

School Board Manual

K-10



Southwestern Union Conference

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January 2004

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INTRODUCTION

Welcome to membership on your local school board! Membership can bring with it a lasting sense of accomplishment as your school progresses smoothly, providing quality Christian education for the children and youth of both church and community. Since many school board members have only a limited idea of their task and the general way Adventist education is administered, we have prepared this manual in an attempt to explain how our system of education works on the local level.

A general study of this manual and a caring, involved application of its principles will lead to more efficient board meetings, happier working relationships, and a quality education for our children. Truly, one of the keys to a school's success year after year is a board that is guided by Christian principles of education and that conducts all board business in a Christian fashion. May you serve as integral part of such a board.

Perhaps the most important part of a school board's work lies in developing a statement of mission for the school and then implementing this mission statement within the context of an overall Seventh-day Adventist philosophy of education. Why are we here and what are we specifically trying to do for the children and youth of our constituency and our conference? How is our educational program different and unique from that of the public school system and that of other private and parochial schools? Are we achieving our goals within our "customers," our own student body?

These are questions that every board member must wrestle with as he or she plays a crucial role in assisting our local schools in becoming the schools our Lord expects us to have to shepherd the flock of young people that He has entrusted to our care. All too often we get busy with the day to day decisions of finance, school plant, and even those wonderful trips and tours, and we forget to step back and take a hard look at our overall philosophy, goals, and mission. Still, the overall view of the "forest" is much more important than checking on the individual "trees" of day to day school operation.

In order to assist you in gaining a view of just what Adventist education is all about, we have included a rather comprehensive philosophy of education statement developed recently by a General Conference commission. This statement encompasses the entire picture of Adventist education which includes home, church, and school through all of a Seventh-day Adventist Christian's life. Then, we have included the core elements of curriculum in Seventh-day Adventist education as taken from the *Journey to Excellence* materials that will guide curriculum in our schools over the next many years. We hope that these materials will stir your view of Adventist education and what it can be, what it can mean to the students of our homes, our churches, and our schools. Obviously, we want you to apply all of these philosophical ideals, goals, and essential elements to the school where you are an integral part of the decision making process. Constantly keep these areas in mind as you provide guidance to your school, to its students, to its teachers, and to its administration.

May our Lord guide and bless you in your labors with Him. Share the joy of being a part of God's team for the salvation of our youth!

Office of Education
Southwestern Union Conference
January 2004

The pronouns *she*, *her*, *hers*, *he*, *him*, and *his* as used throughout this document are utilized only in their generic sense and refer to both female and male genders.

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FREQUENTLY ASKED QUESTIONS

1. What is a constituency? (*See 100*)
2. What is a constituency's function? (*See 104*)
3. How does a school board differ from a constituency? (*See 100, 106*)
4. How are school boards structured? (*See 108*)
5. What prerogatives do school boards have? (*See 114*)
6. When the board votes a policy, who carries it out? (*See 114*)
7. Who should be the executive secretary of the board? (*See 136-A*)
8. What relationship does the pastor have with the board and school staff? (*See 130*)
9. Who has authority concerning suspension and expulsion of students? (*See 146-E, 146-F*)
10. Who employs the professional staff? (*See 200*)
11. How are teacher contracts or employment agreements terminated? (*See 200*)
12. Who is responsible for providing funding for the school program? (*See 104, 112-Q*)
13. What teaching loads may teachers carry? (*See 402*)
14. What is the Code of Ethics by which the board members function? (p. 6)
15. What are the qualifications for school board members? (p. 5)
16. Under what conditions is a teacher aide needed for the classroom? (*See 402*)

QUALIFICATIONS OF SCHOOL BOARD MEMBERS

A candidate for a school board position:

1. Must be a member of the Seventh-day Adventist church in regular standing.
2. Must be supportive of Seventh-day Adventist Christian education in a wholehearted, positive way by having his own children enrolled in Adventist K-12 schools. If the school is not good enough for a Board candidate's children, why should he be allowed to make decisions regarding the school that is educating the children of other parents?
3. Must be discreet in handling privileged information.
4. Must be 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 dealings with school and/or personnel concerns. Therefore, spouses and immediate relatives of staff members should not be elected to serve as school board members. It is also strongly recommended that not more than one member from the same immediate family be elected to the board. (*See 154*)

SCHOOL BOARD MEMBER CODE OF ETHICS

1. I will follow and enforce denominational policies pertaining to Seventh-day Adventist Christian education. I will attempt to make desired changes only through appropriate and ethical procedures.
2. I will make decisions in terms of the educational welfare of children, and I will seek to develop and maintain Seventh-day Adventist schools that meet the individual needs of all children regardless of their ability, race, gender, and financial or social standing.
3. I will confine my board action to policy making, planning, and appraisal, and I will help to frame policies and plans only after the board has considered 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 our school is well operated, recognizing that tasks such as teacher evaluation are not part of my responsibility.
5. I will recognize that local school authority rests with the entire school board and will make no personal promises nor take any private action that may compromise the board.
6. I will refuse to surrender my independent judgment to special interests or partisan groups or to use the school for personal gain or for the 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 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 (principal and/or superintendent), and I will excuse myself from any personnel discussion or decision in which I have a conflict of interest.
9. I will support and protect school personnel in proper performance of their duties.
10. I will refer all concerns to the principal/head teacher and will act on such concerns by taking the item to the board only after failure of an administrative solution and after consultation with the school board chairperson. (See 152)
11. I will fulfill my responsibilities with honesty, integrity, and confidentiality.

SEVENTH-DAY ADVENTIST PHILOSOPHY OF EDUCATION

As adapted from Policy FE05, FE10 (General Conference Policy Manual [2003], pp. 221-228)

Premises

Seventh-day Adventist, within the context of their basic beliefs, acknowledge that—

- God is the Creator and Sustainer of the entire universe—animate and inanimate.
- God created perfect human beings in His own image with power to think, to choose, and to do.
- God is the source of all that is true, good, and beautiful, and has chosen to reveal Himself to Humankind.
- Humans, by their own choice, rebelled against God and fell into a state of sin that has separated them from God and each other, affecting the entire planet and plunging it into the cosmic conflict between good and evil. In spite of this, the world and human beings still reveal, albeit dimly, the goodness and beauty of their original condition.
- The Godhead met the problem of sin through the plan of redemption. This plan aims to restore human beings to God's image and the universe back to its original state of perfection, love, and harmony.
- God invites us to choose His plan of restoration and to relate to this world creatively and responsibly until He intervenes in history to bring about the new heavens and the new earth that is promised in His Word.

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 the Bible, in Jesus Christ, and in nature. 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.

Adventist 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 for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thought; 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.

Aim and Mission

Adventist education prepares students for a useful and joy-filled life, fostering friendship with God, whole-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, supports 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 disciples those within its sphere of influence in a personal faith in Jesus Christ and in a growing understanding of the World 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.).

