EDUCATION CODE

for

Seventh-day Adventist Church in Canada

SDA Church in Canada
Office of Education
1148 King Street East
Oshawa, Ontario L1H 1H8

Revised December 2018
INTRODUCTION

The purpose of the *Code* is to assist those in areas of administrative responsibility and to serve as the chief source of information for educational data. Divisions 1000-5000 deal with Organization and Administration, Curriculum, Students, Personnel, and Finance respectively.

While there are certain requirements that provide identification of a Seventh-day Adventist education system, there are also guidelines and recommendations which permit the union conference and/or the conference boards of education to adapt according to specific needs.

The *Code* consists of voted policies and guidelines to promote and uphold the mission of Seventh-day Adventist education.

It is the intent of the SDA Church in Canada Office of Education that the *Code* assist Seventh-day Adventist educators, administrators, and constituents in understanding the operational procedures of the system of Seventh-day Adventist education and in reaching the goals and objectives that the church has for its schools.

To keep this *Code* current, it must be updated regularly. Decisions relating to updating the code are made at the North American Division (NAD) and Seventh-day Adventist Church in Canada Offices of Education.

The following sources have been reviewed to compile this *Code*:

2. *The Union Codes used by the 8 other Unions*.
3. *Legal Counsel*.

The task of updating will be done by the SDA Church in Canada Office of Education and will be submitted to the SDA Church in Canada K-12 Board of Education for approval and adoption.

In the North American Division, the co-ordination, supervision, and promotion of Seventh-day Adventist Education is delegated to the constituent union conferences, each with its own office of education. Basic education policies are established in harmony with North American Division K-12 Board guidelines. Union conferences, in turn, are comprised of local conferences, each with its own office of education which assumes direct responsibility for the operation and management of the approved Seventh-day Adventist K-12 schools within their territories.

The SDA Church in Canada System of Education is comprised of the following conferences and boarding academies:

1. Newfoundland and Labrador Mission.
2. The Maritimes.
3. Quebec.
4. Ontario.
5. Manitoba/Saskatchewan.
6. Alberta.
8. Kingsway College.
The union office of education is responsible to the SDA Church in Canada constituency in session and to
the SDA Church in Canada Board of Directors between sessions through the SDA Church in Canada K-12
Board of Education.

**Note: Regarding Kingsway College and Parkview Adventist Academy**

While KC/PAA operate according to the *Education Code* as adopted by the SDACC Board of Directors, they
are not under the auspices of a conference. References in this document to *Superintendent of
Education,* and *Officers of the Conference,* are understood to be read as *Principal* and *Board of
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DEFINITIONS

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

1. “Adventist” means Seventh-day Adventist.
2. “HBA” means Health Benefits Administration.
3. “Church” means the Seventh-day Adventist Church.
5. “Conference superintendents” means the local conference’s Superintendent of Education.
6. “K-12 Board” means the Seventh-day Adventist Church in Canada K-12 Board of Education.
7. “SDACCEC” means the Seventh-day Adventist Church in Canada Executive Committee.
8. “SDACCOE” means the Seventh-day Adventist Church in Canada Office of Education.
9. “Days” means calendar days.
10. “Local conference K-12 board of education” includes, with respect to any local conference within that Union that currently operates only a K-10 school system, that local conference’s K-10 board of education.
11. “NAD” mean North American Division of Seventh-day Adventists, sometimes referred to simply as the North American Division.
12. “NADOE” means the North American Division Office of Education.
14. “Principal” means the principal of the elementary school, junior academy, or senior academy, whichever is applicable; the term “principal” also includes the “teaching principal” of a school that does not have a principal in the traditional sense of that term.
15. “Union” means the Seventh-day Adventist Church in Canada, sometimes referred to simply as the SDACC.
16. “Union Wage Scale” means the Seventh-day Adventist Church in Canada Education Worker’s Salary Scale for K-12 Personnel.

“Working days” means, in the case of a twelve-month employee, those days upon which the employee is regularly scheduled to work. In the case of a less-than-twelve-month employee, “working days” means not only those days upon which the employee is regularly scheduled to work but also other days during the summer recess when school is not in session but upon which the employee’s employing organization is open for business.
SEVENTH-DAY ADVENTIST CHURCH IN CANADA
PHILOSOPHY, MISSION, AND CORE VALUES

Philosophy Statement

The Seventh-day Adventist Church in Canada* recognizes God as the ultimate source of existence and truth. In the beginning, God created a perfect humanity in His image, a perfection later marred by sin. Through Christ and His Spirit, God determined to restore humanity from its lost state. Through the Bible, He has revealed His will to the world, a revelation that supersedes human reason. Through His Church on earth, He seeks the lost for His kingdom.

The basic tenets of the Seventh-day Adventist Church, as well as the inspired writing of Ellen White, are directed toward God’s restorative plan for fallen humanity. The Church conducts its own system of education to engender belief in these tenets, and within the context of one’s personal relationship with Jesus Christ, and to foster a desire to share that relationship with others.

Made in God’s image, every human being, although fallen, is endowed with attributes akin to those of the Creator. Therefore, Adventist education seeks to nurture thinkers rather than mere reflectors of other’s thoughts; loving service rather than selfish ambition; maximum development of one’s potential; and an appreciation for all that is beautiful, true, and good.

An education of this kind imparts far more than academic knowledge. It is a balanced development of the whole person. Its time dimensions span eternity. In Adventist education, homes, schools, and churches co-operate together with divine agencies in preparing learners for citizenship here on this earth and in the New Earth to come.

Mission Slogan

Educating children and youth for time and eternity.

Mission

Seventh-day Adventist K-12 schools in Canada are dedicated to building committed Christians and responsible citizens through

- **STRONG ACADEMICS**
  guided by competent and caring staff who strive for excellence;
- **FAMILY LIVING**
  nurtured in an environment where life-long friendships are formed;
- **SOCIAL INTERACTION**
  that develops grace and poise;
- **WORK EXPERIENCES**
  where students develop appreciation for the dignity and blessing of work;
- **CHRISTIAN GROWTH**
  where students choose Christ as their best friend, and learn to be workers for their Saviour while preparing for eternity;
- **CHRISTIAN SERVICE**
  in which selfless service to others becomes a way of life.

*The Seventh-day Adventist Church in Canada is a part of the North American Division of the General Conference of Seventh-day Adventists, a world church organization; and all purposes and procedures of the Seventh-day Adventist Church in Canada shall be in harmony with the working policies and procedures of the North American Division and the General Conference.*
Fulfilling the Mission

To fulfill “our mission” the SDA Church in Canada Office of Education will serve as a co-ordinator and facilitator to conferences and schools by providing leadership:

1. In the development of guidelines and policies needed for administering the educational system and program.

2. In financing and conducting needs assessment to determine curricular and other school needs and to set union priorities.

3. In co-ordinating and facilitating the development of biblically-based, Christ centred provincial/NAD integrated curriculum and resource materials for use in Canadian Adventist schools.

4. In promoting professional in-service for educational leadership in order to help develop teachers:
   a. To be role models of competence and caring,
   b. To become acquainted with curriculum textbooks and materials, and
   c. To help them value rigor and excellence in scholarship attainments.

Core Values of Education

The core values of the Seventh-day Adventist education driving our mission are:

**Accessibility** - Seventh-day Adventist education will be accessible and affordable for all who are willing to make Christian education a sacrificial priority.

**Character** - Adventist educators and students will reflect a Christlike character including self-sacrifice, compassion, grace, honesty, integrity, and love.

**Christ-Centred** - Adventist schools will demonstrate that the influence of the life and teachings of Jesus Christ permeates every aspect of the school program.

**Commitment** - The school community will foster an acceptance and a demonstration of a personal commitment to Jesus Christ, the church, and fellow human beings.

**Diversity** - Adventist schools will promote respect for the diversity found in God’s creation as evidenced in differences in economic status, capabilities, social backgrounds, ethnicity, physical attributes, gender, and religion.

**Excellence** - Adventist education will be characterized by a commitment to achieving the highest levels of quality in every aspect of the school’s program.

**Knowledge** - Adventist educators will be committed to infusing spiritual development with knowledge in an academic environment that enables students to reach their maximum potential.

**Relationships** - Adventist educators are committed to the development of positive relationships with all members of God’s family as demonstrated through a caring, loving lifestyle.

**Service** - Following Christ’s example, students, teachers, and the entire school family will establish a pattern of lifelong service to humanity and to God.
Holistic - Adventist schools will provide a holistic education which emphasizes the development of mental, physical, spiritual, and social abilities in preparation for a positive, happy life on this earth as well as throughout eternity.
PROMOTION OF CHRISTIAN EDUCATION*

It is a major aim of the Seventh-day Adventist Church that every child and young person who has a connection with the church be given the opportunity to receive a Seventh-day Adventist Christian education. Therefore it is essential that every local church, its members, officers, and pastors, put forth an earnest effort to promote and help provide for the education of the youth in their midst. *(Testimonies to the Church, Vol. 6, p. 217; Counsels to Parents, Teachers and Students, pp. 165, 166).*

To promote Seventh-day Adventist education, the church and school should:

1. Appoint an Adventist Education Leader in each church.

2. Distribute educational leaflets prepared by the North American Division and SDA Church in Canada Office of Education, and local conferences offices of education.

3. Hold Adventist Education Day programs in all churches.

4. Publish school-related articles (illustrated with suitable photographs) in the SDA Church in Canada Messenger.

5. Read and study the Spirit of Prophecy volumes dealing with Christian education: *Education; Counsels to Parents, Teachers and Students; Fundamentals of Christian Education; Child Guidance;* and *Testimonies to the Church, Vol. 6.*

6. Distribute personal and circular letters.

7. Display school-related activities on bulletin boards in churches, offices of education, camp meetings, etc.

8. Use multi-media presentations on Christian education.

9. Present quality religious programs by the students.

10. Hold public and select group meetings dedicated to Christian education.

   a. Church services—at least twice per year.

   b. Education rallies.

   c. Camp meetings.

   d. District meetings.

   e. Workers' meetings.

   f. Feature programs sponsored by the school.

11. Plan visits to the school by school and church personnel.

12. Recruit children on a regular and active basis.

   Prior to the new school year, school personnel may conduct an intensive student recruitment campaign. The campaign should focus only on students residing within the territory which the school serves and include the following essential elements:

   a. Use of available educational marketing plans.
b. Systematic contact via phone, letter, and home visitation. School personnel are encouraged to
work co-operatively with the local pastor and the Adventist Education Leader making use of
current census information.

c. Attempts to find solutions to financial and other difficulties, making use of all financial sources
available, including appeals to local churches for financial assistance.

d. Periodic follow-up of current and prospective students.

*Taken from the Lake Union Education Code
CRITERIA WHICH IDENTIFY
THE SEVENTH-DAY ADVENTIST SCHOOL AS A MINISTRY OF THE CHURCH

1. The school and the church have an identical mission—redemption. (Education, pp. 15-16.)
   a. According to the gospel commission, Matthew 28:18-20, the primary task of the church is an educational one.
   b. The redemption and education of the children and youth is the basic task of the Seventh-day Adventist school system. In attempting to achieve this task, the school influences the children and youth more continuously than any other agency of the church.
   c. The church's school system is operated to ensure that the children and youth receive a balanced spiritual, physical, mental, moral, social, and practical education. Each educational institution is to reflect accurately and uphold the principles of the SDA church, preparing the youth to become effective witnesses and workers in the world-wide outreach program of the church. Of primary concern is the optimum development of the whole child both for this life and the one hereafter.

2. Titles to church school and academy property are to be held by the conference except in the case of Kingsway College or any other separately incorporated entity.

3. The faculty/staff are to be Seventh-day Adventists in regular standing and receive appointments to service in the same manner as does the pastoral ministry. Employment qualifications, licenses and credentials, wages, benefits, and retirement provisions are all established and regulated in the same manner as for other denominational workers.

4. Seventh-day Adventist education has a two-fold mission. The school's primary role is to educate and to spiritually strengthen Seventh-day Adventist youth. In addition, the school is to serve as a mission outreach to the community. When a school and its constituency recognize its potential ministry to the community, non-Seventh-day Adventist youth may be enrolled subject to the following considerations:
   a. Orientation of church members, teachers, parents, and students to their role as Christian witnesses.
   b. Orientation of parents of prospective students to the goals and objectives of Seventh-day Adventist education.
   c. Regular pastor/teacher visits in student homes.
   d. Seventh-day Adventist curriculum and school standards shall be maintained.
   e. Character and scholastic ability should be considered before the student is accepted into the program.

5. The financial support of the Seventh-day Adventist school system comes from the church and its members.
   The following are the primary sources of support:
   a. Student tuition.
   b. Local church subsidies.
   c. Subsidies from the conference, SDA Church in Canada, and NAD.
In those provinces where government funding is available, leadership should continue to encourage membership support.

When a local conference or institution is authorized to accept financial assistance from government, the union conference Executive Committee shall establish a ceiling in terms of a budgetary percentage which, in its judgement, provides a reasonable protection against fiscal dependence upon government. (Taken from NAD Working Policy FL 01 25 "Limits, Ceilings and Guards Against Dependence.”)

6. School boards and conference boards of education are made up of Seventh-day Adventist constituent members, as well as church and conference officers.
   a. School boards are composed of members of the SDA church who:
      i. Represent a cross-section of the school constituency.
      ii. Are supportive of Seventh-day Adventist education and have their own school-age children enrolled in Seventh-day Adventist approved schools.
   b. The SDA Church in Canada and conference boards of education are composed of church officials, representatives of various church institutions, and other members of the church.

7. The curriculum is uniquely designed in that:
   a. At all levels, it reflects Seventh-day Adventist beliefs and educational philosophy.
   b. Church leaders and members at all levels are involved in curriculum development in order to help achieve the church’s objectives.
   c. It includes Christian witnessing and/or service activities at all levels.
ORGANIZATION AND ADMINISTRATION
Organizational Model for the System Of Seventh-day Adventist Education, K-12 North American Division As Adapted for the Seventh-day Adventist Church in Canada

Dotted lines represent advisory roles

Straight lines represent decision making roles
1000 SDA Church in Canada Office of Education

Education Structure

1002:96 SDA Church in Canada Office of Education – Identity

The Seventh-day Adventist Church in Canada Office of Education is an administrative entity operating within a structure authorized by the Seventh-day Adventist Church in Canada Board of Directors using North American Division guidelines in the operation of all K-12 schools.

1004:96 SDA Church in Canada Office of Education – Personnel

The personnel of this office may include the following:

1. Director of Education.
2. Associate or Assistant.
3. Certification Registrar.
4. Secretary.

1006:96 SDA Church in Canada Office of Education – Functions

The administrative and supervisory functions of this office include the following:

1. Develop and maintain a cohesive program of K-12 education, involving school and conference education personnel.
2. Develop and administer the SDA Church in Canada-approved budget for K-12 education.
3. Provide leadership in acquainting the constituency with the imperatives of Seventh-day Adventist Christian education.
4. Establish and maintain regularly scheduled education councils.
5. Advise the SDA Church in Canada K-12 Board of Education on educational policies, standards, practices, and problems.
6. Co-operate with the North American Division Office of Education in developing and co-ordinating the curriculum in K-12 schools.
7. Provide assistance in the supervision of instruction.
8. Participate with the conference offices of education and academies in providing in-service education programs.
9. Participate in the program of on-site school evaluations.
10. Apply North American Division standards as guidelines in processing applications from junior academies to teach secondary subjects.
11. Act as the denominational certification agent for educational personnel.
12. Process applications for the establishment of new junior and senior academies.

13. Develop job descriptions for each member of the office of education staff.

14. Provide leadership in the development and maintenance of an education code.

15. Assume responsibility for the development and annual publication of a list of resource and other curriculum materials.

16. Prepare and submit statistical and financial reports as required by the North American Division Office of Education.

17. Submit copies of minutes of the S.D.A. Church in Canada K-12 Board of Education and other major councils and committees to the North American Division Office of Education.

1008:01 SDA Church in Canada K-12 Board of Education – Identity

The Seventh-day Adventist Church in Canada K-12 Board is the policy-formulating body for the K-12 education program of the Seventh-day Adventist Church in Canada. It derives its authority from the Seventh-day Adventist Church in Canada Board of Directors.

1010:16 SDA Church in Canada K-12 Board of Education – Membership

The membership of the Seventh-day Adventist Church in Canada K-12 Board may include representation from the following individuals:

1. Seventh-day Adventist Church in Canada president, chair.

2. Seventh-day Adventist Church in Canada secretary, vice chair.

3. Seventh-day Adventist Church in Canada director of education, secretary.

4. Seventh-day Adventist Church in Canada treasurer.

5. Burman University president and School of Education chair.


9. 4 senior day academy principals and 6 elementary/junior academy principals/teaching principals.

10. Lay members on the SDACC Board of Directors.

NB: Elected workers of the SDACC Board are invitees.
1012:96 SDA Church in Canada K-12 Board of Education – Meetings

The board of education shall meet at least once a year.

1014:01 SDA Church in Canada K-12 Board of Education – Functions

The functions of the K-12 Board of Education are to:

1. Establish, review, and amend policies for the SDA Church in Canada Education Code.
2. Review applications for establishing new senior academies.
3. Authorize the establishment of nine- and ten-grade junior academies as recommended by the conference boards of education.
4. Authorize terms of approval for nine- and ten-grade junior academies.
5. Authorize the teaching of secondary subjects in nine-and ten-grade junior academies.
6. Authorize curriculum development.
7. Review progress reports of the educational program.
8. Recommend to employing organizations teachers wage scales in harmony with NAD and SDA Church in Canada Board of Directors actions.
9. Approve a budget for the distribution of K-12 funds.
10. Recommend to the SDA Church in Canada Board of Directors policy variances and changes to the NAD Working Policy.

1016:96 SDA Church in Canada K-12 Board Executive

An executive committee may be appointed by the K-12 board of education and shall meet as necessary between the sessions of the board. It shall operate within the powers delegated to it by the board. The SDA Church in Canada Administrative Committee functions as the SDA Church in Canada K-12 Board of Education Executive.

1018:96 SDA Church in Canada Education Council (Executive) – Identity

The SDA Church in Canada education council (executive) serves as an advisory body on educational planning and policies for the SDA Church in Canada Office of Education and K-12 Board of Education.

1020:17 SDA Church in Canada Education Council (Executive*) – Membership

The membership of the Seventh-day Adventist Church in Canada Education Council (Executive*) may include:

1. *Seventh-day Adventist Church in Canada director of education, chair.
2. *Seventh-day Adventist Church in Canada associate directors of education.
3. *Seventh-day Adventist Church in Canada administrator representative.

4. *Conference superintendents of education and their associates (or an assistant if no associate has been appointed).

5. *North American Division Office of Education personnel, as available.

6. Day and *boarding academy principals.

7. Junior academy and elementary principals as designated by the conference superintendents of education.

8. *Burman University school of education chair.

9. *Teacher representative on the SDACC Board of Directors.

1022:96 SDA Church in Canada Education Council (Executive) – Meetings

The Education Council (Executive) shall meet at least once each year.

1024:96 SDA Church in Canada Education Council (Executive) – Functions

The functions of the Seventh-day Adventist Church in Canada Education Council (Executive) are:

1. To receive reports and recommendations.

2. To study educational issues, trends, pilot programs, and innovative practices which affect the educational program.

3. To initiate, review, and revise policies and proposals.

4. To submit recommendations to the Seventh-day Adventist Church in Canada Office of Education and K-12 Board of Education.

1026:09 SDA Church in Canada Curriculum Committee – Identity

The Seventh-day Adventist Church in Canada Curriculum Committee is a standing committee which gives direction and guidance regarding curricula within the K-12 educational system. (See Section 2016-2022.)

1028:17 SDA Church in Canada Curriculum Committee – Membership

The members of the Seventh-day Adventist Church in Canada Curriculum Committee shall be appointed by the Seventh-day Adventist Church in Canada K-12 Board of Education upon the recommendation of the Seventh-day Adventist Church in Canada Office of Education and be composed of:

a. Director of education (ex-officio).

b. Associate director of education, chair.

c. Elementary and/or secondary teachers/principals (one per conference/boarding academy).
d. Conference office of education superintendents (ex-officio).

e. Curriculum specialist(s).

f. Burman University School of Education representative.

1030:96 SDA Church in Canada Curriculum Committee – Meetings

The SDA Church in Canada Curriculum Committee shall meet at least once a year.

1032:96 SDA Church in Canada Curriculum Committee – Functions

The Seventh-day Adventist Church in Canada Curriculum Committee is the central organization within the Seventh-day Adventist Church in Canada Office of Education designed to:

1. Assist in the development and implementation of a distinctive Seventh-day Adventist K-12 curriculum.

2. Promote curricular innovation.

3. Review curriculum proposals, projects, and practices.

4. Identify and research curriculum needs.

5. Establish ad hoc committees for special curriculum studies.

6. Approve the elementary and secondary textbook lists.

7. Structure an effective program of pupil assessment and reporting.

8. Develop procedures to assure the articulation of the K-12 curriculum.

9. Make recommendations to the NAD Curriculum Committee.

10. Review recommendations from the elementary and secondary curriculum subcommittees.

11. Review recommendations from the small schools committee.

1034:17 SDA Church in Canada Accreditation Review Committee – Identity

SDA Church in Canada Accreditation Review Committee* is to review the accreditation of SDA Church in Canada K-10 (junior academies) and elementary schools. It derives its authority from the SDA Church in Canada K-12 board.

*Education Council Executive serves as the SDA Church in Canada Accreditation Review Committee.

1036:17 SDA Church in Canada Accreditation Review Committee – Membership

1. Seventh-day Adventist Church in Canada director of education, chair.

2. Seventh-day Adventist Church in Canada associate director of education.
3. Conference superintendents of education and their associates (or an assistant if an associate has not been appointed).


5. Burman University School of Education chair.

1038:17 SDA Church in Canada Accreditation Review Committee – Functions

1. Review evaluation reports of elementary and junior academies.

2. Recommend junior academy term(s) to the SDA Church in Canada K-12 Board (Executive).

3. Review yearly SDA Church in Canada school accreditation report before it is sent to the North American Division Office of Education.

4. Consider any K-12 school accreditation needs of the SDA Church in Canada school system.

1040:05 Seventh-day Adventist Church in Canada Certification Review Committee – Identity

Seventh-day Adventist Church in Canada Certification Review Committee* is to study and resolve problems pertaining to individual teacher certification. The North American Division office of education provides counsel to the SDACC certification review committee. Final disposition of each case is made by SDACC certification review committee.

*Education Council Executive serves as the Seventh-day Adventist Church in Canada Certification Review Committee.

1042:17 Seventh-day Adventist Church in Canada Certification Review Committee – Membership

1. SDACC education personnel.

2. Conference superintendents of education and their associates.


4. Burman University School of Education chair.

5. Teacher representative on the SDACC Board of Directors.

1044:05 Seventh-day Adventist Church in Canada Certification Review Committee – Functions

1. To act on certification questions that may have more than one interpretation.

2. To act on questions which are not covered in the NAD Certification Requirements K-12 Manual.

3. To make exceptions for specific cases, and requests for any alternatives or additional requirements.
4. Matters needing further clarification shall be forwarded by the SDACC Certification Review Committee to the North American Division Office of education for counsel.

1100 Conference Education Structure

1102:13 Conference Office of Education – Identity

The conference office of education is an administrative office operating within a structure approved by the conference constituency and/or conference executive committee.

1104:13 Conference Office of Education – Personnel

The administrative personnel of the conference office of education may include the following:

1. Superintendent of schools.
2. Associate and Assistant Superintendent(s) of schools.

1106:13 Conference Office of Education – Functions

The administrative and supervisory functions of the conference office of education are the responsibility of the Superintendent.

The administrative functions are to:

1. Serve as executive secretary and agent of the conference board of education in administering, coordinating, and supervising K-12 education within the conference in accordance with the educational policies of the Seventh-day Adventist Church in Canada Board of Education.

2. Serve as the agent of the conference board of education in the employment of all education personnel, assuming responsibility for the coordination and implementation of recruitment, placement, transfer, termination and/or dismissal of education personnel in consultation with school administration, committees, and/or boards.

3. Prepare job descriptions and establish areas of responsibility for each member of the office of education staff.

4. Counsel school boards in their selection of non-certificated personnel such as teacher assistants (aides), administrative assistants, and others.

5. Ensure that all education personnel are properly certificated.

6. Encourage professional growth for all education personnel and provide leadership in planning and implementing annual in-service education programs.

7. Provide for an annual orientation for new personnel.

8. Provide *The Journal of Adventist Education* to certified education personnel.

9. Provide leadership in the development of short and long-range plans for education in areas such as budgeting, school evaluation, curriculum, facilities, personnel, establishment of new schools, and consolidation or closure of existing schools.
10. Maintain an effective working relationship with the conference administration and constituency.

11. Acquaint the constituency with the imperatives of Seventh-day Adventist Christian education.

12. Develop long-range educational plans for the conference K-12 school system.

13. Maintain an effective working relationship with the Seventh-day Adventist Church in Canada Office of Education participating in union-wide councils and program development.

14. Develop and maintain effective working relationships with the local, state or provincial offices of education and regional accrediting associations, and private school organizations.

15. Foster positive relationships between home and school and actively promote the Home and School Association.

16. Prepare a master calendar providing for the required number of school days, legal holiday observances, teacher in-service meetings, pre- and post-school teacher work days, school evaluations, and other special conference-wide school activities.

17. Ensure implementation of procedures for the maintenance and safekeeping of student attendance and scholarship records as required by law.

18. Supply each school with essential record-keeping materials.

19. Assume responsibility for the preservation of all records of discontinued schools.

20. Assume responsibility for the development and maintenance of school health and safety programs aligned with governmental requirements.

21. Provide teachers with the approved list of textbooks and other curriculum materials.

22. Ensure that teachers and administrators are informed of and provided in-service training in adopted technology to facilitate student learning and school administration.

23. Gather data and process reports required by the Seventh-day Adventist Church in Canada and North American Division Offices of Education and government agencies.

24. Compile and present requests to the Seventh-day Adventist Church in Canada Office of Education for permission to teach secondary subjects in junior academies.

25. Consider applications for the establishment of new elementary schools in consultation with the conference board of education.

26. Process requests for the establishment of junior and senior academies in accordance with the Seventh-day Adventist Church in Canada and North American Division protocols.

27. Plan and lead elementary school evaluation visits and collaborate with the Seventh-day Adventist Church in Canada Office of Education in junior academy evaluations.

28. Arrange periodic in-service meetings for local school board personnel.

The Financial Functions are to:

1. Counsel with local school boards in the preparation of annual school budgets to ensure adequate funding for school operations.
2. Develop an annual conference education budget in co-operation with the conference treasurer/chief financial officer which includes, but is not limited to such items as salaries and wage-related expenses at the currently approved rate factors, school subsidies, funding for curriculum development and professional in-service programs, and contingencies.

3. Submit the annual conference education budget for approval and funding to the conference board of education and conference executive committee.

4. Work in cooperation with the conference treasurer ensuring that schools are audited annually in accordance with General Conference and North American Division policies and that copies of the audited statements are filed in the conference office of education.

5. Ensure that monthly financial statements and annual audited statements of academies are filed in a timely manner with the conference and Seventh-day Adventist Church in Canada office of education.

The Curricular Functions are to:

1. Provide leadership in developing and implementing an Adventist curriculum involving the board of education, administrators, teachers, and constituent members.

2. Consider recommendations of the Seventh-day Adventist Church in Canada Curriculum Committee and implement curriculum policies and practices adopted by the Seventh-day Adventist Church in Canada Board of Education.

3. Approve requests for experimental programs to meet specific needs and evaluate implementation.

4. Conduct or participate in pilot studies/programs in co-operation with the Seventh-day Adventist Church in Canada Office of Education and/or NAD offices of education.

5. Initiate and conduct research projects and surveys as needed.

6. Coordinate participation of conference personnel in curriculum study committees at the local conference, Seventh-day Adventist Church in Canada, and North American Division levels.

7. Provide leadership in the supervision and evaluation of educational personnel in harmony with employment policies.

8. Inform schools of current state, provincial, or federal legislation pertaining to educational requirements.

1108:96 Conference K-12 Board Of Education – Identity

The conference K-12 board of education is the body authorized by the constituency and/or the conference executive committee to administer the conference K-12 school system in accordance with the policies adopted by the Seventh-day Adventist Church in Canada K-12 Board of Education.

Members of the conference K-12 board of education shall be elected by the constituency and/or the conference executive committee for specified terms of office.

1110:96 Conference K-12 Board of Education – Membership

The membership of the conference K-12 board of education may include:

1. Conference president or designee, chair.
2. Superintendent of education, executive secretary.
3. Conference secretary.
5. Conference education associates and/or assistants.
6. Additional members from the conference committee.
7. Seventh-day Adventist Church in Canada director of education or designee.
8. Academy principals.
9. A minimum of eight additional members selected from the following categories: pastors, laity, school board chairs, elementary/junior academy principals, and teachers representing K-12.

1112:00 Conference K-12 Board of Education – Meetings

The conference K-12 board of education should meet at least twice each year.

1114:01 Conference K-12 Board of Education – Functions

The functions of the conference K-12 board of education are to:

1. Assume general administrative authority for long-range planning of the conference K-12 school system.
2. Approve the annual budget for the school system and recommend same to the conference executive committee for its consideration and approval.
3. Consider and act on the recommendations of the superintendent of education in the employment, transfer, and dismissal of education personnel.
4. Review wages of education personnel to determine compliance with the approved wage schedules.
5. Receive data annually from the conference office of education regarding elementary school evaluations, evaluate the data, and determine approved and non-approved schools, including term and conditions.
6. Adopt a school calendar which meets Seventh-day Adventist Church in Canada and provincial requirements. The calendar will also include the date when teachers are to report for work and the date of their last day at the school. This is generally about one week before school begins and a week after school closes as scheduled. There may be occasions, however, when an earlier time may be set.
7. Arbitrate school-related appeals and grievances.
8. Evaluate facility needs and project an overall long-range plan for school plant development.
9. Receive and consider applications from elementary schools and junior academies requesting permission to teach secondary subjects as submitted by the superintendent of schools, and make recommendations to the Seventh-day Adventist Church in Canada.
10. Consider applications for the establishment of new schools, the expansion of existing schools to higher grade status, and the consolidation of schools.

11. Appoint subcommittees as needed to expedite the work of the conference K-12 board of education.

12. Review and make provision for implementation of curriculum policies approved by the Seventh-day Adventist Church in Canada K-12 Board of Education.

13. Approve local school operating budgets.

1116:96 Conference K-12 Board Executive

The conference K-12 board should designate an education executive board or committee in order to expedite the transaction of official business between regular sessions. The executive committee of the board shall operate within the powers delegated to it by the K-12 board.

1118:96 Conference Curriculum Committee – Identity

The local conference curriculum committee is a standing committee which gives direction and guidance regarding curricula at the local conference and school level. (See Section 2024.)

1120:96 Conference Curriculum Committee – Membership

The members of the local conference curriculum committee shall be appointed by the conference K-12 board of education upon recommendation of the superintendent of education and may be composed of:

1. Superintendent of education, chair.

2. Associate superintendent(s).

3. Elementary and secondary classroom teacher.

4. Elementary and junior academy principals.

5. Curriculum committee chairs of senior academies.

1122:96 Conference Curriculum Committee – Meetings

The local conference curriculum committee shall meet at least once each year.

1124:96 Conference Curriculum Committee – Functions

The functions of local conference curriculum committee are to:

1. Explore and identify ways of organizing resources for the purpose of improving learning opportunities.

2. Develop appropriate performance objectives for the various subject areas or disciplines.

3. Evaluate and authorize proposals for innovative programs which may be initiated by individual schools.
4. Provide leadership in conducting in-service education.

5. Explore ways of achieving an articulated curriculum in designated subject matter areas. Resource personnel for this program should include representation from K-16.

6. Make recommendations to the Seventh-day Adventist Church in Canada Curriculum Committee.

7. Co-operate with the Seventh-day Adventist Church in Canada Curriculum Committee in providing leadership for and maintenance of an ongoing program of curriculum development.

8. Implement curriculum policies of the Seventh-day Adventist Church in Canada K-12 Board of Education.

9. Conduct pilot studies in co-operation with the North American Division Office of Education and the Seventh-day Adventist Church in Canada Office of Education.

