), secretary (the principal/head teacher), and the treasurer. In addition to the above members, the Board of a day school may include the Home and School Leader. Pastors of constituent churches are ex-officio members of the Board with full voting privileges. Union and Conference/Mission officers, Office of Education personnel are also ex-officio members of both local day schools and boarding secondary schools. Members other than ex-officio members are to be elected by the constituent church or churches in accordance with school constitutions or working policies. Regular classroom teachers should not be elected to the Committee.

b. Quorum:

A quorum to transact business shall consist of a number equal to a simple majority of the elected Board members, including at least two Board officers, unless otherwise specified by the school constitution.

110. ELECTION OF OFFICERS OF THE SCHOOL OPERATING BOARD

Conference/Mission Owned Middle and High Schools Board Chairperson

The School Board chairperson will be the President of the Conference/Mission or his designee. When a school belongs to a group of churches or districts, the chairperson will be elected from the constituency.

Serving as a school board chairperson presents one of the most consequential and challenging volunteer positions that can be accepted in the Seventh-day Adventist Church. The actions of the school board chairperson will help influence the lives of young people for eternity. The following will introduce the chairperson to the challenge of helping an Adventist church school become even more effective through a caring leadership.

Bible Principles - A school board chairperson should recognize that the school has been established under the direction of the Lord. As David writes in Psalms 127:1 NIV, "Unless the Lord builds the house, its builders labor in vain. Unless the Lord watches over the city, the watchman stand guard in vain." To realize that the Lord continuously watches over the school should be an encouragement which will enable the school boards chairperson to more clearly define the leadership role.

A school board chairperson should work with school personnel and fellow board members as a servant leader. The words of Jesus found in Mark 10:42, 43 mention that the "rulers of the Gentiles lord it over them. . . Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first among you must be your servant." (NIV version.) A Christian leader must learn how to balance strong leadership and servant leadership for the good of the students in the church school.

The Bible highlights why servant leadership is so important for a school board chairperson. "Where no counsel is, the people fall: but in the multitude of counselors there is safety." Proverbs 11:14 KJV. Following this Biblical

principle, a school board chairperson works diligently with all members of a school constituency to help make a school more effective through broad counsel.

Working with all the elements of a school constituency represents one of the most important functions of a school board chairperson. Paul compares the church to a body in which all the parts "should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it. Now you are the body of Christ, and each one of you is a part of it." 1 Corinthians 12:25, 27 NIV. The school is one of the most important parts of the body of the church.

Thus, the school board chairperson has the important job of helping the body of the entire church work more effectively by being a servant leader of the church school.

The Role of the School Board Chairperson

The primary role of the school board chairperson is to work with the school board and school principal to see that the school is operated in accordance with the wishes of the constituency which is financing the school. The chairperson provides leadership to the school board in establishing policies and the principal is responsible for applying the policies in the daily operation of the school.

It is the responsibility of the church boards, through the school boards, to govern the school. The relationship between the church and school should be strong and complementary for a school to be successful.

The chairperson should work with the church(s) on providing strong support for the school in terms of the church budget, attendance of every school-age child, a welcome for new school staff members, and providing for an orientation of new members to the ministry of being a school board member.

Time Commitment. In addition to preparing for and chairing school board meetings which take place about once a month, the board chairperson should visit the school on a periodic basis. Such visits are to provide support for the principal and teachers. The

chairperson should also be present at major school functions such as Home and School Association meetings, musical programs, field trips, outdoor school, graduation, and school fairs. In addition, the chairperson needs to be a visible representative of the school at church functions such as church board and finance committee meetings, church business sessions, and church socials. The chairperson should maintain on a regular basis open communication with the principal.

Previous to the new school year, the chairperson may have to spend additional time on school business, especially if new teachers need to be found. In locating new teachers, the board chairperson is to work closely with the principal and Conference/Mission superintendent of education in identifying qualified personnel. While the Conference/Mission is responsible for the employment of teachers for the school, it takes into careful consideration input of the local school board. The development of the school's budget can also take extra time at this time of year.

Resources. Many resources exist for helping a board chairperson function more effectively. A chairperson should become familiar with the union education code and Conference/Mission educational policies. In the development of a philosophy of Christian education the following are available: **Education** by Ellen G. White, **Myths In Adventism** by George Knight, and the **Journal of Adventist Education**, a publication of the General Conference of Seventh-day Adventists.

A board chairperson should attempt to keep current with developments in education. To assist the chairperson in understanding parliamentary procedure, the book **Robert's Rules of Order** can serve as a useful guide.

OTHER OFFICERS

The local Board should also elect other officers as necessary. These usually include the following:

- a. Vice-chairperson. This individual serves in the absence of the chairperson.
- b. Secretary. The principal/head teacher is to serve as secretary. A recording secretary may also be chosen.
- c. Treasurer. If the school does not have a treasurer, it is recommended that a treasurer be elected from among the membership of the Board. If a non-Board member serves as treasurer, he/she has no voting

privilege. It is not recommended that the principal also serve as treasurer.

I 12. FUNCTIONS OF THE SCHOOL BOARD CHAIRPERSON

- a. To call and preside over board meetings.
- b. To serve as a consultant to the secretary on preparing an agenda for board meetings.
- c. To acquaint himself/herself with, and follow parliamentary procedures.
- d. To encourage discussion that is relevant to agenda items and to discourage discussion that is not relevant to agenda items.
- e. To acquaint himself/herself with the school program and confer with the principal on items pertaining to the operation of the school.
- f. To support the principal in the administration of the school.
- g. To act as liaison with individual churches to ensure communication and the presentation of school items pertinent to each church constituency.

I 14. FUNCTIONS OF THE BOARD SECRETARY

- a. To keep a written record of each meeting in a permanent file.
- b. To send copies of the Board minutes and actions to the Superintendent of Schools after each meeting. Senior academies also send a copy to the Superintendent of Schools and Union Office of Education.
- c. To carry on the necessary correspondence of the Board.
- d. To file with the Superintendent the dates for the regular board meeting. (See the Appendix for a set of sample board minutes).

I 16. FUNCTIONS OF THE BOARD TREASURER

- a. To keep all financial records
- b. To issue school bills to parents
- c. To collect tuition
- d. To pay authorized bills
- e. To present a complete financial report at each Board meeting. (Copies of the budget and monthly financial statements shall be sent to the Conference/Mission Office of Education).

118. LEGAL RESPONSIBILITIES

Personal Liability of School Board Members:

- a. A School Board member may be held personally liable for negligence in not caring for known safety and physical hazards on the school premises or on school related activities.
- b. A School Board member may be held personally liable for defamation of character.

Defamation of character involves statements to third parties that have a tendency to reduce esteem, respect, confidence, or goodwill in which a person is held. Defamatory statements tend to injure a person's reputation or good name and involve an element of personal disgrace. Information of this nature had best be communicated only during executive sessions of the Board. Any communication or information outside of executive session may constitute defamation and the Board member or members may be held individually and/or collectively liable.

120. MEETINGS

- a. 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.

At its first meeting, the new Board shall review the dates for its regular meetings. It is important that Board officers develop the habit of beginning and ending meetings on time. It is seldom essential for meetings to last more than two hours.

1. At regular meetings, reports shall be given by the secretary, treasurer, and the principal/head teacher.
2. Guidelines shall be followed for the procedures to be followed when individuals or groups wish to have a hearing before the Board. (See Appendix #504).

3. Regular meetings of the Board may be open to all constituent members except when the Board is meeting in executive session.
 4. Executive sessions may be called to discuss matters pertaining to school personnel or other sensitive issues. (Executive sessions include elected and ex-officio members only).
- b. Planning for and conducting the Board meeting will include the following:
1. A reminder sent to all local Board members and Conference/Mission Superintendent of Education and place of meeting.
 2. An agenda prepared by the principal in consultation with the Board chairperson.
 3. A study of the agenda items before the meeting by the officers of the Board.
 4. A recording of the names of each person attending the meeting.
 5. An agenda to include: (See Appendix #500)
 - a) A brief devotional and prayer.
 - b) Approval or correction of the previous board minutes.
 - c) A financial report from the treasurer.
 - d) A report from the principal.
 - e) Board business.
 - f) A closing prayer.
 6. The writing of the minutes by the secretary (principal/head teacher) as soon after the meeting as practicable. (See Appendix #502).
 7. The filing of the official copy of the notebook or folder provided for the official minutes and the sending of a copy to the Conference/Mission Office of Education and the Board members.
- c. Conference/Mission representation at Board meetings. When school boards have special problems or are discussing personnel, the Board chairperson or principal shall request that a representative from the Conference/Mission Office of Education be present.

I22. FUNCTIONS OF THE SCHOOL BOARD

- a. To ensure the implementation of policies and plans of the Conference/Mission Office of Education.
- b. To develop through counsel with the school faculty and its various public, a lucid, practical statement of mission and objectives that are in harmony with the general Seventh-day Adventist philosophy of education.
- c. To develop policies in areas of local concern such as:
 1. Use of school property
 2. Bus schedules, routes, and safety
 3. Purchasing procedures
 4. Tuition and/or other methods of support
 5. Admission requirements (in accordance with government and Conference/Mission/ mission guidelines)
 6. Equipment and maintenance of school plant
 7. Textbook purchases (pupil or school-owned)
 8. Master planning
- d. To support the principal/head teacher in his/her administration of the school program in harmony with Conference/Mission Education policies.
- e. To ratify or modify the recommendations of the school administration in situations involving serious disciplinary cases and to serve as the ultimate authority in the dismissal of students. Board consideration of dismissal recommendations must be in closed or executive sessions.
- f. To employ classified personnel as needed, i.e. secretary, bus driver, teacher aid.
- g. To support the Home and School Association.
- h. To ensure that official minutes of each meeting of the School Operating Board or subcommittees are kept and to send one copy to the Conference/Mission Board of Education.
- i. To consider appeals and answer questions regarding the operation of the school.
- j. To participate in the process of school evaluation as schedules by the Union or Conference/Mission Office of Education.
- k. To cooperate with the Conference/Mission Board of Education in in-service education.