The Role of Seventh-day Adventist Schools, Colleges, and Universities

The agencies of Adventist education listed above are in place and operative. The remaining sections of this document develop implications of the Adventist philosophy of education only for schooling. Implications for other agencies remain to be developed.

Key Components

The Student

As a child of God, the student is the primary focus of the entire educational effort and should be loved and accepted. The purpose of Adventist education is to help students reach their highest potential and to fulfill God's purpose for their lives. Student outcomes constitute a significant guiding criterion in assessing the health and effectiveness of the school.

The Teacher

The teacher holds a central place of importance. Ideally, the teacher should be both a committed Adventist Christian and an exemplary role model of the Christian graces and professional competencies.

Knowledge

All learning is grounded on faith in a certain set of presuppositions or worldview. The Christian worldview recognizes a supernatural as well as a natural order. Adventists define knowledge more broadly than that which is merely intellectual or scientific. True knowledge encompasses cognitive, experiential, emotional, relational, intuitive, and spiritual elements. An acquisition of true knowledge leads to understanding, which is manifested in wisdom and appropriate action.

Curriculum

The curriculum will promote academic excellence and will include a core of general studies needed for responsible citizenship in a given culture along with spiritual insights that inform Christian living and build community. Such citizenship includes appreciation for the Christian heritage, concern for social justice, and stewardship of the environment. A balanced curriculum will address the major developmental needs in the spiritual, intellectual, physical, social, emotional, and vocational realms. All areas of study will be examined from the perspective of the biblical worldview within the context of the Great Controversy theme, as it promotes the integration of faith and learning.

Instruction

The instructional program of the classroom places appropriate emphasis on all forms of true knowledge, purposefully integrating faith and learning. Instructional methodology will actively engage the needs and abilities of each student, giving opportunity to put what is learned into practice, and be appropriate to the discipline and to the culture.

Discipline

Discipline in a Christian school is built upon the need to restore the image of God in each student and recognizes the freedom of the will and the work of the Holy Spirit. Discipline—not to be confused with punishment—seeks the development of self-control. In redemptive discipline, the student’s will and intelligence are engaged.

School Life

A blended emphasis of worship, study, labor, recreation, and relationships will characterize the total learning environment, with careful attention given to balance. The campus community will be pervaded by joyful spirituality, a spirit of cooperation, and respect for the diversity of individuals and cultures.

Assessment

The Adventist school, college, or university gives clear evidence that it subscribes to an Adventist philosophy of education. Such evidence is found in the written curriculum, in teaching and learning activity, in the campus ethos, and by the testimony of students, graduates, constituents, employees, and the community at large. Assessment—whether of individuals or institutions—is redemptive in nature and always seeks God’s high ideal of excellence.

Responsibilities and Outcomes

The Seventh-day Adventist Church has made a commitment to provide a broad education and spiritual formation for its children, youth, and young adults within the context of the Christian worldview. The Church extends this same opportunity to other children and youth of the community who share similar values and ideals. Adventist education seeks to maintain academic excellence in all teaching and learning activities.

Elementary Schools

The Adventist elementary school offers students (1) a climate in which they can understand God’s will, commit their lives to Him, and experience the joy of helping others; (2) an organized program leading toward spiritual, physical, mental, social, and emotional development; (3) a basic core of skills and knowledge for everyday living appropriate to their age; (4) a wholesome appreciation and respect for the home, the church, the school, and the community.

Students completing the elementary level at an Adventist school should—

- *Have had the opportunity to commit their lives to God through conversion, baptism, service, and desire to do God’s will in every area of living.*
- *Demonstrate competence in thinking, communication, and quantitative skills, along with other academic areas foundational to schooling at the secondary level.*
- *Manifest interpersonal skills and emotional growth necessary for healthy relationships with their peers, family, and community.*
- *Know and practice basic principles of health and balanced living, including a wise use of time and entertainment media.*
- *Develop an appreciation for the dignity of labor along with a general awareness of career options appropriate to their interests and God-given abilities.*

Secondary Schools

The Adventist secondary school builds on what has been achieved at the elementary level with a focus on values, choices, and Christ-like character. It offers students (1) a formal and informal curriculum in which academic study, spiritual values, and daily life are integrated; (2) a broad academic and vocational program leading to productive living and satisfactory career choices; (3) avenues whereby Christian faith is made relevant to their emerging needs, leading to more mature relationships with others and with God; and (4) an opportunity to develop a Christian lifestyle of values, service, and witness.

Students completing the secondary level at an Adventist school should—

- *Have had an opportunity to commit their lives to God and therefore manifest a maturing faith in Him characterized by personal devotion, public worship, and service and witness to others in fulfillment of the Church's mission.*
- *Demonstrate competence in communication, quantitative skills, and creative thinking, along with other academic areas that are foundational to excellence in tertiary education and/or the world of work.*
- *Demonstrate maturity and Christ-like sensitivity within the family circle, in the choice of friendships, in preparation for marriage, and in broad participation within their church and community.*
- *Make good decisions and wise choices in ways that demonstrate their belief in the body as a temple of God. This includes careful use of time and discriminating selection of music, media, and other forms of entertainment.*
- *Have developed a strong work ethic, functioning competently in everyday life as well as within entry-level work experiences appropriate to their interests and God-given abilities.*

Tertiary Institutions

Adventist institutions of higher education provide students a unique environment needed in pursuit of learning in the arts, humanities and religion, sciences and various professions, within the perspective of the Adventist philosophy of education and spiritual commitment. Adventist higher education (1) gives preference to careers that directly support the mission of the Church; (2) recognizes the importance of the quest for truth in all its dimensions as it affects the total development of the individual in relation both to God and to fellow human beings; (3) utilizes available sources such as revelation, reason, reflection, and research to discover truth and its implications for human life here and in the hereafter, while recognizing the limitations inherent in all human endeavors; (4) leads students to develop lives of integrity based upon principles compatible with the religious, ethical, social, and service values essential to the Adventist worldview; (5) fosters—particularly at the graduate level—the mastery, critical evaluation, discovery, and dissemination of knowledge, and the nurture of wisdom in a community of Christian scholars.

Students completing the tertiary level at an Adventist institution should—

- *Have had the opportunity to commit themselves to God and therefore live a principled life in accordance with His will, with a desire to experience and support the message and mission of the Seventh-day Adventist Church.*

- *Exhibit proficiency in critical thinking, stewardship, creativity, appreciation of beauty and the natural environment, communication, and other forms of academic scholarship toward fulfillment of their vocations and lifelong learning.*
- *Manifest social sensitivity and loving concern for the well-being of others in preparation for marriage and family life, citizenship within a diverse community, and fellowship within the community of God.*
- *Maintain a consistent lifestyle that demonstrates a commitment to optimal health practices essential to effective adult living. This includes careful use of time and discriminating selection of music, media, and other forms of entertainment.*
- *Answer God’s call in the selection and pursuit of their chosen careers, in selfless service to the mission of the Church, and in building a free, just, and productive society and world community.*

Lifelong Learning

Education goes beyond formal schooling. Lifelong learning should meet the needs of both professionals and non-professionals. (1) Among professional responsibilities are opportunities for continuing education for certification and career enrichment for educators, clergy, business and healthcare personnel, and others. (2) In the non-professional realm, opportunities exist for programs in such areas as local church leadership, family life, personal development, spirituality, Christian growth, and service to the church and the community. Programs need to be developed that utilize both traditional teaching techniques and extension learning through media technology. Formal schooling combines with the other agencies of education in preparing the student “for the joy of service in this world and the higher joy of wider service in the world to come.”

