
Pacific Union Conference

**Handbook for
School Board Members**



Adventist Education



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Pacific Union Conference

Handbook for School Board Members

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Adventist Education

Dear School Board Member:

I am delighted that you have agreed to serve as a member of the school board. You have the opportunity to make a difference in the lives of the children and young people we all serve. Our goal is to work in partnership with the local conference, church and school in providing a Christ-centered, quality educational program in your local community.

We have prepared this booklet to facilitate your role and responsibilities as a school board member and to guide the many decisions you will be asked to make while serving as a school board member. The following points outline some of the things you need to know and do as well as some of your responsibilities as a board member:

- Read this manual for basic information on the Adventist educational system as practiced in the Pacific Union Conference.
- Remember that more detailed information can be found in the Pacific Union Education Code that is the source for most of the information contained in this manual. You should find a copy of the Education Code at your local school or Conference office.
- Keep in mind that Conference Offices of Education may have adopted additional policies and practices relevant to the successful operation of schools in that conference.
- If at all possible take advantage of resources available to board members that can enhance the effectiveness of your work as a board member.
- Attend board meetings. Your input and representation are vital.
- Endeavor to function in an ethical, fair, honest, and confidential manner. Realize that board actions are group decisions. You are protected for statements made when the board is in session. Do not make statements outside the board unless specifically authorized by the board. This is for your legal protection and because it also fosters unity and positive relationships.
- Support Adventist education. This may mean participation in work bees, marketing, and fund raising. You may be encouraged to make an annual financial contribution to your school – especially if your school is involved in grant writing.
- Visit the school often and attend as many of its programs as possible. If you wish to visit a classroom, please make an appointment with the principal and/or teacher.

Again, we are delighted to have you as a member of the Adventist education team. We look forward to the contribution you will make as you serve your local school. If we can be of any assistance, please do not hesitate to contact us. Our thoughts and prayers are with you.

Yours for quality in Adventist education,

Kelly Bock
Director of Education
Pacific Union Conference

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Pacific Union Conference *Education Code*

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

The Pacific Union Conference *Education Code* (hereinafter referred to as the *Education Code/EC*) is a compilation of policies and provisions relating to the establishment, organization, administration, operation and maintenance of the K-12 church school system. It clarifies and details the roles and responsibilities of persons, committees and boards of each entity—school, conference, and union conference. It is organized into four major sections:

1.	Administration	900
2.	Curriculum	2002
3.	Employment	3000
4.	Finance	4000

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

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

The additions, revisions or deletions in the *Education Code* become effective only when recommended by the Pacific Union Conference Board of Education and voted by the Pacific Union Conference Executive Committee. The *Education Code* is consistent with the policies and provisions adopted by the Pacific Union Conference, the North American Division Office of Education and the General Conference of Seventh-day Adventists Department of Education.¹

¹EC 900

Mission of Seventh-day Adventist Schools

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

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

The education program is predicated on the belief that each student is unique and of inestimable value, and on the importance of the development of the whole person. Students are educated to accept service as a way of life, to be sensitive to the needs of people in the home and society, and to become active members in the Church.²

Adventist education points students heavenward, ever aspiring to more true knowledge and understanding. Adventist Education is a journey to eternity through knowledge and the miracle of grace in the heart. It is an active learning system that emphasizes excellence and a Christ-centered life. As the “three angels’ message” is central to Seventh-day Adventist doctrine, it is also the core of Adventist education. This “message” sounds deliberately, preparing youth to be committed and valuable members of society and heirs of Christ.

²EC 910

Philosophy of Seventh-day Adventist Education

A philosophy is a statement or series of statements that identify the beliefs, concepts, values, and attitudes with regard to the education of students. It states what the school or the system believes and how the total program addresses those beliefs, concepts, values and attitudes.

The program of each school should be guided by a distinctively Seventh-day Adventist philosophy and objectives. The school may develop its own philosophy statement or adapt one by adding commitments or philosophic positions that are unique to the school.

The statement of philosophy should be used as the basic reference for decisions regarding the school and its program. Decisions regarding any aspect of the school are to be made with reference to what the school is attempting to accomplish as stated in its statement of philosophy.

Educational philosophy statements that have been adopted are contained in the following publications:

1. Pacific Union Conference *Education Code* 920, General Statement of Seventh-day Adventist Educational Philosophy, and 930, Objectives of Seventh-day Adventist Education.
2. Pacific Union Conference *General Goals for Seventh-day Adventist Schools* included in this document.
3. The *Evaluative Criteria for Seventh-day Adventist Schools K-12*.
4. North American Division *Working Policy*, Section F.
5. General Conference *Working Policy*, Section F.

The school should regularly review the school's statement of philosophy to ensure that the philosophic positions, goals, and objectives are implemented throughout the school program. The board should also regularly review the various aspects of the school program to determine that each is supported by the philosophy and goals.

The Seventh-day Adventist School is an Integral Part of the Seventh-day Adventist Church

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

- A. "To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized—this was to be the work of redemption. This is the object of education, the great object of life." (*Education*, pp. 15, 16)
- B. The commission given in Matthew 28:18-20 states that the basic task of the Church is an educational task.
- C. The Seventh-day Adventist school system has as its basic evangelistic task the education and redemption of the children and youth of the Church. Its object is to promote the development of character and to direct the youth to a "knowledge of God, the Creator, and of Christ, the Redeemer, as they are revealed in the sacred word." (*Education*, p. 17)
- D. The school is concerned about the whole person—body, mind and soul—and seeks to ensure that youth receive a balanced physical, mental, moral, social, and practical education.
- E. The school system emphasizes the principle of service to God and man. It prepares youth for a life of service whether as employees of the Church or as active, contributing lay members.
- F. The members of the school boards and conference boards of education are members of the Seventh-day Adventist Church.
 - 1. The school board is composed of members of the Seventh-day Adventist Church who represent a cross section of the school constituency and who are supportive of Seventh-day Adventist education.
 - 2. The conference and union conference boards of education are composed of representatives of various church institutions and/or conferences, lay members of the church and church officials.
- G. Educational employees must be active members of the Seventh-day Adventist Church in regular standing, and committed to the program of the Church. Employment qualifications, licenses and credentials, salary and wages, benefits, and retirement are all established and regulated by the policies that cover all other denominational workers.
- H. The uniquely designed curriculum in Seventh-day Adventist schools is developed by church educators who ensure that the educational objectives of the Church are achieved.

- I. The title to school buildings and property is held by the conference association that is the legal corporation holding title to all church and school properties.³

Ethnic and Multicultural Sensitivity⁴

It is the resolve of the union, conference and school administrators with the support of those involved with Seventh-day Adventist education to foster, facilitate and promote ethnic and multicultural sensitivity in the schools of the Pacific Union Conference.

We believe that. . .

- we are all God's children created in His image
- we are equally loved by Him and He has commanded us to love one another
- we validate the meaning of love by accepting the truth of Jesus' statement "by this everyone will know that you are my disciples, if you love one another."
(John 13:35 NRSV)

We resolve to . . .

- create a school family that is known for the extraordinary level of love and support given to each other, especially across ethnic and multicultural lines
- actively promote the unity and equality of all
- eliminate offensive statements, racial and/or ethnic slurs, ethnic jokes and any practice that erodes unity and equality

³ EC 950

⁴ EC 960

General Goals

Pacific Union Conference Schools K-12

Spiritual/Moral Development

Recognizing that religious convictions constitute a dominant force in one's life, the school accepts responsibility for providing an environment in which students may grow in a knowledge of God's will and plan for their lives, experience a loving relationship with Christ, and through His grace develop a character in harmony with Biblical principles which will continue through eternity. Therefore, the school will provide a variety of learning experiences that will:

1. help the student acquire a knowledge of God and accept Him as the Source of knowledge and wisdom
2. inspire the student to accept Christ as personal Savior and grow into His likeness
3. assist the student to gain a knowledge of, appreciation for, and confidence in the basic sources of God's revelation - scripture, nature, and the writings of Ellen White
4. encourage the student to discover the great principles of God's word through Bible study, prayer, and personal devotions and under the guidance of the Holy Spirit to accept these principles as the basis for decision making and the development of values
5. assist the student to accept the distinctive role of the Seventh-day Adventist Church and the individual privilege and responsibility for involvement in and support of its world mission
6. help the student to view God as the Author of beauty and to appreciate the beauty in this world as a revelation of God's love for man
7. encourage the student to accept creative talents and abilities as gifts from God, and to use them for personal enrichment as well as a means of enriching the lives of others
8. help the student to accept the privilege and responsibility of wise stewardship of resources

Intellectual Development

Believing that God has endowed mankind with intellectual powers and the potential to develop these powers to the maximum, the school accepts the responsibility for providing a variety of learning experiences that will:

1. assist the student to accept God's revelations as the basis of all knowledge
2. assist the student to acquire proficiency in basic skills
3. challenge the student to adopt a systematic approach to problem solving, emphasizing the development of critical thinking skills
4. assist the student to acquire knowledge of current technological developments
5. challenge the student to strive for maximum achievement and mastery at each level of a sequential, systematic instructional program
6. challenge the student to strive for excellence of achievement in various fields of knowledge, to acquire a background which is necessary to intelligently meet the demands of life, and to evaluate innate abilities, interests and needs.