- l. To consider, in counsel with the Superintendent of Schools, a proposed plan of school organization including a constitution and bylaws, an administrative organization, and a basic curriculum plan for the school.
- m.
 - 1. To adopt the recommended Conference/Mission-wide school calendar. Any modification or contemplated change must receive prior approval from the Conference/Mission Office of Education.
 - 2. To make sure that the school meets with minimum requirements of government and the local Union Education Code in teacher/pupil/contact days.
- n. To adopt a dress code policy and a code of social behavior.
- o. To authorize the preparation of a school bulletin that shall include such items as:
 - 1. Financial information
 - 2. School regulations
 - 3. School calendar
 - 4. Course offerings
 - 5. Statement on non-discrimination
- p. To assume responsibility for the planning and funding of an annual operating budget including:
 - 1. Administrative expenses
 - 2. Curriculum materials
 - 3. Playground and physical education supplies
 - 4. Library and media center materials
 - 5. School supplies
 - 6. Insurance
 - 7. Maintenance
 - 8. Indebtedness
 - 9. Other operating expenses
- q. To assume responsibility for planning and funding a capital improvements budget.
- r. To follow the Conference/Mission guidelines for construction procedures.

- s. To cooperate with the Union and Conference/Mission Office of Education in matters of curriculum development and to follow the Union adopted Textbook List.
- t. To develop a media policy for the school.
- u. To appoint subcommittees as needed such as personnel, finance, etc.
 - 1. Personnel. It shall be the duty of the personnel committee:
 - a) To review and prepare recommendations for the full Board concerning the hiring of classified staff.
 - b) To prepare recommendations for the Board to consider prior to recommending to the local Conference/Mission Board of Education the renewal of teacher contracts.
 - c) To consider concerns presented to the board regarding all personnel during the school year.
 - 2. Finance. It shall be the duty of the finance committee:
 - a) To conduct preliminary preparations of the annual budget and present it to the board.
 - b) To monitor the monthly financial operation of the school.
 - c) To recommend tuition and subsidy rates for the year.
 - d) To make recommendations to the board regarding delinquent accounts.

124. POLICY MAKING IS THE SCHOOL BOARD'S RESPONSIBILITY

Policy making is a continuing, never-ending process. The Board should write policies as the need arises, making necessary revisions to meet the existing situations. Good policies save many hours of time often wasted in making routine decisions. They allow the Board and faculty to proceed in an orderly, business-like manner.

A policy is a principle to be followed in deciding cases or problems that may arise in a given phase of education. Rules and regulations that are consistent

with these policies may then be formulated by the principal and his staff and submitted to the School Board for approval. Policies should be broad enough to indicate a line of action that may be taken by the principal in meeting a number of problems. The application of such policies to individual problems is an administrative detail that is to be performed by the principal.

All policies must be in harmony with those of the General Conference, Division, Union, and Local Conference/Missions. Educational policy exists in the form of:

- a. The recorded actions in the minutes of School Board meetings.
- b. Data in this School Board Manual for School Board members.
- c. The Union Education Code.

126. VISIT OF BOARD TO THE SCHOOL

It is the duty of the members of the Board to visit the school frequently as an encouragement to the teachers and as a means of becoming personally acquainted with the school, its work, and its needs.

128. THE CONFERENCE/MISSION SUPERINTENDENT OF SCHOOLS

The Superintendent is the educational officer of the local Conference/Mission; and, as such, is the one to whom the School Board should look for counsel and direction in its work.

The Superintendent must be consulted prior to any discussion action that may affect a teacher's employment status.

130. PASTOR RELATIONSHIP TO THE SCHOOL

The Conference/Mission Board of Education considers the office of church pastor a vital factor in terms of:

- a. Actively supporting Adventist education by making regular visits to the school, by presenting sermons on Adventist education, and by encouraging all SDA members to enroll their children in SDA schools.

- b. Responsibility for church involvement in the financial operation of the school.
- c. Encouragement of effective parent-teacher-pupil relationships.
- d. Cooperation in the spiritual emphasis of the school, including the planning for Weeks of Prayer and conducting annual baptismal classes
- e. Involvement as a spiritual counselor and resource person.
- f. Encouragement of the school Board and constituency to recognize the teachers and administrator as the educational leaders in his district by supporting the teacher staff and serving only as a consultant, not a director of the local school program.
- g. The pastors should show responsible leadership to the locally elected Board members by being in attendance at duly called board meetings.

132. EFFECTIVE COMMUNICATIONS

The Board officers should keep the superintendent informed about the progress of the school and seek his counsel early concerning any developing problems in the school. The Board has the responsibility for keeping the constituency well informed regarding the progress and needs of the school.

134. SUPPORT OF THE TEACHERS

It is the responsibility of the Board to support and uphold the staff in the organizations and administration of the school.

136. FUNCTIONS OF THE PRINCIPAL/HEAD TEACHER

The Principal is the administrator of the school within the structure of the Conference/Mission Office of Education. He/She shall be a member of the Seventh-day Adventist Church in good and regular standing and shall hold appropriate credentials. (In small schools, one teacher may be appointed as head teacher in lieu of designation as principal). His/Her responsibilities and functions include the following:

- a. To serve as executive secretary of the School Board.
- b. To implement the administrative policies of the Union and

Conference/Mission/Mission Boards of Education, as well as local administrative and operational policies of the school.

- c. To supervise the instructional program of the school by such activities as:
 - 1. Classroom visitation.
 - 2. Personal Conference/Missions and written teacher evaluations with a report forwarded to the Conference/Mission Office of Education.
 - 3. Group study for curriculum planning.
 - 4. Assistance in classroom management.
 - 5. Assistance in the development of course objectives and teacher plans.

- d. To serve as or designate a chairperson for each of the following:
 - 1. Staff and faculty meetings.
 - 2. Administrative council.
 - 3. Admissions committee.
 - 4. Discipline committee.
 - 5. Curriculum committee.

- e. To accept the responsibility of spiritual leader of the school.
- f. To be responsible for the organization of the school program, including:
 - 1. Implementation of the annual school calendar and daily schedule, permitting no variations without authorization from the Conference/Mission Office of Education.
 - 2. Planning for regularly scheduled staff meetings.
 - 3. Assigning of teacher responsibilities and other duties to the members of the school staff.

- g. To operate the school on a sound financial basis within the approved budget.
- h. To prepare and submit reports as required by the Union Board of Education, the Conference/Mission/ Mission Board of Education, or the School Board.

- i. To inspect and ensure the maintenance of buildings, grounds, and equipment for operating efficiently and to provide for safety of operation throughout the school plant, including such practices as fire and disaster drills.
- j. To be responsible for developing and maintaining an adequate record-keeping system:
 - 1. Student scholastic, health, and attendance records.
 - 2. Minutes of faculty meetings and faculty committees.
 - 3. Minutes of the School Board and subcommittee meetings.
- k. To forward copies of board minutes, monthly financial statements, and scholastic and statistical reports as requested by the Conference/Mission, Union, Division and General Conference Offices of Education.
- l. To promote the professional growth of education personnel and to make provision for a teachers' professional library in the school.
- m. To develop and maintain positive community relations. He/she shall represent the school as its official spokesperson to the patrons of the school, to the School Board, and to the public in general. He/She is to articulate and communicate to the School Board and to the constituency the educational plans and programs of the school.
- n. To maintain attendance records in accordance with church and government regulations.
- o. To assume responsibility for the recruitment of students.
- p. To work closely with the Superintendent in planning and implementing the periodic school evaluations.
- q. The principal or head teacher is responsible for everything in the building and on the playground. Whatever occurs, pertaining to the school program, whether it refers to teachers or pupils, ultimately devolves back upon the principal with full accountability.

The principal may delegate responsibility for supervision to others, but it is to his/her advantage to be present and in charge whenever the greatest need for supervision is apparent. While children are in the classrooms under the direct supervision of the teachers there is relatively less danger of accident or other difficulty. It is before school,

at recess time, at mid-day, during physical education classes and after school when pupils are apt to be all over the building and playgrounds that accidents, mischief and other unexpected things occur. This is the time when the principal needs most to be obviously present and in charge.

- r. A principal who works for good public relations will greet pupils as they enter in the morning, calling them by name, directing them toward their classroom. He/She does not go home to lunch leaving the teachers to struggle with supervision, but takes responsibility where the action is. When children are "out of line," he/she does not ignore their conduct, but corrects them "on the spot," refers them to their teacher for further supervision. The principal is also directly concerned with after-school activity to ensure that each child leaves the property toward home. He/she will not lock pupils out without knowing they have a way to get home or a place for the night. Good public relations demonstrate care and concern for pupils, staff, and parents.

I 38. CHILDREN OF EMPLOYEES

The running of a smooth daily school program is a full time job. The distracting effect of preschool children in the classrooms has an effect on teachers, aides, and students. Therefore, the preschool-age children of all employees should be cared for away from school facilities.

Children of employees are to attend Seventh-day Adventist K-12 schools unless an exception is made by the hiring organization board or committee and the Union committee. A worker refusing to comply shall be terminated.

I 42. VICE-PRINCIPAL

The school board may designate upon recommendation of the principal an individual as vice-principal to assist the principal in the performance of duties as specifically assigned by the principal.