Non-discrimination Statement

Recognizing that all mankind are children of God, the Seventh-day Adventist Church, in all of its church-operated schools, admits students of any race to all the privileges, programs and activities generally accorded or made available to students at its schools, and makes no discrimination on the basis of race, color, gender, ethnic background or national origin in the administration of education policies, applications for admission, scholarship or loan programs, and extracurricular programs.

GOALS AND ESSENTIAL CORE ELEMENTS

for Curriculum in Seventh-day Adventist Schools

GOALS:

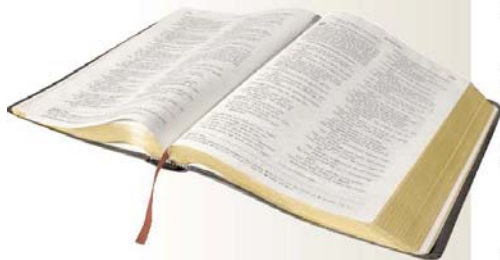
The following goals have been established to support the unique philosophy of Adventist education. Each student will:

ESSENTIAL CORE ELEMENTS:

Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

1 ACCEPTANCE OF GOD

Surrender one's whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one's life.



- A. Accept God as the Creator and the Redeemer.
- B. Have a growing knowledge of God's Word and enjoyment in its study.
- C. Embrace God's gift of grace by accepting Christ as one's personal Savior.
- D. Discover the importance and power of prayer and faith in one's relationship with Jesus.
- E. Value God's revelation of Himself through inspired writings and creation.
- F. Respond to God's love by using one's spiritual gifts to serve others.
- G. Recognize that God gave the Ten Commandments to show us how to love Him and each other.
- H. Value and participate in worship alone and with others.

2 COMMITMENT TO THE CHURCH

Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.



- A. Be an active participant in one's local church.
- B. Understand how the organization of the Seventh-day Adventist Church facilitates its mission.
- C. Become involved in spreading the gospel throughout the world.
- D. Accept the fundamental beliefs of the Seventh-day Adventist Church.
- E. Appreciate the heritage of the Seventh-day Adventist Church.
- F. Relate to lifestyle choices and cultural issues based on biblical principles.

GOALS:

The following goals have been established to support the unique philosophy of Adventist education. Each student will:

ESSENTIAL CORE ELEMENTS:

Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

INTERPERSONAL RELATIONSHIPS

Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.

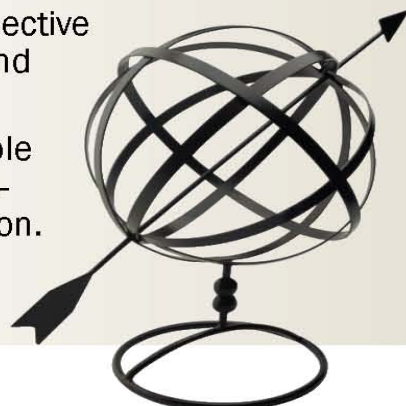


- A. Recognize that God's ideal for the basic unit of society is the family.
- B. Develop an appreciation for the diversity of individuals.
- C. Acquire knowledge, attitudes, and skills essential to meeting family responsibilities whether living alone or with others.
- D. Recognize that God's unconditional love gives one self-worth.
- E. Value sexuality in the context of God's ideal.

RESPONSIBLE CITIZENSHIP

Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others, and accept responsibility for local, national, and global environments.

- A. Exhibit concern and sensitivity for other peoples and cultures.
- B. Participate actively in local, national, and global communities.
- C. Understand the functions of governments and their impact on individuals and society.
- D. Use a Biblical perspective to analyze history and current events.
- E. Assume an active role in nurturing and preserving God's creation.



GOALS:

The following goals have been established to support the unique philosophy of Adventist education. Each student will:

ESSENTIAL CORE ELEMENTS:

Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

HEALTHY BALANCED LIVING

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



- A. Recognize that God's ideal for quality living includes a healthy lifestyle.
- B. Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.
- C. Avoid at-risk behaviors.
- D. Apply Christian principles in recreation and sports.
- E. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities.
- F. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.

INTELLECTUAL DEVELOPMENT

Adopt a systematic, logical, and Biblically based approach to decision-making and problem-solving when applied to a developing body of knowledge.



- A. Broaden intellectual abilities through the study of God's Word.
- B. Use critical and creative thinking skills in "real-world" experiences.
- C. Develop one's intellectual potential in natural sciences and mathematics; arts and humanities; social sciences and applied arts.
- D. Utilize effective study techniques to locate, organize, and learn information.
- E. Apply the principles of life-long learning.
- F. Approach all intellectual pursuits from a Biblical perspective.

GOALS:

The following goals have been established to support the unique philosophy of Adventist education. Each student will:

ESSENTIAL CORE ELEMENTS:

Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

7 COMMUNICATION SKILLS

Recognize the value and importance of effective communication and develop the requisite skills.



- A. Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language.
- B. Apply a Christ-centered perspective to all forms of personal expression and media.
- C. Understand how sensitivity to the differences of others affects communication.
- D. Recognize how media and information technology impacts communication.
- E. Utilize communication skills to enhance one's Christian witness.

8 PERSONAL MANAGEMENT

Function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.



- A. Develop responsible decision-making skills.
- B. Appropriately manage one's personal finances.
- C. Acquire skill in the use of technologies.
- D. Develop basic home-management skills.
- E. Value cooperation and teamwork when interacting in groups.
- F. Develop conflict resolution skills.
- G. Manage time effectively.

GOALS:

The following goals have been established to support the unique philosophy of Adventist education. Each student will:

ESSENTIAL CORE ELEMENTS:

Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

9 AESTHETIC APPRECIATION

Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.



- A. View God as the Author of beauty both in His creation and in human expression.
- B. Employ biblical principles as the basis for appreciation and expression of creative and performing arts.
- C. Develop fine arts talents through practice, performance, and presentation.
- D. Use aesthetic expression as a means of communication and service.

10 CAREER AND SERVICE

Develop a Christian work ethic with an appreciation for the dignity of service.



- A. Develop an awareness of career options and opportunities in a changing world, as well as in the church.
- B. Recognize the role of useful work in personal development and maintaining self-worth.
- C. Develop skills that will enhance employability.
- D. Experience the joy of serving others.
- E. Identify one's interests, abilities, and values, understanding their relationship to career options.
- F. Always put forth one's best effort in every task.

ORGANIZATION AND ADMINISTRATION

School Constituencies

100. Definition and membership

The local school constituency for elementary schools and junior academies consists of the church or churches which operate the school, along with local conference office and union office representatives, as available.