10. Initiate and conduct research projects and surveys.

11. Examine textbooks, film strips, videos, CD-R, multi-media, teaching materials and basic doctrinal books to ensure that content and philosophy are in harmony with the church's stand on brotherhood and human relations. Teachers' workshops, institutes and retreats should give attention to multicultural issues.

**1200 School Organization and Structure**

**1202:96 Establishing a School**

In establishing a school it is the responsibility of the local church to determine its specific goals and objectives in terms of the needs and interests of its constituency and in harmony with policies of the Seventh-day Adventist Church in Canada K-12 Board of Education. Basic to all other requirements for the establishment of a school, the church shall:

1. Give evidence of commitment to Seventh-day Adventist beliefs and educational philosophy.

2. Indicate a willingness to assume responsibility for the educational process.

3. Indicate a willingness to co-operate with other denominational agencies in the achievement of broad objectives of the school and the Seventh-day Adventist Church.

4. Assume the financial responsibility for the support of professionally qualified educational personnel appropriate to their positions.

**1204:96 The School - Identity**

A school is a group of students pursuing defined studies at specific levels and receiving instruction from one or more teachers.

In Canada, Seventh-day Adventist schools are structured as follows:

1. Pre/Junior/Kindergarten

   Pre/Junior/Kindergarten is an extension of the Christian home, providing opportunities for children to strengthen habits such as reverence, respect, obedience, self-control, responsibility, and skills in motor and perceptual development.
A conference-authorized program of pre/junior/kindergarten education is an integral part of the conference system of education and should be sponsored, controlled, and financed as a part of the elementary education program.

2. Elementary School

An elementary school is a unit authorized by the conference K-12 board and administered by the conference office of education. It offers an organized education program which may be structured in a variety of ways in terms of community needs such as K-6, 1-6, K-8, 1-8.

3. Nine-Grade Intermediate School

A nine-grade intermediate school is a unit authorized by the conference K-12 board and administered by the conference office of education. It offers an organized education program which is structured to offer grade 9 in combination with and as an extension of grades 7 and 8.

4. Junior Academy

A junior academy is a unit authorized by the Seventh-day Adventist Church in Canada K-12 Board of Education and administered by the conference office of education. It offers an organized education program (K-10) that generally includes a combination of the last two years of the elementary level and the first two years of the secondary level.

5. Senior Academy

A senior academy is a school authorized by the North American Division K-12 Board of Education to offer an education program to meet the needs of students for grades 9-12. It is operated by a school board in accordance with the policies of the Seventh-day Adventist Church in Canada and conference K-12 boards of education.

6. Outreach School (known as Mission School in NAD Working Policy, FEA 25 35)

An outreach mission school is a denominationally organized and operated school primarily for non-Seventh-day Adventists.

**1206:98 Guidelines for Determining Denominational Status**

1. The institution must be wholly under the control of and operated by the Seventh-day Adventist church:

   a. The buildings and equipment must be wholly denominationally owned and the land owned or secured by a lease of at least 25 years, or

   b. The use of the property shall be assured on a continuing basis over an extended period of time, and the church shall have full responsibility for the policies, administration, and finance, and the freedom to operate the institution according to Seventh-day Adventist beliefs and standards.

   c. If separately incorporated, its Articles of Incorporation and Bylaws shall provide:

      i. That it is an integral part of the Seventh-day Adventist church with its primary purpose in relationship to the mission of the church clearly stated.

      ii. That the members of its corporate body be composed of members from specific denominational constituencies, boards or executive committees of organizations that are listed in the current *SDA Yearbook.*
iii. In case of dissolution, the net owned assets of the institution will be transferred to a Seventh-day Adventist organization which is registered as a charity under the Income Tax Act.

2. The remuneration of employees of the institution shall be in harmony with the denominational wage scale for the North American Division. If, because of unusual conditions, an exception to this provision is needed, it must be approved by the North American Division Committee on Administration after being reviewed by the SDA Church in Canada K-12 Board of Education.

3. New institutions shall apply to the following organizations in the order listed below, when applying for denominational status:
   a. Local conference executive committee via the local conference K-12 board.
   b. SDA Church in Canada K-12 Board of Education.
   c. North American Division K-12 Board of Education.
   d. Retirement Plan Committee.
   e. North American Division Committee on Administration.

4. Institutions in the SDA Church in Canada that wish to have their names appear in the SDA Yearbook must participate in the Retirement Plan.

5. There shall be a periodic review of the institutions that are approved.

1208:96 Identification of "Seventh-day Adventist" Institutions

Denominationally owned and operated institutions in the SDA Church in Canada should identify themselves as Seventh-day Adventist Institutions.


1212:96 Opening, Closing and Certification Reports

All schools will submit two annual reports, through the conference and the SDA Church in Canada to the North American Division Office of Education. Opening Reports: Forms SR100 and SR200 shall be in the conference office of education by October 1. These reports are then to be sent to the SDA Church in Canada Office of Education by November 1, and forwarded to the North American Division Office of Education, with supporting data as requested, by December 1. Closing Report: Form SR105 must be completed the week after school has closed and forwarded to SDA Church in Canada no later than June 30. Certification Report: Form SR110 to be forwarded to the NAD Office of Education by SDA Church in Canada Office of Education by December 20.

1214:01 Guidelines for Establishing Senior Academies

1. Definition

    Seventh-day Adventist senior academies are authorized by the North American Division Office of
Education and the Seventh-day Adventist Church in Canada K-12 Board of Education to offer an educational program to meet the needs of students from grades 9-12. It is operated by a school board under the direction of the conference K-12 board.

2. Criteria for Authorization/Approval for Senior Academy Status

The following areas identify criteria that must be met to receive authorization/approval for senior academy status.

a. Philosophy, Mission, and Goals

Statements of philosophy and mission with appropriate goals that support the statements are to be adopted by the school board. They are to be developed through the co-operative efforts of the constituency, school board, administration, and faculty.

b. Organization and Administration

The following elements of organization and administration are required.

i. School Bylaws

School bylaws are to be developed in consultation with the Superintendent of Education and appropriate legal counsel and adopted by the constituency. Such bylaws shall identify the roles and functions of the constituency, the school board, the administration, and the faculty, and the relationships between/among the entities.

ii. Policies governing the areas of organization and administration, finance, curriculum, and personnel.

The policies related to organization and administration, finance, curriculum, and personnel are to be based on the general and specific policies for a senior academy contained in the NAD Working Policy; the SDA Church in Canada Education Code, and local conference policy handbooks.

iii. A functioning school board.

The school board should consist of representatives of the constituent church(es) who are elected in harmony with the provisions of the school bylaws.

c. Finance

The following provisions related to finance are required.

i. A financial plan for the support and operation of the school as a senior academy that includes the following:

   (1) An annual operating budget approved by the school board that identifies the following:

      (a) The income that is to provide the financial resources needed to operate the school on a sound financial basis from sources such as, but not necessarily limited to, the following:

          (i) Tuition.

          (ii) Subsidies from the constituent church(es).
(iii) Appropriations from the local conference.

(iv) Other sources such as grants, gifts, endowments.

(b) The specific areas of expenditures for salaries and related salary expenses and other costs of operating the school.

(2) A capital expenditures budget that provides for the initial and ongoing capital needs of the school.

(3) Adoption and implementation of budget controls that will ensure regular review of the financial status of the school. This includes the preparation of monthly financial statements that are reviewed by administration and the school board.


iii. Completion of the form "Application for Denominational Status Approval for Educational Institutions" that is required of senior academies.

d. Curriculum

A curriculum is to be offered that includes the required and elective course offerings in the subject areas specified by the SDA Church in Canada Education Code. The curricular offerings are to be comprehensive in scope so that students can meet the SDA Church in Canada and any applicable provincial requirements for graduation and the general requirements for college entrance. The electives should be selected with reference to the philosophy and mission of the school and the needs and interests of the students.

e. Faculty and Staff

A qualified faculty and staff are to be employed who hold valid teaching and/or administrative certificates and endorsements and have the personal and professional qualifications for the assigned positions/responsibilities.

The size of the faculty and staff is to be adequate for the size and type of school and should include, but not necessarily be limited to, the following:

i. Principal

The principal should hold a valid Administrator Certificate with principal endorsement and have the essential leadership qualifications and skills for the position. A suggested list of qualifications and duties/responsibilities are provided in the SDA Church in Canada Education Code Section 1304: and in the North American Division Principal's Handbook.

ii. Vice-Principal

A vice-principal may be designated as needed, based on the size and type of school, with allocation of time for administrative duties and responsibilities based on the SDA Church in Canada, local conference, and school board policies.

iii. Business Manager/Assistant Business Manager or Treasurer

The business manager/assistant business manager or treasurer is responsible for the fiscal management and for overseeing the business affairs under the direction of the principal.
iv. Certificated instructional faculty

An adequate number of qualified persons who hold valid certificates with endorsements for the subject areas and/or courses in the assigned teaching load are to be employed as instructional faculty. The certification requirements are detailed in the current edition of the NAD manual Certification Requirements, K-12.

v. Registrar

The registrar is responsible for the official academic records such as, but not limited to, transcripts, reports of student progress, student attendance.

vi. Librarian

The librarian is responsible for maintaining a media-centre/library which meets the criteria and guidelines of the SDA Church in Canada Education Code Section 1424 and the applicable accrediting association and/or provincial ministry of education.

vii. Director of guidance and counselling services

The director of guidance and counselling services should hold the appropriate credential for the position. The time allocated for counselling and guidance services should be based on the size and type of school. The duties and responsibilities are to be based on the SDA Church in Canada Education Code Section 1426, local conference, and school policy, and the applicable accrediting association and/or provincial ministry of education.

viii. Ancillary/support staff

Qualified ancillary/support staff are to be provided for duties and responsibilities necessary for the support services. This includes, but is not necessarily limited to, secretarial, custodial, maintenance, grounds, cafeteria, accounting, and instructional aides.

f. Facilities and Equipment

Adequate facilities and equipment needed to implement the academic program for grades 9-12 are to be provided. Criteria for facilities and equipment are contained in the evaluation instrument Evaluative Criteria for Seventh-day Adventist Secondary Schools. If the senior academy is to be located on the same site as an elementary school, the facilities are to be allocated so as to make it possible to identify grades 9-12 as a distinct unit. While facilities for physical education or classrooms for specialized areas may be shared with the elementary school or grades 7 and 8, the classrooms and laboratories for grades 9-12 should be located so as to maintain the senior academy as a separate unit in so far as it is possible to do so.

The following facilities with appropriate equipment are to be provided:

i. Administrative offices.

ii. Adequate number of appropriately sized classrooms for the curricular offerings.

iii. Specialized facilities and laboratories for subject areas such as, but not necessarily limited to, physical education, music, science, technology education, home economics, computer education, and business education.

iv. Media-Centre/Library.

v. Cafeteria (if meal service is provided).
vi. Ancillary/support service (i.e., custodial, grounds, maintenance, transportation).

vii. Residence halls (for a boarding school only).

g. Accreditation

A senior academy must achieve and maintain status as an accredited school with the Accrediting Association of the North American Division. A school that is granted authorization for senior academy status must complete a self-study report and participate in an on-site evaluation by a visiting committee no later than the third year of operation as a senior academy. The appropriate document, *Evaluative Criteria for Seventh-day Adventist Secondary Schools grades 9-12 or Evaluative Criteria for Seventh-day Adventist Schools K-12* is to be used as the basis for the self-study report.

The school may also elect to seek accreditation with the appropriate regional accrediting association and/or province. If the school is required to use the regional accrediting association evaluation instrument as the basis for the self-study report, the school must also complete the instrument *Evaluative Criteria for Seventh-day Adventist Secondary Schools—Supplement* as part of the self-study documents.

3. Procedure for Obtaining Authorization for Senior Academy Status

(Application Form may be duplicated from Appendix A)

The following procedure for obtaining authorization/approval for senior academy status is based on the provision of the NAD Working Policy, FEA 25 15.

Permission to open a senior academy is contingent upon approval of conference and SDA Church in Canada K-12 Board of Education and the North American Division Board of Education, K-12. (Additional criteria for establishing senior academies are available from the union or division office of education.)

a. Application by the proposed constituency is to be submitted to the conference office of education on the North American Division *Manual for Application and Authorization for Senior Academy Status and Application for Denominational Status Approval* for consideration by the conference board of education, K-12. Those involved in the application and approval process need to be aware of the meeting dates of boards/committees in order to obtain approval by the desired time.

b. The conference board of education, K-12 reviews the validity of the request. If the board recommends further consideration, the conference superintendent of schools shall request the union director of education to ask the North American Division Office of Education to appoint an on-site evaluation committee including the following members:

i. A representative from the North American Division Office of Education, who shall serve as chair.

ii. The SDA Church in Canada director of education or designee.

iii. One (1) out-of-union director of education to be appointed by the chair.

iv. One (1) out-of-conference church financial administrator.

v. One (1) member at large to be appointed by the chair.

vi. The local conference superintendent of schools, invitee.
The travel expenses of the out-of-union director of education, out-of-conference church financial administrator, and one (1) member at large shall be paid by the local conference office of education.

c. The on-site evaluation committee shall report its findings to the conference board of education, K-12.

d. The conference board of education, K-12 acts upon the committee’s report and submits a recommendation to the conference executive committee.

e. The conference executive committee submits a recommendation to the SDA Church in Canada board of education, K-12.

f. SDA Church in Canada board of education, K-12 approval shall be granted only upon assurance by the conference board of education that the proposed school will, within three years, meet the standards for accreditation identified in the *Evaluative Criteria for Seventh-day Adventist Secondary Schools*.

g. If approved by the SDA Church in Canada board of education, the application with supporting data is to be forwarded to the North American Division Board of Education, K-12 for final consideration and action.

h. Initial approval by North American Division to operate a senior academy (grades 9 through 12) shall be for a three year probationary period. By the end of the third year, an evaluation by the Accrediting Association of Seventh-day Adventists Schools, Colleges, and Universities will be conducted.

1216:96 Guidelines for Establishing Junior Academies

Authorization to operate a junior academy is granted by the SDA Church in Canada K-12 Board of Education. After initial authorization has been granted, annual progress reports are to be submitted to the SDA Church in Canada Office of Education. Contingent upon satisfactory annual progress reports, authorization will be continuous. (Application Form may be duplicated from Appendix B)

1. Procedures for Authorization to Operate a Junior Academy

   a. Application is made by the school constituency to the local conference K-12 board. This application necessitates an on-site evaluation of school facilities and programs by a committee appointed by the SDA Church in Canada director of education.

   b. If approved by the conference K-12 board, the application will be presented to the SDA Church in Canada Office of Education for consideration by the SDA Church in Canada K-12 Board of Education.

   c. Schools making application for junior academy status are to meet the following general standards:

      i. A demonstrated educational need not currently met by presently established schools.

      ii. An adequate physical plant and equipment for a secondary school program, grades 9 and 10.

      iii. Demonstrated financial support for secondary education which will not weaken the elementary school program.

      iv. Adequate budget control.
v. Curricular offerings approved by the SDA Church in Canada K-12 Board of Education.

vi. A faculty of sufficient size and training to provide effective instruction.

vii. Adequate curricular materials for the proposed offerings.

viii. A prospective continuing enrolment adequate for the financial and curricular needs of a strong educational program.

ix. Adequate library materials for the size and type of school as defined by the SDA Church in Canada Education Code Section 2206.

2. Minimum Criteria for the Operation of a Junior Academy

   a. A minimum of two full-time teacher equivalents with valid denominational certification shall be employed for the combination junior academy, grades 7 through 10.

   b. The curriculum shall be structured in accordance with the policies of the SDA Church in Canada K-12 Board of Education.

   c. Departmentalization of the junior academy program should not be considered below grade 7 in the core subject areas except where the teacher(s) is/are appropriately certificated.

   d. Student permanent records shall be kept in accordance with the policies of the provincial ministry of education.

1218:96 Guidelines for Establishing K-9 Intermediate School

The expansion of an elementary program to include grade nine requires authorization by the conference board of education subsequent to an evaluation by a committee appointed by the superintendent of education, including representation from the Seventh-day Adventist Church in Canada Office of Education.

1. **Rationale** - The purposes for adding a ninth grade to an approved elementary school include provision for:

   a. An additional year of Seventh-day Adventist education in the student's home environment.

   b. The potential of reducing expense to the student.

   c. Consideration for the age of the student.

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

   a. A demonstrated educational need shall exist which is not currently met by already established Seventh-day Adventist schools in the area.

   b. An adequate physical plant shall be provided with sufficient instructional equipment, library, and multi-media materials as defined by the union education code.

   c. It shall be demonstrated by adequate budget control that financial support for the ninth grade will not weaken the school program in grades K-8.

   d. A prospective continuing enrollment is adequate for the operation of a K-9 program.
e. Where a pre/junior/kindergarten included in the school organization, a pre/junior/kindergarten teacher should be added with responsibilities for the pre/junior/kindergarten program.

f. The school may be departmentalized in terms of teacher preparation and special skills.

g. The curriculum shall be approved by the conference office of education, and the grade 9 offerings shall be an extension of those for grades 7 and 8.

1220:96 Junior Academy Review Procedures

Junior academies will be evaluated on a regular basis by a team appointed by the SDA Church in Canada Office of Education.

1222:96 Guidelines for Establishing Elementary Schools, K-8

Authorization to operate an elementary school is granted by the conference board of education. Standards for the elementary school are available from the conference office of education.

1. Procedures for Authorization to operate an Elementary School
   a. Application is made to the conference office of education by the constituent church(es) proposing the establishment of an elementary school.
   b. Initial application necessitates a study of the proposal (including building plans), the planned program, and an on-site evaluation of existing school facilities by a committee appointed by the conference superintendent of education.
   c. The recommendation of the on-site evaluation committee shall be submitted to the conference K-12 board for approval.

2. Criteria for the Establishment and Operation of an Elementary School
   a. A demonstrated educational need not currently met by presently established schools.
   b. An adequate physical plant, play area, and equipment for an elementary school.
   c. Proof of ability to provide adequate financial support.
   d. Adequate budget control.
   e. Curricular offerings approved by the Seventh-day Adventist Church in Canada K-12 Board of Education and provincial ministries of education.
   f. A denominationally certificated faculty of sufficient size to provide effective instruction.
   g. Adequate curricular materials for the proposed offerings.
   h. A prospective continuing enrollment adequate for the financial and curricular needs of an effective educational program.
   i. A principal whose teaching assignment is in proportion to the required administrative duties.
   j. Teacher load in accordance with the policy of the Seventh-day Adventist Church in Canada Education Code.
k. Subject offerings and class period time allotments in agreement with policies of the Seventh-day Adventist Church in Canada Education Code and/or provincial requirements.

i. Specific policies, in agreement with the conference office of education, regarding administration, finance, curriculum, and personnel.

1224:96 Pre/Junior/Kindergarten

Seventh-day Adventists believe that the lessons learned by a child during the first seven years of his/her life have more to do with the formation of character than all s/he will learn thereafter (Child Guidance, p. 193). During this period, "the field or garden is the best schoolroom, the mother the best teacher and nature the best lesson book" (Education, p. 208).

So great is this sacred responsibility of parents (Education, p. 276) that they are counselled to "be careful how you relinquish the government of your children to others," since "no one can properly relieve you of your God-given responsibility" (Child Guidance, p. 288).

Present-day home conditions and provincial compulsory school attendance laws frequently interfere with this ideal, with the result that some children are sent to school at an age earlier than what the Spirit of Prophecy recommends. Consequently, the church has a special responsibility to support the work of the parents by taking "special care of the lambs of the flock, exerting every influence . . . to win the love of the children and bind them to the truth" (Adventist Home, pp. 358-359).

For this purpose the pre/junior/kindergarten program with its unstructured emphasis on the development of physical skills and spiritual values forms a desirable part of the education program of the SDA Church in Canada, geared specifically toward the needs of children in their last years of infancy (Selected Messages, Vol. 2, pp. 436-437).

When a conference-authorized program of pre/junior/kindergarten education is adopted, it shall become an integral part of the conference office of education and shall be fostered, controlled, and financed in the same way as the regular elementary education program.

Seen as an extension of the Christian home, the pre/junior/kindergarten program shall provide opportunities for children to:

1. Strengthen habits such as reverence, respect, obedience, self-control, responsibility, etc.

2. Develop motor and perceptual skills.

Standards of certification for pre/junior/kindergarten teachers have been established by the North American Division Office of Education. (For details, see the current edition of the NAD manual Certification Requirements, K-12.)

Guidance personnel and teachers in college and university education departments are urged to encourage suitable individuals to qualify as pre/junior/kindergarten teachers.

1226:96 Outreach Schools (known as Mission Schools in NAD Working Policy, FEA 25 35)

1. Identity

A mission school is defined as a denominational school organized and operated as an evangelizing agency primarily for non-Seventh-day Adventists.
2. Criteria for the Establishment of Outreach School
   a. Where outreach schools are conducted, they are to serve as evangelizing agencies of the church. Wherever there is a minimum of six Seventh-day Adventist children attending such schools, special provision shall be made for their adequate religious instruction.
   b. Outreach schools shall not compete with existing church schools or serve as substitutes for church schools.
   c. Plans shall be laid for all outreach schools to become church schools or to act as "feeders" for church schools.
   d. Only Seventh-day Adventist teachers shall be employed for outreach schools.
   e. Bible courses shall be given priority in the curriculum and all students shall be required to complete at least one Bible course each year.
   f. Classes shall be kept small enough to allow teachers to exert a personal influence upon each student and to maintain contact with their parents.

1228:04 Home School

A home school is defined as a formal school program (curriculum) operated in a home situation. Parents who do not live near a church school and who do not wish to send their children to public school are encouraged to use the resources of Home Study International. Home schools are not considered part of the conference formal school structure, nor are local conferences responsible for their supervision.

Some provinces have established Home Education Regulations that mandate a close and specific relationship between "a resident board" and the "home education program". In the other conferences, various types of assistance for home schools may be considered.

Conference educational personnel and other church schools may, where possible, assist in the home school program in such ways as:

1. Include the children in the conference testing program.
2. Rent text books and provide workbooks for purchase (this would need to be planned well in advance).
3. Include the children in the extracurricular program of the conference/school. Such activities could include the music program, swimming, field trips, ski trips, PE program and community outreach.
4. Provide opportunity for the children to visit a church school and participate in the program. Such activities as the use of the gymnasium, library, participation in school programs and sport’s day events.
5. Students participating in the activities of the school will be required to register as students of the school and be included in the student accident coverage.
6. Students and parents agree to abide by, and uphold, the policies and regulations of the school.
7. Parents may be charged a fee to cover the costs for their children to participate in the various school programs.
1230:96 School Evaluation

Evaluative instruments have been designed to provide guidelines by which constituencies and schools may systematically explore their beliefs about school organization, students, curricula, and the unique characteristics of their respective institutions. The use of these instruments should ultimately identify the degree of success with which the school community is meeting its objectives.

It is the responsibility of the Seventh-day Adventist Church in Canada and conference offices of education to implement regularly scheduled programs of conference and K-12 school evaluation, utilizing instruments developed by the North American Division Commission on Accreditation. Accreditation of secondary schools is a function of the Adventist Accrediting Association (AAA).

Approval of elementary schools is a function of the local conference. Data to indicate the approval granted to the school is sent by the Seventh-day Adventist Church in Canada Office of Education to the North American Division Commission on Accreditation.

While the value of provincial accreditation is recognized, denominational evaluation and subsequent accreditation demands priority consideration.

1232:05 School Discontinuance

When the closure of a school is being considered, or the discontinuance of one or more grades taught, the following procedures are to be followed:

1. The school board shall meet with the parents of the students currently enrolled, and the parents of potential students, to discuss the proposed closing or discontinuance of grades being considered.

2. The school board shall consider options available to the parents for the opportunity of continued Adventist education for their children.

3. The official school board action recommending closure of the school, or the discontinuance of grades, shall be sent to the conference K-12 board of education.

4. The closure of the school, or the discontinuance of grades shall be by action of the conference K-12 board of education.

5. The retention of pupil records for discontinued schools shall be transferred to the conference office of education unless provincial requirements stipulate otherwise.

6. If a new school succeeds one that is discontinued the school records shall be transferred to the new school.

1234:01 School Constituencies/School Operating Boards

1. Definition and Membership
   a. The local school constituency consists of the church or churches which operate the school.
   b. The local conference boarding school constituency consists of the conference membership.

2. Meetings
   The local constituency shall meet annually or as specified in the school bylaws.
3. Functions

The functions of the school constituency are to:

a. Receive reports of the school operation.

b. Provide adequate financing for the general operating costs.

c. Approve financial plans for major capital improvements as recommended by the conference K-12 board or school board.

d. Consider plans and policies for the operation of the school.

e. Encourage the organization and maintenance of a Home and School Association.

f. Establish and adopt bylaws, in harmony with denominational policies, which defines the principles and guidelines by which the school shall be operated.

1236:98 School Board - Definition

In every school within the Seventh-day Adventist Church in Canada school system there shall be an organized school board elected by 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 K-12 board of education and the school constituency as stated in the school bylaws. The school board has authority only when meeting in official session; individual members may not speak for the school board. All actions of the school board are implemented through its executive secretary (school principal) in co-operation with the board chair.

1238:98 School Board - Identity

(Appendix D contains guidelines for school board members)

In every school there shall be organized a school board elected by the school constituency. The school board is responsible for the operation of the school within the guidelines and policies adopted by the conference K-12 board of education and the school constituency as stated in the school constitution. The employment, assignment, transfer, retirement, termination, or dismissal of certificated personnel is the function of the conference board of directors or as delegated by them to the conference K-12 Board of Education.

1240:98 School Board - Membership

The School Board shall be composed of members of the Seventh-day Adventist Church who represent a cross section of the school constituency. This membership may include:

i. Chair.

ii. Vice-chair.

iii. Secretary.

iv. Treasurer.

v. Pastor(s).
vi. Home and School Association leader.

vii. Union and conference officers and office of education personnel (ex officio).

viii. Other church members as appointed.

The school board members (other than ex officio members) are to be elected by the constituent church or churches in accordance with school bylaws or working policies. Ex officio members on all education/school boards are considered to be voting members of the board.

1242:96 School Board - Meetings

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.

1244:03 School Board - Functions

The functions of the school board are to:

1. Ensure the implementation of policies and plans of the conference office of education.

2. Develop, through counsel with its various stakeholders, a clear, practical set of objectives in harmony with the Seventh-day Adventist philosophy of education.

3. Develop policies in areas of local concern such as:
   a. Use 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 provincial and conference guidelines).
   f. Equipment and maintenance of school plant.
   g. Textbook purchases (pupil or school-owned).
   h. Master planning.
   i. Criteria for selection and use of multi-media materials.
   j. Dress and social behaviour.

4. Receive reports from the principal (or teaching principal) concerning the administration of the school program including:
   a. Implementation of committee policies.
   b. Teacher load.
   c. Daily schedule.
d. Development and enforcement of a code for student conduct.

5. Ratify or modify the recommendations of the school administration in situations involving serious disciplinary cases and serve as the ultimate authority in the dismissal of students. Committee consideration of dismissal recommendations must be in closed or executive sessions.

6. Work, in consultation with the conference office of education personnel, regarding recommendations for the employment of certificated personnel.

7. Employ classified personnel as needed.


9. Ensure that official minutes of each meeting of the school board or subcommittees be kept and to file one copy with the conference office of education. Academy boards are to file copies of minutes with the NAD, Seventh-day Adventist Church in Canada, and conference offices of education.

10. Consider appeals and answer questions regarding the operation of the school.

11. Participate in the process of school evaluation as scheduled by the Seventh-day Adventist Church in Canada Office of Education or conference office of education.


13. Consider, in consultation with the superintendent of education, a proposed plan of school organization including a constitution and bylaws, an administrative organization, and a basic curriculum plan for the school.

14. Adopt the recommended conference-wide school calendar. (Any modification or contemplated change must receive prior approval from the conference office of education).

15. Authorize the preparation of a school bulletin which shall include such items as:
   a. Financial information.
   b. School regulations.
   c. School calendar.
   d. Course offerings.
   e. Statement on non-discrimination.

16. Assume responsibility for the planning and funding of an annual operating budget including:
   a. Administrative expenses.
   b. Curriculum materials.
   c. Playground and physical education supplies.
   d. Media centre materials.
   e. School supplies.
   f. Insurance.
g. Indebtedness.
h. Other operating expenses.

17. Assume responsibility for planning and funding a capital improvements budget.

18. Consult the conference guidelines for construction procedures.

19. Co-operate with the Seventh-day Adventist Church in Canada and conference offices of education in matters of curriculum development.

20. Appoint subcommittees as needed such as personnel, finance, etc.

21. Approve school operating bank accounts and signatories.

1246:96 Functions of the School Board Chair

The functions of the school board chair are to:

1. Call and preside over board meetings.

2. Serve as a consultant to the secretary (principal) in preparing an agenda for committee meetings.

3. Become acquainted with parliamentary procedures.

4. Encourage discussion which is relevant to agenda items.

5. Become acquainted with the school program and confer with the principal on items pertaining to the operation of the school.

6. Support the principal in the administration of the school.

7. Act as liaison with individual churches to ensure communication and the presentation of school items pertinent to each church constituency.

1300 School Administrative Personnel

1302:96 School Administrative Personnel - Identity

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

1304:01 Principal

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

The responsibilities and functions include the following:

1. Serve as executive secretary of the school board.
2. Serve as agent of the school board in administering the school in accordance with the Seventh-day Adventist Church in Canada Education Code, and any additional policies adopted by the conference K-12 board of education and the school board.

3. Provide leadership to the religious program and activities, and in the development and maintenance of a positive spiritual climate.

4. Be responsible for the organization of the school program including:
   a. Implementation of the annual school calendar adopted by the conference K-12 board of education.
   b. Planning of regularly scheduled staff meetings.
   c. Assignment of teaching responsibilities and other duties to the members of the school staff.

5. Serve as fiscal manager and operate the school on a sound financial basis within the approved budget, including leadership in control of accounts and preparation of the monthly financial statement.

6. Serve as, or designate, the chair for each of the following:
   a. Staff and faculty meetings.
   b. Administrative council.
   c. Admissions committee.
   d. Discipline committee.
   e. Curriculum committee.
   f. Others as needed.

7. Develop and maintain a record-keeping system to ensure the security of all school board records including:
   a. Student scholastic, health, immunization, and attendance records.
   b. Minutes of faculty meetings and faculty committees.
   c. Minutes of the school board and board committee meetings.

8. Prepare and forward copies of board minutes, monthly financial statements, and scholastic and statistical reports as requested to the conference and Seventh-day Adventist Church in Canada Office of Education.

9. Maintain attendance records in accordance with provincial regulations, and to report when required, the names of students who discontinue attendance.

10. Administer safety education programs.

11. Provide staff training in emergency procedures.

12. Provide leadership in the school evaluation process in cooperation with the conference and SDA Church in Canada Office of Education.
13. Assume responsibility for the recruitment of students.

14. Provide leadership of the educational program through:
   
a. Regular classroom visitations.
   
b. Formal teacher evaluations.
   
c. Conferences with teachers.
   
d. Curriculum planning with individual teachers, departments, and the faculty.
   
e. Assistance in classroom management.
   
f. In-service and professional growth activities for the staff.

15. Provide leadership in co-curricular programs and off-campus activities and tours.

16. Serve as agent of the school board in working with the conference office of education in the employment of school personnel.

17. Co-operate with the conference office of education in conducting an annual pre-service orientation for all teachers new to the Seventh-day Adventist school system.

18. Maintain student conduct consistent with guidelines set by the conference board of education and specific regulations adopted by the school board.

19. Maintain discipline in accordance with Christian principles.

20. Develop and maintain positive community relations as the school's official spokesperson to the patrons of the school, the school board, and the general public.

21. Articulate and communicate to the school board and to the constituency the education plans and programs of the school.

22. Arrange orientation programs for prospective students.

23. Acquaint parents and other patrons with policies and procedures relative to the operation of the school.

24. Ensure the periodic inspection and maintenance of buildings, grounds, and equipment for operating efficiency, and provide for safety of operation throughout the school plant.

25. Conduct regular fire and disaster drills.

1306:96 Vice-Principal

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

1308:99 Teaching Principal--K-10 Schools

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

A principal's teaching load per day shall be as follows

1. A principal with 11 or more teachers--teach two class periods.*
2. A principal with 9-10 teachers--teach three class periods.*
3. A principal with 7-8 teachers--teach four class periods.*
4. A principal with 5-6 teachers--teach five class periods.*

*A typical class period is 40 minutes long.