I 44. TEACHING PRINCIPAL

In the operation of some elementary schools or junior academies, it is the 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.

I 46. MINISTRY OF THE HOME AND SCHOOL ASSOCIATION PRESIDENT

Purpose

The purpose of the association is basically twofold:

- a. To provide parent education.
- b. To unite the home, the school, and the church in their endeavors to provide Seventh-day Adventist Christian education for the children.

Objectives

- a. To educate parents in cooperation with the church and school in their work of fostering the development of the whole child. . . the harmonious development of the physical, the mental, and the spiritual powers." **Education**, p. 13.
- b. To promote cooperation between parents and teachers in the educational process.
- c. To give guidance for establishing in the home an atmosphere of love and discipline where Seventh-day Adventist Christian values can be instilled in children through Bible study, prayer, family worship, and the example of the parents.
- d. To provide an opportunity for parents and teachers to develop a positive relationship in their work for the children.
- e. To support the church school in its effort to more fully harmonize the principals of Christian education in philosophy, content, and methodology.
- f. To strengthen the relationship between home and school by promoting such activities as:
 1. Providing suggestions for curriculum improvement through the Conference/Mission and union offices of education.
 2. Encouraging frequent communication between home and school.
 3. Encouraging teachers to visit the home of students.
 4. Appointing room mothers and fathers.

5. Providing volunteer services as requested by the school.
- g. To work with the church in providing ways for disadvantaged children to attend church school. No Adventist child should be denied attendance because of financial problems.

Responsibilities

- a. To conduct regular Home and School meetings for parents, teachers, and all church members during the school year.
- b. To provide a parent-education program that will teach parents how to instill right character traits and lead our children toward heaven.
- c. To work to the end of securing the attendance of every child in our own church schools.
- d. To see that the needs and accomplishments of the school are kept before the church body.
- e. To assist the school in providing necessary equipment, materials, and library resources to enable it to attain the highest academic standards.
- f. To provide social education opportunities to members of the church and community through regular parent-education programs and social fellowship that meets the need of individual members.

The Organization

A Home and School Association should be organized in every church where there is a church school. Effective, continuous promotion should be used to recruit as many members of the church as possible.

Education leaders, pastors, church officers, and church members should be enlisted to promote Adventist education by personal interviews, the use of various publications, and at public meetings.

Every church or group of constituent churches operating a school should promote, organize, and conduct a Home and School Association in accordance with the plans and policies of the office of education of the Inter-American Division, union, and local conference/missions.

A close tie should exist between the Home and School President, the family

life, youth ministries and children ministries personnel in the church. In their cooperative efforts they can keep the needs of families and their children before the church. It is suggested, therefore, that the Home and School work in cooperation with the representatives of these Departments of the church to complement one another's efforts on behalf of the entire family.

For example, parent-education classes should be organized as a cooperative effort between the Home and School, family life and children ministries leaders. Materials are available through the Union, Division and General Conference Department of Children Ministries and various other sources. The youth, family life and children ministries leaders may also co-sponsor events on the Home and School calendar designed to strengthen families such as social outings, family retreats, study programs, etc.

Activities

One of the important aspects of the activities of the Association is to enhance the parent-teacher partnership. The following suggestions will help to realize that goal:

- a. Encourage parents to visit their school.
- b. Encourage the teachers to plan special programs, and schedule open houses. Some programs should be scheduled in the evenings to facilitate working parents.
- c. Appoint room mothers and room fathers for the school year, and where desired the responsibilities might be shared for shorter periods. Their duties may include assisting with the following:
 1. Field trips, excursions, and outings.
 2. Obtaining equipment, materials, and supplies.
 3. Social and recreational activities and helping to provide ways and means to care for the health and welfare of the students.
- d. Encourage teachers in consultation with the principal to periodically visit their students' homes. This is one way for teachers to become better informed concerning the background and conditions of the homes from

- which their students come.
- e. Encourage frequent and positive communications between school and home through progress reports and other official notes, the school paper, student's work, exhibits, etc.
 - f. Have family retreats for a weekend in some quiet place for study and recreation.

Projects

Projects undertaken by the Home and School Association can be of real support to the school program. Some suggested projects are:

- a. Student recruitment. Develop an organized plan in cooperation with the church education secretary, pastor and the school administration for recruiting all the children and youth of the church into the church school or academy.
- b. Provide needed equipment, library materials, and supplies for the school.
- c. Provide for the health and welfare of the students according to denomination and country guidelines.
- d. Provide assistance to teachers in the out-of-school education for children and adults, planning, and implementing science fairs, book fairs, music festivals, and school/student organization activities.

DUTIES OF THE HOME AND SCHOOL ASSOCIATION PRESIDENT

Position Description

The Home and School Association President is a promoter of Adventist Christian education and a recruiter of members for the Home and School Association. It is recommended that he or she serve for one year as associate leader before carrying full responsibility.

Objectives

To promote cooperation between parents and guardians of the students and the schools they attend.

To promote parent-education by organizing study classes using relevant

material that will be provided by the conference/mission, union, and the division.

To cooperate fully with the school principal or head teacher in planning programs, parties, fund-raising activities, etc.

To maintain communication with the pastor to keep him informed of the activities and achievements of the Association.

Responsibilities

- a. To organize the Home and School Association.
- b. To promote and conduct regular meetings of the Association.
- c. To set the time and place of meeting for the convenience of the majority of the members.
- d. To promote and endorse by example the principles of Adventist Christian education.
- e. To encourage all school-age students to enroll in the church school.
- f. To involve all church members in supportive as well as active roles.
- g. To become acquainted with and use the booklet entitled "The Home and School Association."
- h. To appear before the congregation several times a year when it is appropriate to inform the entire membership of the goals, projects, and achievements of the Home and School Association.

I 48. THE MINISTRY OF THE CHURCH EDUCATION SECRETARY

In harmony with the General Conference 1979 Annual Council action, each church is to select a church education secretary. If you have been asked to serve in this capacity the following information will assist you in fulfilling the requirements of this ministry.

Bible and Spirit of Prophecy Principles. "We are under solemn, sacred covenant to God to bring up our children, not for the world, not to put their hands into the hands of the world, but to love and fear God, and to keep His commandments. We are to instruct them to work intelligently in Christ's lines,

to present a noble, elevated Christian character to those with whom they associate. For this reason our schools have been established, that youth and children may be so educated as to exert an influence for God in the world" (**Fundamentals of Christian Education**, 289).

"And all thy children shall be taught of the Lord; and break shall be the peace of thy children" (Isa. 54:13).

Every man and woman in our ranks, whether a parent or not, ought to be intensely interested in the Lord's vineyard. We cannot afford to allow our children to drift away into the world and to fall under the control of the enemy. Let us come up to the help of the Lord, to the help of the Lord against the mighty. Let us do all in our power to make our schools a blessing to our youth" (**Counsels to Teachers**, 219).

"The responsibility resting upon parents, teachers, and church members, to do their part in co-operation with God, is greater than words can express" (**Counsels to Teachers**, 166).

"In the highest sense the work of education and redemption are one, for in education, as in redemption, other foundation can no man lay. than that is laid, which is Jesus Christ" (**Education**, 30).

SPECIFIC FUNCTIONS

1. Keep a written record of all children and young people in the church. It is suggested that a card file of the church membership, families be developed. The file should be kept active and current, and after the name of each school-age child a notation should be made as to where the child is attending school. If there are any special problems relating to finance, divided home, etc., notation should be made on these cards. (This information is confidential and should be used to facilitate an accurate report to the Conference/Mission office of education and the school board.)
2. Provide the pastor with a list of families whose children are not in a church operated school each year. Communicate to the pastor and/or the appropriate personnel any potential obstacles that would keep a

- student from attending church school.
3. Cooperate with the pastor and/or other responsible church leaders in educating church members concerning the benefits of Christian education and the necessity of providing an Adventist education for all the youth who desire it.
 4. Promote Christian education by:
 - a. Coordinating periodic reports to the church featuring the church school/junior academy, senior academy, and college.
 - b. Vigorously promoting financial aid for needy and worthy students.
 - c. Making sure any educational promotion materials are inserted in the bulletins.
 - d. Working with the pastor in planning the yearly Education Day program.
 - e. Recognition of students on several occasions throughout the year.
 5. Promote the concept that Christian education begins at infancy in the home. Plans for education begin at the time a new baby arrives in the home. When the parents have planned ahead in this manner, Christian education is not a sudden drain on the family budget.
 6. Remember the young people not in SDA schools by:
 - a. Developing a well-rounded and interesting program of spiritual and recreational activities.
 - b. Helping students to find the best possible way of witnessing to their companions and teachers.
 7. Always work closely with the pastor. It is hoped that the guidelines for education secretary will result in increased effectiveness of the Christian education ministry in each church. Special attention needs to be given in the promotion of all educational opportunities available to converts and their children.

TIME COMMITMENT

The amount of time required will vary depending on the size of the church. For large churches it may be necessary to enlist others to assist with some of the

required functions. Generally one or two hours per week represents an appropriate commitment of time for ministry.

THE ROLE OF THE EDUCATION SECRETARY.

The education secretary attempts to involve every church member in the support of Adventist education. Particular emphasis is given to parents with children from birth through college. Both the union and Conference/Mission offices of education personnel will assist the education secretary in fulfilling the requirements of this ministry. The education secretary should be a member of the Home and School executive board, as well as a member of the school board.

SPIRITUAL GIFTS NEEDED

When one accepts a call to serve, the Lord promises wisdom for the asking, James 1:5, and His abiding presence. He made "man's mouth" and promises to teach one the right words for each special occasion (Ex. 4:11, 12). Timothy was admonished, "Neglect not the gift that is in thee" (1 Tim. 4:14).