Physical Development

Believing that obedience to the laws of health is a privilege and responsibility, the school seeks to provide opportunities for students to acquire the knowledge, skills, and attitudes fundamental to an understanding of the interdependent relationship of the physical, mental, and spiritual faculties. Therefore, the school will provide a variety of learning experiences that will:

1. encourage the student to accept Biblical and scientific principles of physical and mental health basic to a productive Christian life
2. lead the student to a recognition of the body as the temple of God
3. encourage the student to accept personal responsibility for achieving and maintaining optimal, vibrant health
4. assist the student to develop an interest in the skills needed for lifelong involvement in physical activities

Social Development

Recognizing that each person witnesses by his influence and example, the school seeks to provide an environment where students have an opportunity to affirm their belief in the brotherhood of mankind, and in the dignity and worth of others; are encouraged to demonstrate this belief by reflecting the character of Christ in their lives; and acquire an understanding of their spiritual heritage and the relationship of this heritage to self-worth. Therefore, the school will provide a variety of learning experiences that will:

1. encourage the student to develop Christian attitudes, accept principles of behavior and base social decisions on spiritual, moral and ethical values which are in harmony with the Bible and the writings of Ellen G. White
2. assist the student in the development of attitudes and skills which will enable the enjoyment of healthful leisure activities throughout life
3. assist the student in assuming the responsibility and privileges of citizenship
4. assist the student in accepting the importance of the family as the basic unit of society, and acquiring knowledge, attitudes and skills essential to meeting the responsibilities which accompany family membership
5. assist the student in the development of attitudes and skills essential to effective interpersonal relationships
6. assist the student in recognizing that Christian character and self-worth may be revealed by personal appearance and to accept the principles of modesty, appropriateness and neatness as basic to enhancing personal appearance, developing refined taste and achieving social acceptance

Witnessing/Service Development

Recognizing that as a growing relationship with Christ is established, the individual is increasingly capable of reaching out to others and thus demonstrating that a loving Christian is the strongest argument in favor of the gospel, the school will provide a variety of learning experiences which will:

1. encourage the student to respond to the needs of others
2. aid the student in defining personal spiritual beliefs and values and communicating such beliefs and values to others

3. help the student develop abilities and skills in interpersonal relationships needed for effective witnessing and service
4. assist the student to discover the gifts of the Holy Spirit, and to recognize and accept unique special gifts
5. assist the student to develop knowledge of, concern for and sensitivity to other peoples and cultures in assuming an active role in the world mission of the Church

Career Development

Recognizing the importance of career choice, the school seeks to provide an environment in which students demonstrate acceptance of work as a gift from God and an essential for the development of the whole person.

Therefore, the school will provide a variety of learning experiences that will:

1. assist the student to develop an awareness of the need and personal responsibility for wise career decisions
2. aid the student to develop an awareness of career options and opportunities as they relate to the mission of the Church, to the changing world of work, and to maturing personal values, interests and aptitudes
3. assist the student to acquire a basic knowledge of the economic system, to develop attitudes and skills needed to be a competent consumer, and to apply Biblical principles to the use of personal resources
4. assist the student to develop respect for the dignity of labor and pride of performance
5. assist the student to develop values, attitudes, and skills essential to the world of work through career awareness, exploration and development

The Mission of the Seventh-day Adventist Church to the Community⁵

Seventh-day Adventist education has a twofold 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 following considerations:

⁵ EC 1210

- A. orientation of parents of prospective students to the goals and objectives of Seventh-day Adventist education
- B. regular pastor/teacher visits in student homes
- C. maintenance of Seventh-day Adventist curriculum and school standards
- D. consideration of character and scholastic ability prior to acceptance into the school

The School Board⁶

In each school in the Pacific Union Conference there will be organized a school board elected by the churches of the school constituency. (For details of procedure 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 provisions of the school constitution. The board has authority only when meeting in an official session. The board acts as a group and no individual member or committee can act in place of the board except by board action. All actions of the board are implemented through its executive secretary (school principal). In schools without a designated administrator the board actions will be implemented through the board chair in counsel with the superintendent of schools or designee.

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

School Board Membership⁷

- A. Membership of the school board

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

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

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

Since board membership of school employees has the potential of creating misunderstanding and the appearance of vested interest especially on personnel issues regarding colleagues, school employees are ineligible for membership on the board of the

⁶ EC 1270

⁷ EC 1272

school where employed. This policy does not prohibit service on the board of a small school when employed part-time as school treasurer and not a regular school employee.

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

B. Election of board members

The following plan is recommended in the election of board members and terms of office:

1. The members of the board may be chosen for terms varying from one to three years according to a schedule arranged by the electing body. New appointments are made each succeeding year for terms of three years. The purpose of this plan is to assure continuity of educational practice and policy.
2. Board vacancies are filled by the church that made the original appointment. The person filling the vacancy serves only for the remainder of the unexpired term.

Functions of the School Board⁸

A. Basis for operation of the schools

The school board is responsible for the operation of the school within the guidelines and policies adopted by the North American Division, the Pacific Union Conference and the local board.

B. Authority of the board and/or members

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

C. Specific functions of the school board are as follows:

1. Curriculum and instruction

Cooperate with the Pacific Union Conference and conference offices of education in matters of curriculum development and innovations

⁸ EC 1274

2. Fiscal management

Assume responsibility for the planning and function of an annual operating budget including:

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

3. General school operation

- a. Support the principal (or head teacher) in the administration of the school program including:
 - (1) Implementation of board policies
 - (2) Teacher load
 - (3) Daily schedule
 - (4) Development and enforcement of a code for student conduct
- b. Participate in the process of school evaluation as scheduled by the conference office of education or the union conference office of education and the regional accrediting association
- c. Consider, in counsel with the superintendent of schools, a proposed plan of school organization including a constitution and bylaws, the administrative organization, and a basic curriculum for the school.
- d. Adopt the recommended conference school calendar annually. Proposed changes or modifications must receive prior approval from the conference board of education
- e. Authorize the preparation of a school bulletin
- f. Approve all overnight, off-campus activities. [See Sections 1602-1624 for criteria and approval procedures for off-campus activities and tours.]
- g. Act upon the recommendation of the school administration in situations involving serious disciplinary cases and to serve as the ultimate authority in the dismissal of students. Board consideration or dismissal recommendations must be in closed or executive session.

4. Personnel
 - a. The employment, changes in employment status, termination or dismissal of education personnel are by authority of the conference board of education in consultation with the local school board. Thus, the conference board of education is the employing organization, referred to hereinafter as the employer. [See the page 14, section D for the relationship of the school board to the conference board of education.]

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

6. School board governance and operations
 - a. Organize itself in the first meeting of the year in harmony with conference policies and the school constitution
 - b. Insure that official minutes of each meeting of the board are kept, and file one copy with the conference office of education and, in case of a secondary school, one copy with the Pacific Union Conference office of education
 - c. Consider appeals regarding the operation of the school
 - d. Appoint the personnel committee members and form other committees as needed. The superintendent of schools, or designee, is the chair of the personnel committee.

7. School - community relations

Support the home and school association or parent-teacher organization.

D. Relationship of school board to conference office and board of education

The conference board of education derives its authority from the conference executive committee and/or the conference association. To assure the effective and orderly operation of the schools within the conference, selected functions are delegated to school boards by the conference board of education.

Although selected functions are delegated to school boards, the conference board of education cannot divest itself of its inherent legal obligations. Inasmuch as the conference association (in which school ownership rights are vested) remains legally bound by actions of the school board, it is incumbent that there is close cooperation between the school boards and the conference board of education in the operation of schools and in all actions taken regarding school personnel.

The conference office of education is the agent of the conference board of education for administration and supervision of the conference K-12 school system in accordance with the Pacific Union Conference *Education Code* and the policies adopted by the conference executive committee and board of education.

The relationship between the school board and the conference board and office of education is identified in the following sections of the *Education Code*.