102. Meetings

- A. The constituency shall meet annually unless otherwise specified in the school constitution.
- B. Delegates to the constituency meeting shall be elected according to the constitution of the school.
- C. Special meetings may be called in harmony with the constitution.
- D. It is recommended that, if possible, a representative from the conference administration or the Office of Education serve as chairperson. The date must be printed in the church bulletins or announced in each constituent church, and official notice given to the conference Office of Education at least two weeks before the meeting.

Suggested agenda:

- 1. Calling of meeting to order by the chairperson.
- 2. Short devotional message (prearranged).
- 3. Prayer.
- 4. Count of members present from each constituent church to determine a quorum.
- 5. Principal's report.
- 6. 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 for the following year is to be presented as approved by the board. 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.

104. 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 Board of Education or local 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 Board

106. Definition

In every school in the Southwestern Union Conference there shall be organized a school board elected by the school constituency. For details of procedures, see the *Church Manual*. The school board is responsible for the operation of the school within the guidelines and policies adopted by the conference Board of Education and the school constituency as stated in the school constitution. The board has authority only when meeting in official session; individual members may not speak for the board. All actions of the board are implemented through its executive secretary (school principal/head teacher) in cooperation with the board chairperson.

107. Teacher Employment

Because of legal responsibilities vested in the conference 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, or termination of education personnel K-12 shall be by action of the Conference Board of Education. (*See Code 3114*)

- A. In elementary schools and junior academies certificated personnel shall be recommended for employment, assignment, transfer, retirement, or termination by the superintendent of schools in counsel with the school board.
- B. All evaluations of teachers in elementary schools and junior academies shall be performed by qualified personnel as assigned by the Conference Office of Education.

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 may include the Home and School leader. Conference officers, local Office of Education personnel, the Union Education Director, and pastors of constituent churches are *ex officio* members of the board. Members other than *ex officio* members are to be elected by the constituent church or churches in accordance with school constitution or working policies.

B. Quorum

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

110. 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.
 - 1. At its first meeting, the new school board shall review the dates for its regular meetings and elect board officers. Board officers should be elected in harmony with guidelines outlined in item 118 and the school constitution.
 - 2. 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.
 - 3. At regular meetings, reports shall be given by the Home and School leader, the treasurer, and the principal/head teacher.
 - 4. Guidelines shall be developed locally for the procedures to be followed when individuals or groups wish to have a hearing before the board.
 - 5. Regular meetings of the board should be open to all constituent members except when the board is meeting in executive session.

6. **Executive sessions (members only) shall be called to discuss matters pertaining to school personnel or other sensitive issues.**

B. Planning for and conducting the board meeting will include the following:

1. A reminder sent to all board members giving the time and place of the meeting.
2. An agenda prepared by the principal/head teacher in consultation with the board chairperson.
3. A study of the agenda items before the meeting by the officers of the board and the local pastor(s).
4. A recording of the names of each person attending the meeting. These names should be a part of the official minutes of the meeting.
5. An agenda to include (*See 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/head teacher
 - 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 502*).
7. The filing of the official copy in the notebook or folder provided for the official minutes (placed in locked file) and the sending of a copy to the Office of Education of the local conference and the board members.

111. Conference Representation at Board Meetings

When school boards have special problems or personnel discussions arise, the school board chairperson and/or principal shall request that such discussions be tabled until the local conference superintendent can be contacted and an appointment set up when the superintendent (or associate) or a conference officer can meet with the board. No personnel actions, other than those dealing with locally hired staff who have limited student contact, shall be undertaken without the presence of a conference representative. (*See Code 3138*)

112. Functions of the School Board

- A. To ensure the implementation of policies and plans of the conference K-12 Board of Education and conference Office of Education in accordance with the *Southwestern Union Education Code* and *North American Division Working Policy*.
- B. To develop, through counsel with the school faculty and its constituency, lucid, practical statements of mission, philosophy, 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. Admissions requirements (in accordance with state and conference guidelines).
 - 6. Equipment and maintenance of school plant.
 - 7. Textbook purchases (pupil or school-owned).
 - 8. Master planning.
 - 9. Allocation of student aid funds.
- D. To support the principal/head teacher in his administration of the school program including:
 - 1. Implementation of board policies.
 - 2. Teacher load.
 - 3. Daily schedule.
 - 4. Development and enforcement of a code for student conduct.
- 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 executive session.**

- F. To employ classified personnel as needed (i.e. janitors, teacher aides).
- G. To support the Home and School Association.
- H. To ensure that official minutes of each meeting of the school board or subcommittees are kept in a secure file at the school, with one copy sent to the conference Office of Education in a timely fashion.
- I. To consider appeals and answer questions regarding the operation of the school.
- J. To participate in the process of school evaluation as scheduled by the union or conference Office of Education.
- K. To cooperate with the conference Office of Education in inservice 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. To adopt the recommended conference-wide school calendar. Any modification or contemplated change must receive prior approval in writing from the conference Office of Education.
- N. To make sure that the school meets the minimum requirements of the state law and the *Southwestern Union Education Code* for teacher/pupil contact days.
- O. To adopt a dress code policy and a code of social behavior.
- P. 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 of nondiscrimination.
- Q. To assume responsibility for the planning and funding of an annual operating budget including:
 - 1. Salaries.
 - 2. Administrative expenses.
 - 3. Curriculum materials.
 - 4. Playground and physical education supplies.

5. Library and media center materials. (See *Code* 4150-4156)
 6. School supplies.
 7. Insurance.
 8. Maintenance.
 9. Other operating expenses.
- R. To assume responsibility for planning and funding a capital improvement budget.
 - S. To follow the conference guidelines for construction of buildings and/or renovations.
 - T. To cooperate with the union and conference Offices of Education in matters of curriculum development and implementation.
 - U. To develop school policies dealing with such areas as media, music, literature, etc.
 - V. To appoint subcommittees, as needed, such as personnel, finance, etc.
 1. 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 Board of Education the renewal of teacher contracts.
 - c. To consider concerns presented to the board regarding all personnel during the school year.
 2. It shall be the duty of the finance committee:
 - a. To conduct preliminary preparation of the annual budget and present it to the board for revision and approval.
 - b. To monitor the monthly financial operation of the school.
 - c. To recommend tuition and church subsidy rates for the year.
 - d. To make recommendations to the board regarding policies and procedures for collecting delinquent accounts.
 - e. To ensure that the school accounting system is audited by the conference auditors using the denomination's *Auditing Manual* standards and to make recommendations to the board concerning the findings of the audit.

114. Policy Making is the 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 guideline 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 or head teacher, not by individual board members.

All policies must be in harmony with those of the division, union, and local conferences. Educational policy exists in the form of:

- A. *North American Division Working Policy*
- B. *The Southwestern Union Education Code.*
- C. *The Southwestern Union Employment Policies Manual.*
- D. *The School Board Manual* for school board members.
- E. Conference and employee policy manual(s), if available
- F. The recorded actions in the minutes of school board meetings.