Among the spiritual gifts employed in performing this office are exhortation, giving, intercession, leadership, and pastoring.

Exhortation is the ability to resolve problems, to give sound advice and say something that comforts people.

Giving is willingly donating time and money to support Adventist education. Intercession is spending "prayer time" dealing with the needs of others who are on their prayer list.

Leadership is the ability to find the key factors to the solution of a problem in a way that those who are affected are satisfied.

Pastoring involves a love for visiting parents in their homes regarding the education of their children as well as other members inviting them to become a shepherd of the lambs.

TRAINING RESOURCES AVAILABLE

Prayerful study of the Bible and Spirit of Prophecy, particularly the books devoted to education, will give insight into this ministry. Personnel from the union and conference/mission offices of education will provide in-service programs to train and assist in meeting the specific functions of this office. Your attendance at all training sessions will indicate your commitment and will help to ensure a successful program in your church.

TOOLS OF MINISTRY

The most effective and essential tool in successfully carrying out the duties of this ministry centers in personal character traits which model support of Adventist education evidenced by:

- a. Possession of a genuine concern for the children and youth of the church.
- b. Commitment to Adventist education and its goals as demonstrated by:
 1. Having one's own children in Adventist church schools.
 2. Supporting the church's children in Adventist church schools even if one has no children of school age.

EXAMPLES OF ACTIVITIES

Some of the activities of the education secretary include:

- a. Participating in the planning and promotion of the Education Day program held each _____(month).
- b. Participating in baby dedication programs and promoting early planning for Adventist education for the child.
- c. Presenting monthly reports to the church which give recognition of the achievements of the children in their church family.
- d. Visiting church homes on a regular basis.
- e. Working with church officers to ensure that the young people are active participants in the worship services and programs of the church.

THE CARING CHURCH STRATEGY

Charles Spurgeon said, "Take care of your lambs, or where will you get your sheep from?" Truly, the children of the church are the leaders and workers of tomorrow. The church which does not care for its own children doesn't have

much to offer the community or the world. Members of the caring church will do all in their power to make Christian Education, an Adventist Essential, available to each person who desires such an education.

GENERAL SCHOOL POLICIES AND PRACTICES

I 50. SCHOOL EVALUATIONS

All church schools are evaluated periodically according to a plan outlined by the General Conference Office of Education. An effort will be made to determine to what extent the school is achieving its objectives and meeting accepted school standards. Members of the Board and faculty ordinarily participate in a self-evaluation program prior to a final evaluation by a visiting evaluation committee.

A report of the evaluation will be presented to the School Board and faculty, accompanied by recommended changes or improvements that should or must be made.

I 52. SCHOOL BULLETIN

Every school should prepare a bulletin, catalog, or photo-copied materials to place in the hands of the school patrons so they may know:

- a. The educational philosophy, aims, and objectives of the school.
- b. Notice of Non-Discriminatory Policy.
- c. The schedule of events.
- d. The members of the staff.
- e. The course offerings.
- f. Requirements for entrance and graduation.
- g. Standards of conduct.
- h. School regulations, including discipline procedures.
- i. Tuition and other costs.
- j. Vacations or holidays taken.
- k. The School Board.

154. ADMITTANCE TO SCHOOL

Seventh-day Adventist schools are open to all young people of the Seventh-day Adventist Church who come for the purpose of doing earnest, faithful work and who have a desire to develop a Christian character. Efforts should be made by the School Board, in close cooperation with the pastor, the church, and the Home and School Association, to see that these young people are enrolled in the school.

The admission of non-Seventh-day Adventist students from homes where neither parent or guardian is a Seventh-day Adventist should be considered on the basis of the following guidelines:

- a. Students from non-Seventh-day Adventist homes should be admitted only after careful screening and communication with the parents regarding the goals of the school and the resultant spiritual and life-style consequences to the student.
- b. For grades 1-6 in church schools, no more than 25% of the enrollment may be permitted to attend from homes where neither parent or guardian is a Seventh-day Adventist.
- c. For grades 7-12 in church schools, no more than 20% of the enrollment may be permitted to attend from homes where neither parent or guardian is a Seventh-day Adventist. (For complete guidelines, see Appendix 506).

156. STATEMENT ON NON-DISCRIMINATION

It is the policy of the Seventh-day Adventist Church in all its church-operated schools on elementary, secondary, and higher education levels within the Inter-American Division to admit students of any race to all the rights, privileges, programs, and activities generally accorded or made available to students at its schools, and to make no discrimination on the basis of race in administration of educational policies, applications for admissions, scholarship programs, and athletic or extracurricular programs. (Name of local school) may operate in harmony with this statement.

158. STUDENT DISCIPLINE

- a. **Purpose.** Discipline is designed to be redemptive, remedial, and corrective rather than punitive.
- b. **Disciplinary Authority.** The principal, in consultation with the faculty and staff, is responsible for established disciplinary procedures. All members of the school staff share in the responsibility for supervision of student conduct. Minor irregularities are handled by the individual staff members. Repeated offenses or major infractions of school rules are to be handled by the principal and/or the school discipline committee.
- c. **Corporal Punishment.** The Board of Education does not permit corporal punishment as a method of discipline. (Review the laws of your country).
- d. **Detention of Students.** Students may be detained in school for disciplinary or other reasons for not more than one hour after the close of the maximum school day. Parents are to be notified of this action prior to the detention.
- e. **Suspension of Students.** A student may be suspended for repeated offenses when other procedures have not been effective. Evidence of prior corrective measures and parent notification should be on file in the student's folder. In the case of a serious overt act violating school regulations, the discipline committee may suspend a student from school although there has been no prior deviant behavior. A teacher may temporarily suspend a student from class until the problem is administratively resolved. A principal may temporarily suspend a student from school. Suspension from school should be made by the discipline committee or in small schools, by the school Board. Under no circumstances should a student be suspended from school and sent home until the parents have been notified and satisfactory transportation arranged.
- f. **Dismissal of Students.** The school Board upon recommendation of the principal, is the ultimate authority in the dismissal of students. As a general rule, dismissal is used only when other means of correction fail to effect a change in conduct.

160. COOPERATION

The board should encourage the patrons to cooperate fully with the board and the staff in making the school a strength to the church in fulfilling its objectives in Christian Education.

162. SCHOOL MISUNDERSTANDINGS

It is the responsibility of the Board to make clear to all patrons of the school that no patron has the right to come to the school for the purpose of verbally attacking or haranguing the teacher, either before the pupils or otherwise. If there is a problem, the patron should discuss the matter with the teacher involved. If there is need for further discussion, the patron should discuss it with the principal or school board chairperson.

164. LEGITIMATE COMPLAINTS

The board should be willing to hear legitimate complaints from a patron concerning the school or teacher, provided an earnest effort has been made previously by the patron and teacher to clear up the matter. Most complaints can be solved in consultation with the principal, and perhaps the school board chairperson.

Board members should withhold commitment or opinion until the matter has been brought to the whole board during executive session. (See Appendix 504).

166. RELATIVES OF STAFF MEMBERS ON THE SCHOOL BOARD

It is recommended that spouses and immediate relatives of staff members not be elected to serve on the School Board.

It is also recommended that not more than one member of the same family be elected to serve on the School Board during the same term.

PERSONNEL

200. EMPLOYMENT AND ASSIGNMENT OF CREDENTIALLED AND LICENSED EDUCATIONAL PERSONNEL

The term credentialed and licensed educational employees is applied to those employees holding denominational credentials and/or licenses, without regard to race, color, or national origin.

The employment, assignment, transfer, retirement, or dismissal of elementary school or junior academy credentialed or licensed educational personnel shall be by authority of the Conference/Mission Board of Education in counsel with the local school board. Local School Boards do not hire and/or dismiss teachers, principals, or other denominationally credentialed personnel. Any action to this effect is a violation of the Union and Conference/Mission policy. In matters pertaining to the employment of such personnel, local school boards only serve in an advisory role to the Superintendent. Any action by a local Board to recommend the dismissal, termination, or non-renewal of a credentialed employee's contract must be done with the Superintendent, or a representative from his office present when such action is taken.

The employment, assignment, transfer, retirement, or dismissal of secondary credentialed and licensed personnel shall be by action of the said institution Board of Trustees. Union Office of Education personnel are to be present when such action is considered.

Ultimate authority for re-assignment of personnel or adjustment of load due to problems, such as insufficient enrollment or lack of funds to maintain a proposed program shall, in the case of an elementary or intermediate teacher, be by action of the Conference/Mission Board of Education in counsel with the local school board and in the case of a high school teacher, be by action of its governing board.

All teachers in elementary, intermediate, and secondary denominational schools shall be members of the Seventh-day Adventist Church in good and regular standing.

202. TEACHER APPOINTMENTS

Beginning teachers shall be placed on probationary service on a year-to-year basis for their first three years of full-time employment. During this period, supervisory visits shall be made to the classrooms to evaluate teaching processes. Conferences between the teacher and principal, supervisor and/or Superintendent shall be held for purpose of evaluating and guiding the professional growth of the teacher. A written document of such evaluation shall be supplied to the teacher, and a copy shall be kept in the permanent file. Such evaluations are confidential and will not be shared with the local school boards.

At the end of the probationary period, teachers who have demonstrated satisfactory evidence of their loyalty to denominational standards and teachings, of their ability as a teacher, and fulfill certification requirements, shall be placed on a regular appointment basis. Written notification of regular appointment is the responsibility of the Conference/Mission Superintendent or Academy Principal.