1. The conference board of education and its functions
Education Code 1120, 1122
2. The conference office of education and its functions
Education Code 1110, 1112
3. Employment of certificated personnel
Education Code 3000
4. Employment of classified personnel
Education Code 3700

Responsibilities of the School Board Chair⁹

A. The board chair's responsibilities

The major responsibilities of the board chair are as follows:

1. Preside at school board meetings and expedite the work of the board in session
2. Cooperate with the principal as executive secretary of the board and chief administrator of the school
3. Assist in the implementation of policies and board actions in counsel with the superintendent of schools or designee in schools without a designated administrator

⁹ EC 1276

4. Encourage board members, parents, and other constituent church members to communicate with the principal and other school personnel when there are problems, concerns, or suggestions
5. Become knowledgeable about the school, its mission and program and articulate this to parents and constituent church members
6. Act in concert with the principal as liaison between the school and the constituents in matters that are pertinent to the constituency

B. The board chairperson is not responsible for:

1. Administrative and leadership function in the school
2. Staff supervision
3. Acting or speaking unilaterally for the board or the school

A Code of Ethics for School Board Members

A. Definition of a code of ethics

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

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

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

B. Responsibility for ethical behavior

In fulfilling this responsibility school board members should:

1. Base decisions on the philosophy, mission and goals of Seventh-day Adventist education and reject proposed actions that are merely expedient
2. Demonstrate attitudes and personal conduct that reflect the standards of the Seventh-day Adventist Church and refrain from actions or involvements that might prove embarrassing to the church or the school
3. Work with other board members in a spirit of decency, harmony and cooperation
4. Avoid using the position as a board member for personal gain
5. Recognize that the authority of the school board is derived from the church or churches that operate the school
6. Accept the denominational policies as a basis for decisions regarding the school program

7. Recognize that the authority of the board is only expressed by its actions as a board and that an individual member is to act or speak on behalf of the board only when authorized
8. Abide by and uphold actions of the board and maintain the confidentiality of deliberations and actions especially as they relate to personnel

C. Responsibility to members of a constituent church

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

1. Consider the well-being of students as the fundamental value and basis of decision-making and subsequent actions
2. Fulfill responsibilities with honesty, integrity and confidentiality
3. Recognize the value of quality education as a determining factor in the future welfare of the church
4. Provide the constituency with information regarding the school and its future development
5. Understand that the authority of the school board is derived from the constituent church or churches and conference K-12 educational system
6. Recognize the personal obligation to the church members and the legal obligation to the State and refuse to surrender these obligations to any other person, group or organization
8. Follow the policies that have been adopted by the General Conference, Pacific Union Conference, and local conference for the organization and administration of Seventh-day Adventist schools

D. Responsibility to the administration, faculty and staff

School board members often play a key role in building faculty and staff morale. They should:

1. Support school personnel
2. Refer any complaints from patrons of the school to the school administration or specific teacher for resolution

Responsibilities of the Executive Secretary of the School Board

The responsibilities of the executive secretary of the school board include the following:

- A. Keep an accurate written record of each meeting in a permanent file
- B. Send copies of the board minutes to the following after each meeting:
 1. Elementary schools and junior academies - to the conference office of education

2. Senior academies - to the conference and the union and, as requested, to the North American Division Office of Education
- C. Carry on the necessary correspondence of the board
 - D. Notify the conference office of education of the dates for the regular board meetings for the school year

Relationship of Pastors to the School

The church pastor is a vital factor in terms of:

- A. Leadership and support for Adventist education by precept and example
- B. Leadership 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
- F. Leadership in promoting recognition of the administrators and the faculty as educational leaders
- G. Service in an advisory role to the school board and the staff

Goals for Growth as a School Board Member¹⁰

Serving as a board member is a growth experience that involves learning to be a member of a team. Here are some practices that are recommended:

- A. For board unity
 1. Suspend judgment until the facts are available
 2. Be willing to accept ideas from others
 3. Subordinate personal interests
 4. Accept and support majority decisions of the board
 5. Identify self with board policies and actions

¹⁰Adopted from Barnhart, R.E., "Thirty Critical Requirements for School Board Membership." *Hoosier School Board Journal*, September 1955.

- B. For leadership
 - 1. Work tactfully with groups and individuals
 - 2. Be willing to take responsibility when necessary to identify problems and determine solutions
 - 3. Improve the ability to speak effectively in public
- C. For executive function
 - 1. Understand the necessity of leaving administrative responsibilities to the principal and/or superintendent
 - 2. Encourage open communication between the principal and the board
- D. For staff and group relationships
 - 1. Believe firmly in democratic processes
 - 2. Assist others in working effectively
 - 3. Share responsibility for board actions
- E. Personal relationships
 - 1. Work with other board members even though there may be personal differences
 - 2. Display both tact and firmness in relationships with individuals
 - 3. Treat teachers fairly and ethically
 - 4. Foster harmonious relationships

Personal Liability of School Board Members

- A. A school board member may be held personally liable for negligence in not caring for known hazards that may exist.
- 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 should be communicated only during an executive session of the board. Any communication of information outside of an executive session may constitute defamation, and board members may be held individually and/or collectively liable.

The School System

The School K-12: Organization and Structure

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

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

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

The organization and administration of the K-12 schools follows the general plan for the organization of the Church. Each school has a relationship to the other schools in the conference and the Pacific Union and is organized and administered in accordance with the general and educational policies of the General Conference, the North American Division, the Pacific Union Conference, and the local conferences.

The elementary school, junior academy, and senior academy are a unit of the K-12 school system. A school is operated by a church, a consortium of churches, or in the case of most boarding academies, by the conference. The organization of a given school is to be designed to meet the needs of the constituency it serves.

Policies detailing the definition of a school and identifying the criteria for establishing and operating a school are found in the *Education Code* as follows:

Organization and structure of the school K-12—see EC1208

Kindergarten—see EC 1216

Elementary school—see EC 1218

Junior academy—see EC 1220 -1236

Academy—see EC 1238

Academy extension program—see EC 1242

Online/Distance Education—see EC 1242

Mission school—see *EC* 1244
Home school—see *EC* 1246

The policies that identify the relationship of the school to the other schools in the Pacific Union Conference are detailed in the *Education Code* as follows:

The Pacific Union Conference—see *EC* 1010-1072
The conference—see *EC* 1110-1130

School Constitution

Each school should have a constitution that is in harmony with denominational policy and identifies the organization of the school, the role and function of the constituency, the school board, and the school. The constitution should be based on a model available from the conference office of education. (See Appendix A for model constitution)

The School Constituency¹¹

The constituency that operates a school consists of the church, or churches, and the conference in which the school is located. The voting members of the constituency will include members of the church or churches operating the school and the conference, and union administrative officers and office of education personnel. The school constituency is to meet annually or as specified in the school constitution.

The functions of the constituency are:

- A. Establish and adopt a constitution in harmony with denominational policies and based on a model provided by the conference office of education
- B. Receive reports on the operation of the school
- C. Provide adequate financing for the general operating costs
- D. Approve financial plans for major capital improvements as recommended by the board, with guidelines outlined in the school constitution
- E. Consider plans and policies for the operation of the school in harmony with the Pacific Union Conference *Education Code*
- F. Encourage the organization and maintenance of a parent/teacher organization

¹¹ *EC* 1250

Accreditation of Schools¹²

Each elementary school and junior academy is to participate in the accreditation process conducted by the conference office of education. There are three self-study instruments for use by elementary schools and junior academies: *Evaluative Criteria for Seventh-day Adventist Schools K-8 (Small Schools), K-8, or K-10*. The conference office of education will assist the school in selecting the appropriate self-study instrument.

Each senior academy extension school is to participate in the accreditation process of the North American Division Adventist Accrediting Association using *The Evaluative Criteria for SDA Schools, K-12*. It is recommended that each academy also seek accreditation through the regional accrediting association. A senior academy (K-12 or 9-12) that is accredited by the Adventist Accrediting Association (AAA) and the Western Association of Schools and Colleges (WASC) is to participate in the accreditation process using the approved self-study instrument. [See *EC 2814*]

Annual School Calendar

An annual school calendar is adopted by the conference board of education based on the model calendar adopted by the Pacific Union Conference.

Proposed modifications in the conference-adopted calendar must first be approved by the conference board of education.

The annual school calendar consists of the following:

A. Student-teacher contact days

A total of 180 student-teacher contact days is the basic requirement. [See *EC 2052 A* for the definition of "student-teacher contact days."] Instructional activities and tours that may be counted as student-teacher contact days are listed in *EC 2052-B*.

B. Related activity days

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

¹² *EC 1212, 2332, 2402, 2814*

Definition of a School Day¹³

A. Criteria for student-teacher contact days

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

1. Planned and organized learning experiences are implemented.
2. Direction and supervision is provided by a qualified teacher.
3. Specific educational objectives and/or goals are to be achieved.
4. Student attendance is required.
5. The session is scheduled as a minimum school day subject to the following:
 - a. The session is to include four hours of instruction exclusive of the lunch period.
 - b. Approval is obtained from the conference office of education. (See *EC 2238, 2412 or 2806*)

B. Instructional activities and tours as student-teacher contact days

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

1. Student Leadership Conference
2. Bible conferences
3. Outdoor school
4. Witnessing/service activities
5. Educational field trips
6. School picnic

Weekly Time Requirement - Grades 1-8¹⁴

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

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

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

¹³ *EC 2052*

¹⁴ *EC 2236*

Weekly Time Requirement - Grades 9-12¹⁵

Non-laboratory courses will be scheduled for a minimum of 200 minutes per week. Laboratory courses will be scheduled for a minimum of 240 minutes per week of which an average of 40 minutes per week is to be devoted to laboratory experiences.