1310:03 Teaching Principal--K-8 Schools

In small elementary schools of one to three teachers, the one assigned to perform administrative duties will be appointed as teaching principal. Responsibilities will be detailed and defined by the superintendent of education in consultation with the school board.

1312:96 Business Manager

The business manager is responsible for the business affairs of the school which include, but may not necessarily be limited to, purchasing, financial planning, budgeting, and credit control.

The principal ordinarily acts as business manager. However, in the case where the principal is not the business manager, the business manager is responsible to the principal.

1314:96 Treasurer/Accountant

The treasurer/accountant generally does not have managerial or discretionary responsibilities. As a treasurer s/he prepares reports and statements, and receipts, disperses, and deposits for safekeeping all funds of the organization as directed by management.

1316:96 Residence Hall Dean

The residence hall dean has the responsibility for maintaining the dormitory as a respectable home for students and providing services for their spiritual and social development.

1318:96 Director of Health Service

The director of health service is responsible for the organization of a student health care program in accordance with provincial regulations and school board requirements. Complete health records, including records of medical examinations and immunizations, must be maintained. The director of health service should possess the appropriate professional qualifications.
1320:96 Director of Food Service

The director of food service is the administrative employee responsible for the planning and preparation of nutritious and attractive meals. The director is responsible for the proper care of food service facilities and equipment and the management of personnel.

1322:96 Industrial Plant Services

Schools operating industries to provide vocational education and/or student labour are to employ personnel with management skills as needed for the efficient operation of such industries. Industrial supervisors and assistants are to be selected on the basis of job training, experience, and ability to manage personnel and business.

Custodial, grounds, and maintenance services shall be supervised by qualified individuals. Such supervisors shall be selected on the basis of job training, experience, and ability to manage personnel and maintain the school plant.

1400 School Instructional Personnel

1402:96 Accreditation of Teachers

The Seventh-day Adventist Church in Canada Office of Education is responsible for the certification records of each K-12 teacher and the issuance of each teaching certificate. It is the teacher's responsibility to make sure that official copies of transcripts from colleges and universities, degrees, certificates, etc., are forwarded to the Seventh-day Adventist Church in Canada Office of Education by October 30 every year. All other professional development activities, for which academic credit is not given, should be submitted through the conference office of education, to the Seventh-day Adventist Church in Canada Office of Education.

1404:96 Certificated Instructional Personnel - Identity

Certificated instructional personnel include those persons employed as elementary, junior academy, or academy classroom teachers and those who perform related services which require certificates.

1406:98 Certificated Instructional Personnel - Qualifications

1. Church Membership

   Instructional personnel are to be members of the Seventh-day Adventist Church and exemplify high standards of Christian conduct. They are expected to maintain membership in a church within the employing conference and constituency of the school unless an exception is made by the conference K-12 board of education. They are to participate in church activities, programs, and finances, including the practice of tithing. (See Section 4012.)

2. Civic Responsibility

   Instructional personnel are to accept the responsibilities and privileges of citizenship and to recognize the basic rights of other individuals.
3. Professional Responsibility

Instructional personnel are to maintain a valid denominational and provincial certification applicable to the position held. (Refer to the current edition of the NAD manual Certification Requirements, K-12.)

4. Personal Responsibility

Instructional personnel are to give evidence of physical and mental health which qualifies them to instruct and/or associate with children and young people.

1408:96 Certificated Instructional Personnel - Duties and Responsibilities

General responsibilities of instructional personnel include areas such as, but not limited to, the following:

1. Provide a dynamic environment with emphasis on Christian living and effective learning.
2. Establish and maintain effective classroom organization.
3. Assume responsibility for professional self-improvement.
4. Participate in church community activities.
5. Develop effective relationships with parents, patrons, and colleagues.
6. Secure and maintain adequate records as required by the school administration and the conference office of education.
7. Co-operate with the administration in caring for school property.
8. Report for duty on dates and time as stipulated by the school administration and conference office of education.

1410:96 Professional Ethics

The measure of success in, and contribution to, the teaching profession will be in direct proportion to the standard of behaviour and ethics of instructional personnel.

The Seventh-day Adventist Christian educator must have the responsibility to the church to:

1. Adopt and promote a lifestyle that incorporates principles and practices consistent with those associated with active membership in the Seventh-day Adventist church.
2. Have a high sense of loyalty to the aims and ideals of Christian education, particularly to the philosophy of education upon which the Seventh-day Adventist system of schools has been built.
3. Recognize the right of equality of opportunity of all according to their ability, without discrimination on account of race, sex, religion, etc.
4. Strive for excellence in teaching methods and techniques, always for the purpose of providing more effective service to students.
5. Regard Christian teaching as a sacred calling.

The Seventh-day Adventist Christian educator must have responsibility to colleagues to:
1. Give encouragement and moral support to associates on the school staff.

2. Give due recognition to lines of authority and to duties and responsibilities assigned to other staff members and to functions of administrators.

The Seventh-day Adventist Christian educator must have responsibility to students to:

1. Recognize the obligation to meet promptly and faithfully all appointments with classes, with individual students, and with student groups.

2. Cultivate friendly relationships with students, avoiding undue familiarity.

3. Allow students the freedom to express their views and give careful and objective consideration to their opinions.

4. Hold in professional confidence the ideas, needs, weaknesses, and failures of students.

5. Refrain from discussing the teacher's personal problems with the students.

The Seventh-day Adventist Christian educator must have responsibility to the school to:

1. Demonstrate loyalty to the school by observance of its regulations and policies.

2. Participate in the activities and programs sponsored by the school and accept and fulfill such responsibilities as may be assigned.

3. Refrain from discussing confidential or official information with unauthorized persons.

1412:96 Assigned Teaching and Co-curricular Responsibilities

Instructional personnel are to be assigned responsibilities based on professional preparation, experience, and personal qualifications.

1414:96 Pre/Junior/Kindergarten Teacher Assignment

Two daily sessions of pre/junior/kindergarten are considered a full-time load for a pre/junior/kindergarten teacher. When a school has only one daily session, additional duties equivalent to those of other faculty members shall be assigned by the administrator for a teacher to be designated as full-time.

1416:96 Elementary School Teacher Assignment

Six grades with 15 students are to be the maximum load for the elementary school teacher.

This maximum shall be assigned only under extreme circumstances. Where the maximum becomes a necessity, consideration is to be given to providing a teacher assistant (aide).

Assistance is to be provided in a multi-grade room with three or more grades and more than twenty (20) students. Time should be provided for needed teacher breaks.
Junior Academy Teacher Assignment

Five subject preparations per day and six to seven teaching periods will generally constitute a teaching load for a junior academy teacher. In a departmentalized program, the major elementary subject areas and secondary subjects are to be considered equivalent when determining teacher load. Supervisory and co-curricular duties will be assigned by the school administrator as part of the teacher's professional responsibilities.

Music Teacher Load

A full teaching load for music teachers is considered to be 45 half-hour lessons per week with a deduction of 9 lessons per week for each class or musical organization assigned to the teacher.

Academy Teacher Assignment

A secondary teacher's load generally consists of five class preparations and six teaching periods per day with extra-curricular activities as assigned by the school administrator. Three semetered courses per semester should be the maximum teaching load for teachers in that type of system.

When a school has been granted permission to implement an innovative program, the teacher load shall be defined in the proposal and approved by the school board.

Library/Media Centre Personnel

1. The media centre director should have a valid denominational certificate with an endorsement for Librarian or Instructional Media Specialist and is to have the same status as instructional personnel.

2. Academies shall employ a media specialist and other media centre personnel to meet the needs of the learners as follows:

<table>
<thead>
<tr>
<th>Full-Time Equivalency</th>
<th>School Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-fourth time</td>
<td>0-125</td>
</tr>
<tr>
<td>One-half time</td>
<td>126-250</td>
</tr>
<tr>
<td>Full time</td>
<td>251-500</td>
</tr>
<tr>
<td>One-and-a-half time</td>
<td>501-750</td>
</tr>
</tbody>
</table>

Director of Guidance and Counselling Services

The director of guidance and counselling should have a valid denominational certificate with endorsement for Guidance and Counselling. This person is to have the same status as other instructional personnel.

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.
1430:01  Teacher Assistant (Aide/Volunteer) - Non-Certificated

1. Appointed/approved by the superintendent of education in consultation with the school board.

2. Shall not replace the classroom teacher or take responsibility for any of the teacher’s functions i.e. 
   teacher must do all the planning, most of the delivery of the lesson, and the evaluation of the 
   students’ learning.

3. Work under the supervision of the teacher.

4. The duties and responsibilities of the teacher assistant/volunteer may include, but are not restricted 
   to, the following:
   a. Distributing and collecting materials.
   b. Maintaining learning materials resource files.
   c. Issuing materials, equipment, and supplies.
   d. Performing clerical duties in the office or library.
   e. Monitoring hallways, lunchrooms, playgrounds, bus loading, assemblies, field trips, etc.

5. The conference superintendent of education needs to clarify with the employee regarding insurance 
   coverage, service record, and criminal record.

6. Classified personnel are to be members of the Seventh-day Adventist Church and exemplify high 
   standards of Christian conduct.

7. They will give evidence of physical and mental health which qualifies them to associate with children 
   and youth.

1500  School Non-Instructional Classified 
Personnel

1502:96  Non-Instructional Classified Personnel - Identity

Non-instructional classified personnel are employees not required to hold teaching certificates and not 
involved directly in school administration, classroom instruction, or industrial and plant service 
management. (See Section 4600.)

1504:98  Non-Instructional Classified Personnel - Qualifications

1. Classified personnel are to be members of the Seventh-day Adventist Church and exemplify high 
   standards of Christian conduct.

2. They will give evidence of physical and mental health which qualifies them to associate with children 
   and youth.
Off-Campus Activities

1602:96 Off-Campus Tours and Activities

All off-campus tours and activities are to be planned, organized and conducted so as to ensure the health and safety for students. Each tour and activity is to be approved by the school administrator and the appropriate board(s).

1604:01 One-Day Off-Campus Field Trips and Activities

1. Definition

A one-day off-campus field trip or activity is one which is limited to one day or portion thereof and may include travel outside of the conference boundaries but does not require overnight accommodations.

2. Preliminary Planning

The teacher should discuss proposed plans for a one-day off-campus field trip or activity with the school administrator prior to discussing the plans with students. In a small school the principal should notify the school board chair.

3. Authorization

Proposed plans for a one-day off-campus field trip or activity are to be approved by the school administrator and notification given to the school board chair at least 24 hours prior to the event. Plans submitted for approval are to include the following:

a. Purpose of field trip or activity.

b. Transportation arrangements.
   (To qualify for insurance coverage must have Board approval if parents are to drive.)

c. Insurance coverage of vehicles and students.

d. Safety requirements.

e. Parental consent and release from liability.

f. Supervision arrangements.

g. Proposed funding.

4. Transportation Arrangements

Transportation of students for a one-day off-campus field trip or activity is to meet the stipulations of Section 1616.

5. Insurance Coverage

Insurance coverage for vehicles and students for a one-day off-campus field trip or activity is as follows:

a. Vehicles. (See Section 1618.)
b. Students. (See Section 1620.)

6. Safety Requirements

The provisions for safety of students participating in a one-day off-campus field trip or activity are given in Section 1622.

1606:01 Intra-Conference Overnight Tours and Activities

1. Definition

An intra-conference overnight tour or activity is one that is within the conference boundaries but extends beyond one day and involves overnight accommodations for one or more nights.

2. Preliminary Planning

Proposed plans for an overnight tour or activity are to be discussed with the school administrator prior to discussing the plans with students. In a small school, the principal should consult the school board chair.

3. Authorization

Proposed plans for an intra-conference overnight off-campus tour or activity are to be approved by the school administrator, the school board, and the superintendent of education.

Plans submitted for approval are to include the following:

a. Purpose of tour or activity.

b. Itinerary.

c. The number of school days.

d. Transportation arrangements.

e. Insurance coverage for vehicles and students.

f. Safety requirements.

g. Supervision arrangements.

h. Housing plans.

i. Parental consent and release from liability for participating students.

j. Proposed funding.

k. Health card numbers for participating students.

4. Number of School Days for the Tour or Activity

The number of school days authorized for any intra-conference overnight tour or activity is not to exceed the maximum number of days for the type of activity given in Section 1614.
5. Transportation Arrangements

Transportation arrangements for an intra-conference overnight tour or activity are to meet the stipulations of Section 1616.

6. Insurance Coverage

Insurance coverage for vehicles and students for an intra-conference overnight tour or activity is to be provided as follows:

a. Vehicles. (See Section 1618.)

b. Students. (See Section 1620.)

7. Safety Requirements

The provisions for safety of students participating in an intra-conference overnight tour or activity are given in Section 1622.

1608:01 Out-of-Conference Tours and Activities

1. Definition

An out-of-conference tour or activity is one which involves travel within the Seventh-day Adventist Church in Canada but outside the conference boundaries in which the school is located and may or may not involve overnight accommodations.

2. Preliminary Planning

Proposed plans for an out-of-conference overnight tour or activity are to be discussed with the school administrator prior to discussing the plans with students. In a small school, the principal should consult the school board chair.

3. Authorization

Proposed plans for an out-of-conference overnight tour are to be approved by:

a. The school administrator.

b. The school board.

c. The respective conference superintendent of education.

Plans submitted for approval are to include the following:

a. Purpose of tour or activity.

b. Itinerary.

c. Number of school days.

d. Transportation arrangements.

e. Insurance coverage of vehicles and students.

f. Safety requirements.
g. Supervision arrangements.

h. Housing plans if the tour activity requires overnight accommodations.

i. Parental consent and release from liability for participating students.

j. Proposed funding.

k. Health card numbers for participating students and outside Province health coverage.

4. Number of School Days for the Tour or Activity

The number of school days authorized for an out-of-conference tour or activity is not to exceed the maximum for the type of tour or activity given in Section 1614.

5. Transportation Arrangements

Transportation arrangements for an out-of-conference tour or activity are to meet the stipulations of Section 1616.

6. Insurance Coverage

Insurance coverage for vehicles and students for an out-of-conference overnight tour or activity is to be provided as follows:

a. Vehicles. (See Section 1618.)

b. Students. (See Section 1620.)

7. Safety Requirements

The provisions for safety of students participating in an out-of-conference overnight tour or activity are given in Section 1622.

1610:01 Out-of-Union Tours and Activities (Including Mexico and the United States)

1. Definition

An out-of-union tour or activity is one that has as its purpose a mission outreach, educational enrichment, or recreation, and involves travel outside Canada, including travel to Mexico or the U.S., and may or may not involve overnight accommodations.

2. Preliminary Planning

Proposed plans for an out-of-union tour or activity are to be discussed with the school administrator prior to discussing plans with students. In a small school, the principal should consult the school board chair.

3. Authorization

Proposed plans for an out-of-union overnight tour or activity are to be approved by:

a. The school administrator.
b. The school board.

c. The conference K-12 board of education.

Plans submitted for approval are to include the following:

a. Purpose of the tour or activity.

b. Itinerary.

c. Number of school days.

d. Transportation arrangements.

e. Insurance coverage of vehicles and students.

f. Safety requirements.

g. Supervision arrangements.

h. Housing plans if the tour or activity requires overnight accommodations.

i. Parental consent and release of liability for participating students.

j. Proposed funding.

k. Outside of Province medical coverage for participating students and health card number for participating students.

NOTE: A tour that has as its purpose a special mission project is to be completely self-sustaining while at the location of the mission project.

4. Number of School Days for the Tour or Activity

The number of school days authorized for an out-of-union overnight tour or activity is not to exceed the maximum for the type of tour or activity given in Section 1614.

5. Transportation Arrangements

Transportation arrangements for an out-of-union overnight tour or activity are to meet the stipulations of Section 1616.

6. Insurance Coverage

Insurance coverage for vehicles and students for out-of-union overnight tour or activity is as follows:

a. Vehicles. (See Section 1618.)

b. Students. (See Section 1620.)

7. Safety Requirements

The provisions for safety of students participating in an out-of-union overnight tour or activity are given in Section 1622.
1612:08 Out of Division Trips

Out of Division trips sponsored by Seventh-day Adventist educational institutions or organizations shall be coordinated through the North American Division Office of the Secretariat. All processing of out of division trips request forms shall occur in close cooperation with the North American Division Office of Education. (See Appendix L – Tours Abroad Policy)

1614:96 Number of School Days for Off-Campus Tours and Activities

The number of days (school days, weekends, regularly scheduled vacation days) authorized for off-campus tours and activities is identified according to the following types of tour or activity. Each tour or activity is to be approved by the school administrator and the appropriate board(s) as specified for the type of tour or activity.

1. Class, Club, and Student Association activity days such as senior class trips, class or club picnics, student association activities, and other special class or club activities are to be limited to a maximum of two school days per year.

A class, club, or student association activity may be extended to include the weekend or regularly scheduled vacation day(s) in addition to the two school days.

2. Course-Related and Promotional Groups

Course-related and promotional groups include, but are not limited to, such groups as music organizations and gymnastic teams.

The approved tour is not to exceed three school days during a school year for any one organization.

Additional days which involve a weekend or regularly scheduled vacation day(s) may be granted in addition to the three school days.

3. Outdoor and Extended Campus Educational Activities and Mission Outreach Projects

These activities include curriculum enrichment activities such as modern language class tours, history class tours, outdoor education, and mission outreach projects.

The approved tour or activity is not to exceed five school days during a school year for any one grade, class, or organization. Additional days which involve weekend day(s) or regularly scheduled vacation day(s) may be granted in addition to five school days.

1616:96 Transportation of Students for Off-Campus Activities and Tours

1. Ground Transportation

Where possible, transportation of students for an off-campus tour or activity is to be in a provincially certified bus. When a certified bus is not available, students may be transported in a private vehicle which meets the requirements of the vehicle code of the province in which the school is located. However, under no circumstances are students to be transported in the cargo area of a vehicle. Each vehicle is to have at least one adult authorized by the school administration as the driver.

2. Air or Water Transportation

Transportation by air must be by commercial airlines only. Arrangements for transportation of students by air or water for all off-campus tours or activities are to be approved by the school board.
1618:98 Insurance Coverage for Vehicles - Off-Campus Tours and Activities

1. Employee-Owned Vehicles

Employee-owned vehicles used for off-campus activities and tours are required to carry automobile insurance coverage in harmony with denominational policy. (See Section 5516.)

2. Institution-Owned Vehicles

All vehicles, including those operated by the churches and schools, should be registered in the name of the conference 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.

3. Privately-Owned Vehicles

Privately-owned vehicles of non-employees used for off-campus activities and tours are required to carry required coverage which shall be the greater of that required by provincial law or denominational policy. (See Section 5516.) The use of any non-institutional owned vehicles requires a prior approval or authorization of the school Board.

4. Travel in Mexico or the United States

Vehicles used for transportation of students in Mexico are to have Mexican insurance coverage for:

a. Bodily injury and property damage liability.

b. Medical payments.

Vehicles used for transportation of students in the U.S. must have insurance coverage which is valid in the U.S.

1620:01 Insurance Coverage for Students - Off-Campus Tours and Activities

Each student participating in an off-campus tour or activity is to be covered with student accident insurance. Special coverage for activities not included in the student accident insurance is to be obtained. A waiver may be granted to the special coverage for an activity when requested in writing by the parent. Air travel insurance coverage is optional for a tour or activity which includes travel by airline. In addition, students are to obtain as necessary, out of province or out of country medical insurance for the number of days the students will be out of the country.

1622:07 Safety of Students - Off-Campus Tours and Activities

Care for the safety of students for off-campus activities shall include:

1. Supervision

Each off-campus activity and tour is to be planned, organized and conducted so as to ensure the health and safety of students. A reasonable number of adult sponsors are to be provided for an off-campus tour or activity based on the policy adopted by the conference K-12 board of education.

2. Parental Consent

Assumption of Risk forms and releases are to be signed by parents or guardians for students
planning to participate in off-campus tours and activities. Contact your local conference office for parental consent forms.

3. Operation of Vehicles

A bus driver is to have a valid school bus driver's license and to observe all federal and/or provincial regulations pertaining to the safe operation of vehicles. A vehicle used for the transportation of students must meet provincial regulations for maintenance and operation. (See Section 1726.)

1700 General Administrative Policies


1704:96 Promotional Activities

Activities which involve teachers and/or students and which are promoted in the schools by conference departments and/or denominational institutions, are to be approved by the conference office of education.

1706:01 Inter-School Activities/Competition

The Seventh-day Adventist Church is opposed to inter-school league play (commonly known as varsity athletics) in its educational system. The rationale for this is:

1. The inherent hazards of competitive rivalry have the potential to be exaggerated in inter-organizational events.

2. The commitments of time, personnel, and finances are usually disproportionate to the number of individuals able to participate.

1708:96 Safety Drills

Fire and other emergency drills are required during the first week of school until satisfactory proficiency is attained and monthly thereafter or as recommended by local fire authorities.

1710:98 Cumulative Records

A cumulative folder for each student is to be kept which includes the information requested by the province and/or conference. These records must be kept in fireproof storage. The cumulative folder should be forwarded to the next school when a student transfers in accordance with provincial regulations.

1712:03 Professional Growth

School personnel are expected to study the basic principles of Christian education and to engage in educational professional growth activities intended to broaden knowledge and to improve teaching
Teacher professional growth means the career-long learning process whereby a Level II or Level III status teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with effective teaching.

1. Teacher employed by a conference/K-12 board of education, Parkview Adventist Academy or Kingsway College boards is responsible for completing each year an annual Professional Growth Plan that
   a. Reflects the goals and objectives based on an assessment of learning needs by the individual teacher.
   b. Shows a demonstrable relationship to effective teaching.
   c. Takes into consideration the education plans of the school.

2. The annual Professional Growth Plan
   a. May be a component of a long-term, multi-year plan; and
   b. May consist of a planned program of supervising a student teacher or mentoring a teacher.

3. Unless a teacher agrees, evaluators may not use revelations made in an annual Professional Growth Plan as part of the evaluation process of a teacher.

4. Plans must be submitted for review and approval by October 15 to the conference superintendent of education or principal. If modifications are needed, they will be completed within 14 days of receiving the plan.

5. If a teacher has not completed an annual Professional Growth Plan as required, the teacher may be subject to disciplinary action.

6. The following are examples that teachers may choose as part of their implementation strategy for their Professional Growth Plans:
   a. Action Research - a process of professional development whereby teachers will learn through involvement in their own inquiries in their classrooms and schools.
   b. Peer Coaching - will help teachers to understand and assess their existing skills and strategies, appreciate existing excellence in their current practice and add new skills and strategies for the improvement of instruction.
   c. Professional Dialogue/Study Groups - a planned, broad-based learning network that challenges teachers to participate in discussions of their own teaching as it relates to current developments in education.
   d. Classroom Observation
      i. Visitation with Others - a process through which observations are conducted in a colleague’s classroom.
      ii. Visitation by Others - a process of classroom visitation by colleagues and/or by supervisors. Visits would focus on specific aspects of the professional growth plan in order to provide the teacher with interim assessments and relevant feedback.
e. Feedback - an opportunity to talk with a supervisor or colleague about the successes of and/or potential improvements to your professional growth plan.

f. Data Collection/Portfolios - provides evidence of existing excellence and professional growth with planned outcomes, and is an essential part of the professional growth plan process.

Prior to the implementation of this policy, teachers will be in-serviced by the conference office of education.

1714:17 Professional Growth - Summer School Attendance

Teachers or school administrators employed in the SDA Church in Canada may attend summer school at Burman University without payment of tuition upon authorization by the conference superintendent of education and the SDA Church in Canada Director of Education. For financial details pertaining to advanced study, see Sections 5308 and 5312.

1. Required School Attendance

   All teachers holding Conditional Certificates shall be required to secure a minimum of six semester/nine quarter hours of course work during each year which must apply towards the requirements for the Basic or Standard Certificate.

2. Summer School for Transferring Teachers

   A teacher from another union conference newly employed in the SDA Church in Canada who is currently enrolled in a study program elsewhere may, upon board approval, be permitted to complete his or her work where enrolled if a transfer would entail hardship or a loss of credit. In such a situation the teacher is to receive tuition assistance and other benefits from the employing organization equal to those granted to teachers enrolled at Burman University.

1716:98 Transfer of School Personnel

1. Deadline for Teacher Calls

   The final date for a conference or school to call for the services of a teacher currently employed in another conference or school shall be May 1. (See NAD Working Policy, Section E 45.)

2. Teachers' Transfer Date

   The period of employment of teachers transferring to another conference or school shall end August 31 unless otherwise agreed upon by the negotiating organizations. Conferences whose period of employment ends before August 31 are responsible for salaries of transferring teachers until August 31.

3. Transfer of a Teacher During Summer

   If a teacher transfer occurs during the summer (as permitted by the employing organization), summer school expenses, if any, are to be assumed by the calling organization.

1718:96 Certification Policy

The North American Division Office of Education establishes certification requirements for elementary and secondary education personnel. It delegates to the Seventh-day Adventist Church in Canada
Office of Education authority to issue certificates in its behalf to educational personnel who meet the requirements.

1720:01 Accreditation

1. Purposes

Accreditation is the process of recognition of those educational institutions whose performance and integrity entitle them to the confidence of the educational community and the general public. In the Seventh-day Adventist church, this recognition is extended through the National Council for Private School Accreditation (NCPSA) which has the responsibility for establishing criteria, visiting and evaluating institutions at their specific request, and approving those that meet the criteria. Standards and objectives considered are those established by the church for its world-wide system of schools as outlined by the NCPSA.

The process of accreditation helps intensify the effort of each institution to achieve the highest standards in spiritual, physical, mental, and social interests. It stimulates each school to examine its own concepts, goals, and operations. This, in turn, is supported by the expert criticism of a visiting team which renders judgment on the achievements of the institution and later reports back to the school through the NCPSA. Since the accredited status of an institution is reviewed periodically, it is thus encouraged toward continual self-study and improvement.

Accreditation also helps facilitate the evaluation of students' credits for admission or transfer to other institutions. The accreditation of an institution warrants the consideration of its academic records at face value when these are accompanied by clear statements of the aims of the institution for the program taken.

The accreditation of the NCPSA is of a specialized type, serving the needs of the Seventh-day Adventist Church and assuring it that the accomplishments and purposes of its educational program are meeting the needs of the church and of the profession. Most denominational institutions also have general accreditation from regional associations, or from the Ministry of Education of the provinces where they are located, thus assuring the constituencies of a system of sound pedagogy.

2. Criteria/Instruments

Evaluative instruments have been designed to provide guidelines by which communities and schools may systematically explore their beliefs about school organizations, students, curricula, and the unique characteristics of their respective institutions. The use of these instruments should ultimately identify the degree of success with which the school community is meeting its objectives. It is the responsibility of the Seventh-day Adventist Church in Canada Office of Education and conference offices of education to implement regularly scheduled programs of conference and school evaluation utilizing instruments recommended by the North American Division Commission on Accreditation.

Accreditation and approval of secondary schools is a function of the North American Division Commission on Accreditation. The NCPSA is the denominational accrediting authority for all educational programs operated in the name of the Seventh-day Adventist church world wide. Approval of junior academies is a function of the Seventh-day Adventist Church in Canada K-12 Board of Education while that of elementary schools is a function of the conference K-12 board of education. Data to support the approval granted to junior academies is sent to the Seventh-day Adventist Church in Canada Office of Education to be forwarded to the North American Division Commission on Accreditation.

While the value of provincial accreditation is recognized, denominational evaluation and subsequent accreditation demands priority consideration.
1722:96 Inter-Conference Activities

Any activities involving school time in which more than one conference participates shall be authorized by the Seventh-day Adventist Church in Canada Office of Education.

1724:96 Labour Laws and Work Permits

Compliance with federal and provincial labour laws governing working conditions and work permits for minors are required.

1726:01 School Bus Safety and Operations

Any school buses operated by the school shall be in full compliance with all applicable provincial law including the licensure of drivers, inspections, and maintenance.

1728:01 Use of Denominational Facilities by Other Organizations

If denominational facilities are leased, rented, or loaned to nondenominational organizations, they shall be required to provide a certificate evidencing general liability insurance and an additional insured endorsement naming the corporate entity holding the title to the facility as an additional named insured. In addition, the non-denominational organization shall sign an agreement holding the denominational owner harmless from any liability resulting from use of the facility. Insurance shall be from an insurer rated A Class VII or better from A M Best.

Coverage shall remain in force for the duration of the usage. (NAD Working Policy, Section S 60 51.) The school's hours of operation should be posted in public view.

1730:98 Earthquake Insurance

Earthquake insurance shall be considered on all denominational property. Quotations shall be requested from financially sound insurance companies which shall be presented to local conference boards for their decision on the advisability of purchasing such coverage after considering the costs, the risks associated with earthquakes in their respective areas, and all other alternatives including closing the institution in the event of a major earthquake.

1732:01 Playground Safety

Play is essential to the healthy development of children. Through independent or co-operative play, children are able to learn about themselves and their environment, while stimulating their creative, emotional, and physical development. The equipment and play space must foster and enable these outcomes.

It is necessary, therefore, to promote and encourage the provision and use of play spaces that are well-designed, well-maintained, innovative and challenging.

While students are using the playgrounds they shall be under the direct supervision of a teacher or aide at all times. Since playground safety is an ongoing process, school staff must regularly inspect all playground equipment and space as part of playground supervision. In addition, each school board is to select an individual who is qualified to inspect all playground equipment and space during each summer. The Maintenance/Inspection sheet will be used for this inspection. A copy of this completed form is to be sent to the conference office of education each September with the Opening Report.
1734:11 Social Networking

Social networking (including, but not limited to, Facebook, Twitter, YouTube, blogging, wikis) has become a part of everyday life in the 21st century and provides powerful communication tools that can have a significant impact on both personal and professional reputations. Because it is easy for the lines between work and personal life to become blurred in these areas, the SDACC Office of Education has developed the following general policies and guidelines. Conferences are encouraged to develop their own social networking policies based on these broad guidelines.

It is understood that employees are expected to follow the same behavioural standards online as they would in face-to-face contexts. All conduct should be consistent with the mission, purpose, and values of the Seventh-day Adventist Church.

Policies for All Social Media Sites, Including Personal Sites and email:

1. Employees must protect confidential and proprietary information.
   a. Employees are not permitted to share personal information about their employer, fellow teachers, or students online without their permission.
   b. Employees are not authorized to use church or school logos on personal sites.

2. Employees must comply with all laws and regulations, paying particular attention to laws governing intellectual property rights including copyrights and trademarks.
   a. Employees must not post student work or pictures with students in them without permission from the student (if 18 or older) or his/her parents (for under 18).
   b. Employees are expected to be aware of and obey the Terms of Service outlined by any social media platform.

3. Employees are expected to respect their employer’s time and property.
   a. Social media activities must not interfere with work commitments.
   b. All communication transmitted from and residing on work computers is considered company property and may be monitored or viewed by the employer without the employee’s consent.
   c. Security warnings and pop-ups must be heeded. Viruses are often spread through social networking sites and could cause serious damage to school equipment. Appropriate virus protection software and spyware should be installed on all school equipment.

4. Employees are legally responsible for anything they write or present online.
   a. Violation of law can result in legal action.
   b. Violation of policy can result in disciplinary action up to and including termination.

Best Practices To Protect Both Employee And Employer:

1. Individuals should think twice before posting.
   a. Anything posted on the Internet is permanent; content that would not be shared with a member of the media should not be posted online.
   b. Caution should be used when linking to content; redirecting to another site may imply an endorsement of its content.
c. Individuals are advised to stick to the facts and to remember that comments, online or otherwise, can be taken and used out of context.

2. Professional conduct must always be maintained.
   a. Teachers are role models and as such, are often held to a higher degree of personal standards.
   b. All student-teacher communication in particular must be strictly professional. Parents should be included in all online communication between students and teachers.
   c. The posting of content (including pictures) is a reflection of the individual and his/her employer. Attention should be given, not only to what is posted, but to the tone and presentation of the content.
   d. Special care should be used when posting or responding to controversial topics or opposing ideas.

3. Employees should identify their views as their own.
   a. A disclaimer such as “The postings on this site are my own and do not represent the views or opinions of my employer” can help protect both the employee and the employer.
   b. Such a disclaimer, however, does not by itself exempt an individual from personal responsibility.