In the event the Conference/Mission Board of Education decides not to re-employ a teacher, it must present written notification to the teacher at least four months before the starting date of the next school year.

Teachers employed on a year-to-year basis, who are not reappointed, do not qualify for severance pay.

204. REGULAR APPOINTMENT

Teachers are placed on regular appointment by the Conference/Mission Board of Education in the case of church school teachers, or by the Board of Trustees in the case of high school teachers.

A teacher who is granted regular appointment is not subject to annual reappointment, nor is he/she bound by an irrevocable period of employment. He/She is free to accept employment in another institution or organization after completing the current school year. Regular appointment is not affected by change in teaching assignment within the _____ Conference/Mission. Written notification of regular appointment shall be given by the

Conference/Mission Superintendent or High School Principal.

It is to be understood that regular appointment does not constitute an indeterminate period of employment for the employee or the employing organization.

If the professional service, personal conduct, or influence of a teacher is considered unsatisfactory, his/her regular appointment status may be reviewed by the employing organization and by action thereof may be rescinded, and the teacher placed on probationary status. A teacher may be removed from regular appointment and placed on probationary appointment for one year. During this year the teacher must be evaluated, and by the end of the probationary year must be placed on regular appointment or terminated.

The Conference/Mission Board of Education or the High School Board must give the teacher written notification of termination of regular appointment and the reasons for such action, at least four months prior to the beginning of the next school year. Should a teacher choose to resign or to initiate a transfer to another school, he/she is to give written notification to the employing organization at least four months before the beginning of the next school year.

Regular appointment classification terminates at age _____. Teachers over review policy may, at the discretion of the High School Board or the Conference/Mission Board of Education, be employed on an annual-election basis.

Administrative positions do not carry regular appointment status. However, if an administrator has achieved this status as a classroom teacher, he/she does not lose this classification while employed as an administrator. Should he/she return to classroom teaching, his/her regular appointment status remains valid.

206. ADMINISTRATIVE PERSONNEL

School administrative personnel have delegated responsibilities and authority in addition to the prerogatives of discretionary and independent judgement in the following areas:

- a. Curriculum and instruction
- b. Financial operation
- c. Personnel management
- d. School plant

The organization for administrative services will depend on the size and type of school. Responsibilities of administrative personnel are to be assigned by the school board.

The following individuals are considered to comprise the administrative personnel:

- a. Principal/Business Manager
- b. Assistant Principal/Business Manager
- c. Registrar
- d. Residence Hall Deans
- e. Vice-Principal

208. CERTIFICATED PERSONNEL

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

210. CLASSIFIED PERSONNEL

Classified employees are individuals who are not involved directly in school administration or classroom instruction. In this category are included employees such as teacher aides and secretaries. Employees such as bookkeepers and registrars who do not perform an administrative role are classified personnel.

212. CERTIFICATED INSTRUCTIONAL PERSONNEL

Instructional personnel include those persons employed as elementary school, junior high school or senior high school classroom teachers, those who perform

related services which require certificates, and persons employed as para-professionals to serve as classroom instructional assistants.

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

- b. **Qualifications**
 1. **Church Membership.** Instructional personnel are to be members of the Seventh-day Adventist Church and exemplify high standards of Christian conduct. They are expected to maintain membership in constituent churches and to participate in church activities, programs, and finances, including the regular payment of tithe.
 2. **Civic.** Instructional personnel are to accept the responsibilities and privileges of citizenship, recognize the basic rights of other individuals, be intelligent regarding leading domestic and international issues of the time, exercise a love of country, and be willing to cooperate in efforts to improve the social order consistent with the principals of the Seventh-day Adventist Church.
 3. **Professional.** Instructional personnel are to maintain a valid denominational certificate applicable to the position held. Refer to the current certification requirements established for the Inter-American Division.

- c. **Duties and responsibilities.** General responsibilities of instructional personnel include areas such as, but 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. Assuming responsibility for professional self-improvement.

4. Participating in church and community activities.
5. Developing effective relationships with parents, patrons and colleagues.
6. Securing and maintaining adequate records as required by the school administration and the Conference/Mission office of education.
7. Participating in Home and School Association activities.
8. Implementing policies of the school administration and Conference/Mission office of education.
9. Cooperating with the administration in caring for school property.
10. Reporting for duty as stipulated by the school administration and Conference/Mission office of education.

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

- d. **Professional ethic.** The measure of success in and contribution to the teaching profession will be in direct proportion to the standards of behavior and ethics of instructional personnel.

The Christian educator has the responsibility to the church to:

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

The Christian educator has the responsibility to fellow teachers to:

6. Recognize his/her obligation to meet promptly and faithfully all appointments with his/her classes, with individual students, and with student groups.
7. Cultivate friendly relationships with his/her students, avoiding undue familiarity.
8. Allow students the freedom to express their views and the assurance of careful and objective consideration of opinions expressed by them.
9. Hold in professional confidence the ideas, needs, weaknesses and failures of students.
10. Refrain from discussing his/her personal problems with the students.

The Christian educator has the responsibility to the school to:

11. Demonstrate loyalty to the school in which he/she is employed by observance of its regulations and policies.
12. Participate in the activities and programs sponsored by the school and accept and carry to the best of his/her ability such responsibilities as may be assigned to him/her.
13. Refrain from discussing confidential or official information with unauthorized persons.

214. RELATED INSTRUCTIONAL SERVICES PERSONNEL

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

216. LIBRARY MEDIA CENTER PERSONNEL

- a. The media center director should have a valid denominational certificate with an endorsement for librarian or instructional media specialist and is to have the same status as instructional personnel.
- b. Academies shall employ media specialists and other center personnel to meet the needs of the learners as follows:

Full-time equivalency media specialists and other center personnel

	School Enrollment
One-fourth time	000-125
One-half time	126-250
Full time	251-500
One and one-half time	500-750

218. COORDINATOR OF GUIDANCE AND COUNSELING SERVICES

The coordinator of guidance and counseling is to have a valid denominational certificate with an endorsement for Guidance and/or Counseling. This person is to have the same status as other instructional personnel.

220. REGISTRAR

The registrar is responsible for maintaining the student academic and attendance records, and for assisting with other academic responsibilities as assigned by the principal.

222. NON-CERTIFICATED INSTRUCTIONAL PERSONNEL

Non-certificated instructional personnel include those persons who are employed as para-professionals to serve in supportive roles as teacher aides. At the secondary level this may include those who serve as registrars or attendance clerks.

- a. Qualifications:
- b. Church Membership. The non-certificated instructional person is to be a member of the Seventh-day Adventist Church, and exemplify high standards of Christian conduct. He or she is expected to maintain membership in the local church and to participate in church activities, programs, and finances, including paying a faithful tithe.

- b. Professional. Non-certificated instructional personnel must have received adequate preparation for the job responsibilities which are determined by the school and/or Conference/Mission

224. CHANGE IN EMPLOYMENT STATUS OF PERSONNEL

A change in the employment status of certificated employees may be implemented when such a change is in the best interest of or will benefit the employee, the students and/or the total school.

A change in employment status is the outcome of an action initiated by the employee, the school board or the Conference/Mission Board of Education.

The following categories identify the possible ways in which the employment status of a certificated employee may be changed. The procedure listed in each category to affect the change must be followed.

- a. Change to another employment status category.
- b. Renewal of contract.
- c. Transfer:
 - 1. Employee initiated transfer.
 - 2. Administrative transfer.
- d. Resignation
- e. Suspension
- f. Termination
- g. Dismissal
- h. Retirement

226. NON-RENEWAL OF CONTRACT OF A CERTIFICATED EMPLOYEE

Definition: Non-renewal of a contract is the termination of employment at the close of the current contract year and may include reasons such as, but not limited, to the following:

- a. Insufficient enrollment
- b. Lack of adequate funds
- c. Employer's inability to effect administrative transfer as detailed in Section _____
- d. Employee's inability to fulfill required responsibilities because of physical, mental, or emotional problems.
- e. Employee's incompetency as determined by professional evaluation.
- f. Employee's indifference to pupil welfare.
- g. Employee's lack of cooperation with administration or supervisors.
- h. Employee's failure to provide a positive Christian role model and to uphold the doctrines and the generally accepted standards of the Seventh-day Adventist Church.
- i. Employee's failure to comply with the working policies of the Seventh-day Adventist Church.
- j. Employee's failure to maintain current denominational certification.
- k. Employees who are involved in separation or divorce procedures or who marry a non-Seventh-day Adventist.
- l. Employees who do not send their children to Seventh-day Adventist elementary and secondary schools.

Procedures:

- a. The school board may vote to recommend to the Superintendent of Schools the non-renewal of a teacher's contract.
- b. The academy principal should notify the secondary teacher of his intent to recommend to the academy board the non-renewal of the teacher's contract.
- c. The Superintendent of Schools in K-10 schools and the high school principal in secondary schools is to notify the employee in writing at least four months before the new school year that his/ her contract will not be renewed and the reason for such action.
- d. The Conference/Mission Board of Education acts on the recommendation from the school board and/or superintendent.

Termination benefits:

A full-time employee who is terminated because of non-renewal of contract is

eligible for a termination settlement when he/she qualifies for the settlement based on the provisions of policies of the Inter-American Division and the local Union.

Appeal procedure:

The Conciliation Guidelines are to be followed if an employee wishes to appeal a decision or action related to non-renewal of the contract. (See Inter-American Division Policy Book.)

228. TRANSFER OF AN EMPLOYEE

The transfer of a certificated employee may be effected based on the following:

- a. Voluntary transfer

Definition: A change initiated by the employee who requests transfer to another position in the school or to another school, or who accepts an official call within the conference/mission or to another conference/mission.