Schools which inaugurate innovative or alternative programs which may not meet the minimum time requirements are to follow the procedures and guidelines for implementation of innovative programs as given in *EC 2052* and *2054*.

Off-Campus Activities and Tours

All off-campus tours and activities are to be planned, organized and conducted to ensure the health and safety of students. Each tour and activity is to be approved by the school administrator and the appropriate boards as specified for the type of tour or activity as follows.

- A. One day off-campus field trips and activities. [See *EC 1604*]
- B. Intra-conference overnight tours and activities. [See *EC 1606*]
- C. Out-of-conference overnight tours within the Pacific Union Conference. [See *EC 1608*]
- D. Out-of-union tours and activities (including Mexico). [See *EC 1610*]
- E. Tours to Hawaii. [See *EC 1612*]
- F. Inter-divisional (excluding Mexico). [See *EC 1614*]

The off-campus tours and activities are to meet the criteria as detailed for each tour or activity as follows.

- A. Definition - The proposed tour or activity fits the general definition.
- B. Preliminary planning for the proposed activity or tour must be discussed with appropriate administrators prior to discussing plans with students.
- C. Authorization - The tour or activity must receive authorization by the appropriate administrators and boards specified for that type of tour or activity.

¹⁵ *EC 2808*

- D. Specific plans/details essential for each tour or activity include the following:
1. purpose of the tour or activity
 2. proposed itinerary
 3. number of school days involved. See *EC* 1616 for the number of days that are to be authorized for the various tours or activities.
 4. transportation arrangements
 5. insurance coverage for students
 6. insurance coverage for vehicles
 7. safety requirements
 8. supervision arrangements
 9. housing plans if the tour or activity requires overnight accommodations. [See *EC* 1612 for housing plans for tours to Hawaii.]
 10. parental approval

Inter-Scholastic Sports

The following guidelines are to be used if interscholastic sports are to be included in the school program within a conference.

- A. Each conference board of education is to determine whether interscholastic sports is to be included in the activities of the schools in the conference in harmony with the provisions of *EC* 900, paragraph 4a, which states:

"When there is no provision, stipulation, or prohibition for an area under consideration, a conference or institution may: a) develop a policy, procedure or practice to meet a local need . . ."

- B. If a conference board of education approves interscholastic sports in the activities of the schools then policies and guidelines are to be developed.¹⁶

Disaster Preparedness

Each school is to develop plans, which ensure that the school is prepared to meet emergencies, and/or disasters that might occur during the time school is in session.

The plans are to identify individual as well as group responsibilities of school personnel, parents and students. The plans should be reviewed, updated and distributed annually to all interested parties.

Fire, earthquake, and other emergency drills are required during the first week of school and monthly thereafter. State laws and local ordinances are to be obeyed.¹⁷

¹⁶ NAD *Working Policy* FG 0545, Pacific Union *Education Code* 1122, O

¹⁷ *EC* 1820

Library/Media Center

Each school is to provide an appropriate library collection that is organized, cataloged and readily accessible for student and teacher use.

The annual budget is to provide for books, periodicals and media software, based on the amount adopted by the Pacific Union Conference Board of Education.

Details regarding the library/media center for each school level are contained in the *Education Code* as follows:

Elementary school:	Sections 2202-2208
Junior academy:	Sections 2340-2354
Senior academy:	Sections 2742-2752

Child Development Centers

The conference office of education is responsible for supervision of child development centers operated in Seventh-day Adventist churches and schools in the conference.

Guidelines for establishing and operating a child development center have been adopted by the Pacific Union Conference.

A child development center must meet state-mandated requirements in addition to Pacific Union Conference criteria and guidelines.

School Bus Safety and Operations

- A. The definition of church, camp, and school buses includes all vehicles designed for nine or more passengers excluding the driver.
- B. Buses will be used only for official activities of the Seventh-day Adventist Church and will not be lent, leased, or rented to individuals or nondenominational organizations.
- C. Pre-1977 buses may not be purchased or otherwise obtained after January 1, 1991. Currently owned pre-1977 buses will be upgraded to meet state regulations or North American Division *Working Policy* P 50-09.
- D. The maintenance of school buses and the driver qualifications will meet state regulations.

Identification of "Seventh-day Adventist" Institutions

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

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

Curriculum K-12

Curriculum Policies K-12

The Curriculum section of the *Education Code* contains those policies that relate to the planned learning opportunities and activities of the school. Policies that apply to specific levels of the school system are organized into sections as follows:

General provisions K-12	-	Sections 2038-2072
Elementary school	-	Sections 2101-2254
Junior academy	-	Sections 2302-2428
Senior academy	-	Sections 2502-2814

The following are representative items that provide an overview of *Education Code* items related to curriculum and instruction.

Graduation Requirements

The minimum graduation requirements are listed in the *Education Code* as follows:

Eighth grade completion requirements:	Section 2124
Twelfth grade graduation requirements:	Sections 2522-2540

- Basic Diploma
- Advanced/College Prep Diploma

Innovative and/or Alternative Programs, K-12

A teacher or a school that proposes to establish an innovative and/or alternative program is to receive approval for the proposed activity or program. Details are contained in the *Education Code* as follows:

- Procedure for establishing innovative programs K-12 - Section 2062
- Approval of innovative and/or alternative programs K-12 - Section 2064

Standardized Achievement Tests¹⁸

Each school is to use the adopted standardized achievement tests provided by the conference office of education. For information regarding the standardized achievement testing program consult the current Pacific Union Conference elementary and secondary textbook lists.

¹⁸ EC 2172, 2328, 2564

Personnel

The Employer and Employment of Education Personnel

The policies relating to the employer and employment of educational personnel are listed in the *Education Code*, including the annual supplement, under the following headings:

Certificated personnel:	See 3000-3650
Classified personnel:	See 3700-3792
Hearing and appeal processes:	See 3650, 3680

These policies are published annually in a separate handbook. Copies of the handbook are available from the local conference office of education.

Hearing and Appeal Processes

As Christians we are enjoined to initiate communication in a Christian spirit when there are concerns. In a Seventh-day Adventist organization all persons should initiate candid and open communication in a manner that solves problems at the level closest to the origin, promotes unity and harmony and strengthens the employer-employee relationship. In this spirit it is recommended that either the employee, the principal or the superintendent of schools/designee initiate communication when a problem surfaces. This should be done on an informal basis as needed.

The *Education Code* outlines the following facets of the hearing process for employees:

	Certificated	Salaried Classified
Informal process	3650 A	3764 A
Formal process	3650 B	3764 B
General provisions of the hearing and appeal processes	3650 C	3764 C
The hearing	3650 D	3764 D
The appeal	3650 E	3764 E

Conciliation procedures

Conciliation procedures have been adopted by the church to settle differences and misunderstandings that may arise between church members or between a member and a church organization/institution. [See the *Seventh-day Adventist Church Manual*, pages 156-164; Pacific Union Conference *Education Code* Section 1990.]

The intent of the procedures is to strengthen the bonds of Christian love and to channel the energies of the membership to the primary mission of the church.

Harassment policy and guidelines

The following harassment policy and guidelines for education personnel in the Pacific Union Conference apply to all employees.

As representatives of Christ on earth, education personnel in the Pacific Union Conference of Seventh-day Adventists should be models of Christlikeness in attitude, action, thought and deed. The following counsel provides a principle that is basic to all associations and relationships: "purity is demanded not only in the outward life, but in the secret intents and emotions of the heart." *Patriarchs and Prophets*, p. 305

Those who are followers of the Lord Jesus Christ should respect, honor and uplift one another. Thus, a colleague, employee, volunteer, or student should never be placed in a position of embarrassment or disrespect due to any action or statement that has any explicit or implied sexual, racial, age or ethnic overtones. To do so is a violation of God's law and also civil laws governing work place conduct.

Harassment of education employees in the schools in the Pacific Union Conference will not be tolerated in any form. Each school has a responsibility to distribute the policy to employees and to maintain a work environment free from harassment on account of sex, race, age or ethnicity.

Employees who believe in good faith that they have been harassed on account of their sex, age, ethnicity or race should immediately report the alleged incident to their principal, associate superintendent or superintendent of schools. Incidents of harassment should be reported within 48 hours, if possible, so that a prompt investigation can be undertaken. An employee who claims harassment is not to be subjected to retaliation by supervisors or co-workers.