116. Visit of Board to the School

It is the duty of the members of the board to visit the school frequently as a means of support and encouragement to the teachers and to become personally acquainted with the school, its work, and its needs. Generally speaking classroom visits should be arranged in advance. Remember that all teacher evaluation is the responsibility of the conference Office of Education because of legal requirements. (*See 107*)

118. Election of Officers of the School Board

- A. Local School Board Chairperson

It is the recommendation of the Union Board of Education that the local school board elect the chairperson from among its own members (excluding the pastor) at the time specified in the school constitution or at the first organizational meeting of the new school year. Where one church is the constituency of the school, the church nominating committee may choose to elect the chairperson. (*See Church Manual* for additional guidance.)

B. Other Officers

The local board should also elect other officers from among its own membership as necessary. These usually include the following:

1. Vice-chairperson—This individual serves in the absence of the chairperson.
2. Secretary—The principal/head teacher is to serve as secretary. A recording secretary may also be chosen who will work closely with the secretary (principal/head teacher).
3. Treasurer--It is recommended that the treasurer be elected from among the membership of the board. If a non-board member serves as a treasurer, he has no voting privilege. It is strongly recommended that the local conference treasury department arrange for an audit of school books whenever a change in school treasurer occurs.

120. Functions of the School Board Chairperson

- A. To call and preside over board meetings.
- B. To serve as a consultant to the secretary in preparing an agenda for board meetings.
- C. To acquaint herself with and follow parliamentary procedures as stated in the *General Conference Rules of Order*.
- D. To encourage discussion that is relevant to agenda items and to discourage discussion that is not relevant to agenda items.
- E. To acquaint 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 the individual churches to ensure communication and the presentation of school items pertinent to each church constituency.

122. Functions of the Board Executive Secretary

- A. To prepare an agenda for each board meeting in consultation with the board chairperson.
- B. To keep an accurate written record of each meeting in a permanent file.
- C. To send copies of board minutes and actions to the conference superintendent of schools.

- D. To carry on the necessary correspondence of the board.
- E. To file with the superintendent the dates for the regular board meetings.
- F. To notify members of board meetings at least one week in advance.

124. Functions of the Board Treasurer

- A. To keep all financial records in harmony with conference guidelines.
- B. To issue school bills to parents in harmony with school board policy.
- C. To collect tuition, following board-approved procedures.
- 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 Office of Education.)
- F. To present the financial record keeping system to the conference auditors when requested.
- G. To present the auditing recommendations to the finance committee for review prior to making a report to the full board.

126. 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 school premises or during 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 and then only with great care. Any communication of information outside of executive session or communication which is inaccurate may constitute defamation and the board member or members may be held individually and/or collectively liable.

128. The Conference Superintendent of Schools

The superintendent is the educational officer of the local conference; 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 in any action that may affect a teacher's employment status (*See 107, 111 and 200*).

130. Pastoral Relationship to the School

The conference Board of Education considers the office of church pastor a vital factor in terms of:

- A. Support for Adventist Education
- 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.
- E. Involvement as a spiritual counselor and resource person in matters that may have legal implications such as dealing with public agencies, matters of truancy, serious disciplinary cases, civil action, and the like.
- F. Encouragement of the school board and constituency to recognize the teachers and administrator as the educational leaders in his district, supporting the teaching staff and serving only as a consultant, not as director, of the local school program.

132. Effective Communications

The board chairperson and other officers should keep the superintendent informed about the progress of the school and seek 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 Teachers

It is the responsibility of the board to support and uphold the staff in the organization and administration of the school.

136. Functions of the Principal

The principal is the administrator of the school. He shall be a member of the Seventh-day Adventist Church in regular standing and shall hold appropriate credentials or be working toward such credentials. In schools with three teachers or fewer, one teacher may be appointed as head teacher. Responsibilities and functions of the principal or head teacher include the following:

- A. To serve as executive secretary of the school operating board.
- B. To implement the administrative policies of the Conference Board of Education and the policies of the school.
- C. To supervise the instructional program by such activities as:
 - 1. Visiting the classrooms
 - 2. Conducting teacher conferences
 - 3. Conducting teacher evaluations with written follow up (large elementary schools, as assigned by the superintendent)
 - 4. Providing leadership for curriculum planning
 - 5. Assisting in classroom management
 - 6. Reviewing course objectives and teaching plans
- D. To serve as or designate a chairperson for each of the following:
 - 1. Staff and faculty meetings
 - 2. Admissions committee
 - 3. Curriculum committee
- E. To accept the responsibility as spiritual leader of the school to include beginning the school day with staff worship.
- F. To be responsible for the organization of the school program through:
 - 1. Implementing the requirements of the annual school calendar and daily schedule.
 - 2. Planning for regularly-scheduled faculty and staff meetings.
 - 3. Assigning teaching responsibilities and other duties to the members of the school staff.
 - 4. Serving as fiscal manager and operating the school on a sound financial basis within the approved budget.
 - 5. Participating in the personnel recruitment as requested by the superintendent of schools.

6. Preparing and submitting reports as requested by the local or union office of education or local school board.
7. Inspecting and ensuring the maintenance of buildings, grounds, and equipment for operating efficiency and providing for safety of operation throughout the school plant, including such practices as fire and disaster drills.
8. Being responsible for developing and maintaining an adequate record-keeping system:
 - a) Student scholastic, health, immunization and attendance records
 - b) Minutes of meetings and faculty committees
 - c) Minutes of the school operating board and subcommittee meetings
 - d) Attendance records in accordance with state regulations
9. Preparing and forwarding copies of the board minutes, monthly financial statements, and scholastic and statistical reports as requested by the conference, union and North American Division Offices of Education.
10. Promoting the professional growth of educational personnel and making provision for a professional library in the school.
11. Developing and maintaining positive community relations.
12. Assuring that the school carries appropriate insurance for students, staff, vehicles, and school plant and that adequate coverage is provided.
13. Assuming leadership responsibility for school marketing and the recruitment of students.
14. Providing leadership in preparing for the school evaluation process.
15. Maintaining discipline in accordance with Christian principles.

GENERAL SCHOOL POLICIES AND PRACTICES

138. School Evaluations

All church schools are evaluated periodically according to a plan outlined by the North American Division and Union Conference Offices 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.

Elementary school evaluation visiting committees are appointed by the conference Superintendent of Schools. Junior academy evaluation visiting committees are appointed by the Superintendent of Schools in consultation with the Union Director of Education. A report of the evaluation, accompanied by recommended changes or improvements that should or must be made, will be presented to the school board and faculty.

The term of accreditation for elementary schools and junior academies is set by the conference K-12 Board of Education. Terms of accreditation for all schools K-12 are established in harmony with criteria and guidelines developed by the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities, Inc.

In the event that a school is not accredited by the denomination, the school will not be listed as an approved Seventh-day Adventist church school within the union territory. This loss of accreditation may result in loss of IRS tax exempt status established for approved church-affiliated schools, as well as the loss of conference subsidy.