An employee who has attained to regular employment status who transfers to another conference/mission within the same Union may be placed on probationary status at the discretion of the new employing organization.

- b. Administrative transfer and/or assignment

Definition: A change initiated by the employing organization at any time which results in transfer of an employee from one position in a school or conference/mission and the assignment to another position of the same or different rank. An administrative transfer may affect the employment status if the employee has attained regular employment status but will not adversely affect the salary of the employee while the contract is in force.

An administrative transfer may be within the school to a non-teaching position or to another school in the conference/mission to a teaching or non-teaching position. (See Section 226 for the procedure when it is not possible to effect an administrative transfer.) It may be initiated for reasons such as but not limited to:

1. Insufficient enrollment.
2. Lack of funds.
3. Unsatisfactory performance in the current position as indicated by the formal evaluation process.
4. Conflicting personal relationships.
5. The staffing of a new school.
6. A need for specialized services.

c. Procedures for affecting administrative transfer

1. The Superintendent of Schools in K-10 schools and the academy principal in secondary schools notifies the employee in writing of the intent to initiate an administrative transfer and the reasons thereof.
2. The school board acts upon the recommendation for a transfer and requests that the Conference/Mission Board of Education ratify the recommendation and implement the transfer between schools or within the same school.
3. The Conference/Mission Board of Education considers and acts on the recommendation.

d. When an administrative transfer is necessary due to insufficient enrollment and/or lack of funds the contract is fulfilled when the employee is offered a bona fide position of equal or higher remuneration within the Seventh-day Adventist School System. Should the employee not accept the transfer then the employee is eligible for a termination settlement based on the provisions listed in _____ Union Code Book.

e. The Conciliation Guidelines are to be followed if an employee wishes to appeal a decision or action regarding the administrative transfer.

230. RESIGNATION BY A CERTIFICATED EMPLOYEE

Definition:

The premature termination of a contract initiated by an employee with or without the consent of the employer is considered a resignation.

Procedures:

- a. The employee is to submit a written notice of resignation to the principal or superintendent.
- b. The employing organization should record in the official minutes an action regarding the resignation.
- c. The employee is to repay any salary which has been advanced and any unamortized moving and other expenses before release from the contract is given.

Termination benefits:

A full-time employee whose employment is terminated because of resignation when the employee is counseled to resign by the employer, is eligible for a termination settlement when he/she qualifies based on the provisions in the educational code of the union.

232. SUSPENSION OF AN EMPLOYEE

Definition:

Suspension is the immediate temporary removal of an employee from duties. An employee may be suspended during an investigation of serious charges relating to the reasons listed under termination or dismissal. An employee may be suspended by the academy principal or Superintendent of Schools for a reasonable period of time, not to exceed ten working days.

Procedures:

- a. The Superintendent of Schools in K-IO schools and the academy principal in secondary schools must notify the employee in writing of the suspension including the reasons for the suspension.
- b. The investigation of the reasons which led to the suspension should be completed as soon as reasonably possible. (Not to exceed ten working days.)

- c. The suspension may be completed by reinstatement of employment, initiation of proceedings for termination or dismissal, or resignation.

Appeal procedure:

The Conciliation Guidelines are to be followed if an employee wishes to appeal a decision or action related to the suspension.

234. DISMISSAL OF AN EMPLOYEE

Definition:

The separation of an employee for cause during or at the end of a contract year.

The reasons for dismissal include but are not limited to:

- a. Moral or personal conduct not in accordance with the principles of the Seventh-day Adventist Church.
- b. Committing, aiding, advocating, or being convicted of any crime is a felony, or crime involving moral turpitude, either misdemeanor or felony.
- c. Persistence in advocating, practicing, and teaching beliefs or philosophy contrary to the basic tenets, standards, and doctrines of the Seventh-day Adventist Church.
- d. The use of alcohol, tobacco, marijuana, or miss use of any other dangerous drug.
- e. Social and/or moral problems which negate one's fitness to instruct or associate with children and youth.
- f. Insubordination- persistent violation of, or refusal to cooperate with policies and assignments.
- g. Membership in any organization advocating the overthrow of the government by force or subversion.
- h. Dishonesty.
- i. Failure to pay tithe (10% of income) in a regular and constituent manner.
- j. Evident of staff relationships that interfere with the administration, or the instructional process of the school, and/or creates divisive attitudes within the constituency.

The burden of proof for dismissal for the above-mentioned causes rests with the employing organization.

Procedures:

- a. An academy or elementary school board contemplating recommending the dismissal of a full-time employee must first notify the Conference/Mission Superintendent of Schools of the proposed action. The Conference/Mission Superintendent of Schools must be present when the case involves an elementary or junior academy employee. Both the Superintendent of Schools and the Union Director of Education or his designee must be present when the case involves a senior academy employee.
- b. The Conference/Mission Superintendent of Schools together with the academy principal, and other officers of the board of education, including the chairperson, must provide to the employee a written statement of dismissal. The written notification of dismissal shall include:
 1. Reasons for dismissal.
 2. Effective date of dismissal.
 3. Effective date of discontinuance of salary.
 4. Employee's right of appeal.
- c. The employing organization shall provide the hearing if requested and shall reaffirm the previous recommendation or vote some other appropriate action.
- d. The Conference/Mission Board of Education shall consider the recommendation for dismissal and shall have final authority regarding dismissal.

236. TERMINATION OF AN EMPLOYEE

Definition:

Termination is the ending of employment of an employee before, during or at the close of the contract year. The reasons for termination may include, but are not limited to the following:

- a. Employer's inability to effect administrative transfer.
- b. Employee's inability to fulfill required responsibilities because of physical, mental or emotional problems.
- c. Employee's incompetency and/or indifference to pupil welfare as determined by professional evaluation.
- d. Employee's lack of cooperation with administration or supervisors.
- e. Employee's failure to provide positive Christian role model and to uphold the doctrines and the generally accepted standards of the Seventh-day Adventist Church.
- f. Employee's failure to comply with the working policies of the Seventh-day Adventist Church.
- g. Employees who are involved in separation or divorce procedures or who marry a non-Seventh-day Adventist.
- h. Employees who do not send their children to Seventh-day Adventist elementary and secondary schools.
- i. Inadequate teaching skills: generally concerned with failure to organize and instruct.
- j. Lack of classroom control and discipline; may extend from a permissiveness that interferes with the instruction in a single classroom to a boisterousness that interferes with instruction in adjacent classrooms.
- k. Continued lack of cooperation with administrators or supervisors; may extend from indifference to suggested improvements to open defiance and verbal abuse.
- l. Insubordination: persistent violation of or refusal to cooperate with governing board policies.
- m. Failure to comply with conference/mission policies and regulations; may involve persistent or repeated inability or unwillingness to accept procedures outlined by the Board or the Conference/Mission. ,
- n. Lack of emotional stability; for example, repeat displays of temper with pupils, with other teachers, or with the parents of pupils.
- o. Lack of punctuality; for example, habitual failure to meet classes or other school appointments.
- p. Management of personal finances in such a way that it brings embarrassment to the Conference/Mission or institution.
- q. Refusal to accept a transfer or justified reassignment.

- r. Immoral conduct including but not limited to adultery, fornication or homosexuality.
- s. Immodest dress or inappropriate use of cosmetics and jewelry.
- t. Committing, aiding, advocating or being convicted of a felony or misdemeanor.
- u. Misappropriation or misuses of organizational funds.
- v. Causing employee unrest by airing complaints in lieu of following established complaints and grievance procedures.

Procedures:

- a. If disciplinary or corrective measures have failed to remedy the situation and if termination seems to be a likely alternative, based on an appropriate committee or administrative action, the employee may be given the opportunity to resign on his/her own initiative.
- b. An academy or elementary school board contemplating recommending the dismissal of a full-time employee must first notify the Conference/Mission Superintendent of Schools of the proposed action. The Conference/Mission Superintendent of Schools must be present when the case involves an elementary or junior academy employee. Both the Superintendent of Schools and the Union Director of Education or his designee must be present when the case involves a senior academy employee.
- c. Before reaching a final decision regarding dismissal or termination the Conference/Mission Superintendent of Schools, or another agent of the Board of Education or the Academy Board with an additional Board representative, must present to the employee two weeks prior to the proposed action a written statement setting forth the reason(s) for the recommendation of dismissal or termination including notice of his/her right to a hearing by the employing board.
In the event of a serious infraction, such as but not limited to moral turpitude, the employee may be suspended until a final decision can be made.
- d. If the Conference/Mission Board of Education or the Academy Board with the Superintendent or _____ Union Director of Education or designee of one of these offices present votes to dismiss or terminate a credentialed employee, the Superintendent or the secretary of the Academy Board must present to him/her a written statement

giving the reasons for the dismissal or termination, effective date of dismissal or termination, discontinuance of salary, and notice of his/her right to appeal his/her case. If the employee thinks the decision is not justified, he/she has the right to appeal his/her case, first to the Conference/Mission Board of Education, second to the Conference/Mission Executive Committee, third to the Union, and finally to the Inter-American Division.

If the employee wishes to use this procedure, intention must be stated in writing within five working days of receipt of written notice of proposed dismissal.

- e. Based upon the recommendations of the Appeal Board(s) the local Conference/Mission Executive Committee or the Academy Board must take the final disposition of the case.
- f. Any procedure that is applicable, must be in accordance with denominational policy or local government regulations.
- g. A credentialed employee who voluntarily resigns or who requests a leave of absence is not eligible for a terminal settlement.
- h. A credentialed employee who is dismissed (moral or criminal charges) is not eligible for terminal or severance pay.