The following *EC* 3020 and 3722 identify the various aspects of these policies and guidelines:

Policy and Guidelines	Certificated and Administrative	Classified
Harassment	3018	3720
Sexual misconduct	3020	3722

While the Pacific Union Conference urges individuals to report alleged harassment, unfounded allegations can irreparably harm an employee's reputation and limit the ability to fulfill duties and responsibilities. Employees who bring malicious, spiteful, or false allegations of harassment may be subject to the disciplinary standards in the Pacific Union Conference *Education Code*.

Statement of Knowledge of Duty to Report Abuse

A certificated employee is to sign a statement on the form provided by the employer verifying knowledge of the duty to report cases of child abuse and compliance with the provisions of state law. This requires that any employee who is a child care custodian who has knowledge of or observes a child in his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report within the time required of receiving the information concerning the incident.¹⁹

AIDS and AIDS-Related Conditions in Employees

Acquired Immune Deficiency Syndrome (AIDS) and persons with HIV positive test results in the school pose significant concern for others. The conference and school are committed to maintaining a safe and healthy work environment for all employees and for students.

Based on overwhelming medical and scientific opinion, the AIDS virus is not casually transmitted in ordinary school settings. Therefore, subject to changes in available medical information, employees with AIDS or any of its related conditions may continue to work as long as they are able. Reasonable accommodations will be made to allow employees to continue their employment. Other workers who refuse to work with, harass, or otherwise discriminate against any AIDS afflicted employee will be subject to discipline.²⁰

¹⁹EC 3010H and 3706H

²⁰EC 3044

Administrative Personnel

The School Principal

A. Certification

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

B. Responsibilities and functions

The principal is the chief administrator of the school, with responsibilities and functions listed below and other functions as may be assigned by conference and school board policies.

1. General administration

- a. Is a voting member and serves as executive secretary of the board.
- b. Serves as agent of the school board in administering the school in accordance with the Pacific Union Conference *Education Code* and any additional policies adopted by the conference board of education and the school board.
- c. Provides leadership to the religious program and activities, and in the development and maintenance of a positive spiritual climate.
- d. Is responsible for the organization of the school program including:
- e. Serves as fiscal manager and operates the school on a sound financial basis within the approved budget, including leadership in control of accounts and preparation of the monthly financial statement.
- f. Serves as, or designates, the chairperson for each of the following:
- g. Develops and maintains a record-keeping system to ensure the security of all school and board records including:
- h. Prepares and forwards copies of board minutes, monthly financial statements, and scholastic and statistical reports as requested to the conference, union, and North American Division offices of education.
- i. Maintains attendance records in accordance with state regulations, and report to the local attendance officer of the public school system, when required, the names of students who discontinue attendance. [See *EC* 1556, 1558.]
- j. Administrates safety education programs
- k. Provides leadership to the school evaluation process in cooperation with the conference and union offices of education [See *EC* 1212, 2232, 2402, and 2814.]

2. Supervision of instruction and curriculum development
3. Employment and professional growth of personnel
4. Evaluation of school personnel

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

a. Certificated personnel

- (1) Regular status [See *EC* 3100]
- (2) Non-regular status [*EC* 3204, 3306, 3406, 3458]
- (3) Term status [See *EC* 3508]

b. Classified personnel

- (1) Salaried administrative [See *EC* 3758.A.4]
- (2) Hour-time [See *EC* 1290.B.4]

5. Student behavior and discipline
6. School-community relations
7. School plant management

Other Administrative Personnel

The organization for administrative services will depend on the size and type of school. The responsibilities of other administrative personnel are to be assigned by the school board. For a listing of other administrative personnel and a general description of their responsibilities see *EC* 1302-1320.

Instructional Personnel

Certificated Instructional Personnel

Certificated instructional personnel include classroom teachers and other related instructional services personnel based on the type and size of school. Related instructional personnel include such positions as the librarian, the coordinator of guidance and counseling, and the coordinator of work experience education.

A listing of the various categories of instructional personnel, the duties and responsibilities and the criteria for teaching load is given in the *EC* 1401-1432.

Non-Seventh-day Adventist Personnel Used as Volunteers

If it is necessary to involve a non-Seventh-day Adventist as a volunteer to serve as a teacher aide or for any other special purpose, it is the responsibility of the school administration and/or school board to determine that such an individual represents the standards of the Seventh-day Adventist Church in word, dress, conduct and Christian influence.²¹

Library/Media Center Personnel

Academies having fewer than 200 students should employ a librarian who devotes at least one-third of the school day to library services. Larger schools should provide more complete library services appropriate to the needs of the students.²²

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.²³

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.²⁴

Assistant Principal

In a small school—academy, junior academy, elementary school—where there is not a need for an administrative vice principal, the principal in counsel with the board chairperson may designate a teacher as assistant principal. The position is not an administrative position. The basic

²¹*EC* 1710

²²*EC* 1420

²³*EC* 1422

²⁴*EC* 1424

responsibility of the assistant principal is to function as the contact person when the principal is off campus. The teacher load is not to be adjusted since the assistant principal does not have regular administrative responsibilities.²⁵

Reduction in Force (RIF)

When it is necessary to implement a reduction in force (RIF) because of financial reasons the following criteria will be used:

- A. Consideration of the instructional program offered by the school.
- B. Consideration of the employment status and the qualifications of the employees in each category in "C." This will precede any decision regarding which employees will be affected by the RIF.
- C. Subject to the criteria in "D," each category of employees listed below will be RIFed before moving to the next category:
 1. Part-time employees
 2. Non-regular status employees
 3. Regular status employees, with consideration of
 - a. Certification and appropriate endorsements
 - b. Total years of service to the school, the conference and the Church
- D. The instructional personnel remaining at the school must have the personal and professional qualifications necessary to function in the restructured position
- E. In unusual circumstances one or more of the above criteria may be waived if prior approval has been obtained from the conference office of education.²⁶

²⁵EC 1426

²⁶EC 3032

Students

Admission of Students

Policies regarding the admission of students are listed as follows:

- A. Elementary school [See *EC* 2120]
- B. Junior and senior academy [See *EC* 2320 and 2514]

Nondiscrimination Policy - Admission of Students

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, creed, color, ethnic background, country of origin or gender in administration of education policies, applications for admissions, scholarship or loan programs, and extracurricular programs.

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

"(Name of school) admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. (Name of school) does not discriminate on the basis of gender, race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs."²⁷

Admission of Students from Non-Seventh-day Adventist Homes

Seventh-day Adventist schools are operated primarily for children of Seventh-day Adventist parents or sponsors. Students who are not Seventh-day Adventists or whose parents or sponsors are not Seventh-day Adventists may be enrolled after consideration of the following factors.

- A. The philosophy and mission of the school that provides for admission of non-Seventh-day Adventist students
- B. Adequacy of school facilities and staff
- C. Character, scholastic achievement, attitude, and home background of the applicant
- D. Willingness of the parents and students to cooperate with Seventh-day Adventist curriculum and standards.

²⁷*EC* 1504

See *EC 950.E*, "The SDA School as an Integral Part of the SDA Church" and *EC 1210*, "The Mission Outreach of the Seventh-day Adventist School"²⁸

Disabled Students

Seventh-day Adventist schools usually do not have the equipment or staff for special education; therefore, students with mental, physical, or social disabilities which would require the school to provide special staff or equipment may not be appropriately accepted or served.²⁹

Age of School Entrance

Admission to kindergarten and grade one will be defined by the conference board of education³⁰

Delayed School Entrance

Seventh-day Adventist schools accept students in accordance with state compulsory attendance laws. It is the responsibility of the Pacific Union and conference office of education to be informed regarding these laws, and to interpret them to the church constituency. Parents who for educational or religious convictions choose to keep children at home until they are older than state law requirements specify are invited to consult the conference office of education for assistance in clarifying their position with public school officials. Information regarding the church's philosophy of early childhood education and age of school entrance is available from the North American Division Office of Education.³¹

Unpaid Accounts From Another School

A student who is applying for admission but who has an unpaid account at the school attended previously must make satisfactory arrangements for payment with the former school before being enrolled. A student who has an unpaid account at a school previously attended will be denied admission or continued attendance unless verification is received from that school that satisfactory arrangements for payment have been made.³²

Student Discipline

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

²⁸*EC 1506*

²⁹*EC 1508*

³⁰*EC 2120E*

³¹*EC 2120G*

³²*EC 2120H, 2514E*

Disciplinary Authority

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

Suspension of Students

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

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

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

Dismissal of Students

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

Student's 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.

Severance of Students

The school is to report to the public school superintendent of schools, where required by state or county regulation, the severance of all students between the ages of eight and eighteen. Severance includes: expulsion, exclusion, exemption, transfer, suspension beyond 10 days, or other reason for terminating attendance.

“Hazing” of Students

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

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

Defacing or Damaging of Property

Any student who defaces, damages, or destroys school property will be liable to suspension or expulsion, according to the nature of the offense. Parents, guardians, and/or students will be responsible for replacement costs.