140. School Bulletin

The school bulletin describes the organization of the school, the services it offers, and student regulations. The following are suggested guidelines:

1. Calendar of events for the school year
2. Statement of accreditation
3. Names of board members and officers
4. Names of faculty and staff
5. Names of faculty committees
6. Philosophy and objectives
7. Description of the curriculum
8. Course descriptions (Secondary subjects)
9. Requirements for entrance and graduation
10. Definition of the unit of scholastic credit (Secondary)
11. Description of the system of grading
12. School regulations

13. Financial information (*See Code 2410*)
14. Description of the school plant
15. Non-discrimination statement (required)
16. Mission statement
17. Disciplinary procedures, including right of appeal.
18. Statement of procedures for releasing student scholastic records, including non-release of records for students with delinquent accounts.
19. Required notification of the presence of hazardous materials such as asbestos.

142. Admittance to School

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

Seventh-day Adventist schools are open primarily to young people of the Seventh-day Adventist Church who enroll for the purpose of doing earnest, faithful work, and who have a desire to develop a Christian character.

It should be understood that every student who presents himself for admission to the school thereby pledges to observe willingly all its regulations to uphold the Christian principles upon which the school is operated, and to the best of his ability perform all school duties assigned to him. It is also understood that should he break his pledge, he forfeits his right to attend the school. If he is retained in the school, it is at the discretion of the faculty and of the school board.

Each school shall follow the state requirements for school entry, medical examination, and/or immunization.

Cumulative records shall be requested from the previous school for each transfer student. Students will be accepted on a probationary basis until such records are received. Cumulative records should include permanent record card(s), test scores, reading record card, health records including immunization, and other pertinent information.

A student who is applying for admission but who has an unpaid account at the school previously attended must make satisfactory arrangements for payment of that account before he may be enrolled. (*See Code 4010*)

Seventh-day Adventist schools are operated primarily for children of Seventh-day Adventist parents or sponsors. It is possible under certain conditions to accept students who are not Seventh-day Adventists or whose parents or sponsors are not Seventh-day Adventists. Factors to consider in accepting these students include: (*See Code 1710*)

- A. Adequacy of school facilities and staff.
- B. Character, mental achievement, attitude, and home background of the applicant and willingness of the parent to be exposed to Seventh-day Adventist philosophy.

The school administration is to keep informed as to the state laws relating to compulsory school attendance.

144. Statement on Nondiscrimination

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

146. 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 establishing 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. Detention of Students

Students may be detained in schools 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.

D. Corporal Punishment

Corporal Punishment is not to be used as a disciplinary measure in the Southwestern Union Conference educational system.

E. Suspension of Students

A teacher may temporarily suspend a student from class, but suspension from school is to be done only by the principal, the head teacher or, in a one-teacher school, by the teacher in consultation with the board chairperson.

A student may be suspended for repeated offenses when other procedures have not been effective. Evidence of prior corrective measures and parental notification should be on file in the student's folder.

In the case of a serious overt act, or violation of school regulations, the principal may suspend a student from school even though there has been no prior serious misbehavior. The suspension period is not to exceed two weeks.

F. Dismissal of Students

The school board is the ultimate authority in the dismissal or expulsion of a student upon the recommendation of the principal. As a general rule, dismissal or expulsion is used only when other means of correction fail to effect a change in conduct and the parent will not voluntarily withdraw the student.

G. Withdrawal from School

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

148. Cooperation

The board should encourage the patrons to cooperate fully with the board and the staff in achieving the goals and objectives of the school and the church.

150. 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 school for the purpose of verbally attacking or haranguing the teacher, either before the pupils or otherwise. In some states such actions constitute a misdemeanor. If there is a problem, the patron should discuss the matter privately and calmly with the teacher involved. If there is need for further discussion, the patron should talk with the principal and/or school board chairperson.

152. Legitimate Concerns

In even the best schools, patrons sometimes have concerns regarding the school's operation or perhaps some action of an individual employee or teacher. Most of the time these concerns can be explained or corrected by an earnest, prayerful visit between the parties involved. On occasion, the principal or school board chairperson may be requested to serve as a consultant regarding specific concerns.

In the event that the patron's concern continues after a personal visit and consultation with the principal and/or board chairperson, the patron is requested to express the concern in writing to the school board chairperson.

The chairperson will call a special meeting of the patron, any involved employee, the principal, the chairperson, and the local conference superintendent (or associate) of schools to discuss the concern and attempt to achieve a resolution satisfactory to all.

If a satisfactory resolution does not seem possible within this group, then the individual patron and the employee will be invited to appear at the next personnel committee or board meeting for a confidential discussion of the concern with this group, including the superintendent (or associate) of schools.

Only after the above suggestions (including a written statement of the concern) have been carried out should concerns regarding an employee be brought to the board for its consideration and discussion. After the concern has been stated and questions asked by board members, the board should go into executive session to complete discussion and determine resolution.

Since such resolutions are sometimes of a sensitive nature, the principal (if not personally involved), board chairperson, and the superintendent (or associate) of schools should share the board's resolution with the persons involved. Every effort should be made to come to a caring, peaceful conclusion among God's people

154. Relative of Staff Members on School Boards

Spouses and immediate relatives of staff members should not be elected to serve on the school board.

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

156. Auditing of the School Accounting System

It is the responsibility of the conference Office of Education to ensure that all school accounting systems are audited annually in harmony with Southwestern Union and North American Division policy as outlined in the *Auditing Manual*.

PERSONNEL

200. Employment and Assignment of Credentialed and Licensed Educational Personnel

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

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 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 union policy. In matters pertaining to the employment of such personnel, local school boards 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.

Ultimate authority for reassignment 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 Board of Education in counsel with the local school board.

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

For further details regarding employment of teachers and other personnel, please see the *Southwestern Union Education Code K-12*, Sections 3000-3599 or the *Southwestern Union Employment Manual for K-12 Personnel*.

FINANCE

300. Financial Responsibility

A school may not be opened unless there is 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 Office of Education.

304. Salary Schedules

The minimum and maximum salary rates are established by the North American Division. Each union conference develops its own salary schedule within these limits. All conferences usually follow the union conference wage schedule. Copies of the conference wage schedule are available from the conference superintendent.

306. Auditing

The financial records of elementary schools and junior academies shall be audited annually under the supervision of the local conference treasurer. (*See 124 and 156*).

308. Insurance

In order to properly safeguard the denominational investment in education institutions against loss through fire, and in order to protect against claims due to accidents which may occur on the school premises, and in order to provide a measure of financial protection for employees and students, the following policies are to be followed:

- A. Each school shall annually review its fire insurance to guarantee against over or under insuring.
- B. Where blanket insurance is carried, each school shall prepare a plot design of its property, designating each building. This will ensure that no buildings are left off the insurance list and that proper identification can be made when necessary.
- C. Schools shall provide adequate student accident insurance for all students enrolled and provide proof of such to the conference office of education.
- D. Workmen's compensation insurance shall be carried for all employees.