238. EMPLOYEES' RECORDS

The Superintendent of schools and/or the academy principal shall be responsible for the maintenance and safekeeping of accurate and up-to-date service records for all educational personnel under his/her direction. When an employee transfers, his/her service record will be forwarded to the new employing organization.

240. HEALTH RECORDS

- a. Prior to initial employment an individual may be requested to provide verification of adequate physical and mental health. A written report, based on an examination made within the preceding twelve months, and signed by the physician, will be accepted as adequate verification.

- b. Tuberculosis examination: No person shall be initially employed by the Conference/Mission Board of Education or Academy Board, or a local school board (in the case of aides, bus drivers, etc.) unless evidence is submitted of a tuberculosis test within 60 days preceding date of employment. Thereafter, employees shall be required to undergo the foregoing test at least once every 3 years (as required by law). The health records shall be maintained in the office of the employing organization.

242. PARA-PROFESSIONAL TEACHERS (PART-TIME TEACHERS)

Para-professional teachers may be employed for special projects and assignments on a temporary or annual basis. Such teachers do not qualify for allowances or severance pay but should be in harmony with the philosophy and practices of the Seventh-day Adventist Christian Education.

244. CREDENTIALLED PERSONNEL SUMMER EMPLOYMENT

Credentialed personnel on 10-month contracts may be employed for special projects during the time they are not under the direction of the Principal or Superintendent of Schools.

246. SUBSTITUTE TEACHERS

The local Operating Board may employ qualified persons on a temporary basis to fill positions of regularly credentialed employees absent from service.

248. RELEASE FROM CONTRACT

If release from contract is requested by an employee effective during the contract year, a notice must be given which allows sufficient time to obtain a suitable replacement. A letter of resignation stating reasons must be submitted, in the case of elementary and junior academy teachers to the Superintendent of Schools with a copy to the Operating Board chairperson and the school principal. In the case of senior academy teachers the letter should go directly to the academy principal.

Upon resignation during the school year, salary is paid through the last full working day. Repayment of salary advances and unamortized expenses, or unamortized salary paid the previous July and August, will be required before a contract release is given. A resignation must be recognized by the employing organization by being recorded in the official minutes of the controlling Board.

FINANCE

300. FINANCIAL RESPONSIBILITY

A school may not be opened unless there is a reasonable assurance that funds will be available through the year to meet the financial obligations.

302. THE SCHOOL BUDGET

A carefully organized and properly balanced budget is absolutely essential to the successful financial operation of a school. The School Board should approve

a tentative budget in harmony with the expectations of the local Conference/Mission Office of Education.

A balanced, revised budget should be prepared not later than 6 months before the new school year starts. Copies of both budgets should be sent to the Superintendent. The items entering into the budget should be studied carefully by the Board and, after adoption, the budget should be followed closely.

304. SALARY SCHEDULES

The minimum and maximum salary rates are established in the policy book. Each Union develops its own salary schedule within these limits. All Conference/Missions are to follow the Union Conference/Mission wage schedule. Copies of the wage schedule are available from the Conference/Mission Superintendent.

306. AUDITING

The financial records of elementary schools and junior high schools shall be audited annually under the supervision of the local Conference/Mission treasurer. The financial records of academies are audited by the General Conference Auditing Department.

308. INSURANCE

All schools are to be insured in accordance with the Inter-American Division Working Policy up to full replacement cost except that upon authorization by the School Board, a deductible up to \$10,000 shall be permitted. Any building scheduled for demolition may be insured, by mutual agreement, for salvage value plus the estimated amount for debris removal. Each fire insurance policy should include coverage for perils of fire, extended coverage, and vandalism.

Schools operating buses or other school-owned vehicles must provide insurance coverage on these vehicles. It is recommended that these vehicles be insured with the same carrier who provides the comprehensive general liability coverage for the conference/mission.

310. SCHOOL OR CHURCH OWNED VEHICLES

School or church-owned vehicles should be registered in the name of the local Conference/Mission/Mission of Seventh-day Adventists, doing business as (name of church or school).

312. STUDENT ACCIDENT INSURANCE

Each school is expected to have adequate accident insurance approved each year by the Conference/Mission Board of Education.

314. SCHOOL LIBRARIES

It is the responsibility of the School Board to upgrade and provide regular maintenance for elementary school libraries.

The recommended minimum expenditures per student annually for academy (9-12) library books and media material should be \$20.00. For elementary (K-8) expenditures for library books it should be \$20.00 per student.

Library and/or Instructional Media Center. An appropriate library collection is to be maintained in each classroom or in a central location.

Library Record System. The library holdings are to be organized using centralized procedures and cataloging. The record system should include:

- a. Central card catalog with author, title and subject cards interfiled and alphabetically arranged.
- b. A shelf list including the accession number on each card.
- c. A system for circulation of materials.

Library Budget. The annual budget is to provide for an expenditure of \$20.00 for each student.

Library Collection. The library collection is to be re-evaluated on a regular basis to ensure that it meets the current needs of the school program. This process will involve discarding and replacement of out-of- date materials.

The collection is to include:

- a. General works and reference books.
 1. For one and two teacher schools —a minimum of 500 titles, exclusive of textbooks. There shall be an appropriate distribution throughout the Dewey Decimal Classification System.
 2. For three or more teacher schools a minimum of 750 titles per classroom, exclusive of textbooks. There shall be an appropriate distribution throughout the Dewey Decimal Classification System. The collection is to include current encyclopedias (World Book or Britannica Junior recommended —copyright within 5 years), dictionaries, atlases, Bible concordances, Bible dictionaries, Ellen G. White books, Index to the Writings of E. G. White, (3 volumes), and a set of Seventh- day Adventist Bible Commentary.

- b. **Periodicals.** Subscriptions to denominational and secular magazines appropriate to the age and interest level of the students are to be provided. Provision shall be made for preserving back issues.
- c. **Instructional media.** Instructional materials such as computer software, videos, video player, TV set, CDs, CD and cassette player, recorded cassettes, pictures, and slides shall be a part of the library collection.

316. BUILDINGS AND GROUNDS FINANCIAL POLICIES

All building projects (including the Funding Plan) shall first clear through the Conference/Mission Building Committee. Written approval of the Conference/Mission Executive Committee shall be obtained prior to contracting for construction or major alteration of any school building.

Buildings or other projects costing less than _____ shall be approved by the Conference/Mission Committee. Buildings or other projects costing more than _____ but less than _____ shall be approved by the _____ Union Conference/Mission Committee. In case of projects exceeding _____ the _____ Union Committee shall submit them to the Inter-American Division particulars of the estimated cost and full information regarding the means by which the project is to be financed, together with properly prepared plans and specifications for the building. It is understood that the approval of the Division Committee shall be obtained before construction is begun or financial commitments are made.

In construction or purchase of school buildings or school property in no case shall commitments be made or building operation begun until:

- a. 50% of the entire cost of the building, including initial furnishings is in hand in cash or in readily convertible assets, and provisions satisfactory to the responsible authorizing committee for securing the remaining 50% is made, and in the case of construction, the work shall proceed and obligations shall be incurred only as funds are available.
- b. In the case of a building or expansion program involving one or more units

requiring an extended period of time to complete, the plan of the building program for each unit with budgets shall be submitted to the authorizing committees for approval before commitments are made. Such budgets shall provide for the full amount of funds required to complete the project by cash in hand or by yearly budgetary appropriations underwritten by the Conference/Mission and Union Conference concerned. Construction shall proceed, and obligations shall be incurred only as funds are available.

- c. Before letting any contract or commencing any building project, it shall be the duty of the School Board to ascertain that the plans and specifications for the new building or alterations comply with the requirements of state and local building codes.
- d. An adequate system of records regarding the contracts, bids, and agreements shall be carefully kept for future reference.

400. SCHOOL CURRICULUM

The curriculum consists of the learning experiences that children have, both in and out of school, that the school utilizes in helping each pupil develop into a loyal, effective church member and citizen in his home, school, and community. In the school the basic learning experiences and content are chosen from these broad subject areas:

Social Studies and Religion, General Science, Mathematics, Language Arts, Health and Physical Education, Practical and Fine Arts.

402. ASSIGNMENTS

Initial assignments or reassignments within the conference/mission school system are made by the board of education upon the recommendation of the superintendent of schools in consultation with the local school boards and the teacher.

Teachers who accept employment are committing themselves to denominational teaching and not to any individual school. Therefore, they are subject to

transfer within the conference/mission school system as the needs of the system dictate.

404. TEACHING LOAD - ELEMENTARY

Classroom size. No more than six grades for one teacher. Over 20 students in a 1-8 grade school requires two or more teachers.

The maximum number of students for teacher's having first grade should not exceed 20.

Number of Grades	Maximum Number of Students	With Aide
5 or 6	15	20
4	18	25
3	20	25
2	25	30
1	30	(May need an aide depending on teacher and grade level.)

Six grades should be the maximum load for the elementary school teacher. This maximum should be applied only under extreme circumstances. Where the maximum load becomes a necessity, a para-professional should be provided.

Upon the recommendation of the Conference/Mission Superintendent of Schools after careful study of a local situation, it is recommended that a para-professional be provided under any of the following conditions:

- a. In classrooms of 1 or 2 grades where enrollment exceeds 30 students.
- b. In multi-grade rooms (3 or 4 grades) where enrollment exceeds 20 students.
- c. In multi-grade rooms (5 or 6 grades) where enrollment exceeds 12 students.