Student Sexual Harassment

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

School Records

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

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

School personnel should exercise caution in discarding old documents that may be of historical value.

Health Records - Student

A school health record is to be maintained for each student in compliance with federal/state laws. This record is to be kept current by school personnel in cooperation with medical personnel. Arrangements for the services of medical personnel are the responsibility of the school administrator and school board.

Access to Student Records

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

Each conference will adopt procedures for the granting of requests by parents to inspect and review records during regular school hours. Access will be granted no later than five (5) days following the date of the request. The procedures will include notification to the parent of the location of all official student records if not centrally located and providing qualified certificated personnel to interpret records where appropriate.³³

³³EC 1810

FINANCE

Remuneration of Educational Personnel

The financial policies regarding salaries and allowances for educational personnel are contained in the *Education Code* as follows:

Remuneration		
Certificated administrative and instructional personnel	-	4000-4060
Classified personnel	-	4000, 4070-4078
Allowances and benefits	-	4100, 4472

These policies are also published in the Pacific Union Conference *Employment Policies Handbook for Certificated Personnel* and the *Employment Policies Handbook for Classified Personnel*. Copies of these handbooks are available from the conference office of education for all education personnel and school board members.

Funding Education K-12

- A. Each conference will develop a formula for the distribution of K-12 subsidy funds provided by the local, Pacific Union and General Conference
- B. Each school will develop a formula for financial support from constituent churches
- C. In order to meet tax exemption requirements for church schools in California, the California conference associations will continue to carry a separate set of books covering the operation of church schools, the results of these operations being incorporated into the regular annual association statements³⁴

Tuition Rates for Non-constituent and Non-Seventh-day Adventist Students

Non-Seventh-day Adventist and/or non-constituent pupils in day academies, junior academies, or elementary schools may be charged an additional amount of tuition when approved by the conference board of education.³⁵

Tuition Discounts

School discounts will apply to tuition only. These discounts apply only when children from a family attend the same school or schools operated by the same constituency or district, unless the conference develops a conference-wide discount plan. The tuition discount does not apply to college tuition.

³⁴EC 4520

³⁵EC 4504

When tuition cash payment discounts are given, they are to be based on the published tuition rates regardless of the source of the tuition.³⁶

School Libraries

Each elementary school, junior academy and senior academy is to provide a minimum budget for the library/media center as specified in the Pacific Union Conference *Education Code*.³⁷

Building Project Financial Policies

Written approval of the conference executive committee, the Pacific Union and the North American Division Building, Borrowing and Blueprint Committee will be obtained prior to contracting for construction or major alteration of any school building that exceeds \$300,000.00. The construction, reconstruction, enlargement, or improvement of properties will be done without incurring indebtedness.³⁸

Academy Accounting Manual

The academy accounting manual prepared by the North American Division, together with the system and procedures outlined in this publication is to be followed.³⁹

Settlement of Student Accounts

Past due student accounts are to be paid or satisfactory arrangements made before beginning a new school term. A student owing an account in one school will not be accepted in another school until the account is paid or satisfactory arrangements made with the former school.

When an administrator becomes aware that a student has an outstanding account in a former school, after the student has been enrolled, the student will not be allowed to continue until satisfactory arrangements are made with the former school.⁴⁰

Deficits

A school closing a fiscal year in which there is an operating deficit will make full provision for such deficit in the preparation of the budget for the ensuing year.

Handling of Petty Cash

The administrative officers of schools may provide for the petty cash needs of the various departments by use of an interest cash fund. The amount is set by board action. All disbursements are by voucher or supported by receipts; the total, when added to the remainder of

³⁶EC 450

³⁷See EC 2206 and 2746 for approved materials.

³⁸See the North American Division *Working Policy*. EC 4554.

³⁹EC 4602

⁴⁰EC 4604

the cash in the fund, should always equal the amount set. The fund can be replenished by submitting the vouchers and receipts to the treasurer who will issue a check, never cash, for their sum.

Trust Fund Audits

The school administrator should provide for the auditing of all student organizations and auxiliary funds. Student auxiliary trust funds are to be managed by the school business office.

Cash Advances

Only payroll centers may provide cash advances to employees. All cash advances are to be cleared at the end of the month.

Bank Reconciliations

All schools in the Pacific Union Conference should follow generally accepted accounting practices and make bank reconciliations on all accounts monthly as soon as statements become available from the local banks. General Conference auditors are not obligated to make such reconciliations.

Operating Capital Reserves

Operating capital will be defined as the amount of current assets above the total of current liabilities and net worth reserves.

The minimum standard of operating capital to be maintained by academies, junior academies and elementary schools is 15% of the operating expense of the latest complete fiscal year plus long-term payables.

The minimum standard for cash or negotiable securities is the equivalent of liabilities and reserves.

Depreciation of Fixed Assets

Academies and academy elementary-attached schools are to include depreciation on land improvement, buildings, and equipment in their annual statements as an operating cost. Depreciation rates vary according to estimated life of the fixed assets. See the *North American Division Working Policy* for the depreciation rates.

Inventory of Equipment

All schools will maintain an up-to-date equipment inventory which will be kept in a fireproof vault or file.

Sharing of Retirement Allowance

If an employee is called to another organization after passing the 60th birthday, the previous employer will be responsible for, and will pay to the new employer at the time of the worker's retirement, a portion of the retirement allowance based on the following formula:

Fifty percent (50%) of the retirement allowance plus 10 percent for each year that the worker's age exceeded 60 at the time of transfer.⁴¹

Automobile Insurance

Automobile insurance for employee-owned and institution-owned vehicles is required as follows:

A. Employee-owned vehicles

An educational employee is required to carry bodily injury liability and property damage liability insurance on all owned vehicles. (See North American Division *Working Policy* X 30-15 and X 30-20 for minimum coverage limits.)

B. Institution-owned vehicles

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

Commercial auto liability protection should be secured on all owned, hired and non-owned vehicles used on behalf of the employing organization, with adequate limits of bodily injury and property-damage liability; and, whenever possible, they should be insured by the same company that covers the premises and operations. All vehicles owned by each organization should nevertheless be included in one policy, with an automatic fleet endorsement or equivalent attached. All vehicles should be registered in the legal corporate name of the governing denominational entity and included in the master policy. This includes academies and local entities. (See North American Division *Working Policy*, P 50-26 and P 50-07 for minimum limits of liability.)

⁴¹EC 4160 C

Transportation of Students

A. Authorized vehicles

Transportation of students to and from school or on an off-campus tour or activity is to be by certified bus except that:

1. When a certified bus is not available students may be transported in a private vehicle that meets the requirements of the vehicle code of the state in which the school is located. However, under no circumstances are students to be transported in the cargo area of a vehicle.

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

A vehicle may be used if it is:

- a. A vehicle carrying only the family members of the owner
 - b. A passenger vehicle designed for and actually carrying not more than ten persons including the driver.
2. When transportation involves air travel it is to be only by commercial airlines or school-owned aircraft. Arrangements for transportation of students by air for all off-campus tours or activities are to be approved by the local school board.

B. Driver qualifications and record

Each vehicle is to have at least one adult authorized by the school administration as the driver.

The recommended minimum age for drivers is twenty-one (21) years old. A minimum allowable age of nineteen (19) years old may be granted with the approval of the conference office of education.

Motor vehicle records of each driver will be obtained from state records and reviewed on a regular basis.

C. Load capacity of vehicles

Vehicles should not be operated carrying more than the official rated load capacity. All vehicle occupants are required to wear seat belts and/or shoulder belts as required by law and OSHA standards/or appropriate government agency.

Insurance - Contractual Liability

All contractual agreements such as leases and building contracts are to be approved by the insurance manager of each conference organization, and legal counsel if necessary, prior to execution.

Insurance - Demolition

All conferences and schools will carry demolition insurance on buildings not conforming to current building codes or ordinances. A “Demolition and Increased Cost of Construction” clause may be added to provide this coverage. Contact the General Conference Insurance Service for counsel.

Insurance - Donated Labor

The treasurer of the conference is responsible for securing proper insurance coverage for all entities within the conference corporation regarding donated labor which includes construction of school buildings.

Voluntary Worker’s Compensation coverage includes only exposures that are outside the usual activities of the church, such as building construction projects, repairs, remodeling, and maintenance, the volunteer workers in our medical institutions, Ingathering solicitation activities only during the months of November, December, and January, the church welfare program at all times, and further, that the aforementioned coverage be provided only when there is no other provision for support either from insurance or any other source.

Insurance - General Liability

See the North American Division *Working Policy*, “General Liability Insurance,” for complete details.

Denominational Properties and Operations

All schools within the conference are part of the conference association. Schools should verify their general comprehensive liability insurance coverage with the conference treasurer to make certain such coverage is being provided.

All schools are to provide minimum limits of protection for all liability exposures at not less than \$1,000,000.00.