4. Privacy settings and security alerts are important.
   a. Teachers in particular must consciously maintain the same professional distance from their students in online relationships as they do in person and may consequently choose to create at least 2 profiles on social networking sites—a personal profile and a teacher profile—and set the privacy settings accordingly.
   b. User names and passwords should not be shared with anyone.
2000

CURRICULUM K-12
2000 Curriculum K-12

2002:96 Definition of Curriculum

The goals of SDA curriculum are (1) spiritual growth, (2) intellectual and practical competence, (3) physical and mental health, (4) social sensitivity, and (5) aesthetic responsiveness. These are deemed to be the "basics" which contribute to a balanced Christian education.

Effective curriculum includes plans developed by groups of qualified individuals representing local, union, and division levels of education. The role of the teacher is vital, not only in terms of methodology, but in the selection, revision, and evaluation of learning opportunities.

It is the responsibility of everyone involved in the educational process to make each aspect of the curriculum consistent with the goals of Seventh-day Adventist education. SDA educators value and respect the uniqueness and worth of each individual. Materials, methods, and content will be flexibly designed and implemented to promote the divergent and specialized potential of every learner.

It is the responsibility of the Seventh-day Adventist Church in Canada Office of Education to prepare a statement of policies and procedures for curriculum development and implementation. Basic to all such efforts is an understanding of, and commitment to, Seventh-day Adventist principles.

Curriculum materials prepared under the sponsorship of, and adopted by, the Seventh-day Adventist Church in Canada and North American Division offices of Education, are basic to the structure for learning experiences, K-12.

2004:17 North American Division Curriculum Committee, K-12 (NADCC) – Identity

(Taken from the NAD Working Policy, FEA 10 89)

In cases of disagreement between this code and the NAD Working Policy, the NAD Working Policy supersedes.

The North American Division Curriculum Committee is a standing committee which studies and plans for curriculum needs from pre/junior/kindergarten through twelfth grade. It develops and updates curriculum to ensure that in each discipline the Seventh-day Adventist world view with its distinct beliefs and values is taught.

2006:17 North American Division Curriculum Committee, K-12 – Membership and Leadership

(Taken from the NAD Working Policy, FEA 10 90)

In cases of disagreement between this code and the NAD Working Policy, the NAD Working Policy supersedes.

The members of the North American Division Curriculum Committee, K-12, are nominated by the North American Division Office of Education staff and appointed by NADCOM and shall be composed of the following:

1. North American Division Office of Education
   a. NAD Vice President for Education, Chair.
   b. Directors of Elementary and Secondary Education who shall chair the respective elementary and secondary subcommittees.
2. Union conference Directors/Vice Presidents for Education and Associate Directors or Directors of Education offices of education with a one-person department may appoint an additional representative.

3. The Chair or Deans of Departments or Schools of Education.

4. A representative from Griggs International Academy.

5. The General Conference Associate Director of Education with advisory responsibilities for North America shall serve in an advisory capacity.

2008:17 North American Division Curriculum Committee, K-12 – Meetings
(Taken from the NAD Working Policy, FEA 10 95)
In cases of disagreement between this code and the NAD Working Policy, the NAD Working Policy supersedes.

The North American Division Curriculum Committee, K-12, shall meet at least once each year.

2010:10 North American Division Curriculum Committee, K-12 – Functions
(Taken from the NAD Working Policy, FEA 10 100)
In cases of disagreement between this code and the NAD Working Policy, the NAD Working Policy supersedes.

The functions of the North American Division Curriculum Committee, K-12, shall include, but shall not be limited to, the following:

1. Be responsible for the development, articulation, and revision of the K-12 curriculum throughout the North American Division.

2. Review recommendations, proposals, projects, and curriculum materials received from union curriculum committees and union offices of education.


4. Outline a proposed timetable for the development or revision of textbooks and curriculum materials.

5. Assign special tasks to union curriculum committees.

6. Encourage and coordinate the exchange and sharing of curriculum materials developed by the various unions.

7. Conduct periodic needs assessment to determine curriculum development priorities.

8. Provide for in-service workshops for new textbooks and curriculum materials.

9. Classify curriculum materials submitted to the NADCC.

10. Co-ordinate division-wide selection and adoption of textbooks not published by the Seventh-day Adventist Church.
2012:96 North American Division Curriculum Committee - Subcommittees

1. The North American Division Committee for Elementary Curriculum (NADCEC) and the North American Division Committee for Secondary Curriculum (NADCSC) meet prior to and during the annual NADCC meeting with at least one additional meeting during the year.

2. The representatives from university schools of education and college departments of education meet as a committee during the annual NAD Curriculum Committee meeting.

2014:96 North American Division Curriculum Committee - Personnel for Summer Workshops (Formula)

The North American Division Curriculum Committee does its detailed work through annual summer workshops staffed with specialized teaching personnel supplied by the unions according to a formula as outlined in the Manual for NADCC Curriculum Workshops.

2016:09 SDA Church in Canada Curriculum Committee - Identity

The Seventh-day Adventist Church in Canada Curriculum Committee is a standing committee which gives direction and guidance regarding curricula within the K-12 educational system.

2018:17 SDA Church in Canada Curriculum Committee - Membership

The members of the Seventh-day Adventist Church in Canada Curriculum Committee shall be appointed by the Seventh-day Adventist Church in Canada K-12 Board of Education upon the recommendation of the Seventh-day Adventist Church in Canada Office of Education and may be composed of:

a. Director of education (ex-officio).

b. Associate director of education, chair.

c. Elementary and/or secondary teachers/principals (one per conference/boarding academy).

d. Conference office of education superintendents (ex-officio).

e. Curriculum specialist(s).

f. Burman University School of Education representative.

2020:01 SDA Church in Canada Curriculum Committee - Meetings

The SDA Church in Canada Curriculum Committee shall meet at least once each year.

2022:96 SDA Church in Canada Curriculum Committee - Functions

The Seventh-day Adventist Church in Canada Curriculum Committee is the central organization within the Seventh-day Adventist Church in Canada Office of Education designed to:

1. Assist in the development and implementation of a distinctive Seventh-day Adventist K-12 curriculum.
2. Promote curricular innovation.
3. Review curriculum proposals, projects, and practices.
4. Identify and research curriculum needs.
5. Establish ad hoc committees for special curriculum studies.
6. Approve the elementary and secondary textbooks lists.
7. Structure an effective program of pupil assessment and reporting.
8. Develop procedures to assure the articulation of the K-12 curriculum.
9. Make recommendations to the North American Division Curriculum Committee.
10. Review recommendations from the elementary and secondary curriculum subcommittees.
11. Review recommendations from the small schools committee.

**2024:96 Conference Curriculum Committee - Identity**

The local conference curriculum committee is a standing committee which gives direction and guidance regarding curricula at the local conference and school level.

**2026:01 Conference Curriculum Committee - Membership**

The members of the local conference curriculum committee shall be appointed by the conference K-12 board of education upon recommendation of the superintendent of schools and may be composed of:

1. Superintendent of education, chair.
2. Associate superintendent(s).
4. Elementary and junior academy principals.
5. Curriculum committee chairs of senior academies.

**2028:96 Conference Curriculum Committee - Meetings**

The local conference curriculum committee shall meet at least once each year.

**2030:01 Conference Curriculum Committee - Functions**

The functions of the local conference curriculum committee are to:

1. Explore and identify ways of organizing resources for the purpose of improving learning opportunities.
2. Develop appropriate performance objectives for the various subject areas or disciplines.
3. Evaluate and authorize proposals for innovative programs which may be initiated by individual schools.

4. Provide leadership in conducting in-service education.

5. Explore ways of achieving an articulated curriculum in designated subject matter areas. Resource personnel for this program should include representation from K-16.

6. Make recommendations to the Seventh-day Adventist Church in Canada Curriculum Committee.

7. Co-operate with the Seventh-day Adventist Church in Canada Curriculum Committee in providing leadership for and maintenance of an ongoing program of curriculum development.

8. Implement curriculum policies of the Seventh-day Adventist Church in Canada K-12 Board of Education.

9. Conduct pilot studies in co-operation with the North American Division Office of Education and the Seventh-day Adventist Church in Canada Office of Education.

10. Initiate and conduct research projects and surveys.

11. Examine textbooks, film strips, videos, CD-R, multi-media, teaching materials and basic doctrinal books to ensure that content and philosophy are in harmony with the church's stand on brotherhood and human relations. Teachers' workshops, institutes and retreats should give attention to multicultural issues.

**2032:98 School Curriculum Committee**

1. **Purpose**

   The school curriculum committee assists administration in the curriculum leadership of the school.

2. **Membership**

   Membership of the school curriculum committee will represent the broad dimensions of the curriculum, and members will be appointed by the principal.

3. **Functions**

   a. Assist in the evaluation, development, and implementation of a distinctive Christ-centred curriculum based on the Seventh-day Adventist philosophy of education.

   b. Assist in the implementation of curriculum policies found in the education codes of the SDA Church in Canada and North American Division.

   c. Review the actions and recommendations of the Seventh-day Adventist Church in Canada Curriculum Committee.

   d. Study and suggest a variety of teaching strategies that meet the diverse learning styles and achievement levels of students.

   e. Annually review the achievement test results so that student needs are diagnosed and appropriate instructional prescriptions are developed and implemented.

   f. Assist in the implementation of subject-area curriculum guides.
g. Initiate and encourage innovative programs and assist in their evaluation.

h. Recommend to the conference curriculum committee/office of education changes in the curriculum and innovative approaches to learning.

i. Assist in the evaluation of textbooks, supplementary reading materials, and instructional media.

j. Assist teachers in the development of course outlines.

k. Assist in developing and implementing an effective program of pupil evaluation.

l. Assist in developing and implementing a program of instructional supervision.

m. Recommend ideas for teacher in-service.

n. Assist in the articulation of the K-12 curriculum.

o. Identify resources that will improve learning opportunities.

p. Aid in the development of the class schedule.

q. Assist in the preparation of accreditation reports.

r. Assist in reporting the school's curriculum to the school board.

s. Study and assess current national curriculum issues and their application to Adventist education.

2034:96 Supervision of Instruction

The conference office of education will assume responsibility for supervision of the instructional program.

2036:96 Student Organizations

All student organizations and student-conducted cultural, social, and recreational activities shall be under the direct supervision of the school staff. These activities shall be viewed as learning experiences and, therefore, should be in harmony with the stated goals and experiences of the school.

2038:96 Publications

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

1. The editorial staff of the student publications shall meet the same qualifications as other student officers. (See Section 2342).

2. A member of the teaching staff shall be assigned to advise, give direction, and be responsible for the content of each student publication. The school administrator is ultimately responsible for the content of each publication.
2040:96 School-Sponsored Public Functions

Public functions such as school programs, graduation functions, and all other activities for which the school bears direct or indirect responsibility shall be conducted in accordance with the philosophy and goals of the school and conform to the principles and standards of the Seventh-day Adventist Church in Canada system of schools.

2042:06 Length of School Year

The school calendar shall comply with provincial requirements for the number of instructional days. Wherever possible, calendars should be aligned with the provincial datelines. Where permitted by the province, schools may operate on a four-day week, as long as provincial requirements are met, and upon approval by the Conference K-12 Board of Education.

2044:96 Instructional Materials and Equipment

Audio-visual equipment and materials such as films, filmstrips, recordings, pictures, slides, video cassettes, and other materials should be catalogued and located in a library or media centre.

2046:96 Curriculum Library (SDA Church in Canada)

The Seventh-day Adventist Church in Canada curriculum library contains textbooks, course outlines, curriculum guides, and other curriculum materials that may be reviewed by teachers.

2048:01 Matching Funds for Instructional Materials (SDA Church in Canada)

The Seventh-day Adventist Church in Canada maintains an instructional materials fund to assist schools in curriculum development and instructional improvement. Funds are disbursed annually on a matching basis to schools based on the number of teachers.

The formula is $300 per full-time teacher in every accredited school, $100 to be paid by each of the following entities: the local school, the conference, and the Seventh-day Adventist Church in Canada Office of Education.

Notice for reimbursement should reach the Seventh-day Adventist Church in Canada Office of Education by the November 30 after the funds were spent.

2050:98 Religious and Civic Activities

Religious activities are an essential part of education and are therefore an integral part of the school program.

1. Week of Spiritual Emphasis

   A Week of Spiritual Emphasis shall be conducted during each semester.

2. Spirit of Prophecy Emphasis Week/Heritage Week

   Each conference office of education is to schedule a week during the school year designated as Spirit of Prophecy Emphasis Week.
3. Prayer Bands – Students

Regularly organized prayer bands with voluntary attendance are to be an integral part of the school program.

4. Chapel Services

Chapel services should be planned to create a positive spiritual atmosphere.

5. Worship Periods

Each school should incorporate a daily regularly scheduled devotional period.

6. Baptismal Class

A baptismal class should be organized each year to give students the opportunity to study the beliefs of the Seventh-day Adventist Church.

2052:10 Home and School Association

An active Home and School Association should be maintained by the parents and teachers of the community for the purpose of advancing the cause of Christian education in the home and school. See NAD Working Policy FEA 30 40.

2054:14 Adventist Education Leader

Each church should appoint an individual to serve as Adventist Education Leader. Where there is a Home and School Association, the Adventist Education Leader shall be a member of its executive committee and shall work in co-operation with the Association.

The Adventist Education Leader’s duties may include:

1. Contacting all Seventh-day Adventist homes where there are school-age children to encourage attendance at the church school, or at a Seventh-day Adventist secondary school, college, or university, and to suggest solutions to possible problems.

2. Contacting members who have no school-age children, encouraging them to provide financial aid to needy Seventh-day Adventist students.

3. Maintaining contact with students from the church who are in attendance at Seventh-day Adventist schools away from the home church.

4. Making sure that all students are actively integrated into the program of the church.

5. Developing a well-rounded and interesting program of spiritual and recreational activities for students attending non-Seventh-day Adventist schools.

6. Helping students to find the best possible way of witnessing to their companions and teachers in the non-Seventh-day Adventist schools.

7. Making every reasonable effort, where church schools are not available, to encourage the church to provide Seventh-day Adventist education in the area.

8. Maintaining an up-to-date census of all the children and youth of the church. This information should include the following:
a. Names and addresses of parents  
b. Church affiliation of parents  
c. Name of child  
d. Age of child  
e. Grade of the child in school  
f. Name of school being attended

It is recommended that the Adventist Education Leader serve in an advisory capacity to the local church board and the school board.

**2056:01 Parent Advisory Council**

Some of the provinces mandate the establishment of Parent Advisory/Involvement Councils/Committees. In these cases the schools need to meet the mandate set out in the guidelines provided. In conferences where this is not provincially required it is suggested that schools may establish such a committee based on the Terms of Reference that follows.

The establishment of the PAC enables parents to have an enhanced role in the educational process. The PAC is basically a group of parents, church and community members who work in cooperation with the teachers and staff. The PAC is advisory to the local school board.

**2058:00 Parent Advisory Council - Identity**

The Parent Advisory Council (PAC) is appointed by the local school board. The PAC should meet quarterly, and is advisory to the board.

**2060:01 Parent Advisory Council - Membership**

Membership should include a minimum number of five, with no established maximum. Two thirds of the members should be parents and one third church community members. Other members include principal and a teacher representative (both with voice but no vote) and the student association president, if the position exists.

**2062:01 Parent Advisory Council - Function**

1. Meaningful collaboration among parents, community, teachers and staff may include, but not be limited to, the following:
   a. Enhance student achievement.  
   b. Improve classroom and school effectiveness.  
   c. Promote understanding among educational partners.  
   d. Encourage participation at home.  
   e. Empower parents and students.
2. The PAC role may include, but not be limited to, the following:
   a. Participate in developing an annual school plan.
   b. Recommend what types of optional curricula is offered.
   c. Recommend what extracurricular activities may be offered.
   d. Advise on school codes of conduct and behaviour.
   e. Recommend community use of school facilities.
   f. Promote community interest in the school.
   g. Promote parent and community involvement in the overall school program.
   h. Promote ways and means to ensure a safe and caring environment exists at the school.

3. The chair of PAC must be a member of the Seventh-day Adventist Church.

2100 ELEMENTARY SCHOOL CURRICULUM

2102:01 Areas of Study, K-8

In addition to adhering to provincial guidelines, where applicable, the adopted course of study for grades K through 8 should include:

1. Fine Arts/Visual

   Instruction and participation in the subjects of art and music aimed at the development of aesthetic appreciation and skills of creative expression, within the context of Adventist principles. (Consult *Guidelines Toward a Seventh-day Adventist Philosophy of Music and Our Thinking Hands, Vols. I, II, and III.*

2. Language Arts

   Instruction in the skills of speaking, reading, listening, spelling, handwriting, and composition, as well as knowledge of and appreciation for literature and the language. The development of these skills is to be within the context of the Adventist philosophy of literature selection, i.e., opportunity to develop discrimination in selection, preference for the beautiful and the true, and acceptance of responsibility for the individual choices. (Consult *Guide to the Teaching of Literature in Seventh-day Adventist Schools.*

3. Mathematics

   Instruction in concepts, computational skills, and problem solving.
4. Physical Education/Health

Instruction and participation in large-muscle activities designed to promote desirable physical development, motor skills, attitudes, and habits of conduct.

5. Practical Arts

Instruction in skills which are applicable to the day-to-day life of a student and which promote self-reliance and independence in self-care.

6. Bible/Religion

Instruction in Biblical history and the principles that reflect the character of God and teach the students to respond positively to God's call to service. Opportunity shall be given for the students to demonstrate a personal integration of their faith.

7. Science

Instruction in science, based on concepts of God as Creator and Sustainer.

8. Social Studies

Instruction in geography and local, provincial, and national history and government, with consideration of the mission of the Church, and the fulfilment of Bible prophecy. Such instruction should include contributions of and appreciation for ethnic groups, and rights of the Seventh-day Adventist Christian assured through the Canadian legal system and the duties and responsibilities as a citizen.

9. French

10. Guidance

11. Other Studies

Such other studies as may be prescribed by the Seventh-day Adventist Church in Canada Office of Education and provincial boards of education.

2104:96 Authorization of Curriculum

Authorization of the elementary school curriculum is granted by the local conference K-12 board of education. Areas of study are to be in harmony with the Seventh-day Adventist Church in Canada Office of Education and provincial guidelines and requirements.

2106:98 Religious and Civic Activities

The following activities are to be a regular part of the curriculum in all elementary schools. (See also Section 2050.)

1. Devotional Periods

Each school day is to begin with a devotional period and is to close with prayer or a devotional song.
2. Adventist Junior Youth Society

The school or room should have an active AJY Society, emphasizing the students' participation in missionary activities.

3. National Activities

National activities including learning the national anthem, and other national songs and poems, recognizing national holidays, and flag etiquette are to be conducted in classes.

2108:01 Pre/Junior/Kindergarten

1. Rationale

Historically, Seventh-day Adventists have been opposed to pre/junior/kindergartens. Emphasis has been on surrounding the young child in a rich experiential environment, free from formal schooling and in the primary care of his mother. Statements by Ellen White have long influenced this position:

Small children should be left as free as lambs to run out of doors, to be free and happy, and should be allowed the most favourable opportunities to lay the foundations for sound constitutions. Parents should be the only teachers of their children until they have reached eight or ten years of age (Testimonies, Vol. 3, p. 137).

Today, the principles behind these statements are still recognized. Closer scrutiny, however, shows these additional perspectives:

When these statements were written concerning the age ideal of 8 -10 years, there were no Seventh-day Adventist church schools. Seventh-day Adventist children attended public schools. Many classrooms were crowded and poorly ventilated, with hard wooden benches for seats. The curriculum was rigid, with an emphasis on rote learning, and was unsuitable for young children.

The church was counselled to provide for the training of pre/junior/kindergarten-aged children, where parents work out of the home and/or find themselves lacking in parental skills.

When Ellen White was challenged concerning earlier statements she had made regarding ideal entrance age, she responded: "Circumstances alter conditions. Circumstances change the relation of things" (Sanatorium Church School Board Minutes of January 14, 1904).

In studying the patterns of Seventh-day Adventist families today we find:

Increasing numbers of Seventh-day Adventist mothers work away from home during their child's pre-school years.

Societal changes have influenced family size and structure. Broken homes, single parents, and surrogate parent settings are occurring in growing numbers.

The trend is toward urban rather than rural living.

Certain provincial regulations have necessitated the establishment of Seventh-day Adventist pre/junior/kindergartens. These regulations require that a child be enrolled in school by the age of six, or in some cases, five years of age.

As a result of these conditions and in order to provide parents with the choice of delaying their child's formal schooling, SDA pre/junior/kindergartens have sprung up throughout Canada.

The Seventh-day Adventist Church in Canada Office of Education has adopted use of NAD
pre/junior/kindergarten curriculum to provide the framework for bringing the pre/junior/kindergartens into the K-12 system. The programme will provide teachers with the curriculum and guidelines to manage a pre/junior/kindergarten classroom.

In addition to classroom use, the curriculum may also be used by parents who are able and desirous of working with their children at home.

2. Goals

Relationships and experiences during the early years of a child's life determine the direction of his spiritual, physical, mental, social, and emotional development. The pre/junior/kindergarten programme will provide a climate for learning that is fun, stimulating, loving, and secure.

In this nurturing environment, each child's maturation and development level will be respected and enhanced so that he is permitted to grow in his own time.

As this development process takes place, the child will demonstrate progress in his growing understanding of the simple concepts and in his ability to make application of them. The philosophy, rationale, and goals of the North American Division Office of Education Pre/Junior/Kindergarten Programme were developed to ensure a natural transition from pre/junior/kindergarten to first grade and are reflected in the following goals:

a. Spiritual Goals

The child will:

i. Accept the Bible as God's Word to him/her.

ii. Worship God with joy and reverence.

iii. Know Jesus as a personal friend.

iv. Recognize his value as a child of God.

v. Develop a Christ-like character.

vi. Have a knowledge and understanding of Seventh-day Adventist beliefs and lifestyle.

vii. Understand the importance of being a responsible and respectful family member.

b. Social/Emotional Goals

The child will:

i. Accept moments of success, disappointment, and failure.

ii. Have realistic expectations of himself.

iii. Participate in a variety of activities.

iv. Perform various classroom responsibilities.

v. Respond to teachers and peers in an appropriate manner.

vi. Develop self-control, fair play, respect for others, and a willingness to share.

vii. Demonstrate a willingness to try new experiences.
viii. Develop self-reliance.

ix. Use communication skills for effective interaction.

x. Show respect for property.

xi. Appreciate the value of friendship.

c. Cognitive Goals

The child will:

i. Attend to and complete a task.

ii. Develop problem-solving skills.

iii. Exhibit appropriate communication skills.

iv. Show an active interest in his environment and an eagerness to learn.

v. Apply reasoning from cause to effect in his behaviour.

d. Physical Goals

The child will:

i. Participate in both indoor and outdoor physical activities.

ii. Increase both fine and gross motor skills.

iii. Demonstrate safe practices in his total environment.

iv. Show increased awareness and practice of health habits.

3. Assessment

See Appendix C.

4. Other Suggestions

a. Seventh-day Adventist Schools which establish a pre/junior/kindergarten, are expected to use the NAD pre/junior/kindergarten curriculum, *A Child's World*, and materials, and to meet provincial guidelines.

b. Where a pre/junior/kindergarten is included in the school organization, a qualified teacher shall be added, with responsibility for the pre/junior/kindergarten program.

c. From grades K-8, one teacher shall not teach more than six grades without a teacher aide, unless approval is received in writing from the superintendent of education for the conference.

d. A pre/junior/kindergarten is not to be included in the teaching load of a teacher of Grades 1-8. An additional qualified person is to be employed for a pre/junior/kindergarten.

e. Instructional personnel will be assigned responsibilities based on professional preparation, experience, and personal qualifications. The following guidelines will govern the assignment at the specific teaching level in the conventional school curriculum.
i. Pre/Junior/Kindergarten - Two daily sessions of pre/junior/kindergarten shall be considered a full-time load for a pre/junior/kindergarten teacher. Where a school has only one daily session, additional duties equivalent to those of other faculty members shall be assigned by the administrator for a teacher to be classified full-time.

ii. Over-all Elementary Teaching Load - Six grades should be the maximum load for the elementary school teacher. This maximum should be applied only under extreme circumstances. Where the maximum becomes a necessity, a teacher aide may be provided.

   (1) The maximum number of students for a teacher having six grades should not exceed fifteen.

   (2) The maximum number of students for a teacher having three or four grades should not exceed twenty-five.

   (3) The maximum number of students for a teacher having two grades should not exceed thirty.

   (4) The maximum number of students for a teacher having one grade should not exceed thirty-five.

   (5) The maximum number of students for a teacher having pre/junior/kindergarten or first grade should not exceed twenty.

   Any variation of the above must be approved by the conference office of education.

2110:96 Requirements for Pre/Junior/Kindergarten and/or Elementary School Entrance

1. Admission

   Pupils should be admitted to pre/junior/kindergarten, or grade one according to provincial regulations. Parents desiring to enroll a child should be required to confer with the teacher and, where necessary, with the principal prior to admittance. The first six weeks of school are recommended for evaluation and placement according to readiness.

2. Readiness

   All children do not mature at the same rate; therefore, readiness is a factor in accepting the child into the school program.

3. Evaluation of Student

   Evaluation, as a basic aspect of education, is concerned with the diagnosis of the learner's needs and current educational status, with the task of prescribing learning activities, and with the measurement of learning outcomes. The growth of the learner is its primary concern.

4. Compulsory School Attendance

   Seventh-day Adventist schools accept students in accordance with provincial compulsory attendance laws. If these laws are out of harmony with the principle of readiness held by the denomination, the conference office of education is to give assistance to the parents and school in resolving the issue. It is the responsibility of the Seventh-day Adventist Church in Canada and conference offices of education to be informed regarding these laws and to interpret them to the church constituency.
2112:96 Alternatives for Mainstream Entrance

The following alternatives are recommended for children who are not ready for a main-stream grade one program:

1. Where the school has a pre/junior/kindergarten program, a pre-first grade should be incorporated in the said program for the instruction of such children.

2. Where the school has no pre/junior/kindergarten program, the readiness needs of the un-ready child must be met within the grade one structure prior to formal grade one instruction. Since the child is working at his/her own speed, it is understandable that s/he might require extra time at the grade one level. This additional time within the grade one structure may be termed "grade one" or "pre-two" for the ensuing year, depending on progress made. Such a child should be carefully monitored and parents kept up-to-date with progress. Any arrangements regarding status of the child in the next school year must be clearly explained to the parents by the teacher and the principal.

2114:96 Early Childhood Education

The idea for Early Childhood Education would be:

1. A pre/junior/kindergarten program with an optional pre-first grade.

2. A grade one program with an optional pre-second grade.

Thereafter, a child who is on any of the above programs should continue to be worked with on a similar basis until s/he is ready to be a main-stream student.

2116:96 Guidelines for Initial Entrance into a Formal School at Seven Years or Older

The following guidelines are for use by administrators and teachers in placing children who begin their formal school experience at seven years or older:

1. A minimum time period of two to four weeks should be used by a primary grade teacher to evaluate the child’s readiness before he is placed in a particular level or grade.

2. The child’s age should not be the primary basis for placement but his total development (social, physical, and emotional) should be evaluated.

3. Placement should be determined from the results of teacher observation and diagnosis in consultation with the parents, the principal, and if necessary, with the conference education personnel.

2118:96 Grade Placement of Students without Current Achievement Record

The following factors are to be considered to determine appropriate grade placement of students new to the school without current records of achievement:

1. Chronological age.

2. Emotional, physical, and social development.
3. Scholastic achievement as determined by:
   a. Standardized achievement test scores.
   b. Teacher observation of the student's ability to reason and to express ideas logically.
   c. Teacher evaluation of academic progress.

**2120:96 Assessment**

Scholastic achievement may be determined by:

1. Standardized achievement test scores.
2. Teacher observation of the student's ability to reason and to express ideas logically.
3. Teacher evaluation of academic progress.

**2122:96 Elementary Grades Completion**

The completion of elementary grades will be recognized by the distribution of conference diplomas. Completion of elementary grades differs from province to province and education personnel should be sensitive to this fact.

**2124:96 Attendance Records**

Attendance records shall be kept in accordance with provincial requirements.

**2126:96 Criteria for Acceleration**

When considering acceleration at the elementary level, the following should be considered:

1. Since the elementary grades are fundamental, a horizontal in-depth approach rather than acceleration is more suitable and advisable.
2. Acceleration should not be based solely on mastery of the academics.
3. The student must demonstrate satisfactory evidence of physical, emotional, and social readiness for acceleration.
4. Consideration should be given to age, maturity, and self-motivation, difficulty of work, types of instruction and interaction, differences in over-all expectations, and level of transition between the grades involved and the subsequent grades to be entered.
5. Teachers should not initiate a program for acceleration of a student (i.e. two years in one, or three years in two) before submitting a request to the local conference office of education and having such approved.
6. Students at the elementary level should be limited to one acceleration experience, if any.
7. Extreme caution should be exercised when contemplating acceleration. A decision to accelerate requires thorough evaluation by the teacher, and should be finalized only after consultation with teachers, the principal, the conference office of education, and the parents.

2128:96 Secondary Credit for the Elementary Student

The elementary school may permit the student to take certain high school subjects for secondary credit. In doing so, the following options are available:

1. Release-time to attend classes at an attached junior or senior academy.
2. Correspondence courses.

Criteria for each opportunity will be:

1. Student performs at a level equal to a completed elementary subject area.
2. Approval of school administration and conference office of education be obtained.

2130:96 Retention

A student who is unable to achieve grade-level expectancy must be given special consideration. The teacher and/or principal are to counsel with the parents and the student to ensure understanding and co-operation in the student's placement. In instances where retention at a given grade level is under consideration, the teacher and/or principal is to consult the conference superintendent of education.

Retention may be considered for a student who has not met minimum requirements in three (3) major subjects (language arts, math, social studies or science). After the instructor has counselled with the student, parent(s), and principal, and has consulted with the conference superintendent of education, retention may be recommended.

Social passing may be allowed in consultation with the principal and superintendent of education.

2132:96 Library

Adequate provision is to be made for a school library. This may be either a central library or individual classroom libraries.

Periodicals shall be provided to meet devotional, instructional, and general information interests.

Children's encyclopaedias, dictionaries, and atlases not more than seven years old, Bible concordances, Bible dictionaries, Spirit of Prophecy volumes, including the 3-volume Index, the Seventh-day Adventist Bible Commentary, and special volumes in the areas of nature, fine arts, careers, and supplementary subject area books should be available in sufficient numbers for classroom use.

The library collection should include exclusive textbooks and reference materials, a minimum of 500 titles for one- or two-teacher schools and 750 titles per classroom in schools with three or more teachers. Appropriate accession records, card files, and classification systems are to be maintained.

A teacher may be designated as the librarian, and the teaching load assigned to that teacher shall be adjusted.
2134:96 Instructional Materials Budget

Budgetary allocations should meet the current minimum Seventh-day Adventist Church in Canada K-12 Board of Education recommended for elementary schools. (See Section 5006)

2136:96 Curriculum Guidelines

Denominational curriculum guides are to be followed unless superseded by provincial regulations.

2138:96 Pupil Progress Reports

Elementary schools are to use the Seventh-day Adventist Church in Canada or the local conference progress reports provided by the conference office of education. These reports, as well as standardized test results and other recommended approaches, will communicate information regarding the student's progress in the subject areas, attendance, citizenship, and social relationships to the parent or guardian.

The student progress reports are to be distributed at the close of each grading period. Interim report forms are recommended to be used as needed for special reporting purposes.

2140:96 Parent-Teacher Conferences

The school is to schedule a minimum of two parent-teacher conferences for each school year. Among the purposes of the parent-teacher conferences are the following:

1. To report the progress of the student in the various aspects of his school experience.

2. To gain insights from the parents which may assist the school in furthering the progress of the student.

2142:96 School Opening and Closing Reports

School opening reports are to be completed and sent to the conference office of education by the close of the second week of school.

Elementary school closing reports are due at the conference office of education within five days after the close of the school year.

In one-teacher schools the teacher is to send the report directly to the conference office of education. In all other schools the teacher is to submit the report to the principal or teaching principal, who will, in turn, send it to the conference office of education. Consult the school register for further details.