406. KINDERGARTEN TEACHER ASSIGNMENT

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

408. TEACHING LOAD - JUNIOR ACADEMY

Six subject preparations per day constitute the maximum teaching load for a junior high school teacher. In a departmentalized program the major elementary subject areas and secondary subjects shall be considered equivalent when determining teacher load. Supervisory and co-curricular duties will be assigned by the school administrator as part of the teacher's professional responsibilities.

Five subject preparations or six teaching periods is the recommended load for a full-time staff member.

When a teacher is asked to teach any ninth or tenth grade subjects in addition to teaching in the elementary grades, one secondary subject shall be considered the equivalent of two elementary subjects.

410. TEACHING LOAD - SECONDARY

The recommended teaching load for a full-time staff member is five subject preparations or six presentations per day, and/or a total of 750 students per week. One preparation period per day is recommended. Supervisory and co-curricular duties will be assigned by the school administrator as part of the teacher's professional responsibilities.

412. TEXTBOOK LIST

The lists of recommended textbooks for elementary schools and junior academies are found in the _____ Union Textbook List. All conference/mission schools should strive to adopt books from the current textbook lists.

414. FIELD TRIP POLICY

The _____ Union education code should provide guidelines regarding field trips and other off-campus activities and tours. Since the school board is involved in approving many of these activities, board members should study these policies.

416. EDUCATIONAL TOURS AND TRIPS

All plans for educational tours and trips must be in harmony with _____ Union Educational Code and guidelines.

418. INTER-SCHOLASTIC SPORTS

Although physical education and recreational activities are an essential part of the curriculum, inter-scholastic games are not to be a part of the school activities within the conference/mission.

Appendixes

Appendix #500
Sample Agenda

YOUR TOWN S.D.A. HIGH SCHOOL
School Board Meeting
October 14, 2002

AGENDA

1. Devotional and Prayer
2. Approval of Minutes - September 16, 2002 Meeting
3. Financial Statement - September 30, 2002
4. Sale of 1993 Ford Bus
5. Recommendation to Conference/Mission Board of Education for additional teacher
6. Policy on Fund Raising Project
7. Eighth Grade Class Request - Class Trip
8. Vote of Appreciation - Home and School Association
9. Prayer

YOUR TOWN SCHOOL BOARD MEETING MINUTES

October 14, 2002

MEMBERS PRESENT: O. R. Crane, Mrs. G.A. Carman, L. O. Cherry, C. S. Gentry,
Mrs. D. E. Shell, T. F. Shane, B.L. Sibler, P. I. Swift

DEVOTIONAL AND PRAYER: Mrs. G. A. Carman

PRINCIPAL'S REPORT (Note some of the major highlights)

APPROVAL OF MINUTES

VOTED, To approve the minutes for the September 16, 2002 Board meeting.

FINANCIAL STATEMENT

VOTED, To accept the September 30, 2002 financial statement, subject to audit.

BUS SALE

VOTED, To authorize the school administration to sell the 1993 Ford bus at a minimum price of \$500 and that the money be placed in a reserve account to be used toward the purchase of a new bus.

TEACHER FOR GRADES 5-6

VOTED, To recommend to the Conference/Mission Board of Education the hiring of Mrs. Jane Sweeney to teach the 5th and 6th grades. This was necessary because of increased enrollment.

CLOSING PRAYER: H. A. Wellman

O. R. Crane, Chairperson
P. I. Swift, Secretary

Procedure for Handling Complaints

1. If a parent becomes concerned with some action of a teacher, past or present practice, he/she is asked to speak to the teacher directly about what he/she views as a problem.
2. If no satisfaction is realized, he/she is to talk to the principal about the problem. If it is felt the principal is part of the problem, the complaint shall go directly to the School Board Chairperson.
3. The principal will endeavor to bring the parents and teacher together to solve the problem.
4. If the concerned parents are still dissatisfied, they must put their complaint in writing to the School Board chairperson. If a teacher is involved and the principal has not been able to resolve the problem, he will also contact the Board chairperson.
5. The principal and School Board Chairperson will call a special meeting of the _____ Conference/Mission Superintendent of Schools, the principal, the teacher, and the Board chairperson to discuss the details of the problem.
6. If the concerned parents have not been satisfied and they or the principal feel the problem needs further study, the Board chairperson/principal will ask the teacher and parents involved to appear at the next board meeting and present the complaint. All discussion will be kept confidential.
7. After the complaint has been presented and an opportunity to reply, the Board may have questions for parties involved, after which the Board will go into executive session to further discuss the matter.
8. If there is a question of the teacher continuing in their present assignment, the Board should ask three questions:
 - a. What can we do to help save this teacher?
 - b. Have we as a Board caused part of this problem?
 - c. Do we want this teacher assigned to our school?
9. The transfer is not to take place during the school year.
10. If the teacher involved refuses to accept a transfer, the Board can vote to request the Superintendent to terminate the employment of the teacher as outlined in the _____ Union Employment Policy Booklet.

Procedure for Handling Complaints - Continuation

11. At no time during a School Board meeting may a complaint against a faculty member be brought up without first having followed the proper procedures as outlined previously. If it is felt to be in the best interest of the teacher and the students that the teacher should be transferred, the Board may request that the Superintendent of Schools should seek an administrative transfer.

Attendance of Non-SDA Students

Seventh-day Adventist Education has a two-fold mission. The school's primary role is to educate and to spiritually strengthen Seventh-day Adventist youth. In addition, the school is to serve as a mission outreach to the community.

When a school and its constituency recognize its potential ministry to the community, non-Adventist youth may be enrolled subject to the development and implementation of a plan approved by the conference K-12 Board of Education.

1. Proper preparation of the teacher(s) to relate to such students.
2. Orientation of church, parents, and students to their role as Christian witnesses.
3. Orientation of parents of prospective students to the goals and objectives of SDA education.
4. Regular pastor/teacher visits in student homes.
5. Regular SDA curriculum and school standards shall be maintained.
6. School facilities and teaching personnel should be adequate.
7. Character and scholastic ability should be considered before the student is accepted into the program.
8. Grades 1-6: The number of students from non-SDA homes should not exceed 25% of the total enrollment.
9. Grades 7-12: The number of students should not exceed 20% of the total enrollment.
10. An annual review by the Board should be made of the effectiveness of the program.

ADMINISTERING OF MEDICATION BY SCHOOL EMPLOYEES

Occasionally it is necessary for a student to take over-the-counter and/or prescription medication while at school. The following guidelines are to be used by any school employee regarding such medication:

1. The School Administration has received a written request to administer the medication from the parent, legal guardian, or other person having legal control of the student.
2. When administering prescription medication, the medication appears to be in the original container and is properly labeled.
3. Medications are kept in a safe and secure location under the control and supervision of a school employee.
4. Documentation of administration of medications to a student must be placed in the student's file noting the type and quantity given, by whom and under whose authority. Notations of date and time must also be recorded.

_____ (school name)

Continuing Consent To Treatment For the 200_ - 200_ School Year

We, the undersigned parents/guardians of _____ (first and last name) a minor, do hereby consent to any X-ray examination, anesthetic, medical or surgical diagnosis or treatment that any hospital service may render to said minor under the general or special instructions of the school personnel, whether said diagnosis or treatment is rendered at the office of said physician/dentist or at a licensed hospital.

It is understood that this consent is given in advance of any specific diagnosis or treatment being required, but is given to encourage the school personnel and said physician/dentist to exercise his/her best judgement as to requirements of such diagnosis or treatment.

It is also understood that every possible attempt will be made to contact the parents first; only in case of extreme emergency and failure to be able to contact the parents will this apply.

_____ (Father)	_____ (Home phone)	_____ (Business phone)
_____ (Mother)	_____ (Home phone)	_____ (Business phone)
_____ (Legal Guardian)	_____ (Home phone)	_____ (Business phone)
_____ (Alternate person to contact)	_____ (Home phone)	_____ (Business phone)

PERSONAL PHYSICIAN INFORMATION

(Name of physician/dentist)

(Location of practice)

(Business phone)

(Hospital)

(Signature of parent/guardian)

(Date of signature)

_____ (Name of School)

PARENT CONSENT FORM FOR SCHOOL-SPONSORED FIELD TRIPS

I hereby give permission for my child or ward _____
(first and last name) to go to _____
via school bus or private car. I understand that my child will leave on _____
(date) at _____ (time) and is expected to return on _____
(date) at _____ (time).

In granting this permission, I assume full responsibility for any damage to person or property caused by my child or ward. I further expressly agree that in the event of disciplinary action or the health of my child or ward makes it necessary at the discretion of the sponsors, my child or ward may be forthwith returned home at my expense. I understand that the student accident insurance carried by _____ (school name) is in force for this field trip, and I assume financial responsibility for any medical or dental expense incurred over and above that covered by the student accident insurance.

We, the undersigned, do hereby consent to any X-ray examination, anesthetic, medical or surgical diagnosis or treatment and hospital service that may be rendered to said minor under the general or special instruction of the school personnel, whether said diagnosis or treatment is rendered at the office of said physician/dentist or at a licensed hospital.

It is understood that this consent is given in advance of any specific diagnosis or treatment being required but is given to encourage the school personnel and said physician/dentist to exercise their best judgement as to the requirement of such diagnosis or treatment.

It is also understood that every possible attempt will be made to contact the parents first; only in case of extreme emergency and failure to be able to contact the parents will this apply.

It is further warranted that if this consent form is signed by one of the parents or guardians, it is with the authority of the other. The sponsors for this field trip are:

Name:

Name:

Address:

Address:

Phone:

Phone:

Signature of Parent/Guardian: _____

Date: _____ Phone: _____

Address: _____

(City) _____ (State) _____ (Zip) _____

Other Information: Allergies, special medical problems, etc.