Schools operating buses or other school-owned vehicles should verify insurance coverage on same. It is recommended that these vehicles be insured with the same carrier providing the comprehensive general liability coverage for the conference.

Insurance - New Construction

Liability protection is to be secured on all denominational properties including new buildings under construction.⁴²

Insurance - Property

In order that Seventh-day Adventist institutions may be safeguarded against undue risks by fire or windstorms, the following plans for insurance are recommended.

- A. All denominationally owned property is to be insured in accordance with the North American Division *Working Policy*, up to full replacement cost except that upon authorization by the governing board a deductible up to \$10,000.00 will be permitted. Also, any building scheduled for demolition may be insured, by mutual agreement, for salvage value plus the estimated amount for debris removal. Each fire insurance policy will include coverage for perils of fire, extended coverage, and vandalism.
- B. It is recommended that consideration be given to a plan of annually reviewing the insurance program of each conference and/or institution by a local insurance audit committee.

Insurance - Student Accident

Each elementary school, junior academy and senior academy is to participate in the master student accident insurance plan approved by the conference board of education.

Information about the approved student accident insurance will be supplied by the conference superintendent of schools. Any deviation from the approved plan must be recommended by the conference board of education and voted by the conference executive committee.

Earthquake and Flood Insurance

Earthquake and flood insurance should be considered on all denominational property. Quotations will be requested from financially sound insurance companies every three (3) years and should be presented to boards of trustees for their decision on the advisability of purchasing such coverage after considering the costs, the risks associated with earthquakes and floods in their respective areas, and all other alternatives including closing the institution in the event of a major earthquake or flood.

Crime (theft) Insurance

It is recommended that all schools protect their properties and moneys from the period of theft, burglary, and robbery by the purchase of crime insurance.

⁴²See North American Division *Working Policy*, "General Liability Insurance."

Boiler and Machinery Insurance

It is recommended that organizations operating low- or high-pressure boilers, water heaters, central air conditioning, and commercial freezers or refrigeration units obtain adequate boiler and machinery coverage.

Property and Premises Security

Each school should carefully plan for the security of the property and premises.⁴³

⁴³See North American Division *Working Policy*, P50 50

Appendix

Model School Constitution

CONSTITUTION AND BYLAWS

OF

_____ **ADVENTIST SCHOOL**

**Pacific Union Conference
August 2004**

CONSTITUTION OF

ADVENTIST SCHOOL

ARTICLE I

NAME

This organization shall be known as _____ (*name of school*), hereinafter called "school." This school is a subsidiary unit of the _____ Conference of Seventh-day Adventists, hereinafter called "conference."

ARTICLE II

OWNERSHIP

_____ Adventist School is legally owned and operated by the _____ Conference Association of Seventh-day Adventists, a _____ (*name of state*) religious corporation having its principal office in _____ County, _____. Ownership and operation are for the benefit of the constituency of _____ Adventist School and the Seventh-day Adventist denomination. Upon any dissolution of said school, its property or the proceeds therefrom, shall be used exclusively for the benefit of the educational, religious, and charitable purposes of its constituent churches.

ARTICLE III

OBJECTIVE

To maintain and operate a school in harmony with the educational standards recommended by the General Conference of Seventh-day Adventists, North American Division, the Pacific Union Conference of Seventh-day Adventists, the _____ Conference of Seventh-day Adventist, and the State of _____.

ARTICLE IV

NON-DISCRIMINATORY POLICY

This school admits students of any race, color, gender, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students in the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its admissions policies, hiring policies, loan and scholarship programs, and other school-administered programs.

ARTICLE V

CONSTITUENT MEMBERSHIP

The membership of this constituency shall consist of the baptized members of the constituent churches as set forth in the Bylaws in Article IV, the members of the school board, the members of the school faculty, the executive officers of the conference, the conference superintendent of schools or associate, and the Pacific Union Conference Director of Education or designee.

ARTICLE VI

GOVERNING BODY

- A. The school board is delegated the authority to act on behalf of the constituents between regular and special constituency meetings to conduct the affairs and to control the assets of the school.
- B. The composition, qualifications, time and manner of electing, number, terms of office, and duties and powers of the members of the school board and officers shall be as set forth in the Bylaws of the school.

ARTICLE VII

SESSIONS

The constituency shall hold regular and special sessions as provided by the Bylaws.

ARTICLE VIII

BYLAWS

The membership of this constituency may enact Bylaws and amend or repeal at any session thereof, and such Bylaws may embrace any provision not inconsistent with this Constitution.

ARTICLE IX

AMENDMENTS

- A. This Constitution may be amended by a two-thirds (2/3) vote of the delegates present at any regular or special session of this constituency.
- B. The Bylaws may be amended by the majority vote of the delegates present at any regular or special session of this constituency.

ARTICLE X

GENERAL POLICY

The provisions of the North American Division *Working Policy* and the *Pacific Union Conference Education Code* (in conjunction with the _____ State Education Code), so far as they shall apply, shall cover any matters not specifically covered by this Constitution and its Bylaws as though the same were set forth herein at length, and are by this reference made a part of this Constitution and its Bylaws and shall be binding upon all members of this constituency.

ARTICLE XI

DISSOLUTION

- A. This constituency may recommend to the _____ Conference Association of Seventh-day Adventists the dissolution by a three-fourths (3/4) vote of the delegates present and voting at a regular or special session of the constituency provided notice of the proposal to dissolve shall be given in the call for the session.
- B. After all claims against the school have been satisfied, any remaining assets shall be transferred to the _____ Conference Association of Seventh-day Adventists. The association board of the _____ Conference Association of

Seventh-day Adventists Executive Committee and the school board in concert shall then determine the appropriate distribution of the assets among the constituent churches.

- C. A church desiring to join or withdraw from the constituency shall follow the procedures as outlined in the Bylaws.
- D. A church withdrawing from the constituency shall forfeit any right to all or any portion of the assets of the school.

Bylaws of _____ Adventist School

ARTICLE I

OFFICES

Section 1.1. The principal office of this school for the transaction of business is located at _____, _____, County of _____, _____.

ARTICLE II

CONSTITUENCY SESSIONS

Section 2.1 – Annual Session. The annual constituency meeting shall be called by the school board who shall designate the time and place for the meeting and establish the agenda. The purpose of the session is to receive and approve reports and transact any necessary business including the annual operating budget delineating all subsidies and any capital improvements. The chair of the school board shall serve as chair of the constituency meeting. In the absence of that person, the vice-chair of the school board shall serve as chair. The principal of the school shall function as the secretary of the constituency session.

Section 2.2 Notice. Notice of sessions of the constituency shall be sent to the constituent churches no less than thirty (30) days prior to the date of the session requesting publication of the session, time, and place in the church bulletins.

Section 2.3 Voting Members. All members of the churches comprising the constituency are encouraged to attend constituency meetings, but voting privileges will be reserved for elected and ex-officio delegates.

2.3.1. Elected delegates from the constituent churches, each church organization being entitled to one (1) delegate for each fifty (50) members or major fraction thereof.

2.3.2. Delegates at large:

- (a) Members of the school board
- (b) One of the officers of the _____ Conference of Seventh-day Adventists
- (c) Vice-president of finance or associate of the _____ Conference of Seventh-day Adventists

- (d) The Superintendent of Schools of the _____ Conference of Seventh-day Adventists or associate
- (e) One representative of the Pacific Union Conference of Seventh-day Adventist Office of Education
- (f) Ten percent (10%) of the faculty members who have attained regular status, to be elected by the vote of the faculty

Section 2.4 – Quorum. A quorum, which shall be established at the beginning of the session, shall consist of at least 50% of the delegates, provided a majority of the constituent churches have representation. In the absence of a quorum, no business shall be transacted, and the only motion which the chair shall entertain is the motion to adjourn. However, by the vote of a majority of the delegates present, the meeting may be adjourned for brief periods of time. If adjourned for less than three weeks, no notice of the new meeting need be given.

ARTICLE III

SCHOOL BOARD

Section 3.1 Membership. The Board of Directors of _____ Adventist Academy shall be constituted as follows:

- 3.1.1 One lay member from each constituent church
- 3.1.2 One additional lay member from each constituent church for each 300 members of such church
- 3.1.3 One pastor of each constituent church
- 3.1.4 The principal of _____ Adventist School
- 3.1.5 The vice-principals of _____ Adventist School, as non-voting members
- 3.1.6 The president of the Home and School Association of _____ Adventist School
- 3.1.7 The superintendent of schools of the _____ Conference of Seventh-day Adventists, or designee
- 3.1.8 The president of the _____ Conference of Seventh-day Adventists, or designee
- 3.1.9 The treasurer of the _____ Conference of Seventh-day Adventists, or designee

3.1.10 The director of education of the Pacific Union Conference of Seventh-day Adventists, or designee.

Invitee:

3.1.11 One faculty representative elected annually by the faculty. Said representative is excluded from the board in executive session.