2144:96 School Register

The elementary school register is a legal document which each elementary teacher is required to keep. The school register is provided by the conference office of education. The teacher is required to record grades for all courses, the attendance record of each student, and all other required information. Consult the register for details of procedure. This register is to be used by the teacher for attendance during all disaster drills.
**2146:96 Standardized Test Reports**

Copies of results of standardized tests should be forwarded by the conference office of education to the Seventh-day Adventist Church in Canada Office of Education.

**2148:96 Cumulative Records**

Cumulative record folders must be kept up to date for each student in the school. Instructions as to its use are contained on the folder.

**2150:96 Evaluation of Elementary Schools**

A schedule of school evaluations is to be prepared and administered by the conference office of education. This is to be based on a self-study by school personnel, board members, and parents using forms approved by the Seventh-day Adventist Church in Canada K-12 Board of Education and developed by the North American Division.

**2152:96 Daily School Schedule**

Each teacher will prepare and display a daily school schedule. The time devoted to or the scheduling of the different subject areas may vary from time to time according to the learning activities required. (See *Seventh-day Adventist Church in Canada Teacher's Handbook*.)

**2154:06 Length of School Day - Elementary**

Except as contraindicated by provincial guidelines, the weekly schedule of five school days must consist of the following time requirements excluding the lunch period:

- Grades 1 and 2: 20 hours
- Grades 3 and 4: 25 hours
- Grades 5-8 (9): 30 hours

The Friday schedule may be adjusted providing the weekly time requirements are met.

The recommended lunch period is 30 minutes.

It is the responsibility of the conference office of education to keep informed of current provincial legislation pertaining to the length of the school day and to inform the schools of these regulations.

(Should the denominational minimum instruction time exceed the provincial minimums, conferences will make reasonable efforts to meet NAD minimums.)

**2156:98 Denominational Subjects for Transfer Students--Deleted by action of SDACC K-12 Board of Education, February 1998.**


2158:96 **In-Service Teacher Education**

All conferences shall allocate annually a minimum of three days for in-service activities for teachers of the conference elementary schools. A portion of the time is to be allotted to curriculum emphasis as directed by the Seventh-day Adventist Church in Canada Curriculum Committee and the Seventh-day Adventist Church in Canada Office of Education.

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2200 **Junior Academy Curriculum**

2202:96 **Library/Media Centre Instructional Materials**

Budgetary allocations should meet the current minimum Seventh-day Adventist Church in Canada Education Code policy for secondary schools. (See Section 5006)

2204:96 **Library Accessions**

A school offering the 9th grade shall have a minimum of 750 books suitable for students in grades 7-9, in addition to reference books. For schools authorized to teach 9th and 10th grade, a minimum of 1,250 books, exclusive of reference works, should be provided to meet the needs of secondary students. Library books should be distributed throughout the subject areas. There should be sufficient titles suitable for collateral reading in each subject area being taught.

For economic reasons, the use of suitable paperbacks is recommended.

2206:96 **Library Books, Periodicals, and Materials**

1. **General Library Books**

   General works, appropriately distributed through an accepted classification system, shall be provided to meet scholastic, cultural, and spiritual needs of the students.

2. **Periodicals**

   Periodicals shall be provided to meet devotional, instructional, and general information interests. This should include an adequate acquisition of Seventh-day Adventist periodicals. Provisions should be made for binding, or otherwise preserving, the back issues for permanent use.

3. **Reference Books**

   Dictionaries, encyclopaedias, yearbooks, atlases, and almanacs published within the past five years are to be provided. Special reference books are to be provided for research and enrichment opportunities in the area of religion; included among these should be complete sets of the Ellen G. White writings, *The Seventh-day Adventist Bible Commentary*, and Bible dictionaries.

2208:96 **Instructional Media**

The following factors should be considered in the selection of instructional materials and equipment:
1. The learning needs of the students.
2. The economic limitations of the school.
3. The readiness of the staff to incorporate the instructional media materials into the curriculum.

2210:96  Librarian

A librarian shall be employed in a junior academy and be responsible for the accessioning of the books and the supervision of the library program. A teacher may be designated as the librarian, and the teaching load assigned to that teacher shall be adjusted accordingly.

2212:96  Purposes of Standardized Tests (see 2146)

Special standardized tests may be ordered through the conference office of education and are to be employed for the following purposes:

1. To assist in diagnosing or assessing student needs.
2. To provide one of the means for prescribing appropriate learning activities for the students.
3. To assist in identifying student achievement and in providing appropriate placement of the student.
4. To provide a means of comparing individual and class achievement with the testing norms.

2214:96  Evaluation of Junior Academies

A regular schedule of school evaluations is to be prepared and administered by the conference office of education. This is to be based on a self-study by school personnel, board members, and parents using the evaluative criteria approved by the Seventh-day Adventist Church in Canada K-12 Board of Education and developed by the North American Division. A representative from the Seventh-day Adventist Church in Canada Office of Education is to serve on junior academy evaluation committees. Special consideration will be given to:

1. Teacher preparation and effectiveness.
2. Library facilities.
3. Instructional materials and equipment.
4. Adequacy of the facilities and services in terms of stated educational objectives.
5. Willingness and ability of the constituency to finance a junior academy program.
6. Evidence of continuing or increasing enrollment in the secondary grades in succeeding years.

2216:96  Reporting Periods

The reporting period plan is followed in junior academies.
2218:96 Academic Achievement Reports

Teachers in junior academies are to report to the conference office of education final grades and amount of credit earned on the forms provided.

2220:01 Admission Requirements

1. The student entering ninth grade in a Seventh-day Adventist junior academy must give evidence of having completed elementary school.

2. Those entering 10th grade should submit official transcripts of previous secondary work, as applicable.

3. Where questions arise regarding transcripts, a comprehensive testing program may be employed to determine grade placement.

4. Schools as required by appropriate legislator shall obtain proof of Canadian residency as a basis for admission.

2222:96 Curriculum Guides/Course Outlines

North American Division curriculum guides/course outlines shall provide a foundation for all classroom instruction. These guidelines may be supplemented by provincial requirements as is necessary.

2224:96 Supervision of Junior Academies

The conference superintendent of education will assume the responsibility of supervising the work of grades 9 and 10. Periodic reviews should determine that only authorized subjects are being taught, that required time standards are met, and that adequate teaching equipment is being provided. Teachers will be evaluated in terms of the Seventh-day Adventist Church in Canada Office of Education guidelines.

2226:96 Minimum School Day - Junior Academy

A minimum school day, as defined by the provincial department of education, to count as part of the basic requirement of 180 days, must include three and a half hours of instruction, exclusive of the lunch period, or as required by provincial law.

Minimum school days shall be limited to eight per year or the number permitted by provincial law, whichever is less.

2300 Senior Academy Curriculum

2302:96 Authorization of Curriculum for Senior Academies

Authorization for the secondary school curriculum is granted by the Conference K-12 Board of Education, and because Senior academies are accredited by the North American Division Adventist Accrediting Association, their curricular offerings are subject to periodic review.
2304:01 Admission Requirements

1. The student entering the ninth grade in a Seventh-day Adventist academy must give evidence of having completed elementary school (where applicable).
2. Those entering 10th, 11th, or 12th grade should submit official transcripts of previous secondary work (where applicable).
3. Where questions arise regarding transcripts, a comprehensive testing program may be employed to determine grade placement.
4. Schools as required by appropriate legislator shall obtain proof of Canadian residency as a basis for admission.

2306:96 Graduation Requirements for Senior Academies

Requirements for graduation from secondary schools should be determined by the province in which such academies are located.

2308:96 Completion of Course Requirements

All school work must be completed before the student may receive a diploma.

2310:96 Academic Acceleration

The general policy of the Seventh-day Adventist Church in Canada is to require four years of education on the secondary level for graduation. However, to accommodate the student who demonstrates exceptional ability and purpose in the learning experience, an acceleration policy is provided to allow for appropriate placement. A student who contemplates an accelerated program leading to graduation should be counselled wisely and should register his intentions with the academy administration and guidance personnel before laying any plans.

The principal and faculty may approve a student's request for completion of the secondary curriculum in less than four years if the student has given evidence of exceptional academic ability, as well as social and spiritual maturity.

Criteria for Identification

1. Procedure
   a. The program will be initiated by the student's written application to the academy principal for acceleration. Such application must have the written consent of the parent.
   b. A program for acceleration should be planned as early as possible, and an application submitted to a senior academy during the first semester of the sophomore year.
   c. The student's projected program must be approved by the senior academy faculty and made a matter of record at the time the program is initiated.

2. Completion of an Acceleration Program
   a. The student who wishes to follow the acceleration program must meet the requirements for graduation.
b. Any student on an acceleration program must complete all curriculum requirements prior to receiving a diploma.

2312:96 Library/Media Centre

Each school should have a library/media centre which provides a collection of appropriate instructional materials selected, organized, and furnished for service to students and teachers. Space allotted should be large enough to accommodate 110% of the largest class for special assignments.

2314:96 Library/Media Specialist

For qualifications of the librarian/media specialist, consult the current edition of the NAD Manual Certification Requirements, K-12.

2316:96 Library/Media Centre Materials

Budgetary allocations should meet the current minimum Seventh-day Adventist Church in Canada K-12 Board of Education recommendation. (See Section 5006.)

2318:96 Library Books, Periodicals, and Materials

1. General Library Books

General works, appropriately distributed through an accepted classification system, shall be provided to meet scholastic, cultural, and spiritual needs of the students.

2. Reference Books

Dictionaries, encyclopaedias, yearbooks, atlases, and almanacs published within the past five years are to be provided. Special reference books are to be provided for research and enrichment opportunities in the area of religion; included among these should be complete sets of the Ellen G. White writings, The Seventh-day Adventist Bible Commentary, and Bible dictionaries.

3. Periodicals

Periodicals shall be provided to meet devotional, instructional, and general information interests. Provisions should be made for binding, or otherwise preserving, the back issues for permanent use. This should include an adequate acquisition of Seventh-day Adventist periodicals.

4. Newspapers

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

5. Instructional Materials and Equipment

Instructional media equipment and materials such as films, videos, filmstrips, recordings, pictures, slides, and realia shall be catalogued and located in the library or media centre.
2320:96 Library Record System

The library record system should include:

1. An accession record.
2. An alphabetical card catalogue.
3. A shelf list.
4. A standard circulation record system.
5. Use of a standard classification system.

2322:96 Work Experience Courses

Where provincially acceptable, a school may establish course work based on the work experience available to students. These work experiences may be provided by the school industries or departments, or they may be provided by industries or businesses in the community.

2324:96 Credit by Examination

In special cases students may earn credit by examination or by demonstrating that they have reached the level of proficiency required, except where prohibited by provincial requirements.

2326:96 Honouring Students

Systems of honouring student accomplishment are not to be limited exclusively in honouring academic or intellectual achievement; commendations for achievement in other areas should be included.

2328:98 Student Records

The permanent record for each student is to include information on scholarship, attendance, health, work experience, and any other items which the administration considers necessary for the guidance of the student. These records should be kept in a fireproof storage and are to be available only to authorized personnel, parents, and the student, and as requested by the province.

2330:06 Length of School Day - Senior Academy

The weekly schedule of five school days must consist of a minimum of 30 hours, exclusive of lunch period. The Friday schedule may be adjusted providing the weekly time requirements are met. The lunch period is to be not less than 30 minutes.

(Should the denominational minimum instruction time exceed the provincial minimums, conferences will make reasonable efforts to meet NAD minimums.)

2332:96 Minimum School Day - Senior Academy

A minimum school day, to count as part of the basic requirement of 180 days, must include three and a half hours of instruction, exclusive of the lunch period, or as required by provincial law.
Length of Class Period

Please follow provincial guidelines.

Co-Curricular Activities - Definition

Co-curricular activities are those school-sponsored student activities which supplement the learning experiences of the formal classroom instruction. These activities require administrative provision and organizational involvement somewhat different from classroom instruction.

The term "co-curricular" is synonymous with the terms "extra-curricular" and "extra-class activities."

Student Officers

Student officers for all co-curricular activities must meet the following qualifications and standards.

1. Faculty Approval

   Officers must be selected with the approval of the faculty and must meet specified standards of citizenship, scholarship, and attendance to be set by the individual school.

2. Standards

   Officers must be in harmony with the standards of Seventh-day Adventist schools.

3. Leadership Guidance

   Officers shall pursue their leadership responsibilities under the direction of specifically assigned teachers.

Student Leadership Conference

Each secondary school should give consideration to the advisability of holding an annual Student Leadership Conference, stressing the following objectives:

1. Improvement of school citizenship and government through instilling a more comprehensive understanding of Seventh-day Adventist culture and philosophy of life.

2. Development of interest, enthusiasm, and self-confidence in student leaders.

3. Provision for student leaders to develop training and experience in the skills of democratic group procedures.

Eligibility for Class Membership

Participating in class functions is the privilege of students with satisfactory work, scholastic, and citizenship reports.
2344:96 Clubs and Special Groups

Clubs and other special groups may be organized as student and staff interests, needs, and abilities may warrant. To obtain authorization for such an organization:

1. Administration and staff approval must be acquired.
2. Purposes, objectives, or goals must be clearly stated, and these purposes must be in harmony with the philosophy and goals of the school.

2346:96 Student Associations

A general student association may be organized in a manner best suited to the students and faculty of the school. The student association is expected to be in harmony with the philosophy and goals of the school.

The following factors should be considered:

1. The organization membership should be open to all students and staff members.
2. The responsibility of sponsorship assignments rests with the principal.
3. A constitution should be developed and subsequently approved by the administration, staff, and students of the school.
4. Major activities of the organization are to be approved by the administration and staff of the school.

2348:96 Intramural Activities

Team sports and other athletic activities are to be limited to intramural activities. Extramural and interscholastic sports are not to be encouraged or promoted.

The following factors should be considered in organizing intramural activities:

1. Membership on teams should be changed as the intramural program changes from one sports activity to another throughout the school year.
2. The intramural program should be under the direction of the health and physical education teacher(s).
3. Faculty members should be encouraged to participate and/or to assist in the supervision of activities.
4. Intramural activities should be open to all interested students.

2350:96 Social Relations

The academy will develop a social code for students which will recognize guidelines such as the following:

1. Association during academy life will emphasize group activities.
2. All groups will be under proper supervision.
3. The school will provide regular programs, concerts, lectures, etc., as integral parts of the social development.

4. Attendance at non-school-sponsored social activities that do not conform to the philosophy and goals of the school should be discouraged.
3000

STUDENTS
3000 Students

3002:96 Admission of Students

Policies regarding admission of students are listed as follows:

a. Pre/Junior/Kindergarten and Elementary School. (See Sections 2108 and 2110.)

b. Junior and Senior Academy. (See Sections 2220 and 2304.)

3004:96 Non-discrimination 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, colour, ethnic background, country of origin, or sex in administration of education policies, applications for admission, scholarships, and extracurricular programs.

3006:17 Non-Seventh-day Adventist Student Attendance

(Taken from NAD Working Policy, FEA 45 10)

In cases of disagreement between this code and the NAD Working Policy, the NAD Working Policy supersedes.

Seventh-day Adventist education has a two-fold mission. The school's primary role is to educate and to spiritually strengthen Seventh-day Adventist youth. In addition, the school is to serve as a mission outreach to the community. When a school and its constituency recognize its potential ministry to the community, non-Seventh-day Adventist youth may be enrolled subject to the following considerations:

1. Orientation of church members, teachers, parents, and students to their role as Christian witnesses.

2. Orientation of parents of prospective students to the goals and objectives of Seventh-day Adventist education.

3. Regular pastor/teacher visits in student homes.

4. Seventh-day Adventist curriculum and school standards shall be maintained.

5. Character and scholastic ability should be considered before the student is accepted into the program.

3008:05 Admission of Students With Special Needs

Seventh-day Adventist schools may not have the equipment or staff with the necessary training to meet the educational needs of students with various special needs. None-the-less, the SDACC, conferences and schools should, where and when possible, attempt to meet the needs of these children from the church and community. The following points will assist in attempting to provide the required program.

1. Seek special needs funding from other sources. (Government)
2. Utilize the student testing services available to assess student needs and an appropriate education program.

3. Encourage teachers to take courses and attend seminars specific to special needs education.

4. Utilize community resources to assist in providing a program to meet the specific needs of these students.

5. Purchase equipment and programs designed to assist in the delivery of a special needs program.

6. Parents are expected to work cooperatively with school personnel in developing an individualized education program for the student, and in the implementation of the specific program.

7. Refer parents to other options when the school is unable to meet the specific needs of the student.

3010:05 Communicable Diseases

*Purpose*

The purpose of this policy is to promote and protect the health and safety of our students and employees by implementing guidelines for communicable disease prevention and education.

*General Statement of the Policy*

1. Conferences and schools should follow the guidelines established by their province for handling incidents of communicable diseases.

2. If the health status of a student deteriorates enough to interfere with their ability to attend school, the principal may request a physician’s exam to establish the safety and appropriateness of attending school.

3. If the health status of an employee deteriorates to the extent that it interferes with their ability to perform their work, the conference, as governed by applicable provincial law, may require a physician’s exam in order to establish whether the employee is fit for duty.

4. Health data relating to students is private data and as such will not be released without the permission of the student’s parent or guardian and in compliance with provincial guidelines.

5. Health data relating to employees is private data and will not be released except where allowed by provincial law.

*Policy Definition*

A communicable disease is any disease that can be directly (through casual contact) or indirectly (through air or inanimate objects) transmitted from one to another.

*Communicable Disease Prevention Education*

Each Conference will develop a comprehensive education plan to prevent communicable diseases.

Components of the program will include the following:

1. Age appropriate information from K-12.

2. Knowledge building from year to year.
3. Accurate information sharing.

4. School curriculum plans.

5. Involvement of parents/guardians.

6. Sensitivity to the student’s cultural background, developmental level and behaviours.

7. Consistencies with provincial standards.

Staff Development

All staff will be trained with current information regarding blood-borne pathogen exposure and procedures for handling blood exposure in the school setting. Employees whose positions require additional training relevant to their positions and responsibilities will receive the training needed.

Staff with the responsibility for teaching students about communicable disease prevention will receive the necessary training and materials to assist students to develop the knowledge, attitudes and behaviours that will help prevent communicable diseases.

Attendance Exclusions

Recommended Exclusions and Return to School

<table>
<thead>
<tr>
<th>Disease</th>
<th>Exclude</th>
<th>To Return to Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aids</td>
<td>Consider each case separately</td>
<td></td>
</tr>
<tr>
<td>Chicken Pox</td>
<td>Yes</td>
<td>Seven days after onset of rash or when all lesions are crusted over</td>
</tr>
<tr>
<td>Hepatitis</td>
<td>Yes</td>
<td>Doctor’s release statement</td>
</tr>
<tr>
<td>Impetigo</td>
<td>No</td>
<td>If under proper treatment and monitored by school official</td>
</tr>
<tr>
<td>Meningitis</td>
<td>Yes</td>
<td>Doctor release statement</td>
</tr>
<tr>
<td>Mononucleosis (Infectious)</td>
<td>Yes</td>
<td>If under treatment and monitored by school official</td>
</tr>
<tr>
<td>Mumps</td>
<td>Yes</td>
<td>Doctor’s release statement</td>
</tr>
<tr>
<td>Pediculosis</td>
<td>Yes</td>
<td>Certificate from health professional and monitoring of proper treatment</td>
</tr>
<tr>
<td>Roseola</td>
<td>Yes</td>
<td>When fever subsides and no evidence of rash</td>
</tr>
<tr>
<td>Tuberulosis</td>
<td></td>
<td>Doctor release statement. Monitoring of proper treatment as verified by school official</td>
</tr>
</tbody>
</table>

Head Lice

When a child is found to have head lice the following procedure will be implemented: The child will be isolated and picked up as soon as possible by the parent/guardian. The child may return to school the following day provided he/she receives necessary treatment and passes a head check by a school official. The local school should adopt a policy that complies with provincial guidelines.

3012:96 Immunizations

Immunization requirements of the respective provinces apply to the Seventh-day Adventist schools. Proof of immunization must be presented to the school office when the child initially registers for school. The school shall be responsible for maintaining these records as long as the child remains in that school.

It is the responsibility of the principal to enforce these regulations and to ensure that an up-to-date record is maintained for each student.
3014:96 Contagious Diseases

No child with an infectious or contagious disease is to be allowed to remain in school. The child should not be permitted to return to school until he has a medical release or until the school authorities are satisfied that he has recovered.

3016:96 Vision and Hearing Testing

A child enrolling in pre/junior/kindergarten or grade one is to have a vision and hearing test by an adequately trained person.

3018:96 Health Facilities

Each school should make provision for a health or sickroom for students who become ill during the school day.

This facility should include a cot and blankets as well as adequate first aid supplies.

3020:96 First Aid Equipment

Each classroom should have access to a first aid kit containing items used in cleaning and dressing wounds and a current Red Cross book of first aid instructions. When going on field trips or excursions, each group is required to carry a first aid kit. Teachers may apply dressings to wounds while awaiting professional assistance.

3022:01 Administering Medications

Teachers should not diagnose a health condition or give any internal medications, including aspirin, except as follows:

1. Any student who is required to take, during the regular school day, medication prescribed by a physician may be assisted by the school nurse or other designated school personnel if the school receives:
   a. A written statement from such physicians detailing the time schedules, amount, and method by which such medication is to be taken, and
   b. A written statement from the parent or guardian of the student indicating the desire that the school assist the student in matters set forth in the physician’s statement.

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

3024:01 Safety Provisions

1. Proper precautions shall be taken to safeguard students and employees from injuries in laboratories, shops, gymnasiums, stairways, and in all other areas of the physical plant where
accidents are likely to occur. Fire extinguishers in quantity and class as required by local Law and which are frequently and regularly inspected, shall be readily accessible throughout the buildings, and fire exits shall be clearly designated. There shall be regular comprehensive inspections for fire safety, co-operating with fire officials, police inspectors and General Conference Insurance personnel. All power machinery shall be equipped with protective guards.

2. Each school should establish a Health and Safety Committee. The committee should meet regularly to review and implement school safety procedures.

3026:96 Student Hygiene

1. Particular care shall be taken to provide proper hygienic conditions in laboratories, drinking fountains, toilets, locker rooms, lavatories, and dormitories.

2. Neatness and personal cleanliness are required of each student. If these standards are not met, the student may be sent home to make the necessary changes acceptable to the school.


3030:98 Disciplinary Authority

Discipline should be designed to be redemptive, remedial, and corrective rather than punitive. Corporal punishment is not acceptable in Seventh-day Adventist schools.

The purpose of citizenship development is to learn how to relate in an acceptable manner to others in society and to prepare for life in this world and the world to come. The principal and school board are responsible for establishing disciplinary procedures in consultation with parents and teachers. All members of the school staff share in the responsibility for supervision of student conduct. Minor irregularities are handled by the individual staff members. Repeated offenses or major infractions of school rules are to be handled by the principal, the school discipline committee, or the board.

3032:96 Detention of Students

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


3036:03 Suspension of Students

1. Procedures for suspension are to be developed by the staff. A teacher may temporarily suspend a student from class but suspension from school is to be done only by the principal, the teaching principal, or, in a one-teacher school, by the teacher in consultation with the board chair.
2. A student may be suspended for repeated offenses when other procedures have not been effective. Evidence of prior corrective measures and parental notification should be on file in the student's folder.

3. 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 misbehaviour. The suspension period is not to exceed two weeks.

3038:98 Dismissal of Students

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

3040:96 Student's Withdrawal from School

The school principal should report to the local Ministry of Education office, when required, the names of students who discontinue attendance.

3042:96 Grievance Procedure - Students

1. Each school should adopt a grievance procedure for students and/or parents.

2. One step in this procedure should be the right of appeal to the local school board or discipline committee where applicable. Local church officers and/or conference personnel may be invited to meet with the school board or discipline committee where applicable, on such occasions.

3. A school board or discipline committee may establish a grievance or appeals committee to handle grievances and make recommendations to the school board or discipline committee for final action.

3044:96 Permission to Leave Campus During School Day

Seventh-day Adventist Church in Canada schools have a "closed campus" policy. A student is not to leave campus at any time during the regular school day without permission of the principal and a request from the parent either by telephone or written note.

3046:05 Respectful and Safe School

The Seventh-day Adventist Church in Canada K-12 Board of Education believes that every school must provide physically safe and emotionally secure environments for all students and staff. It is the goal of the K-12 Board, through this policy, to create positive learning and teaching environments.

For the purpose of this policy, the K-12 Board defines positive behaviours as those that evoke non-violence, cooperation, teamwork, understanding and acceptance of all students and staff in the learning and teaching environment.

The SDACC K-12 Board of Education encourages all Conferences to establish policies and strategies to emphasize and recognize behaviours that promote a safe and secure learning environment for all students and staff. Local school board policies should assist school personnel in identifying bias,
prejudice, harassment, and violence that will provide a framework for an appropriate response that reinforces and encourages positive conduct.

**Definition**

Respectful schools provide an environment that is free from bias, prejudice, harassment and violence. There is no tolerance for any disrespectful behaviour within the school environment.

**Aims of the Policy**

1. To create a school ethos that encourages students to disclose and discuss incidents of behaviour that are not respectful.
2. To raise awareness that any form of disrespect is unacceptable behaviour with teachers, students and parents/guardians.
3. To develop procedures for noting and reporting incidents of disrespectful behaviour.
4. To develop procedures for investigating and dealing with disrespectful behaviour.
5. To develop a program of support for those affected by disrespectful behaviour and for those involved in disrespectful behaviour.

**Content of the Policy**

1. It is recommended that each school have a Respectful School Awareness Program for students, parents and teachers that will:
   a. Focus on personal experience of disrespectful behaviour and develop empathy for the perpetrators and victims.
   b. Outline procedures for reporting incidents.
   c. Teachers will emphasize the importance of reporting repeated incidents to their home room teacher, principal or supervisor.
2. A schedule will be developed to ensure that the playground and halls are supervised at recesses and noon.

**Procedures for Reporting Disrespectful Behaviour**

1. All reports of disrespectful behaviour, no matter how trivial, will be investigated and dealt with by the one to whom it is reported. This is vital to gaining the student's confidence.
2. Serious cases of disrespectful behaviour will be immediately referred to the Principal.
3. Parents/guardians of victims and perpetrators of disrespectful behaviour will be immediately informed by the principal so that they are given opportunity to discuss the matter, and to support their children before a crisis occurs.
4. Non-teaching staff should report any incidents of disrespectful behaviour they observe to the teaching staff or Principal.
5. In the case of a complaint regarding a staff member, this should be raised with the Principal.
6. In the case of a complaint regarding the Principal, this should be raised with the School Board chair.
7. Where cases, relating to either a student or a teacher remain unsolved at the school, the matter should be referred to the school board.

8. If not solved at this level it should be referred to the superintendent.

**Procedures for Investigating and Dealing with Disrespectful Behaviour**

Administration and teachers will take a calm, unemotional problem-solving approach when dealing with incidents of disrespectful behaviour reported by students, parents/guardians or staff. In any reported incident the principal/teacher will speak separately to both sides to attempt to get both sides of the story. All interviews will be conducted with sensitivity and due regard to the rights the pupils involved. Students not directly involved may also provide pertinent information.

1. When analyzing incidents of disrespectful behaviour the principal/teacher will seek answers to questions of what, where, who and why in a calm manner, setting an example in dealing effectively with the conflict.

2. Each member involved will be interviewed separately. Each one will be asked for his/her account of what occurred. Those involved will then meet as a group to give all a clear account of what has been said. Other students may be interviewed to get a clearer picture.

3. The “No Blame” approach may be used to resolve less serious incidents of disrespectful behaviour.
   
   a. Interview the victim and the perpetrator.
   
   b. Interview others involved.
   
   c. Explain the problem.
   
   d. Share responsibility.
   
   e. Encourage the students to identify possible solutions.
   
   f. Set up future meetings as needed.

4. Those conducting the investigation should keep a written record of their discussions with those involved. It may also be well to ask the participants to write out their account of the incident.

5. In cases where it is determined that disrespectful behaviour has occurred, a meeting with the parents/guardians of the two parties involved should be convened to (a) explain the actions being taken and the reasons for them, referring them to the school policy, and (b) discuss ways that they can reinforce and support the actions taken by the school.

**Substance Abuse Policy**

Seventh-day Adventist education is concerned with the full and harmonious development of the whole person. It is our intent to strengthen and encourage responsible decision-making and to recognize that the individual is responsible for making choices. Since substance abuse has serious consequences for the individual and society, prompt and appropriate action is necessary.

Adventist education supports the right of every student to learn and achieve academic success attending a safe and drug-free school. Substance abuse is recognized to be a complex problem in today’s society and that it must be addressed in a number of ways.

1. Education/Prevention: Education on substance abuse and prevention will be integrated across the curriculum and into the total school program.
2. Intervention/Referral: Schools will not tolerate substance abuse; however, school administration will assist as they are able by intervention and referral to agencies that able to help substance abuse users.

3. The school will provide information on substance abuse for parents in order that there be a coordinated effort to address this issue.

3048:96 Defacing or Damaging of Property

Any student who willfully defaces, damages, or destroys school property shall be liable to suspension or expulsion, according to the nature of the offense. Parents, guardians, and/or students shall be responsible for replacement cost. In the case of major acts of vandalism, legal action may be taken.

3050:96 Major Student Fund-Raising Projects

Major student fund-raising projects are to have local school board approval.

3052:00 Internet Use

The amount and availability of information have grown, and continue to grow exponentially. Unlike their parents, today’s students have the ability to utilize the assets of on-line libraries, databases, bulletin board services, and government agencies. Students can communicate almost effortlessly with millions of other Internet users throughout the world. By providing students with Internet access the school is linking its students to the vast and rapidly evolving repository of information that exists outside the classroom and the school resource centre.

In order to promote the educational, safe and ethical use of Internet resources, schools under the jurisdiction of the Seventh-day Adventist Church in Canada will develop an Acceptable Use Policy that:

- Conforms to the ethical and moral standards of the Seventh-day Adventist Church.
- Provides a plan for supervision.
- Communicates to the parents and students the use of Internet resources as a learning tool.
- Provides opportunity for parents to understand the educational use of Internet resources.

Among the behaviours not permitted, and to be included in the Acceptable Use Policy, are the following:

1. Sending or displaying offensive messages or pictures.
2. Using obscene or racist language in public or private messages.
3. Harassing, insulting, or attacking others.
4. Damaging hardware or software.
5. Violating copyright laws.
6. Using another’s password.
7. Using the network to access or distribute illegal or illicit material.

The following Web Sites may provide information to assist conferences/schools in the development of Acceptable Use Policies.

http://www.rice.edu/armadillo/acceptable.html
http://www.learner.org/sami
http://arganet-tenagra/net-acceptable.html

3054:01 Student Sexual Harassment Guidelines*

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.

Teachers shall discuss this policy with their students in an age appropriate way. Any student who engages in sexual harassment shall be subject to disciplinary action up to and including termination. Each school shall adopt a sexual harassment policy. The policy shall include a definition of sexual harassment, statement of purpose, and procedures for reporting and handling sexual harassment complaints. In addition, each school shall adopt administrative guidelines for investigating, responding to reports of harassment enforcement and accountability.

Each school’s written policy shall be published in the student handbook or bulletin which is distributed to students.

A copy of the school’s policy regarding sexual harassment shall be displayed in a prominent location in the administrative building or other location where such notices are posted for students.

A copy of the policy shall be provided as part of the orientation of new students at the beginning of the school year and to each new staff member when employed.

A Model School Policy - Student Sexual Harassment and Guidelines for Responding to Student Sexual Harassment Complaints are available from the local conference office of education.

Model School Policy for Student Sexual Harassment

____ (name of school) ____ is committed to providing a school environment free from sexual harassment for all students. Incidents of harassment should be reported in accordance with these procedures so school authorities may take appropriate action. Students who sexually harass others are subject to discipline up to and including dismissal. Employees who engage in sexual harassment are subject to discipline up to and including termination.

Definition: Sexual harassment is any unwanted, unwelcome or offensive behaviour of a sexual nature that interferes with one’s education or right to participate in school activities.

If submission to offensive sexual conduct is made a condition of academic status, progress, benefits, honours or activities it is prohibited sexual harassment. Sexual harassment also occurs when the offensive behaviour or material creates a hostile school environment.