- E. General liability insurance shall be carried in amounts recommended by Adventist Risk Management. Catastrophic loss should be considered.
- F. Employer's liability insurance shall be carried on all employees, including teachers and students.
- G. In an endeavor to keep the premium at a minimum on all forms of insurance, a safety program shall be inaugurated and maintained which has for its objective the elimination of the causes and sources of accidents and fires.

310. School or Church Owned Vehicles

School or church owned vehicles should be registered in the name of the local conference corporation of Seventh-day Adventists, doing business as (name of church or school). Exceptions shall be approved by the conference Board of Education or Executive Committee.

312. Student Accident Insurance

Each school is expected to participate in the master student accident insurance plan approved each year by the conference Board of Education.

School principals may secure information about the approved accident plan from the conference Superintendent of Schools. Any deviation from the approved plan must be recommended by the **conference educational executive committee and voted by the conference board of education.**

314. School Libraries

It is the responsibility of the school board to upgrade and provide regular maintenance for elementary school libraries in harmony with current union conference policy.

Minimum expenditures per student annually for library books and media material should be in accordance with Union *Code* 4154 requirements.

316. Buildings and Grounds Financial Policies

All building projects (including the Funding Plan) shall first be cleared by the conference Building Committee. Written approval of the conference Executive Committee shall be obtained prior to contracting for construction or major alteration of any school building.

For further details regarding building requirements, see the *Southwestern Union Education Code K-12*, sections 2110-2120.

CURRICULUM

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, religion, general science, mathematics, language arts, health and physical education, practical and fine arts, and technology.

402. Teaching Load

A. Elementary and Junior Academies

1. Six grades taught on the alternation basis shall be the maximum load for elementary teachers except that four grades shall be the maximum if first grade is included.
2. The maximum number of students for teachers having six grades should not exceed 16.
3. The maximum number of students for teachers having four grades should not exceed 20.
4. The maximum number of students for teachers having two grades should not exceed 25.
5. The maximum number of students for teachers having one grade should not exceed 30. (Thirty students would be too many for a teacher in grades one and two).
6. If teacher loads exceed the above, a part-time teacher or teacher aide(s) should be provided.

406. Textbook List K-12

The list of recommended textbooks for elementary schools is found in the *Southwestern Union Elementary Textbook List*.

Textbooks for secondary subjects are to be selected from the *Secondary Textbook List* published annually by the North American Division.

For alternative textbook selection procedures see procedures and forms in the elementary and secondary textbook lists.

408. Field Trips and Tours

Since field trips and tours are an integral part of the school program, the *Southwestern Union Education Code* provides specific policies regarding field trips and other off-campus activities and tours in sections 1600-1699. It is essential for school boards to follow the appropriate policies in detail to ensure student safety and educational growth. The school principal may provide copies of the *Code* section for each board member's use when the board is discussing field trips or tours.

410. Interschool Sports

1. Christians should function with the highest of motives in their quest for athletic excellence.
2. Occasional friendship games or matches involving institutions at joint social gatherings are not classified as intermural or interschool athletics and are the preferred type of athletic event.
3. Any interschool athletic program should be carefully planned and administered with written documentation approved in advance by the local school board.
4. School athletic programs must be thoughtfully guided so that they meet all the requirements of the school's mission and philosophy and so that they do not consume resources needed for operating a well-rounded school program.
3. All people have talents—some more, some less. God expects faithfulness in service regardless of talents or pay (Matt. 20:1-6). Even though talents are distributed differently, God expects individuals to develop what they have to the best of their ability; and they will be given responsibility according to their faithfulness. The scriptures remind us, "Whatever you are doing, put your whole heart into it, as if you were doing it for the Lord and not for men, knowing that there is a Master who will give you your heritage as a reward for your service" (Col. 3:23, NEB).

500. Sample Agenda

YOURTOWN S.D.A. ELEMENTARY SCHOOL School Board Meeting October 26, 2004

Agenda

1. Devotional and Prayer
2. Approval of Minutes--September 21, 2004, Board Meeting
3. Principal's Report
4. Financial Statement--September 30, 2004
5. Sale of 1989 Ford Bus
6. Recommendation to Conference Board of Education for Additional Teacher
7. Policy on Fund-raising Project
8. Eighth-Grade Class Request--Class Trip
9. Vote of Appreciation--Home and School Association
10. Other Items
11. Benediction

502. Sample Board Minutes

YOURTOWN SCHOOL BOARD
MINUTES
October 26, 2004

MEMBERS PRESENT

O. R. Crane, Chairperson; P. L. Swift, Secretary, Mrs. G. A. Carman, L. O. Cherry, C. S. Gentry, Mrs. D. E. Shell, T. F. Shane, B. M. Sibley, H. A. Wellman, Superintendent of Schools

MEMBERS ABSENT

R. R. Ashton, Mrs. Ann Todd, A. B. Smith

DEVOTIONAL AND PRAYER

Mrs. G. A. Carman

APPROVAL OF MINUTES
04-21

VOTED to approve the minutes for the September 21, 2004, board meeting.

PRINCIPAL'S REPORT

(Note some of the major highlights)

FINANCIAL STATEMENT
04-22

VOTED to approve the September 30, 2004 financial statement subject to audit.

BUS SALE
04-23

VOTED to authorize the school administration to sell the 1989 Ford bus at a minimum price of \$500.00 and that the money be placed in a reserve account to be used toward the purchase of a new bus.

TEACHER GRADES 5,6
04-24

VOTED to recommend to the conference K-12 Board of Education the hiring of Mrs. Jane Sweeney to teach the 5th and 6th grades. This addition was necessary because of increased enrollment.

FUND-RAISING POLICY
04-25

VOTED to table the discussion on developing a policy for fund-raising projects until Pastor Smith can be present.

EIGHTH GRADE TRIP
04-26

VOTED to deny the eighth grade class request for a trip to Mytown since the request did not meet the requirements of *Southwestern Union Code*. A new request may be made at the next meeting.

HOME AND SCHOOL
04-27

VOTED the appreciation of the board for the excellent work of the Home and School Association in providing parenting skills training for all school parents.