Section 3.2 Election and Term of Office. Each constituent church shall elect its representative(s) to the school board for a two or three year term coinciding with the school fiscal year, July 1 to June 30. Members may be elected by the church to consecutive terms. In case of a vacancy, it shall be the duty of the church to elect a new member to serve the remainder of the term. If a board member is absent from three consecutive board meetings, the church shall be notified in writing of these absences. The church will then have the option of replacing that board member for the remainder of the term.

Section 3.3 Qualifications. No person shall serve as a member of the school board who is not a Seventh-day Adventist Church member in regular standing.

Section 3.4 Authority. 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 Constitution and Bylaws. The board has authority only when meeting in official session; individual members may not speak for the board, unless directed by the board to do so. All actions of the board are implemented through its Executive Secretary (the principal) in cooperation with the board chair and superintendent of schools.

Section 3.5 Functions The school board functions are as follows:

- 3.5.1 To employ, assign, transfer, retire, terminate, or dismiss classified personnel;
- 3.5.2 In consultation and agreement with the _____ Conference and in harmony with denominational policies, to recommend and approve employment and termination of staff and other employees of _____ Adventist School.
- 3.5.3 To insure the implementation of plans and policies of the Conference Office of Education;
- 3.5.4 To implement, as far as possible, the recommendations of the appropriate accrediting agency;
- 3.5.5 To develop policies in areas of local concern such as but not limited to:
 - (a) Uses of school property
 - (b) Bus schedules and routes
 - (c) Purchasing procedures

- (d) Tuition and/or other methods of support
- (e) Admission requirements (in accordance with state and conference guidelines)
- (f) Equipment, maintenance of school plant, and capital improvements
- (g) Textbook purchases
- (h) Master planning
- (i) Curriculum development
- (j) Resource development

- 3.5.6 To support the principal in the administration and implementation of the board policies and school program;
- 3.5.7 To serve as the ultimate appeal authority in the dismissal of students (board consideration of dismissal recommendations must be in executive session)
- 3.5.8 To consider appeals regarding the operation of the school;
- 3.5.9 To participate in the process of school evaluation as scheduled by the conference office of education and/or the regional accrediting association;
- 3.5.10 To plan and fund an annual operating and capital budget;
- 3.5.11 To cooperate with the Pacific Union Conference and _____ Conference Office of Education in matters of curriculum development and innovations;
- 3.5.12 Authorize and approve the development of a student handbook

Section 3.6 Meetings. The school board is to hold regular monthly meetings a minimum of eight (8) times during the fiscal year.

- 3.6.1 Notice. Written notice of the date, time, and place of the regular meeting of the school board shall be mailed to each member no fewer than seven (7) days prior to the date of such meeting.
- 3.6.2 Special Meetings
 - (a) Special meetings of the school board may be called at any time by the chair after giving notice as specified in 3.6.1.
 - (b) The chair shall call a special meeting upon the written request of five (5) or more members of the school board.
- 3.6.3 A majority of the members of the school board and a majority of the constituent churches must be present to constitute a quorum.

Section 3.7 Election. The chair and vice-chair shall be elected by secret ballot at an appropriate regular meeting. Only members of the school board are eligible to serve as an officer. Election is for a one-year term, with officers being eligible for re-election.

3.7.1 Duties

- (a) Chair
 - (1) To call and preside over board meetings
 - (2) To prepare in conjunction with the Executive Secretary the agenda for board meetings
 - (3) To act as liaison between the Board and the Conference
 - (4) To serve as chair of school constituency meetings
 - (5) To serve as ex-officio member of all committees except the nominating committee

- (b) Vice-Chair
 - (1) It shall be the duty of the vice chair to act in place of the Chair in his/her absence and to perform such duties as the chair or Board of Directors may request.

- (b) Executive Secretary (the Principal):
 - (1) To keep records and minutes of board actions and policies
 - (2) To insure that official minutes of each meeting of the board be kept and to file one copy with the conference office of education and one copy with the Pacific Union Conference Office of Education
 - (3) To administer the policies of the board in the operation of the school
 - (4) To make reports to the board
 - (5) To serve ex-officio on all committee except the nominating committee
 - (6) To maintain a policy manual
 - (7) To act as liaison with individual churches to ensure communication and the presentation of school items pertinent to each church constituency.

Section 3.8 Committees. The school board shall elect or appoint the following committees: finance, personnel, nominating, and other such committees, as it deems necessary.

3.8.1 Whenever possible, on-going committees shall have duties, responsibilities and limitations outlined in the Bylaws. In the event that a committee's duties, responsibilities and limitations are not outlined in the Bylaws, they shall be stated at the time of appointment.

3.8.2 A committee shall consist of board members unless otherwise specified.

Section 3.9 Finance Committee. The finance committee functions for the fiscal year.

- 3.9.1 The voting members of the finance committee shall consist of
- (a) Five (5) members elected by the board after being recommended by the nominating committee
 - (b) The vice-principal for finance who functions as secretary
 - (c) The principal of the school
 - (d) The vice-chair of the board
 - (e) The conference vice-president of finance or a conference associate
 - (f) The chair shall be designated by the board
- 3.9.2 The finance committee is to make recommendations to the board in the following areas:
- (a) Establishment of an annual budget
 - (b) Changes in the annual budget
 - (c) Pay increases of school personnel upon the recombination of the personnel committee
 - (d) Non-budget purchases over \$_____
 - (e) Changes in tuition or subsidies
 - (f) Special financial arrangements with constituent and non-constituent churches
 - (g) Any financial commitment which the school may be obligated to pay exceeding \$_____
- 3.9.3 The finance committee shall have authority to make decisions regarding financial expenditure on amounts of \$_____ or less.
- 3.9.4 The school administration shall report to the finance committee the substance of all negotiations in regard to student accounts or delinquent church accounts.
- 3.9.5 All minutes of the finance committee shall be reported to the full board.

Section 3.10 Personnel Committee. The personnel committee shall function for the fiscal year.

- 3.10.1 The voting members of the personnel committee shall consist of:
- (a) Five (5) members elected by the board after being recommended by the nominating committee
 - (b) The principal of the school, who shall serve as the secretary of the committee
 - (c) One representative from the conference office of education
- 3.10.2 The representative from the _____ Conference Office of Education shall chair the personnel committee.

- 3.10.3 This committee shall make recommendations to the board regarding school personnel
- 3.10.4 If the recommendations of the personnel committee require financial expenditure, the finance committee must also review the recommendations.
- 3.10.5 The board may delegate to the personnel committee decisions regarding classified school personnel. All decisions shall be reported to the board at its next meeting.
- 3.10.6 Because of the potentially sensitive nature of items discussed before this committee, all discussions must remain confidential.

Section 3.11 Nominating committee. The nominating committee shall be elected annually by the board, to recommend Board officers and committee appointments.

- 3.11.1 The committee shall be elected at the March meeting of the board. There are no ex-officio members of this committee. The committee shall elect its own chair.
- 3.11.2 The final report of the nominating committee shall be submitted in writing to the Board at, or prior to, the May meeting.
- 3.11.3 The committee shall nominate people to fill the following positions:
 - (a) Finance committee
 - (b) Personnel committee
 - (c) Other committee appointments
 - (d) Board chair
 - (e) Board vice-chair

ARTICLE IV

CONSTITUENT CHURCHES

Section 4.1 Membership. A Seventh-day Adventist Church of the _____ Conference may become a constituent church of _____ Adventist School by presenting a written petition for membership to the school board. At the next regular meeting of the school board this petition will be presented and considered. Admission to membership as a constituent church will commence immediately following a favorable majority vote.

- 4.1.1 A constituent church of _____ Adventist School may withdraw from membership as a constituent church by presenting to the school board written notification of its decision no later than January 5 of the current school year. The constituent church's financial obligation will continue through the current fiscal year. *(Consult local conference policy)*

Section 4.2 Duties. It shall be the duty of each constituent church to support the school by:

4.2.1 Electing and maintaining representatives to the school board.

4.2.2 Electing its delegates to constituency meetings.

Section 4.3 Finances. It shall be the duty of each constituent church to support the school financially by:

4.3.1 Assuming responsibility for a constituency-voted subsidy. The subsidy may only be changed by a majority vote at the duly called annual constituency meeting.

4.3.2 Capital improvements to _____ Adventist School shall be the joint responsibility of the _____ Conference of Seventh-day Adventists and the constituent churches. No assessment of local churches for capital improvement shall be made unless jointly agreed upon by the school board of _____ Adventist School, the _____ Conference of Seventh-day Adventists, and a two-thirds (2/3) vote of the duly called annual constituency meeting.

ARTICLE V

PARLIAMENTARY PROCEDURE

Section 5.1 Rules. The usual parliamentary rules as laid down in the current edition of Robert's Rules of Order shall govern all deliberations in constituency meetings, school board meetings, and committee meetings when not in conflict with these Bylaws.