Reporting Procedures: Students who have experienced sexual harassment shall report the incident to school authorities as soon as possible. If the harassment is between students, the student shall report the incident to the classroom teacher in grades K-8 or to any teacher in grades 9-12. The student may also report to the principal, vice principal, or counsellor.

If the harassment comes from an adult, the student should report directly to the principal or another responsible adult.
Guidelines for Responding to Student Sexual Harassment Complaints

Several principles should guide the school in appropriately responding to a sexual harassment complaint.

1. Take the complaint seriously. Investigate privately and keep notes.
2. The investigation and response should be age appropriate.
3. Discipline should fit the behaviour and the age of the offender.
4. Progressive discipline should be used unless the first offense is of a serious nature.
5. Educating students regarding sexual harassment is the cornerstone of protection.

Sexual harassment is sometimes categorized legally into two categories, *quid pro quo* and hostile environment. Of the two, *quid pro quo* is where sexual favours are requested or demanded in return for benefit. A typical example would be where a teacher gives an “A” to a student in exchange for sexual favours. Hostile environment is where jokes, pictures, comments, gestures, or stares create a school environment that is hostile and offensive to the victim.

Examples of these types of conduct include:

1. Sexual advances.
2. Sexual touching.
3. Touching one’s own clothes or body in a sexual way.
4. Sexual jokes, stories, drawings or gestures.
5. Spreading sexual rumours.
6. Embarrassing whistles.
7. Insulting remarks about sexual orientation.
8. Sexually insulting remarks about race, gender, ability or class.
10. Demeaning nicknames.
11. Stalking.
12. Sexually suggestive names written on walls or desks.
13. Pressure for sexual activity or dates.
14. Graphic verbal comments about an individual’s body.

Complaints of sexual harassment should be investigated promptly and confidentially. Corroborating evidence is helpful in determining the truthfulness of the complaint. False accusations occur and are themselves a form of sexual harassment.
Appropriate discipline can range from education and teacher counselling to expulsion. Often it is well to get the perspective of the same sex as the victim when evaluating the seriousness of the event. The response should fit the behaviour and be age appropriate. For instance a joking remark that is an isolated event could be handled by a teacher talking to the offending student, explaining the significance of the remark and asking the student not to repeat the remark. On the other hand offensive touching is much more serious and in some cases is a criminal offense reportable as child abuse. Suspension and possibly expulsion may be the appropriate response. Adult to student sexual harassment is more serious and calls for a stronger response. Sometimes retaliation, open or subtle, is used against the victim. The offender should be warned that this will not be tolerated.

After the investigation and response, the victim should be informed that appropriate corrective action has been taken and the victim encouraged to report any further events. A written record shall be kept of all investigation undertaken.

*Inasmuch as these guidelines are helpful in a generic sense, teachers and administrators must be familiar with and follow provincial guidelines.

3056:05 Child Abuse

Introduction

The procedures outlined in this draft are applicable to parents/guardians and school personnel. There are a number of types of child abuse that affect the growth and development of a child.

Definition

Child abuse refers to any type of physical, psychological, social, emotional or sexual maltreatment of a child whereby the survival, safety, self-esteem, growth and development of a child is endangered.

Types of Child Abuse

There are four main types of child abuse.

1. Physical Abuse

Any non-accidental physical injury to a child. It is the intentional use of force against a child resulting in injury or causing bodily harm. This injury may be the result of any assault on a child's body, such as:

   a. Beating, whipping, paddling, punching, slapping or hitting.

   b. Pushing, shoving, shaking, kicking or throwing.

   c. Pinching, biting, choking or hair-pulling.

   d. Severe physical punishment that is inappropriate to the child's age.

2. Emotional Abuse

Verbal attacks or demeaning actions that impact on a child's self-esteem and self-worth. Other names for emotional abuse are verbal abuse, mental abuse and psychological maltreatment or abuse. Emotional abuse is almost always present when any other type of abuse is found. Emotional abuse can range from a simple verbal insult to an extreme form of punishment. The following are examples of emotional abuse:

   a. Ignoring, withdrawal of attention or rejection.
b. Lack of praise or positive reinforcement.

c. Yelling or screaming.

d. Threatening or frightening.

e. Negative comparisons to others.

f. Belittling.

g. Shaming or humiliating.

h. Favouritism.

i. Using extreme or bizarre forms of punishment, such as confinement to a closet or dark room, or terrorizing a child.

3. Neglect: Failure to provide for the child’s basic needs.

The types of neglect are:

a. Physical Neglect:

   Not providing for a child’s physical needs, including:

   i. Inadequate provision of food, housing or clothing appropriate for the season or weather.

   ii. Lack of supervision

   iii. Expulsion from the home or refusal to allow a runaway to return home.

   iv. Abandonment.

   v. Denial or delay of medical care.

   vi. Inadequate hygiene.

b. Educational Neglect

   The failure to enroll a child of mandatory school age in school or to provide necessary special education. This includes allowing excessive truancies from school.

c. Emotional (psychological) Neglect

   A lack of emotional support and love, such as:

   i. Not attending to the child’s needs, including need for affection.

   ii. Failure to provide necessary psychological care.

   iii. Domestic violence in the child’s presence, such as spousal or partner abuse.

   iv. Drug and alcohol abuse in the presence of the child, or allowing the child to participate in drug and alcohol use.
4. Sexual Abuse

Any form of sexual conduct (touching, exploitation, intercourse) directed at a child. This is covered in the Seventh-day Adventist Church in Canada Education Code 3054, 4308, 4306.

Facts About Child Abuse


2. The vast majority of child abusers are parents, relatives or trusted adults, not strangers.

3. Children rarely lie about abuse. They are more likely to deny abuse and take back truthful statements than to make false reports.

4. Child abuse knows no class boundaries.

What Should You Do If A Child Discloses Abuse?

1. Believe the child—lack of belief will discourage the abused from disclosing.

2. Listen openly and calmly
   a. Give the child your full attention.
   b. Put the child first, putting your feelings (anger, frustration or pain) aside.

3. Reassure the child
   a. Be supportive.
   b. Tell the child what has happened is not his or her fault.
   c. Never make promises.

4. Write down the facts
   a. Record the facts the child has disclosed to you.
   b. Avoid interpreting what the child has said, use the child’s exact words.
   c. Contact your local police or your Child Welfare Agency.

Reporting And Investigation Of Child Maltreatment

1. Notification

Any teacher or staff member who has reasonable cause to suspect or observes child maltreatment should immediately notify Social Services and the principal.

   a. All schools must comply with the abuse reporting requirements of their province.
   b. The school principal, or teacher, may take pictures to support the existence and extent of child maltreatment.
   c. The superintendent shall be notified immediately of any reported instances of child maltreatment.
2. Investigation

The school will cooperate with authorities investigating alleged maltreatment. The school will provide a private room or area for the investigation.

a. The school principal or teacher will ask the investigator for *proper identification* before a student is interviewed.

b. All schools will comply with the abuse investigation requirements of their province.

3. Determination

The school principal or teacher will not make judgments about allegations of child maltreatment. The appropriate authorities will determine if the allegations are founded or unfounded.

*Process For Handling Abuse Allegations Against Employees And Approved Volunteers*

Employees and volunteers who have been reported for child maltreatment shall be suspended immediately, employees with pay, pending further action by the employing organization. The process for handling any abuse allegations involving Employees and Approved Volunteers will be according to the procedures outlined in the Seventh-day Adventist Church in Canada Education Code 4300.

*Sources Used*
Small School Workshop, Southwestern Union Conference, July 26, 1999  
http://www.helpguide.org/mental/child  
http://www.rcmp.ca/ccaps/child
EMPLOYMENT OF CERTIFICATED PERSONNEL
4000
Employment of Certificated Personnel

4002:04 Employment Status Flow Chart

Hired

LEVEL I
Valid Basic Certificate or College Degree*
(Initial Internship Employment Period or Transferring Employee)

After 3 years

LEVEL II
Valid Standard or valid Professional Certificate

After 3+ years

LEVEL III
Valid Professional or valid Administrators Certificate or have taught 10 years and have a valid Standard Certificate

May be discontinued at will at the end of the school year or at any time for reasons leading to dismissal as stated in Education Code 4016

 Identified problems are corrected, may return to Level II

May be placed on or returned to Probationary Status for unsatisfactory professional performance as stated in Education Code 4022

Probationary Status

If satisfactory progress is not made, the teacher may be discontinued by non-renewal of contract

May be placed on Probationary Status by unsatisfactory professional performance as stated in Education Code 4022

May be placed on or returned to Probationary Status for unsatisfactory professional performance as stated in Education Code 4022

Discontinuance of Employment

May be discontinued by non-renewal of contract for cause as stated in Education Code 4106 or by dismissal for reasons stated in Education Code 4110 & 4112

May be placed on Probationary Status by unsatisfactory professional performance as stated in Education Code 4022

May be discontinued by non-renewal of contract for financial exigency as stated in Education Code 4108 or for reasons leading to dismissal as stated in Education Code 4110 & 4112

* "College Degree" refers to non-certificated professional personnel.
Summary of Status Procedures

Level I: Evaluation: A minimum of 2 written evaluations annually.

Annual Review
Re-appointment

Level II: Evaluation: A minimum of 1 written evaluation annually.


Level III: Evaluation: A minimum of 1 written evaluation every 3 years.

Probationary: Evaluation:

a. Transferring teacher/principal by Superintendent and/or designee, a minimum of evaluation annually one written

b. Correction of problem area(s) by Superintendent only, a minimum of 1 written evaluation every month for the first 5 months and 1 written evaluation every 4-6 weeks for the remainder of the probationary period.

Annual Review
Re-appointment

Employment Policies

The responsibility for employment and personnel policies of K-12 educational personnel resides with the Seventh-day Adventist Church in Canada K-12 Board of Education. Local conference K-12 boards of education are responsible for implementing these personnel policies with K-12 educational personnel.

Inherent Authority

1. The conference K-12 board derives its authority from the conference board of directors. To assure the effective and orderly operation of the schools within the conference, the conference K-12 board delegates selected functions to school boards.

2. Although the conference K-12 board delegates selected functions for the operation of schools to school boards, it cannot divest itself of its inherent legal obligations. Inasmuch as the conference (in which school ownership rights are vested) may become responsible for actions taken by the local school boards, it is incumbent that there be close co-operation between the school boards and the conference K-12 board in the operation of schools and in all actions taken regarding school personnel.
Employer

1. The employer for all certificated educational employees is the conference board of directors or in the case of the two (2) boarding academies, their respective governing boards. The employment, assignment, transfer, retirement, non-renewal of contract, or dismissal of elementary and secondary certificated personnel shall be by authority of the conference board of directors unless that authority has been delegated to the conference K-12 board. At KC and PAA, their respective governing board.

2. The conference superintendent of education, or the principals of KC/PAA in consultation with the school boards, shall make recommendations to the conference K-12 board, or respective governing boards on matters relating to the employment of certificated personnel.

Conditions of Employment

(adapted from the General Conference Employee Handbook)

The SDA Church in Canada Office of Education seeks to attract and retain highly qualified certificated educational personnel across Canada. Personnel selection may be based on the following qualifications: character, church status, aptitude, education, training, experience, ability, integrity, adaptability, and physical ability to perform job functions.

1. Certification

A valid denominational certificate with endorsement(s) for the position(s) held. (The requirements are detailed in the current edition of the NAD manual Certification Requirements, K-12.)

2. Church Membership

A member in regular standing in the Seventh-day Adventist Church is mandatory. Unreserved commitment to its objectives, and a personal relationship with Christ are expected.

3. Church Teachings

Careful adherence to Bible-based teachings and standards of the church by exemplifying standards of personal conduct which would preclude:

a. Use of alcoholic beverages and tobacco.

b. Illegal possession and/or misuse of drugs.

c. Use of profanity.

d. Immoral conduct including but not limited to adultery, fornication, homosexuality, and physical and sexual abuse.

4. Lifestyle

Personal conduct demonstrated in a lifestyle which is expected of Seventh-day Adventists in attitudes, work performance, and thoughtful attention to personal example and influence in grooming, dress, and the avoidance of extremes.

5. Professional Standards

Careful adherence to the highest professional and ethical standards in integrity and confidentiality.
6. Loyalty

Willing and consistent loyalty and cooperation.

7. Stewardship

Exemplary witness in faithful stewardship, as Biblically defined, in personal finance, tithe, time, and talents.

8. Commitment

Unreserved commitment and fidelity to Christian service for all employees and to ordination vows for ministers.

9. Personal Finances

Management of personal finances enabling one to live within one's means and assure the payment of all just obligations on a timely basis.

10. Conflicting Interests

Avoidance of conflicting interests and enterprises.

11. Prescribed Procedures

Compliance with prescribed procedures for resolving conflicts, disputes, complaints, and grievances.

12. Faithful Tithing

a. Rationale

Tithing is a basic Biblical principle which speaks to a person's relationship with his or her Creator. This relationship is ordained of God for the benefit of His children. Systematic and regular tithing yields rich rewards. Among these is the bond which results between a person and the Creator. Another is experiencing the intrinsic satisfaction of giving one's self and one's means to the Lord. Our Lord's promise of special blessings to the faithful tither can be received in no other way.

b. Model

A Seventh-day Adventist denominational employee is to be a model in every facet of his/her life. Church members must see in a church worker a fidelity to basic principles which is unequivocal. Such an employee will demonstrate an exemplary commitment to the Lord and the teaching of His Church.

c. Review

Because of its importance as a principle and the spiritual experience it represents, tithing, like other basic beliefs of the Church, becomes a condition of employment for each employee. Consequently, at the time of employment each individual shall be informed in writing of this requirement which includes the expectation of faithfulness in tithing. An employee shall also be informed that his/her tithing practices will be subject to an annual review.

d. Concern

If it is determined that an employee is not faithfully tithing, the superintendent of education or
his/her designee shall discuss the matter with the employee in the spirit of pastoral concern and endeavor to help him/her understand that s/he is following a course that is harmful to his/her relationship with the Creator.

13. Criminal Background Check

Condition of employment shall include clear federal and provincial criminal background checks with respect to vulnerable sectors. It is the employing organization’s responsibility to make sure all employees have current clearances.

4014:96 Contract of Employment

1. At the time of initial employment, a contract including a Conditions of Employment Agreement, will be offered by the employer. Before the prospective employee is hired, a contract and Conditions of Employment Agreement must be signed and returned to the employer in harmony with provisions indicated on the document.

2. The teacher shall not be required to sign subsequent contracts or agreements of employment except if s/he is returning after a leave of absence.

3. The employer, after consultation with the principal, school board, and teacher, shall provide the employee, in writing, prior to the commencement of each academic year, notification of status, salary, assignment, location, and other pertinent information. This should be done no later than May 1. This document shall be signed annually.

4016:03 Level I Status

1. Definition

Level I Status is that internship period of time during which a certificated full-time employee is to demonstrate professional competency and fitness to teach.

Level I status is granted to a person who has completed less than three years of full-time service in a position that requires a certificate.

2. Evaluation

A teacher on Level I status shall receive a minimum of two written evaluations annually as follows:

a. A minimum of one written evaluation per semester based on a minimum of one supervisory visit by the principal or the superintendent of education or designee.

b. An evaluation conference between supervisor and teacher based on each written evaluation stipulated in (a) above.

c. Copies of each written evaluation shall be given to the teacher and to the principal, when applicable, and one shall be kept in the teacher's file at the conference office of education.

3. Employment of the Level I Teacher

b. The employment of the Level I teacher may be terminated by the employer at the end of the school year.
c. Upon completing three years of satisfactory teaching as determined by evaluation, a teacher on Level I status shall be placed on Level II status if all eligibility requirements are met as specified in Section 4012.

4018:03 Level II Status

1. Definition

a. Level II status shall be granted by the employer to a teacher who has satisfactorily completed the Level I internship period. The granting of Level II status indicates an intent on the part of the employer of continued employment.

b. A teacher on Level II status is subject to evaluation and annual reappointment by the conference K-12 board, or for Parkview Adventist Academy and Kingsway College by their respective governing boards.

c. A teacher on Level II status may be placed on probationary status for a period not more than one year under the terms of Section 4022.

   Procedures for return to Level II status or dismissal are to be followed as per Sections 4024-4030.

2. Criteria

To be eligible for Level II status the following criteria must be met in addition to the basic conditions of employment (Section 4012).

a. Completion of a minimum of three years of full-time teaching, two of which must be consecutive.

b. A valid denominational standard or professional certificate.

c. Evidence of competent performance as determined by evaluation.

3. Granting Level II Status

The granting of Level II status is a function of the conference K-12 board and for Parkview Adventist Academy and Kingsway College their respective governing boards. The recommendation is made by the superintendent of education/principal after consultation with the school board.

4. Evaluation

The evaluation of a teacher on Level II status shall include the following:

a. A minimum of one written evaluation per year based upon a minimum of one supervisory visit by the principal or the superintendent of education or designee.

b. An evaluation conference with the teacher by the principal and/or office of education personnel based on the written evaluation stipulated in (a) above.

c. Copies of each written evaluation shall be given to the teacher and to the principal, when applicable, and one shall be kept in the teacher's file at the conference office of education.

5. Reappointment of Level II Status Personnel
a. A teacher who holds Level II status is not subject to annual review but is subject to annual reappointment. However, a teacher on Level II status cannot be terminated except for cause as specified in Section 4110, 4112 or for financial exigency as specified in Section 4108.

b. A teacher who is subject to change of employment status or dismissal is to be dealt with in harmony with the procedures outlined in Section 4114.

4020:04 Level III Status

1. Definition
   a. Level III status is granted by the employer to an experienced teacher who meets the criteria listed in Section 4012. The granting of Level III status indicates an intent on the part of the employer of continuing employment within a conference or academy.
   
   b. A teacher on Level III status is subject to evaluation but is not subject to annual reappointment nor dismissal without first having been placed on probationary status except for reasons that may lead to dismissal for cause as specified in Section 4110, 4112 or for financial exigency as specified in Section 4108.
   
   c. A teacher on Level III status may be placed on probationary status for a period of not more than one year under the terms of Section 4112 (a-f).

   Procedures for return to Level III status or non-renewal of contract are to be followed as per Sections 4024-4030.

2. Criteria
   To be eligible for Level III status, all the following criteria must be met in addition to the basic conditions for employment (Section 4012).
   a. Denominational Level II status for a minimum of three years.
   b. A minimum of six years of full-time employment in a position which requires a teaching certificate.
   c. A valid denominational professional certificate or have taught a minimum of ten (10) years and a standard certificate.
   d. Evidence of continuing competent performance as determined by evaluation.

3. Granting Level III Status
   The granting of Level III status is a function of the conference K-12 and for Parkview Adventist Academy and Kingsway College, their respective governing boards. The recommendation is made by the superintendent of education and for Parkview Adventist Academy and Kingsway College their principals, after consultation with the school board.

4. Evaluation
   The evaluation of a teacher on Level III status shall include the following:
   a. A minimum of one written evaluation every three (3) years based upon a minimum of one supervisory visit by the principal or the superintendent of education or designee.
b. An evaluation conference with the teacher by the principal and/or office of education personnel based on the written evaluation stipulated in (a) above.

c. Copies of each written evaluation shall be given to the teacher and to the principal, when applicable, and one shall be kept in the teacher's file at the conference office of education.

4022:03 Probationary Status

1. Definition

Probationary status shall be defined as a status placed upon a teacher whose Level II or Level III status has been rescinded by action of the conference K-12 Board or Executive committee or the governing boards of KC and PAA. The recommendation is made by the superintendent of education in consultation with the school administrator, principal and or teachers, and the school board chair and/or the school board. Probationary status may be voted at any time during the academic year for reasons listed below. The probationary period will be established by the governing boards or K-12 Board for a period not less than one semester and not greater than one year, so that the teacher may correct the identified problem area(s).

The governing board or executive committee shall approve the status of the transferring employee or the plan for correction of the problem area(s) before implementation. The superintendent of education shall keep the conference K-12 Board updated on regular progress reports in the implementation of the plan.

2. Reasons for Probation

a. Unsatisfactory professional competency as determined by written evaluation, or

b. Unsatisfactory personal conduct or adverse influence. (See Section 4112 a-f.)

3. Plan for Correcting Problem Area(s) While on Probation

a. For the teacher/principal transferring into a new location, no plan is required.

b. For weaknesses as described in 2 (a,b) above, the superintendent of education, in counsel with the principal, school board and the teacher, shall develop a plan for professional growth or counselling and implementation as follows:

i. The plan for the teacher's professional improvement and/or corrective actions to be taken shall be approved by the governing board or executive committee.

ii. The superintendent of education shall communicate to the teacher in writing the approved plan no later than 5 days after its approval.

iii. The teacher shall receive a copy of the plan for professional improvement and/or corrective actions to be taken and begin implementation no later than five (5) days after receipt of the plan.

iv. The superintendent of education shall assume responsibility for regular supervisory assistance in helping the teacher to meet the improvements requested.

4024:03 Plan for Returning a Transferring Employee to Level II or Level III Status

The superintendent of education shall visit the employee on a regular basis until satisfied that the employee is performing well.
**4026:04  Plan for Returning a Certificated Employee from Probation to Level II or Level III Status**

1. A minimum of one written evaluation based on a supervisory visit every month during the first semester and at least every 4-6 weeks during the second semester by the conference superintendent of education, or principal of KC and PAA.

2. A superintendent or principal-teacher conference, which may include another educator employed by the conference or Seventh-day Adventist Church in Canada, shall be conducted after every evaluation, based on a written report by the superintendent of education or principal of KC and PAA.

3. Copies of each written evaluation are to be given to the teacher and to the principal, when applicable, and one placed in the teacher's file at the conference office of education or in the Administration office of KC and PAA.

**4028:03  Completion of the Probationary Period**

At the completion of the probationary period the teacher may be placed on a further probationary period, resume Level II or Level III status, or may be dismissed.

**4030:03  Procedure for Removal from Probation**

1. The superintendent of education or principal of KC and PAA, in counsel with the executive committee of the conference K-12 board, or governing board and/or the officers of the conference, and/or personnel committee of the school board, shall recommend return to Level II or Level III status or dismissal.

2. The conference K-12 board and/or the officers of the conference board of directors or governing board shall act upon the recommendation.

3. The superintendent of education or principal shall inform the teacher in writing within five (5) days of the action of the conference K-12 board. The written notification will inform the employee of his/her right to appeal (Section 4118).

**4032:96  Assignment**

1. Assignment Within a Conference
   a. Initial assignment or reassignment within the conference school system is made by the conference K-12 board, upon the recommendation of the superintendent of education after consultations with the school board and the teacher. Initial assignment or reassignment at KC and PAA is made by the principal in consultation with the executive committee of the governing board.
   
   b. A teacher who accepts employment with a denominational entity is committing him/her self to denominational teaching and not to any individual school. Therefore, s/he is subject to transfer within the conference school system as the needs of the system dictate.
   
   c. Transfers to another school will be made in harmony with the procedures outlined in Section 4034.
2. Assignment Within a School
   
a. Assignment within the school will be made by the school administrator in consultation with the teacher involved and the superintendent of education where applicable. The school board shall be notified, on an annual basis, of each teacher’s assignment.

b. An employee may be subject to reassignment within a school when it is deemed by the school administration to be in the best interest of the school, provided such a reassignment does not affect the salary of the employee. Reassignment shall be based upon the professional qualifications of the teacher.

4034:03 Transfer

1. Authority for Transfers

   Authority for the transfer of certificated personnel shall be by action of the conference K-12 board, and/or the officers of the conference, or by the principals of KC and PAA in consultation with the executive committee of the respective governing boards. The recommendation is made by the superintendent of education after consultations with the teacher and the school board.

2. Voluntary Transfer

   An employee with Level II or Level III status who transfers to/from a different conference or union may be changed to Level I status at the discretion of the new employing organization for a period not to exceed one year.

3. Administrative Transfer

   a. An administrative transfer is a change of assignment or position from one school to another within the Conference school system.

   b. The employing organization may transfer an employee within the conference to an available position for which the employee is qualified when it is in the best interest of the students, the employee, the staff, or the school system.

   c. In the event that staff reductions are required, because of insufficient enrolment or lack of funds, the factors which determine the priority for retaining teachers shall include:

      i. Professional skills and qualifications which complement the skills and qualifications of the other teacher(s) in the interest of providing the most highly-competent teaching team possible to meet the instructional needs of the students. Consideration will be given to the teacher’s certification, status, and evaluation reports.

      ii. Length of service to the school and/or length of educational service within the denomination.

      iii. The staffing needs of the schools within the conference.

      iv. A need for specialized services.

      v. Personnel relationships.

   d. Procedures

      i. An administrative transfer may be initiated by the superintendent of education or principal of KC and PAA after consultation with the principal, and the appropriate governing board.
ii. The superintendent of education or principal shall notify the employee in writing immediately of the intended transfer.

iii. The superintendent of education shall notify the appropriate governing board/s of the proposed transfer.

iv. The superintendent of education shall present the recommendation to the conference K-12 board and/or the officers of the conference.

v. The superintendent of education shall notify, in writing, the employee concerned and the school board within one week of the conference K-12 board decision.

vi. A transfer cannot be effected unless there is a position open in another school for the prospective transferee. If a position is not available, the employee shall remain in his/her current position.

e. Appeal

An employee on Level II or Level III status who is subject to transfer under the provisions of this section shall have the right of appeal through the appeal procedures as outlined in Section 4118.

4036:17 Evaluation of School Principals

1. Purpose

The purpose of formative evaluations of principals will be

a. to assist the principals in developing and enhancing leadership skills.

b. to provide opportunities for the principals to participate in courses/seminars to strengthen their leadership skills.

2. Method of Evaluation

The employing organization will determine the method of evaluation.

3. Elementary and Junior Academy Principals

The evaluation of elementary and junior academy principals will be conducted by the superintendent of education in the conference where the school is located.

4. Senior Day Academies

Principals of senior day academies will be evaluated by the superintendent of education in the conference where the academy is located.

5. Boarding Academies

The principal of Kingsway College will be evaluated by the Director of Education for the Seventh-day Adventist Church in Canada; and the principal of Parkview Adventist Academy by the President of Burman University.

6. Frequency of Evaluation

a. Teaching Principals of elementary schools and junior academies will be evaluated as determined by the employing organization.
b. Principals of senior academies without an Administrator's Certificate will be subject to one written evaluation each year.

c. Principals of senior academies with an Administrator's Certificate will be subject to at least one written evaluation per three years.

7. Exit Interview

Following each evaluation, the evaluator will provide the principal with a written summary of the evaluation from each group involved in providing input. Appropriate commendations, and where needed, recommendations to strengthen leadership skills will be provided. Suggestions of intervention options, when necessary, will also be included. The principal will have the opportunity of writing a response to the evaluation summary. The evaluator and the principal will sign the summary report. The principal will receive a copy of the evaluation and a copy will be filed in the office of the evaluator.

8. Evaluation Report to the Local Board

The local school board is not the employer, nor is the evaluation of the principal part of its responsibility. None-the-less the evaluator may provide the board with appropriate information regarding the evaluation.

4038:04 Breach of Contract

Once an employee has signed the Employment Agreement, hereafter referred to as Contract, the employee and employer have entered into a contractual agreement. Any breach in the contract will be handled as outlined below.

1. The Employer

The employer agrees to fulfill all the conditions of the contract unless the employee is dismissed with cause. See Section 4112. In the case of a Declaration of Financial Exigency, the employer will remunerate the employee according to the conditions outlined in 4108.

2. The Employee

The employee agrees to fulfill all the conditions of the contract unless the employer agrees, upon receipt of a written request, to release the employee of the contract. An employee who breaches the contract has an obligation to the employer and one or more of the following may apply:

a. The employees denominational teaching or administrator certificate is suspended or revoked (See Section 4120 1.b).

b. The employee, or the new employer, pays compensation to the former employer to help recover the costs of the bringing in a replacement.
4100 Discontinuance of Employment

4102:01 Termination of Employment

**Definition:** Termination of employment shall mean the cessation of employment by resignation, termination at the end of the school year, or dismissal for cause.

Prior to any decisions being made about the termination of an employee, the employing organization (conference or school) shall seek the counsel of a competent and qualified lawyer to review the facts and advise the organization.

4104:01 Resignation

1. **End of School Year**

   A certificated employee not intending to continue employment for the succeeding year shall indicate such intent in writing to the superintendent of education and his/her principal, or the principal of KC and PAA, as appropriate as early as is practically possible but no later than April 1.

2. **During the School Year**

   a. Should the employee require the processing of his/her resignation during the school year, the following procedure should be followed:

      i. The employee shall submit in writing, to the superintendent of education and the principal and the principal of KC and PAA as appropriate, the reasons for resignation.

      ii. The employing organization shall respond in writing, within seven (7) working days. If, on a rare occasion, the resignation is rejected, the reasons shall be stated. If the resignation is accepted, the employing organization shall be allowed a reasonable time (not to exceed sixty (60) days) to obtain a suitable replacement.

   b. Upon resignation, all amounts owing and due to or from the employee to date of cessation of employment shall be paid. Payment of unamortized expenses will be required before a contract release is given.

4106:96 Termination at End of School Year

1. Termination at the end of the school year will be by action of the conference K-12 board and/or the officers of the conference in consultation with the school or governing board or the principal of KC and PAA as appropriate for reasons such as, but not limited to:

   a. Financial exigency as stated in Section 4108.

   b. Employee's inability to fulfill required responsibilities because of physical, mental, or emotional problems (where permitted by law).

2. Notification by the employer of intent to terminate at the end of the school year is to be submitted in writing to the employee no later than May 1. In fairness to employees, notice should be given as early as possible.
3. An individual whose employment is terminated at the end of the school year may qualify for termination pay if s/he meets eligibility requirements as specified in Section 4122 and in the NAD Working Policy, Y36 10.

4108:04 Declaration of Financial Exigency

In the event of an unforeseen economic situation which seriously jeopardizes the reasonable operation of a school, the school board, with a representative from the conference office of education present, may, by a two-thirds vote of all elected members, request the conference K-12 board and/or the officers of the conference board of directors to declare a financial exigency for the school. The conference K-12 board and/or the officers of the conference board of directors must then consider the request within fifteen (15) days.

If the conference K-12 board and/or the officers of the conference board of directors declares a financial exigency, all employee contracts for that school will, if necessary, be terminated. Every effort will be made by the employing organization to transfer and relocate an employee thus affected. Such a displaced employee shall be transferred and/or relocated at the absolute discretion of the employer. If there is no immediate possibility of a transfer and no immediate position available, the employee may be entitled to termination pay if s/he meets eligibility requirements as specified in Section 4122 and the NAD Working Policy, Y36 10.

4110:03 Suspension Before Termination

Definition: Suspension is the immediate removal of a certificated employee from all duties but with no effect on salary.

1. An action suspending the employee shall be taken by the superintendent of education after consultation with the executive committee of the conference K-12 board and/or the officers of the conference board of directors. Notification is to be given immediately to the principal or teaching principal and to the school board.

2. Written verification of the reasons for suspension must be provided to the employee within two (2) days of the action.

3. A suspension is discontinued when the employee is reinstated to active status, resigns, or is dismissed.

4112:01 Dismissal for Cause

1. Dismissal is termination of the employment relationship at any time by the employing organization for any reason listed below but not limited to:
   a. Incompetency as determined by evaluation.
   b. Failure to correct or overcome problem area/s while on probationary status.
   c. Indifference to pupil welfare or safety.
   d. Lack of cooperation with administration or supervisors.
   e. Persistent failure to comply with conference policies and regulations.
f. Unprofessional conduct and persistent violations of professional ethics as described in Section 1410.

g. Committing, aiding, advocating, or being convicted of any crime.

h. Persistence in advocating, practising, or teaching beliefs or philosophy contrary to the basic tenets, standards, and doctrines of the Seventh-day Adventist Church.

i. The use of alcohol, tobacco, and/or illegal substances.

j. Social and/or moral problems which indicate unfitness to instruct or associate with children and youth.

k. Insubordination: persistent violation of, or refusal to cooperate with, governing board policies.

2. Dismissal proceedings must comply with procedures as specified in Section 4114.

3. An individual whose employment is terminated for cause may not be eligible for termination pay.

4114:01 Procedures for Dismissal for Cause

In the course of employer-employee relationships, conflicts may arise. 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 their 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 conference superintendent of education initiate communication when a problem surfaces. This should be done on an informal basis as needed.