CLOSING PRAYER

H. A. Wellman

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

504. Sample Budget

BUDGET OUTLINE

Income					
1. Tuition:					
Grade	Number of Children	Tuition	Fees	Book Rental	Total
K	_____	_____	_____	_____	_____
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____
5	_____	_____	_____	_____	_____
6	_____	_____	_____	_____	_____
7	_____	_____	_____	_____	_____
8	_____	_____	_____	_____	_____
9	_____	_____	_____	_____	_____
10	_____	_____	_____	_____	_____
Totals	_____	_____	_____	_____	_____
				Subtotal	\$_____

2. Subsidies:		
	Conference Subsidy:	_____
	Church Subsidy	_____
	1. _____	_____
	2. _____	_____
	3. _____	_____
	4. _____	_____
	Subtotal	\$_____

3. Miscellaneous Income:		
	Donations and Gifts	_____
	Student Aid	_____
	Equipment	_____
	Check Exchange	_____
	Student Projects	_____
	Cafeteria	_____
	Music	_____
	Home and School	_____
	Other:	_____
	_____	_____
	_____	_____
	_____	_____
	Subtotal	\$ _____

Expenses		Last Year Budget	Proposed Budget
1. School Employees:			
	Teacher Contract to Conference	_____	_____
	Bus Drivers	_____	_____
	FICA	_____	_____
	Janitor/Maintenance	_____	_____
	Secretary/Treasurer	_____	_____
	Substitutes	_____	_____
	Teacher Aides	_____	_____
	Other _____	_____	_____
	Subtotal	\$ _____	\$ _____

2. Supplies (expendable):		Last Year Budget	Proposed Budget
	Bookstore	_____	_____
	Building Maintenance	_____	_____
	Cafeteria	_____	_____
	Classroom:		
	Art	_____	_____
	Music	_____	_____
	Science	_____	_____
	Vocational	_____	_____
	Other _____	_____	_____
	Subtotal	\$ _____	\$ _____

3. Equipment (nonexpendable):		Last Year Budget	Proposed Budget
	Audio Visual	_____	_____
	Cafeteria	_____	_____
	Furniture	_____	_____
	Library Books	_____	_____
	Playground	_____	_____
	Textbooks	_____	_____
	Other _____	_____	_____
	Subtotal	\$ _____	\$ _____

4. Utilities:		Last Year Budget	Proposed Budget
	Garbage Service	_____	_____
	Electric	_____	_____
	Gas	_____	_____
	Telephone	_____	_____
	Water & Sewer	_____	_____
	Other _____	_____	_____
	Subtotal	\$ _____	\$ _____

5. Insurance:		Last Year Budget	Proposed Budget
	Bus	_____	_____
	Fire & Liability	_____	_____
	Student	_____	_____
	Workman's Compensation	_____	_____
	Other _____	_____	_____
	Subtotal	\$ _____	\$ _____

6. Maintenance & Repair:		Last Year Budget	Proposed Budget
	Building	_____	_____
	Bus (all expenses)	_____	_____
	Equipment	_____	_____
	Other _____	_____	_____
	Subtotal	\$ _____	\$ _____

7. Miscellaneous Expenses:		Last Year Budget	Proposed Budget
	Bad & Doubtful Accounts	_____	_____
	Home & School	_____	_____
	Refunds	_____	_____
	Returned Checks	_____	_____
	Tuition Discounts	_____	_____
	Other _____	_____	_____
	Subtotal	\$ _____	\$ _____

Date

Signed

_____ School Board Chairperson

_____ School Board Treasurer

_____ Principal/Head Teacher

_____ Superintendent of Schools

NOTE: Large Schools may need more detail and itemization. Also, your conference may have an approved financial accounting system that includes a different budget format.

STUDENT APPLICATION

SOUTHWESTERN UNION CONFERENCE OF SEVENTH-DAY ADVENTIST SCHOOLS

Grade applying for _____ Date of Application _____

Student Social Security # _____

1. Full legal name of student _____ Sex _____
LAST FIRST MIDDLE NICKNAME

2. Date of birth _____ Place of birth _____ Age _____
MO. DAY YR.

Check document submitted to verify birthday for child entering kindergarten or first grade

Birth Certificate () Notarized statement ()
 Hospital statement () Passport or visa ()

Verified by _____
SCHOOL OFFICIAL

3. Student living with: Father () Mother () Stepfather () Stepmother ()

Other _____
SPECIFY

Home address _____ P.O. Box _____
NUMBER STREET

_____ Telephone _____
CITY STATE ZIP

4.

Legal names of those checked in #3	Denom. Affiliation	Church where membership held	Languages used at home	Occupation	Business phone

5. Is this student sponsored by an Adventist church member? Yes () No ()
 Is this student a baptized member of the Adventist church? Yes () No ()

If yes, indicate year baptized _____ Church where membership is held _____

If student has other church affiliation, specify _____

6. School last attended _____
NAME OF SCHOOL ADDRESS TELEPHONE

7.

Names of other children in family	Sex	Age	Check if living at home	School child is attending

OFFICE USE ONLY

Name _____

Room assigned _____

Grade enrolled _____

Withdraw _____

Other Dates documents Received - _____

Verification of birthday _____

Transcript(s) _____

8. Has this student been previously identified as qualifying for gifted/talented education program? Yes () No ()
If yes, what kind? _____ When? _____

Where? _____ By whom? _____

9. Has this student been previously identified as qualifying for a special education program? Yes () No ()
If yes, what kind? _____ When? _____

Where? _____ By whom? _____

10. Does student have an unpaid account at another school? Yes () No ()

If so, state where _____

11. Name and address of person to whom financial statements are to be sent if different from that given in item #3.

NAME ADDRESS TELEPHONE

NAME ADDRESS TELEPHONE

STUDENT CONTRACT:

I agree to uphold the school's regulations. I pledge my cooperation with and loyalty to the school and its employees. I will live in harmony with the school's Christian principles.

DATE

STUDENT'S SIGNATURE

PARENT CONTRACT:

I hereby agree to support school regulations and to help my child observe them, to supply physical examination reports for this student, a) entering school for the first time, b) at grade seven (this should include the scoliosis examination), c) at least once in grades nine through twelve, and d) at other grades, when required by the Conference Board of Education; and to accept all financial educational obligations for this student.

DATE

PARENT/GUARDIAN'S SIGNATURE

[Stamp school name and address]

Southwestern Union Conference

CONSENT TO TREATMENT

Only designated staff, such as the school nurse or physician, will have access to the completed form. This form will be stored in a locked file.

This form must be filled out at the beginning of each school year to cover the activities for the school year. A copy of each student's form must be taken on off-campus activities.

Student's Name _____

Age _____ Date of Birth _____ Social Security Number _____
Mo. Day Year

Address _____

Parent/Guardian's Name _____

Father/Guardian _____
Business Telephone _____ Home Telephone _____ Social Security Number _____

Mother/Guardian _____
Business Telephone _____ Home Telephone _____ Social Security Number _____

Please describe allergies to substances and medication. _____

If on regular medication, please specify _____ Date of last tetanus shot _____

Please give the name of your local family physician(s) to be called in case your son or daughter becomes ill or has an accident at school and you cannot be reached.

1. Family Physician _____ Office Telephone _____
Address _____

2. Family Physician _____ Office Telephone _____
Address _____

Hospital preference _____ Telephone _____

Please give the names of two relatives or friends who have consented to assume the responsibility of your son or daughter in case of illness or accident until you can be reached. In case of any changes in the named persons, notify the school in writing.

1. Name _____ Telephone _____
Address _____

2. Name _____ Telephone _____
Address _____

If emergency service involving medical action or treatment is required and neither the parent nor the family physician can be reached for consent, the parents hereby consent to the rendering of such emergency medical service for the above named student as shall be necessary in the medical opinion of the doctor rendering the service. This authorization is given pursuant to the local state Civil Code.

Signature of Parent or Guardian: _____ Date: _____

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