1. The principal (or the school board chair in cases where there is no principal or where the principal is the subject of the concern) shall notify the conference superintendent of education of any concern which might lead to dismissal for cause. The superintendent will immediately investigate these concerns and communicate with both the principal (or school board chair as outlined above) as well as the employee who is the subject of the concern that such investigation is proceeding.

2. The conference superintendent of education will investigate, follow *due process steps outlined below and make a written recommendation including suspension with pay (if deemed necessary) to the conference K-12 board and the employee before the meeting of the K-12 board.

3. The employee shall if s/he so requests, have the right to appear before the K-12 board before any action is taken.

4. The conference K-12 board makes the decision on dismissal for cause.

5. Written notification of the action of the conference K-12 board shall be given to the employee, by registered mail or in person, by the conference superintendent of education. The notice will contain the following information:

   a. Reasons for the action.

   b. In actions involving termination at the end of the school year, notification may be made prior to May 1.

   c. In actions involving suspension with pay or in the case of dismissal, the written notification is to include the date of salary discontinuance or date of termination.
d. The written notification will also inform the employee of his/her right to appeal within fifteen (15) working days of receiving the notice.

*Due Process Steps*

1. Specifically identify the weaknesses or concerns and clearly communicate these to the employee.
2. Document these areas with objective data.
3. Provide remedies in order to help the employee improve. These remedies should include provision for in-service or other staff development opportunities.
4. Give the employee a reasonable amount of time for improvement to occur. “Reasonable”, of course, is a judgement term, however, the amount of time will be determined by the nature of the concern and the development of a strategy for the solution of that concern.
5. Give frequent and appropriate feedback to the employee concerning his/her progress toward expected improvement.

4116:04 Procedures for Change of Employment Status

Applicable Situations

1. Certificated personnel on Level I status may receive Level II status upon completion of three (3) years of successful teaching.
2. Certificated personnel on Level II status may receive Level III status upon completion of ten (10) years of successful teaching.
3. Certificated personnel on probationary status may be returned to Level II or Level III status upon completion of the requirements in Sections 4024-4030.
4. Certificated personnel on Level I and/or probationary status may be terminated with appropriate notice or payment in lieu of notice as per provincial requirements at any time.
5. Certificated personnel on Level II or Level III status may be placed on probationary status for reasons as described in Section 4112 (a-f).

4118:01 Appeal Procedure

If an employee challenges the action of the conference K-12 board concerning Dismissal for Cause or the non-renewal of an employed agreement for teachers on regular employment, the following procedure will be followed:

1. S(he) may appeal the decision in writing to an appeal board within fifteen (15) working days following receipt of the decision.
2. The appeal board is
   a. The conference executive committee/board of directors, OR
   b. A specially appointed group appointed by the conference executive committee/board of directors in those conferences where the above serve as the K-12 board.
3. The appeal board chair shall call a meeting in a timely fashion to ensure a written decision rendered within thirty (30) days of the appeal being received.

4. The employee has a right to appear before the appeal board and present his/her case before the appeal board makes its decision.

5. The superintendent of education will present the case for the K-12 board.

6. To insure impartiality, no member of the K-12 board or the employee shall be present when the appeal board discusses the appeal and makes its decision.

7. The written decision of the appeal board is to be sent by registered mail or given personally to the employee and the employer.

8. The written decision should include the following:
   a. Reasons for the decision.
   b. Information for the employee regarding further recourse, i.e. (NAD Working Policy BA 42 “Conciliation and Dispute Resolution Procedures”).

4120:01 Suspension or Revocation of a Teaching or Administrative Certificate

1. A teaching certificate may be suspended or revoked for any of the following:
   a. Any cause that is grounds for dismissal.
   b. Any time when a contract has been prematurely terminated without the employer's consent.
   c. Any time when an employee resigns and fails to repay money owed to the employer such as but not limited to the following: advanced salary, unamortized graduate study assistance, unamortized moving, and housing loans.

2. Procedure
   a. The superintendent of education shall notify the employee in writing of the proposed recommendation for suspension or revocation of a certificate including the right to a hearing by the conference K-12 board.
   b. The superintendent of education shall submit the recommendation for suspension or revocation of certificate to the conference K-12 board.
   c. On conference K-12 board approval, a formal request with supporting documentation shall be sent to the SDA Church in Canada Office of Education.
   d. The director of education shall give notice to the employee including the right to a hearing by the SDA Church in Canada K-12 Board of Education.
   e. The SDA Church in Canada K-12 Board of Education shall have the final decision, including the length of time for suspension or revocation.
   f. The conference superintendent of education may notify the provincial ministry of education that the denominational certificate has been rescinded.
4122:17 Termination Settlements
(Taken from NAD Working Policy, Section Y 36)
In case of disagreement between this code and the NAD Working Policy, the NAD Working Policy supercedes.

Termination Settlements

In order to provide transition funds for an involuntarily terminated full-time regular status Employee ("Employee"), a termination settlement may be provided under the terms of this policy. The settlement is not an earned employee benefit automatically provided in every case of employment termination.

1. Eligibility

A termination settlement may be granted to an involuntarily terminated employee who has worked in denominational employment for at least two years, regardless of age. A resignation as a result of being counseled to resign by the employer is considered an involuntary termination for the purposes of this policy.

Eligibility shall be determined according to the following criteria:

a. Eligible for Termination Settlement

i. Closure or reduction – An employee involuntarily terminated due to closure of a denominational facility or staff reductions due to financial exigency or enrolment.

ii. Lack of Performance – An employee who is terminated for failing to adequately perform the functions of the job.

iii. Medical Condition – An employee who is unable to continue employment because of a medical condition but is not eligible for disability benefits under the Employee Disability Income Plan (Y 33).

iv. Not Reelected/Reappointed – An elected/appointed employee who is not reelected/reappointed, and for whom no further assignment consistent with the employee’s training and/or experience is offered by a denominational employer.

v. Full-Time to Part-Time – An eligible employee who

   (a) is involuntarily reduced from full-time employment to part-time employment, or

   (b) refuses the offer of part-time employment when their status has been involuntarily reduced from full-time employment in the same organization.

b. Not Eligible for Termination Settlement

i. Part-time employees.

ii. Involuntary Termination – An employee terminated for violation of organizational policies and/or practices regarding misconduct, or for criminal behaviour.

iii. Resignation – An employee who voluntarily resigns from employment.

iv. Continued Denominational Employment – An employee who at the time of execution of the separation agreement (see number 6 below) has declined a full-time denominational position consistent with the Employee’s training, compensation, and experience.
2. **Service Record**

A termination settlement shall be recorded on the terminated employee’s service record. Such settlement, however, shall not increase service credit, nor shall it cancel any part of the employee’s service credit.

3. **Settlement**

   a. Payment – Any termination settlement paid under this policy shall be paid by the terminating employer to the eligible employee in either a lump sum payment or in series of payments at the discretion of the terminating employer.

   b. Calculation – The settlement shall be 25% of current monthly wages multiplied by total number of years of denominational service credit up to a maximum of twenty years. Current monthly wages shall include wages and cost of living adjustments, but shall not include area travel or any other allowances.

   c. Independent Transfers – In the case of the termination of an employee who has been voted an independent transfer, the settlement shall be calculated only on years of service earned as a church employee within the territory of the North American Division or as regularly appointed interdivision employee from the North American Division.

4. **Other Benefits**

Any benefits payable at the time of termination under the employer’s policies or as required by law, if any, shall have no effect on the calculation of this settlement. If an employee has received a previous termination settlement under the terms listed in this policy, any subsequent termination settlement shall be calculated based on years of service credit earned since the date of the previous termination settlement.

5. **Health Care Benefits**

Health care benefits in most situations cease with the effective date of termination (see NAD Working Policy Y 22). However the terminating employer may provide continued medical benefits to the terminated Employee and dependents participating in the health care assistance plan at the time of separation. This assistance may continue

   (1) As required by applicable law, or

   (2) For up to two months from the date of termination, or

   (3) Until the terminated Employee obtains health care assistance coverage, whichever occurs first.

Terminated Employees shall promptly notify the terminating employer if they obtain health care assistance coverage while eligible for assistance under this policy.

6. **Release**

As condition of receiving a termination settlement, terminated Employees are required to execute the separation agreement of their terminating employer, which shall include, without limitation, a waiver and release of any and all claims against their terminating employer, related organizations, and the officers, agents and employees of the terminating employer. The terminating employer will issue the separation agreement to the terminated Employee as soon as reasonably practicable following cessation of employment. Terminated employees will have 21 days from receipt of the separation agreement to sign and return it to the terminating employer, unless a longer time period for consideration and signature is required by applicable law. If the separation agreement is not
signed and returned to the terminating employer within the applicable time period, the termination settlement may well be forfeited. (A model separation agreement and release for terminating employers is available from the North American Division.)

7. **Variances**

Properly constituted governing or administration bodies of denominational employers may authorize a termination settlement at variance with the provisions of this policy in order to comply with national, state, provincial or local laws. Involuntarily terminated teachers under continuous appointment may be eligible for a termination settlement as described in *NAD Working Policy FEC 05 25-5* rather than under the terms of this policy.

### 4200 Remuneration and Benefits for Certificated Personnel

#### 4202:06 Remuneration

The salary rates for certificated personnel are determined annually by employing organizations in accordance with the Seventh-day Adventist Church in Canada salary scale and in compliance with applicable federal and provincial laws. A certificated employee may be offered The Statement of Employment requiring either 95% or 100% of the Wage Base Factor.

Assignment. The following payment plans have been adopted for use in the Seventh-day Adventist Church in Canada.

1. **100% Wage Base Factor Assignment**

   Certificated personnel employed on a 100% Wage Base Factor Assignment plan will receive monthly or bi-weekly salary payments based on established annual salary rates. For details see Appendix E.

2. **95% Wage Base Factor Assignment**

   Certificated personnel employed on the 95% Wage Base Factor Assignment plan, in accordance with the policy as published in the financial section of the *Education Code*, will receive 12 equal monthly or 26 equal bi-weekly payments.

3. **Principals/Teaching Principals Wage Base Factor Assignment**

   All principals/teaching principals will be employed at 100% of the Wage Base Factor.

4. **Salary Criteria**

   Salary increments within the steps established in the policy are based on the following criteria:
   
   a. Type of denominational certificate.
   
   b. Years of service.

#### 4204:96 Salary Adjustment Resulting From Certification Change

1. **Salary Change Due to Upgrading Certification**
Placement on the salary scale will be determined annually by the conference, depending on the teacher's certification. If a teacher's certification is upgraded and the certificate issued by December 31, the teacher is eligible for increased salary retroactive to September 1. Should the new certificate be issued by the Seventh-day Adventist Church in Canada Office of Education after December 31 of the current year, the increased salary will become effective the month following such issuance.

2. Lapse of Certificate Penalty

If a certificate is allowed to lapse, the teacher may revert to probationary status until the credential is updated. No retroactive pay adjustment will be made for the period during which the teaching certificate has lapsed. It is recommended that teachers involved in summer school college credit courses obtain a verification of grade and course hours from the teacher and send verification to the office of education to avoid problems resulting from late receipts of college transcripts. All official college transcripts should be received at the SDA Church in Canada Office of Education by October 30. This procedure is especially important if the renewal of a certificate or the receipt of a new certificate depends on the summer school credits earned.

4206:14 Allowances and Benefits for Full-time Certificated Employees

In addition to the annual salary, certain allowances and benefits are granted when the employee qualifies. Details regarding the allowances are provided in the citation listed following each item.

1. Additional Housing Assistance (See Section 5220).
2. Employee Family Care Plan (HBA Office, SDA Church in Canada).
3. Financial Assistance for Denominational/Provincial Certification (See Section 5300).
4. Graduate Study Assistance (See Section 5300).
5. Housing, School-Owned Rentals (as per conference policy) (See Sections 5216, 5218).
6. Mileage, Authorized School Travel (as per conference policy) (See Section 5224).
7. Moving Allowance and Expenses (as per conference policy) (See Section 5212).
8. Retirement Benefits (as per Retirement Office, SDA Church in Canada) (See Section 4214).
9. Sick Leave (as per conference policy).
10. Tuition Assistance for Dependent Children - 35% for elementary grades, 70% beyond elementary if living in residence hall, and 35% beyond elementary if living in the community (See Section 5204).
11. Vacation (as per conference policy).

4208:01 Allowances and Benefits for Part-time Certificated Employees

1. An employee who works half time or more but less than full time will qualify for prorated salary based on amount of time worked and allowances and benefits as specified below:
   a. Allowances or benefits granted:
      i. Credited service as per SDA Church in Canada retirement policy.
ii. Vacation time based on prorated hours within provincial employment standards.

iii. Holiday pay based on the prorated hours when the holiday falls within the normal working time.

iv. Sick leave based on prorated hours of employment.

v. Health care assistance upon recommendation of employer prorata contribution to cost would be required from the employee.

b. Allowances or benefits not granted:

i. Tuition assistance for dependent children.

2. An employee who works less than half time qualifies for allowances and benefits as specified below.

a. Allowances or benefits granted:

i. Vacation and holiday pay based on the prorated hours within provincial employment standards.

ii. Credited service as per SDA Church in Canada retirement policy.

b. Allowances and benefits not granted:

i. Health care assistance.

ii. Tuition assistance for dependent children.

iii. Sick leave.

4210:14 Vacations and Holidays for Certificated Personnel

1. 10-Month Assignment

Those employed on a 10-month assignment have vacation time and holidays included in this time period. A teacher on the 10-month assignment receives a monthly amount which reflects the vacation policy as indicated below under the 12-month assignment.

2. 12-Month Assignment

a. Those employed on a 12-month assignment are granted vacation time as follows:

i. Three weeks annual vacation after one full year of denominational service.

ii. Four weeks annual vacation after 9 full years of denominational service.

b. Unused Vacation Time

It is intended that vacations be taken each year. However, at the request of the employee and with the approval of the employing organization, unused vacation time may be carried over from one year to the next for an accumulated vacation not to exceed six weeks.
3. Holidays

The number of paid holidays granted in any one year shall be specified by the conference office of education, and any leave taken beyond that shall be treated as a part of the annual vacation.

4212:10 Leaves

The Seventh-day Adventist Church in Canada makes provisions for leaves concerned with bereavement, illness, personal reasons, jury duty, and leave of absence. Leaves for any other purpose must be approved by the employing organization, as in NAD Working Policy E45 90.

1. Bereavement
   a. A leave of up to five school days with no loss of salary may be granted to an employee in case of a death in the immediate family. (Immediate family means grandparents, parents, spouse, brothers and sisters of either the employee or spouse, children and grandchildren.)
   b. Arrangements for exceptions are to be made with the employee's employing organization.
   c. Transportation expense for attending funeral is the employee's responsibility.

2. Sick leave
   a. When an employee is sick or impaired to the extent of being unable to reasonably perform all his regular duties or would expose others to illness or injury, he is not expected to report to work.
   b. Anticipated, extended, and unexpected absences must be reported as early as possible to the principal or, where there is no principal or teaching principal, to the board chair.
   c. Illnesses of such serious nature as to necessitate more than five days absence should be attended by a physician.
   d. Sick leave is granted only in the case of personal illness or injury of the employee.
   e. Elective medical, dental, or surgical appointments should be scheduled so as not to interfere with the regular work schedule. Where this is impossible, such time shall be taken for such appointments as sick leave.
   f. During the contract year, a certificated employee is eligible for sick leave as per conference guideline.
   g. Should a period of illness extend beyond fourteen days you may be eligible for Salary Continuance benefits. (see the Health Benefits Plan booklet under Disability Income Protection)
   h. When an area travel budget is allocated to the employee who is unable to work due to illness, this budget will be terminated after one month's absence from employment.
   i. In the case of an industrial accident which is covered by Workplace Safety and Insurance Board (WSIB), full pay less compensation pay will be granted for a period equal to unused sick leave time.

3. Maternity/Paternity Leave

This varies provincially. Therefore, every conference/institution is urged to contact its Canada Employment Insurance (EI) Office for details. Paternity benefits will be in harmony with provincial
Employees who are on maternity leave are eligible for a top up of benefits to 100% of gross monthly earnings during the first six (6) weeks of receipt of EI following delivery.

If an employee is totally disabled prior to delivery and is receiving salary continuance benefits, she must apply for EI maternity benefits eight weeks prior to the scheduled delivery. If the disability continues after delivery, the maternity SUB plan provides a “top-up” to a maximum of six (6) weeks. You must be receiving EI benefits to be eligible for the “top-up”. This is Health Benefits Administration (HBA) policy.

**SUGGESTED PROCEDURES TO APPLY FOR HBA AND EI BENEFITS:**

a. You must be receiving EI benefits to be eligible for salary top-up.

b. Give notice to the conference in writing two weeks before the intended leave. At the same time apply for EI benefits. Maternity leave is 17 weeks altogether with the first two weeks as a waiting period, and then Employment Insurance benefits will apply up to the following 15 weeks. Provide the conference with the medical certificate estimating the date of delivery. The conference in turn will issue the Record of Employment which will be submitted to the EI office.

c. As soon as the baby is born, inform the conference of the baby’s name and birth date. Also needed is proof of receipt of EI indicating the date benefits are to begin. (Usually two weeks following approval of your claim.) The conference will implement your salary top-up immediately if the eligibility criteria is met. (Top-up to 100% of pre-maternity income.) This salary top-up will continue up to six weeks after delivery.

This procedure is suggested by the Ontario Conference.

Please contact the Health Benefits Administration office and/or your local conference office for additional information.

4. Personal Leaves

Employing organizations may grant an employee up to two (2) personal days per year. Employing organizations may finance the cost of the substitute teachers in the same way they do the cost of illness leaves. The employee must give the school principal or local school board chair at least five (5) days advance notice for personal days. Personal days may not be taken in connection with the beginning or end of scheduled vacation periods.

5. Jury Duty

Employees selected to serve on jury duty will counsel with the principal and/or office of education so that proper arrangements can be made for covering their assigned positions.

6. Leave of Absence

A teacher on Level II or Level III status may apply for an unpaid leave if they have been employed by the current conference for a minimum of 5 years. A teacher granted unpaid leave is entitled to a teaching position within the employing organization at the end of the term of the leave. It must be understood, that no credited pension service will be accumulated during the leave period.

a. An unpaid leave of absence must be approved in writing by the employing organization.

b. Unpaid leaves will be granted for a period of up to one school year.
c. Deadline for application is January 31 for the following school year.

d. The teacher may request continuation of allowable denominational benefits by providing the employing organization with post-dated cheques for the amount of the calculated premium one month before the commencement of the first day of the leave. Failure to do so will result in the teacher having no denominational benefits.

4214:17 Retirement Plan

Effective January 1, 1993, a retirement plan for Canadian employees was established. The basic purpose of the plan is to provide retirement income for eligible employees of Participating Employers. In addition to the local conferences, the following schools are listed in the Retirement Plan document as Participating Employers: Burman University (including Parkview Adventist Academy), Kingsway College, Cariboo Adventist Academy, Chinook Winds Adventist Academy, Crawford Adventist Academy, Fraser Valley Adventist Academy, Okanagan Adventist Academy, Sandy Lake Academy and St. John's Adventist Academy. If employees of these Participating Employers meet the eligibility criteria for minimum retirement benefits, they will earn service credit in the retirement plan. The SDA Church Retirement Plan for Canadian Employees is administered in conjunction with the NAD Retirement Plans.

The following is a brief summary of the provisions of the Seventh-day Adventist Church Retirement Plan for Canadian Employees:

1. The Retirement Plan for Canadian Employees is a Defined Benefit Plan. Contributions into the fund are made by Participating Employers. Employees are not required to contribute. An employee's retirement benefit is calculated using the current year's pension factor, their years of credited service, and their benefit rate factor.

2. Full-time employees of Participating Employers of the Seventh-day Adventist Church Retirement Plan for Canadian Employees become members of the plan after two years of service and become vested after two years of plan membership. (ie, an employee is eligible for vesting after four qualifying years of service.)

3. The normal retirement age is 65. However, an employee who has reached the age of 62 and has 35 years of Credited Service, may elect to retire and receive unreduced benefits. An employee may choose early retirement in Canada at the age of 55 with reduced benefits. Completion of 40 years of Credited Service is required before an employee may be eligible for maximum retirement benefits.

4. One year of Credited Service shall be credited to an employee for each calendar year in which he works at least 1,950 hours or full time on a salaried basis. Education personnel will be eligible for full-time credit when they are paid over a 12 month period. Proportionate credit will be given for those paid over a 10 month period.

5. Part-time employees may accumulate Credited Service if they have:
   a. at least 700 hours of employment or earnings equal to 35% of the YMPE (Year's Maximum Pensionable Earnings) per year during two consecutive calendar years after 1985 (provincial differences may apply), or
   b. if they have at least 1,000 hours of employment in a calendar year after 1980.

6. In order for employees of K-10 schools to be eligible to receive service credit, their local school board must agree to:
   a. Contribute into the retirement fund the required percentage through the conference office.
b. Use the payroll services of the conference to pay these employees.

PLEASE NOTE: This is a summary of the terms of the Plan. If there is a discrepancy between this summary and the terms of the actual Plan document, the provisions of the actual Plan document will apply.

4216:04 Employment of Retired Personnel

Retired personnel, who are employed full time, should be reimbursed according to their certification and work assignment, and benefits according to policy. Those employed on a part time basis should be reimbursed according to their certification and the percentage of their employment. This policy does not negate the possibility of those employed part time from providing service on a voluntary basis. In this case, however, an agreement signed by the employer and the employee confirming this arrangement should be executed. The Employment Status of all retired personnel shall be determined by the employing organization. For policy regarding employment of retired personnel, please see Appendix I.

4300 General Provisions for Education Personnel

4302:01 Nondiscrimination Policy

The Seventh-day Adventist Church, officially and in practice, abides by the following policies relating to employment.

1. Equal employment opportunities shall be afforded, with no discrimination in recruitment or hiring against any employee or applicant because of race, colour, ethnic background, country of origin, age, or sex, except where age or sex are bona fide occupational qualifications.

2. Preferential hiring is practised only on the basis of freely chosen adherence to Seventh-day Adventist tenets as an essential to the operation of a Seventh-day Adventist institution.

3. Compensation and benefits will be administered without regard to race, colour, ethnic background, country of origin, creed, age, or sex.

4. Decisions for the promotion of employees will be based upon the qualifications of an individual as related to the requirements of the position for which the person is being considered.

5. Inasmuch as the personal life and the professional identity of an individual are inseparable, all employees are expected to conform to the standards of conduct that are in harmony with Seventh-day Adventist beliefs and practices.

4304:96 Revision of Policies

The Seventh-day Adventist Church in Canada K-12 Board of Education retains the right to amend and revise any or all education policies (for certificated and classified personnel) at any time when, in its judgement, conditions warrant such a move. No existing contracts in force at the time such a change is made shall be affected until the expiration of said contracts.
Sexual Misconduct in Church Relationships Involving Denominational Employees, Approved Volunteers or Endorsed Chaplains – Model Procedures
(Taken from the NAD Working Policy, E 87)
In cases of disagreement between this code and the NAD Working Policy, the NAD Working Policy supersedes.

Introduction

1. **Appearances of Wrongdoing**—Denominational employees, volunteers, and endorsed chaplains shall exemplify a Christ like life and avoid all appearances of wrongdoing. They must not engage in behaviour that is harmful to themselves or others. Denominational employees, volunteers, and endorsed chaplains should respect every individual. To do otherwise is not consistent with the Christian life.

2. **Violations of Christian Principles**—Sexual Misconduct is a violation of Christian principles. Sexual Misconduct is never condoned by the Seventh-day Adventist Church. Denominational employees, volunteers, and endorsed chaplains are entrusted with sacred responsibilities which include refraining from Sexual Misconduct. It is expected that persons functioning in these roles will not engage in such behaviour.

3. **Improper Actions Compromise the Church and Its Message**—The Church and its message are compromised by improper actions of employees, volunteers, and endorsed chaplains. Church organizations seek to respond to situations where the fitness of a person for service to the Church is called into question due to accusations of Sexual Misconduct. Church organizations also seek to advance the healing and integrity of all persons influenced by its ministry.

Purpose

1. **Model Procedures**—The purpose of this policy is to provide model procedures for use by church entities that respond effectively to allegations of Sexual Misconduct against denominational employees and volunteers. The North American Division strongly recommends that all local conferences, union conferences, educational, and health care institutions, and all other North American Division church-related entities and boards establish procedures to address Sexual Misconduct.

2. **Implementation**—Organizations which adopt these procedures shall inform those responsible regarding the implementation of such procedures. These organizations shall also take reasonable steps to inform members, denominational employees, volunteers, endorsed chaplains, students, and others of these procedures. All church organizations must determine and comply with the abuse reporting requirements of their state or province. If government agencies or authorities become involved in allegations pertaining to Sexual Misconduct, all individuals are reminded of their duty to cooperate.

3. **Policy Limitations**—This policy is not intended to supersedes any conflicting provisions in existing personnel policies, valid contracts, or any provisions of the Seventh-day Adventist Church Manual. In the event of any such conflict, the organization or entity enacting procedures to address Sexual Misconduct should consult legal counsel to eliminate the conflict.

4. **Unusual Situations**—Further, this policy will not address every Sexual Misconduct situation that may arise in a given territory. It is expected that the officials of North American Division entities using these procedures will consult their attorneys, executive committees, and boards when an area of conflict arises that is not specifically addressed in these procedures.
Definitions

1. **Accuser**

   Any person, regardless of church membership, alleging Sexual Misconduct by a denominational employee, volunteer, or endorsed chaplain of a local entity or administration. An Accuser may also be a minor’s parent or guardian, or any other representative recognized by the Sexual Ethics Committee (SEC), or the legal representative of an incompetent adult.

2. **Accused**

   A denominational employee, volunteer or endorsed chaplain who is alleged to have committed Sexual Misconduct while in the course and scope of his/her employment or volunteer status.

3. **Administration**

   The Executive Officers of the Local Entity, also referred to as the Designated Officers.

4. **Church**

   For this policy, “church” means the local conference, union conference, or the North American Division, of which the employing or appointing entity or organization is a part.

5. **Concerned Care Practitioner Pool (CCPP)**

   A group of Concerned Care Practitioners in a local conference or union conference of the North American Division of the General Conference of Seventh-day Adventists.

6. **Concerned Care Practitioners (CPPs)**

   Trained professionals in the areas of theology, counselling, psychology, or other related disciplines, who will assist in the process of hearing a complaint. A Concerned Care Practitioner shall serve as an intermediary between the Accuser and the Executive Officers/Administration for the purpose of fact gathering in situations where an Accuser cannot or will not approach the Executive Officers/Administration at the local level.

7. **Denominational Employee**

   Any individual who is employed by a Local Entity.

8. **Designated Officers**

   The Executive Officers at the local conference, union conference, institution or North American Division of which the employing or appointing organization or entity is a part, who is responsible for initiating the procedures set forth in this policy, generally the two or three Executive Officers (i.e., President, Executive Secretary, and Treasurer/Chief Financial Officer), whichever is applicable, unless one or more of the Officers is the Accused, in which case it shall generally be the Executive Officers of the next larger administrative body, or in the case of an institution, the Chair, Vice-Chair and a board member selected by the Board of the institution. The Designated Officers shall have the authority to delegate tasks in the procedures of this policy.

9. **Discipline Committee**

   The group responsible for the discipline of church employees or Volunteers. The Discipline Committee will normally be determined by the organization's Executive Officers.
10. **Endorsed Chaplain**
   A person who is a duty-licensed/credentialed minister of the Church with ecclesiastical appointment to serve as a chaplain.

11. **Incompetent Person**
   A person, who because of health, age, or mental capacity, is legally unable to consent.

12. **Local Entity**
   The entity at which the alleged act(s) of Sexual Misconduct occurred.

13. **Member Entity**
   An entity listed in the Seventh-day Adventist Yearbook as a member of the North American Division of the General Conference of Seventh-day Adventists.

14. **Perpetrator**
   An Accused who is determined by the Sexual Ethics Committee (SEC) to have committed Sexual Misconduct.

15. **Response**
   A written document(s) prepared by the Accused detailing his/her response to the allegation(s) of Sexual Misconduct.

16. **Sexual Ethics Committee (SEC)**
   The five-member committee that is appointed from the Sexual Ethics Pool (SEP) by the Designated Officers to consider complaints.

17. **Sexual Ethics Committee Chair (SEC Chair)**
   A member of the Sexual Ethics Committee, appointed by the Designated Officers to assume administrative responsibilities for the Sexual Ethics Committee as necessary.

18. **Sexual Ethics Pool (SEP)**
   A group comprised of qualified appointees, from which Sexual Ethics Committees are selected as needed. (See Selection of Sexual Ethics Pool in E 87 25 of the NAD Working Policy).

19. **Sexual Harassment**
   Any unwelcomed sexual advance, request for sexual favours, and/or other verbal or physical conduct, which may include, but is not limited to sexually suggestive comments or jokes, crude language, and unwelcomed physical contact which is of a sexual nature:
   
   a. Made either explicitly or implicitly a condition of employment or volunteer relationship;
   
   b. Used as a basis for affecting those relationships; and/or
   
   c. Creates an intimidating, hostile, and/or offensive environment.
20. Sexual Misconduct

Improper sexual behaviour including any of the following:

a. Actual or attempted sexual contact with a minor or with any person where there exists a relationship with inequality of power;

b. Actual or attempted rape or sexual contact by force, threat, or intimidation;

c. Criminal behaviour of a sexual nature.

d. Possession, manufacture, distribution or access with intent to view child pornography.

21. Submission

A written document(s) prepared by the Accuser detailing the allegations of Sexual Misconduct.

22. Accuser

An Accuser becomes a Victim when in consultation with the three Executive Officers or the Concerned Care Practitioner and the investigation has been concluded and the Designated Officers have determined that the Accused has committed Sexual Misconduct.

23. Victim

An individual whose allegation(s) of Sexual Misconduct has been determined by the Executive Officers/Administration or the Sexual Ethics Committee (SEC) to more likely to be true than untrue.

24. Volunteer

Any individual whose labour or service is requested by and donated to the Church, and who is under the Church’s direction or supervision. The existence of a monetary stipend for reimbursement of expenses does not negate Volunteer status.

Guiding Principles and Concepts Underlying the Development of this Policy

1. Serious Treatment of Accusations

All accusations of Sexual Misconduct shall be taken seriously. No accusation shall be dismissed without a response, and all shall be processed in a timely manner. The Accused and the Accuser shall be treated with respect.

2. Paths for Review

The Accuser may bring his/her allegations of Sexual Misconduct to the attention of the Executive Officers of the Local Entity or to the attention of the organizational Concerned Care Practitioner.

3. Presumptions

The filing or failure to file a complaint or denial shall not be deemed to be conclusive evidence of any issue, but may be considered as part of the evidence received by the Concerned Care Practitioner or the Designated Officers.

4. Protection of All Involved

The confidentiality of those involved, including the Accused and the Accused’s family, the Accuser and the Accuser’s family, shall be respected.
5. **Discipline**

A denominational employee, volunteer, or endorsed chaplain who has engaged in Sexual Misconduct is subject to discipline as outlined in the North American Division Working Policy, Seventh-day Adventist Church Manual, applicable personnel policies, or employment contracts.

6. **Expenses**

The expenses incurred to implement this policy should usually be borne by agreement between church entities. The goal of this policy is the protection of the members, the employees, and the mission of the church; therefore, a primary beneficiary of these procedures is the overall church and its members.

7. **Unbiased Considerations**

To protect the integrity of the proceedings outlined in this policy, the Designated Officers and the members of the Sexual Ethics Committee (SEC) shall be free of actual or apparent bias, prejudice, predisposition or conflict of interest that may be material to the issues, proceedings, or individuals involved. Any of these individuals who are or appear to be biased, prejudiced, predisposed or have a conflict of interest, shall be replaced or excluded from appointment. The Discipline Committee should also be free of actual or apparent bias, prejudice, predisposition or conflict of interest that may be material to the issues, proceedings, or individuals involved.

8. **Local Entity Issue**

It shall be the recommendation of the North American Division that member entities address issues involving Sexual Misconduct. Such review and discussion should involve procedures in which an Accuser can state the nature and facts that constitute the accusation sufficiently to allow for an examination of the accusation and appropriate action, if factually supported. Such review and discussion may be formal or informal, but it should involve the Executive Officers.

9. **Role of the Concerned Care Practitioners (CCP)**

In situations where the Accuser feels uncomfortable in expressing his/her concerns to the Executive Officers/Administration at the Local Entity or the Accuser will not communicate directly with the Executive Officers/Administration, due to conflict of interest or other unforeseen issues, it shall be the recommendation of the other unforeseen issues, it shall be the recommendation of the North American Division that a Concerned Care Practitioner (CCP) be made available to the Accuser. Such Concerned Care Practitioner (CCP) shall have a limited role. The function of the Concerned Care Practitioner (CCP) shall be to gather facts from the Accuser and present such facts to the Executive Officers/Administration. The Concerned Care Practitioner (CCP) may be asked to maintain a role throughout any follow up investigation by the Executive Officers/Administration, where applicable, to assist in formulating questions or on any follow up questions that the Executive Officers/Administration may have to assist in resolution.

The Concerned Care Practitioner (CCP) shall not render advice on actions to be considered or conduct an investigation outside fact gathering from the Accuser. The Concerned Care Practitioner (CCP) shall agree to keep the issues revealed through the role of Concerned Care Practitioner (CCP) confidential to the extent permitted by law.

Usually, the Concerned Care Practitioner (CCP) will personally meet with the Accuser and listen to the allegations. The Concerned Care Practitioner (CCP) may ask for written account of the allegations beyond the Submission. Once the Concerned Care Practitioner (CCP) has completed the fact finding, he or she shall report to the Executive Officers/Administration. Such report may be in writing or it may be verbal at the Executive Officers/Administrations’ sole discretion.
The Concerned Care Practitioner (CCP) shall advise the Accuser that while the Concerned Care Practitioner (CCP) shall endeavour to respect the Accuser’s privacy, the facts revealed shall be reported to the Executive Officers/Administration. The Concerned Care Practitioner (CCP) shall advise the Accuser that copies of any documents prepared or submitted shall be shared with the Executive Officers/Administration.

The Concerned Care Practitioner (CCP) shall advise the Accuser that the Concerned Care Practitioner (CCP) is not an advocate and that there is no counselor/counselee relationship established by their relationship. The relationship is simply for the purpose of fact gathering by a neutral third party removed from the Executive Officers/Administration and such facts gathered shall be reported to the Executive Officers/Administration.

Once the Concerned Care Practitioner (CCP) has completed the fact gathering task, the Concerned Care Practitioner (CCP) shall report to the Executive Officers/Administration in a timely fashion and consistent with this policy. The Concerned Care Practitioner (CCP) shall thereafter, have no involvement in subsequent actions by the Executive Officers/Administration unless asked to provide additional assistance solely by the Executive Officers/Administration.

**Selection of Concerned Care Practitioners Pool (CCPP)**

1. The Concerned Care Practitioners Pool (CCPP) shall be selected by the local conference, union conference, or division executive committee and to the extent practicable, reflect the diversity of members. In small rural areas where a Concerned Care Practitioners Pool (CCPP) may not have sufficient members from which to select a pool, the next larger organization should be considered to provide assistance.

2. **Members Qualifications**

   Members selected to serve on the Concerned Care Practitioners Pool (CCPP) shall:
   
   a. Be members of a local congregation in regular standing;
   
   b. Be free of predisposition, bias or conflict of interest that may be material to the proceedings or issues involved; and
   
   c. Have knowledge of the subject or Sexual Misconduct.

3. **Confidentiality Agreement**

   Confidentiality of the Concerned Care Practitioners Pool (CCPP) is of utmost importance. Each member of the Concerned Care Practitioners Pool (CCPP) shall sign a confidentiality agreement from the entity where he/she is serving to ensure that the member understands the duty, extent, and nature of confidentiality.

4. **Indemnification Letter**

   Each member of the Concerned Care Practitioners Pool (CCPP) shall receive an indemnification letter from the entity where he/she is serving, holding him/her harmless from suits that may arise from that service.

**Procedures for the Concerned Care Practitioners (CCPs)**

1. Once the Executive Officers/Administration at the local level becomes aware of an allegation of Sexual Misconduct, they shall notify the Accuser of his or her option to present the details of the accusation to the Executive Officers/Administration or to meet with a Concerned Care Practitioner (CCP) who shall, thereafter, present the facts discovered to the Executive Officers/Administration of the Local Entity.
2. The Accuser shall within ten (10) business days, elect either the Executive Officers/Administration or a Concerned Care Practitioner (CCP) for communication purposes. Election shall be in writing to the Executive Officers/Administration. If no election is made, the Executive Officers/Administration will assume that the Officers/Administration and the Concerned Care Practitioner (CCP) shall not be made available. A list of three members from the Concerned Care Practitioners Pool (CCPP) shall be provided to the Accuser from which to select. If a Concerned Care Practitioner (CCP) is elected, the Executive Officers/Administration shall assign the matter to a member of the Concerned Care Practitioners Pool (CCPP). Such assignment shall include a copy of the written submission. It may include a summary of the problem prepared by the Executive Officers/Administration as well.

3. Once the Accuser makes his or her election, the Accuser shall submit a Submission of the facts supporting the accusation. The Accuser shall be advised that the Submission is not confidential and may be shared with interested parties. The Accuser shall be advised that a Submission is required.

4. If a Concerned Care Practitioner (CCP) is elected, the Accuser shall meet with the Concerned Care Practitioner (CCP) to further explain the content of the Submission or answer any questions the Concerned Care Practitioner (CCP) may have. The Concerned Care Practitioner (CCP) will, thereafter report the facts to the Executive Officers/Administration may inquire into additional facts, but shall not contact the Accuser, except through the Concerned Care Practitioner (CCP). Moreover, the Concerned Care Practitioner (CCP) shall not conduct an investigation beyond contact with the Accuser.

5. If the Accuser elects to work with the Executive Officers/Administration, the Executive Officers/Administration shall read the Submission and meet with the Accuser. Thereafter, additional investigation may take place where appropriate including following up with the Accuser.

6. Once the investigation, if any, is complete, the Executive Officers/Administration will make a determination of findings based on the strength of the facts discovered and the nature of such facts. Any such action, such as employee discipline, shall conform to the relevant policies and processes of the Local Entity.

7. The Accuser shall agree to hold the Concerned Care Practitioner (CCP) harmless from any and all liability.

8. If the Executive Officers/Administration, after attempting to address the issue of Sexual Misconduct at the Local Entity, believes that the issue remains unresolved, then the Executive Officers/Administration, in its sole discretion may engage a Sexual Ethics Committee (SEC) as set forth in NAD Working Policy E 87, beginning with the selection of the organizations Sexual Ethics Pool (SEP) if one has not already been selected.

Selection of Sexual Ethics Pool (SEP)

1. If deemed necessary, by the Designated Officers, the Sexual Ethics Pool (SEP) shall be selected by the local conference, union conference, or division executive committee and to the extent practicable, reflect the diversity of members.

2. Members Qualifications--Members selected to serve on the Sexual Ethics Pool (SEP) shall:
   a. Be members of a Seventh-day Adventists congregation in regular standing;
   b. Be free of predisposition, bias or conflict of interest that may be material to the proceedings or issues involved; and
   c. Have knowledge of the subject of Sexual Misconduct.
3. **Confidentiality Agreement**—Confidentiality of the Sexual Ethics Pool (SEP) is of utmost importance. Each member of the Sexual Ethics Pool (SEP) shall sign a confidentiality agreement from the entity where he/she is serving to ensure that the member understands the duty, extent, and nature of confidentiality.

4. **Indemnification Letter**--Each member of the Sexual Ethics Committee (SEC) shall receive an indemnification letter from the entity where he/she is serving, holding him/her harmless from suits that may arise from that service.

**Preliminary Process for a Sexual Ethics Committee (SEC)**

1. **Activate the Process**—Upon receiving a report or learning of alleged Sexual Misconduct by an employee, volunteer or endorsed chaplain, the Accused’s immediate supervisor or chief administrative officers of the institution or entity involved shall activate the appropriate process as outlined, if other attempts at resolution have not been successful:
   a. For allegations, suspicions, or knowledge of Sexual Misconduct (abuse) involving a child:
      (1) Notify the Designated Officers of the report or knowledge; and
      (2) Immediately report all allegations or knowledge of Sexual Misconduct/abuse involving a child to local authorities as necessary to comply with applicable child abuse reporting statutes, and to Adventist Risk Management, Inc. and applicable liability insurance carriers;
      (3) Inform the individual of the accusation, allegation, or suspicion of child sexual abuse; and an appropriate individual may be made available to the Accused early on in the process to serve as an interpreter of the process. This appropriate individual shall explain to the Accused the process to be followed in the response to the complaint.
   b. For child Sexual Misconduct alleged to have taken place in prior years when the Accuser was a minor.
   c. For Sexual Misconduct alleged to have taken place when the Accuser and Accused are adults. In a, b, and c, complaints should be lodged with and addressed by the organization where the employee/volunteer currently serves.

2. **Integrity of the Affected Entities**--The Designated Officers shall take steps to maintain the integrity of the affected institution or entity and those involved in the dispute. This may include recommending to the disciplinary body that the Accused be placed on administrative leave with pay and without prejudice, or that a Volunteer be prohibited from carrying on his/her volunteer duties. Under such circumstances, the Accused shall not engage in any church-related duties until the investigation has been concluded and findings have been issued. Other prudent courses of action must also be considered.

3. **Meet With the Accuser**—When notified, the Designated Officers shall immediately convene a meeting with the Accuser to:
   a. Hear the allegations.
   b. Request the Accuser to file a written complaint which shall include the name of the Accused, details including the date(s), place(s), nature of the offense(s), and verification by the Accuser.
The complaint shall be verified as follows:

I, ________________________________, do verify and affirm that the within factual accusations of Sexual Misconduct are true and correct to the best of my knowledge.

Dated this ________________ of ____________________________, 20______.

At ________________________________

(City)

__________________________________________

(State or Province)

__________________________________________

(Signature of Accuser)

__________________________________________

(Signature of Designated Officer/Administrator)

c. Inform the Accuser that the facts gathered from the written complaint and/or verbal statements, and his/her name will be disclosed in discussion with the Accused.

d. Request the Accuser to appear before the Sexual Ethics Committee (SEC), if applicable, and e. Explain to the Accuser the process to be followed in response to the complaint and provide a copy of this policy.

f. Report the initiation of these proceedings:

   (1) For an Accused employee, to the Accused's employing entity or organization and the local conference, union conference, or the North American Division of which it is a part; or

   (2) For a Volunteer, to the Accused's appointing organization and the church board of the congregation of which the Volunteer is a member.

   (3) For an Endorsed Chaplain: to the Accused’s endorsing office, Adventist Chaplaincy Ministries.

g. Explain to the Accuser that if the Accuser at any time chooses not to participate, the process shall continue if there appears to be sufficient evidence to believe that an act of Sexual Misconduct may have occurred.

4. Meet With the Accused—As soon as practicable, the Designated Officers shall convene a meeting with the Accused to:

   a. Discuss the allegations made in the verified written complaint.

   b. Explain to the Accused the process to be followed in response to the complaint and provide a copy of this policy; and

   c. Request that the Accused submit a verified written Response to the complaint and discuss with the Designated Officers any additional verbal response the Accused may wish to have considered. The written Response shall be verified as follows:

      I, ________________________________, do verify
and affirm that the within factual statements and denials set forth in this answer are true and correct to the best of my knowledge.

Dated this__________ of_____________________________, 20________.

At______________________________

(City)

______________________________

(State or Province)

______________________________

(Signature of Accused)

______________________________

(Signature of Designated Officer/Administration)

d. After meeting with the Accused, the Designated Officers shall review all of the facts and issue a decision (such as in a case where the facts are not disputed by the Accused), or if necessary, begin the process of selecting the five-member Sexual Ethics Committee (SEC).

5. Investigative Process Omitted—Should the Designated Officers alone, or in consultation with the organizations’ administrative leadership or with the selected Sexual Ethics Committee (SEC) members and the concurrence of a majority of those members, determine that the allegations of the Accuser are of a nature that could be best resolved between the parties, and there is no factual dispute, then the investigative process may be omitted, provided the Accuser, Accused, and the applicable disciplinary body agree. The notification procedure contained in the decision process, and the disciplinary process, shall be followed as necessary. Should this process not be successful, the matter shall be referred back to the Designated Officers, who shall then initiate the investigative process.

Investigative Process

The Sexual Ethics Committee (SEC), meeting as a group only, may be enlisted to investigate the allegations through information and documentation from the Accuser, the Accused, and other appropriate sources. At its discretion, the Sexual Ethics Committee (SEC) may meet with parties and witnesses, receive and consider written documents, photographs, and other relevant materials; consider any court or administrative proceedings, including criminal convictions and pleas; and may determine the manner and form in which such evidence is received. Because these proceedings are administrative in nature, if the Sexual Ethics Committee (SEC) is involved, it shall have complete control over the hearing format including whether cross-examination of parties will be prohibited, and what evidence will be admitted.

1. Convene Meeting of All Parties--After reviewing the verified written complaint (Submission) of the Accuser and the Response of the Accused, the Sexual Ethics Committee (SEC) may convene a meeting of the parties to gather information to determine whether the factual allegations as set forth in the verified written complaint were more likely to be true than untrue.

a. The parties may bring other persons who have knowledge of the allegations and who may provide statements under oath. The Sexual Ethics Committee (SEC) may hear and consider the allegations and receive any such additional evidence necessary to support or defeat the verified written complaint. Written statements if requested from either party, should have notarized signatures, as provided for in the written complaint and denial.

b. Members of the Sexual Ethics Committee (SEC) may ask questions as necessary. The Sexual Ethics Committee (SEC) may, upon a determination of good cause, prohibit cross-examination of parties or witnesses. If cross-examination is not allowed, the Sexual Ethics Committee (SEC)
may accept written questions from the Accused or Accuser, and the Sexual Ethics Committee (SEC) may question the party(ies) or witness(es) protected from cross-examination.

2. *Attendance at Meeting of Sexual Ethics Committee (SEC)*--Once the Sexual Ethics Committee (SEC) is convened by the Executive Officers/Administration to take jurisdiction over a case, the Sexual Ethics Committee (SEC) members, the Accuser, the Accused, as well as the parents/guardians, or legal representatives of a minor or an incompetent adult, and with permission of the Sexual Ethics Committee (SEC), qualified therapists of the Accuser and/or the Accused, or legal counsel of the Accuser or the Accused, may attend the Sexual Ethics Committee (SEC) meetings. Any other individuals may attend only upon invitation of the Sexual Ethics Committee (SEC) consent of both parties, or while giving testimony or providing other evidence. The Sexual Ethics Committee (SEC) may seek counsel and advice from therapists, attorneys, or any other experts to assist the Sexual Ethics Committee (SEC) in its investigation of the charges or administration of the proceedings.

3. *Additional Meetings of Sexual Ethics Committee (SEC)*--The Sexual Ethics Committee (SEC) may convene additional meetings as may be necessary to fulfill its duties and responsibilities. Reasonable efforts will be made to provide notice to both the Accuser and the Accused of these meetings.

4. *Witness Invitation or Recall*--The Sexual Ethics Committee (SEC) may invite or recall witnesses on its own initiative or at the request of the Accuser or the Accused as often as is necessary to determine the facts.

5. *Recording of Sexual Ethics Committee (SEC) Meetings*--The Sexual Ethics Committee (SEC) meetings shall not be recorded by videotaping, audiotape recording, or the preparation of a verbatim transcript by a court reporter or stenographer.

6. *Reporting of Verdict*--Upon any criminal disposition adverse to the Accused, whether by verdict or pleas of guilt or no contest, of charges based upon Sexual Misconduct, the Sexual Ethics Committee (SEC) shall presume the allegations involving the disposition substantiated and the Designated Officers shall report the finding to the disciplinary body for appropriate disciplinary action. A finding of not guilty in the criminal court will not of itself affect the process, findings, or disposition under this policy.

7. *Uncooperative Accuser*--If the Accuser at any time chooses not to cooperate, the process shall continue if there appears to be sufficient evidence to believe that an act of Sexual Misconduct may have occurred.

8. *Resignation of Volunteer*--If the Accused Volunteer chooses to resign his/her membership and volunteer position, the Sexual Ethics Committee (SEC) shall consult with and seek the advice of an attorney regarding legal issues concerning continued disciplinary action against the Volunteer.

**Decision Process**

If it is determined that the Sexual Ethics Committee (SEC) needs to hear a case, it shall then determine whether the charges contained in the Accuser’s complaint are supported by evidence showing that the charges are more likely than not to be true. Unless otherwise agreed to by the parties in writing, if applicable, the Sexual Ethics Committee (SEC) shall issue a finding within thirty (30) business days from the date of the final hearing.

**Sexual Ethics Committee (SEC) Actions**--Based upon its conclusion, the Sexual Ethics Committee (SEC) shall take one of the following actions:

1. If the allegations of Sexual Misconduct are found to be more likely untrue than true, no further investigatory action shall take place, and reasonable efforts shall be made to exonerate the Accused and clear his/her name, including placing the Designated Officers’ or the Sexual Ethics
Committees’ (SEC) findings in the Accused’s personnel file, if applicable. These findings may also be placed in the Accuser’s records as appropriate. The Sexual Ethics Committee (SEC) and the Designated Officers shall communicate and explain the Sexual Ethics Committee (SEC) findings with the Accuser and the Accused, separately. All entities or organizations which were notified of the initiation of these proceedings, shall also be notified of the Sexual Ethics Committee (SEC) findings to the satisfaction of the Sexual Ethics Committee (SEC) in consultation with the Accused.

2. If the allegations of Sexual Misconduct are found to be more likely true than not, the Sexual Ethics Committee (SEC) shall report its findings to the Designated Officers, who shall then relay the findings to the appropriate disciplinary body. Upon request, the Sexual Ethics Committee (SEC) may make its members available to meet with the Discipline Committee. All entities and organizations which were notified of the initiation of these proceedings, shall also be notified of the Sexual Ethics Committee (SEC) findings.

**Disciplinary Process**

1. *Factors to Consider*—The Discipline Committee shall consider the following factors in determining the appropriate discipline:

   a. Severity of the offense(s).
   
   b. Frequency of the offense(s).
   
   c. Severity of the injury(ies).
   
   d. Number, age(s), and gender of victim(s).
   
   e. Attitude of the Perpetrator (Is he/she contrite?).
   
   f. Duration of the injury(ies); and
   
   g. Nature of the relationship between the parties.

2. *Discipline May Include*—Based upon these factors, discipline shall be imposed, and may include one or more of the following:

   a. Educative warning.
   
   b. Written reprimand.
   
   c. Public censure.
   
   d. Mandatory counselling.
   
   e. Suspension and/or
   
   f. Termination of employment or volunteer relationships.
   
   g. Revocation of endorsement and withdrawal of credentials and/or certification (see section 1.4.2 and 4.10 in *K-12 Educator’s Certification Manual*).
   
   h. Require that the Perpetrator reimburse the expenses incurred by the parties or the Sexual Ethics Committee (SEC), or
   
   i. Any other discipline determined to be appropriate by the Discipline Committee.
3. *Discipline Committee to Communicate with All Parties*—The Discipline Committee or its designated representative(s) will communicate with the Victim(s) and the Perpetrator, separately, to explain the action(s) taken.

4. *Personnel File Record*—If the Perpetrator is an employee of a church entity, the Designated Officers shall ensure that notations have been placed in his/her personnel file that a complaint had been made, and that the findings of fact and the action taken by the Discipline Committee are placed in the personnel file.

5. *Volunteer Perpetrators*—If the Perpetrator is a Volunteer, the findings of fact and any action taken by the Discipline Committee or the Sexual Ethics Committee (SEC) shall be reported by the Designated Officers to the church entity or organization which appointed him/her as a Volunteer and to the church board and local conference in which he/she holds membership.

6. *Endorsed Chaplain*—If the perpetrator is an endorsed Chaplain, the findings of fact and any action taken by the Discipline Committee or the Sexual Ethics Committee (SEC) shall be reported by the Designated Officers to the Secretary of the North American Division in his role as Chairperson of the Credentials Committee and to the Chairperson of the North American Division Chaplaincy Ministries Committee.

**Responses**

Once the Discipline Committee has made its determination and decided upon the disciplinary action, the following steps shall be taken.

1. **Response to the Accused**—The following appropriate responses to the Accused may take place:
   a. Implement Discipline Committee action.
   b. Remove the Accused employee from service, if applicable.
   c. Assuming continuation of employment is possible, require therapeutic counselling and/or treatment to be utilized in combination with any of the responses listed above. A therapist who is qualified to deal with Sexual Misconduct, and who is sensitive to issues of professional ethics, should be selected by the Accused and approved by the Designated Officers. Assistance shall be made available for the spouse and family where needed and approved. The therapy requirement shall be clearly communicated and monitored as appropriate.
   d. For minor offenses where it is concluded that the Accused is sufficiently capable of effective service again, possible reinstatement of the Accused shall be dependent upon the recommendation(s) of the therapist, supervisor, and members of the Discipline Committee.
   e. Limit the service of the Accused during the rehabilitation process and appoint a trained supervisor to monitor his/her duties. Any such rehabilitation plan needs to be approved by a qualified therapist to protect other potential Victims.

2. **Response to the Accuser(s)**
   a. Advise the Accuser of the Discipline Committee action.
   b. A list of qualified therapists shall be provided to the Accuser(s) to be utilized at his/her/their choice. While this does not imply financial responsibility on the part of the organization, financial support for this purpose may be offered without implying guilt.
3. **Response to the Congregation, Institution, or Church-related Entity**

   a. The Designated Officers shall relate the results of the hearing process and the action of the Discipline Committee to the conference, church, institution, or church-related entity to communicate the results of the hearing process. At this meeting special attention shall be given to the disciplinary action taken and its implications.

   b. A trained resource person shall be made available to assist the institution or congregation in whatever was necessary to address their concerns and to bring healing.

4. **Response in Situations Involving Minors**

   a. In the event that a complaint involves allegations of Sexual Misconduct with a minor, the person who receives the complaint is required by law to:

      (1) Immediately report the suspicion of sexual abuse against a minor to the local law enforcement authority (i.e., district attorney, child protection services, etc.);

      (2) Proceed with the investigation outlined in this policy.

   b. If charges are filed involving criminal acts against a minor and the Accused is prosecuted, two members of the Sexual Ethics Committee (SEC) may be assigned to monitor the trial proceedings and report regularly to the Sexual Ethics Committee (SEC).

   c. If the Accused is convicted in court of criminal charges against a minor, the Sexual Ethics Committee (SEC) or the Designated Officers shall recommend to the Discipline Committee removal from denominational employment or service.

   d. If the complainant does not choose to pursue a formal written complaint with the conference, the Designated Officers shall continue the investigation if there appears to be sufficient evidence that Sexual Misconduct has occurred such as to cause concern for the well-being of other minors.

**Appeal**

Because Sexual Misconduct policies are developed to make the process as fair and impartial as possible, the findings of the Sexual Ethics Committee (SEC) are considered final, resulting in no further appeals through the church.

**Education and Prevention**

The North American Division, in partnership with Adventist Risk Management, the General Conference Human Resources, and the General Conference Office of General Counsel, seeks to educate employees and volunteers that Sexual Misconduct is disapproved by the Church and violates the law of the land. To carry out this educational goal, the North American Division publishes this policy for its office and field, institutions, boards, and church-related entities and affiliates; develops appropriate instructions/standards for moral conduct and prevention of Sexual Misconduct; and endeavours to inform all employees, volunteers and members of the process of bringing a complaint of Sexual Misconduct.

The North American Division encourages the establishment of education and prevention programs in churches, schools, and other institutions. Lists containing names of employee and lay resource persons who have indicated that they can provide seminars, sermons, and educational programs may be obtained from the Office of Human Relations of the North American Division.
4308:01 Education Employees Sexual Harassment Policy*
(Based on the SDACC Adaptation of the NAD Policy E 84--This policy was voted on March 6, 1999 by the SDACC K-12 Board.)

Education Employees are to exemplify a Christ-like life and should avoid all appearance of wrongdoing, both within their personal lives, and within their place of employment. They should not engage in behaviour that is harmful to themselves or others, or casts a shadow on their dedication to the Christian way of life. Employees should respect and uplift one another. Employees should never be placed in a position of embarrassment, disrespect, or harassment. To do so would be a violation of God's law and civil laws protecting human rights and governing workplace conduct.

Definitions:

Sexual harassment includes, but is not limited to, the following:

Sexual advances, requests for sexual favours, and other verbal, visual, or physical conduct of a sexual nature which the person making the solicitation or advance, knows or ought reasonably to know is unwelcome. It is acknowledged by all that such behaviour could be perceived as affecting an individual’s employment status. Such conduct constitutes sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, or
2. Submission to, or rejection of, such conduct by an individual is used as the basis for employment decisions affecting an individual, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive working environment, or
4. Where threats or suggestions are made that an individual’s employment, future promotions, wages, etc., depend upon whether or not the individual submits to sexual demands or tolerates harassment.

* Individual conference sexual harassment policies take precedence.

Examples of conduct which may constitute sexual harassment include, but are not limited to, verbal, visual, or physical conduct such as:

1. Unwelcome sexually-oriented statements (e.g.; kidding, teasing, jokes, degrading or offensive sexual comments, sexual tricks, etc.), or
2. Requests or pressure for sexual activity, or
3. Unnecessary or inappropriate touching of a sexual or abusive nature (e.g., patting, pinching, hugging, repeated brushing against another person’s body, etc.), or
4. Inappropriate visual conduct which creates embarrassment or suggests an interest in sexual activity, or
5. Suggestions, threats, or demands for sexual favours.

Maintaining a Harassment-free Environment

Education employers recognize their responsibility to all employees in maintaining an environment free from harassment. They endeavour to achieve this working environment through education of employees that harassment violates the law and is strictly prohibited. They also endeavor to prevent
harassment by publishing this policy, by development of appropriate sanctions for misconduct, and by informing all employees of their right to complain of harassment.

To maintain a work environment free of harassment and to assist in preventing inappropriate workplace conduct, the following actions will be taken:

1. Each employee shall receive a copy of this harassment policy and complaint procedure.
2. Each employee shall acknowledge receipt of this policy and complaint procedure, which will be maintained in the employee’s personnel file.
3. Each education employer shall designate individuals to whom complaints can be made.
4. Employees who make harassment complaints will not be subjected to retaliation by supervisors or co-workers.

Reporting Incidents

Harassment in any form will not be tolerated. Employees who believe that they have been harassed by supervisors, fellow employees, clients, or non-employees should immediately take the following steps:

1. Make it clear that such conduct is offensive and should be stopped immediately.
2. Report the incident to the appropriate person(s). A written statement describing the incident and identifying potential witnesses shall follow the initial report.
3. The employee should not discuss the incident with others and should maintain the harassment complaint in confidence. The person to whom the complaint is made shall keep information received in confidence, except as is necessary to investigate or rectify the matter.

Third Party Reports

Employees who are aware of incidents of potential workplace harassment are to report such incidents.

Investigations

Complaints of harassment shall be investigated promptly. The investigation should be a genuine attempt to identify and remedy the problem. The investigation shall include, at minimum, confidential interviews with all involved persons and obtaining, if possible, written statements regarding the incident(s). The investigation and results should be documented in writing.

The determination of whether or not a particular action constitutes harassment shall be made from the facts on a case-by-case basis. In determining whether the alleged conduct constitutes harassment, the record as a whole and the totality of the circumstances, including the nature of the conduct and the context in which it occurred shall be considered. The investigator shall review the results of the investigation with the complainant and the accused employee and explain any corrective action to be taken. Individuals involved should be cautioned to maintain the investigation and results in confidence.

Corrective Action

Prompt corrective action will be taken if the investigation indicates that harassment has occurred. Depending upon the severity of the conduct, the corrective action may range from a written warning, which will be placed in the employee’s personnel file to immediate dismissal.

If the investigation indicates that harassment in violation of this policy has not occurred, the complainant and the accused employee shall be notified, in writing, of the results of the investigation.
No Retaliation

Co-workers shall refrain from retaliating, intimidating, or harassing employees who have complained of harassment.

Malicious Allegations

Although individuals are urged to report alleged harassment, malicious allegations can irreparably harm an employee’s reputation and limit his/her ability to fulfill responsibilities. Employees who bring malicious, spiteful or false allegations of harassment will be subject to appropriate disciplinary action.

Appeal

An employee may appeal a decision by referring to the NAD Working Policy (B 90), Conciliation and Dispute Resolution Procedures. A request to initiate an appeal may be made, in writing, within 15 working days of receiving notice of the decision, to the Secretary of the Seventh-day Adventist Church in Canada.

4400 Employment of Classified Personnel

4402:01 Authority to Employ

1. In the employment of classified personnel, the local school or academy board is the employing organization. The conference office may provide courtesy payroll services for classified personnel, but this is not to be construed as accepting any responsibility for their employment, assignment, termination, or salary and allowances. (When payroll services are provided by the conference office, the local school will be billed for salary, retirement contributions, social insurance contributions, plus allowances and benefits as may be specified by the local board or required by law.)

2. Since all local schools are part of the Seventh-day Adventist school system, they will endeavour to follow the employment guidelines for classified personnel as set forth in this code.

3. In schools with a designated administrator, classified personnel will be recommended for employment, assignment, retirement, termination, or dismissal to the school board by the principal. In schools without a designated administrator, classified personnel will be recommended for employment, assignment, retirement, termination, or dismissal to the school board by the teaching principal in counsel with the school board chair.

4. The employment, assignment, retirement, termination, or dismissal of K-12 classified personnel shall be by action of the school board.

5. An employer who does not intend to re-employ a full-time classified employee for the ensuing year is to so indicate, in writing, to the employee such intent prior to May 1 of the current school year.

6. A full-time classified employee who does not intend to accept employment for the ensuing year in the school where presently employed is to notify the school board in writing of such intent prior to May 1 of the current school year.
4404:14 Conditions of Employment

Included in the conditions of employment are:

1. A member in regular standing in a Seventh-day Adventist church within the employing conference and constituency of the school. Exceptions for membership in a non-constituent church are to be made by the local school board.

2. Adherence to the doctrines of the Seventh-day Adventist church and demonstrated support of these beliefs through personal lifestyle.

3. The practice of tithing through a Seventh-day Adventist church within the employing conference.

4. Condition of employment shall include clear federal and provincial criminal background checks with respect to vulnerable sectors. It is the employing organization’s responsibility to make sure all employees have current clearances.

4406:10 Employment of Non-SDA Contract Teachers

The NAD Working Policy FEA 05 20 Number 7 states: "Educational employees must be active members of the Seventh-day Adventist Church in regular standing, and committed to the program of the Church . . . " Again, in

FEA 35 SCHOOL PERSONNEL POLICIES, FEA 35 25 reference is made to this qualification. "Instructional personnel are those persons employed as classroom teachers in pre/junior/Kindergarten through grade 12. They are to be members of the Seventh-day Adventist Church and exemplify standards of Christian conduct." It is very evident that any teacher that is considered part of the instructional staff should be a member of the Seventh-day Adventist Church.

4500 Salaried Classified Personnel

4502:96 Definition

A salaried classified employee is one who is employed full time in a management or supervisory position as industrial manager or service department head.

4504:00 Remuneration and Benefits

1. Remuneration for a salaried classified employee consists of salary and the allowances and benefits for which the employee qualifies.

2. The following statements on salary and allowances apply to those who are paid in harmony with the Seventh-day Adventist Church in Canada classified salary scale and are employed by the local school or academy board.

   a. Salary

      Salary for a salaried classified employee is based on the salary scale voted by the S.D.A. Church in Canada and is determined annually by the employing organization after consideration of the following factors:

      i. Years of employment.
ii. Level of experience or expertise.

iii. Number of assigned hours per week.

iv. Job description.

v. Cost of living area.

b. Allowances and Benefits

Full-time salaried classified employees may be granted certain allowances and benefits. Such benefits may include:

(1) Duplicate Housing Expense (NAD Working Policy, Y 16 06).

(2) Employee Survivor Benefits.

(3) Health Care Assistance.

(4) Housing: School Owned Rentals.

(5) Mileage (authorized school travel).

(6) Moving.

(7) Relocation Allowance.

(8) Retirement Benefits (See 4214).

(9) Termination Pay.

(10) Sick Leave Provisions.

(11) Tuition Assistance for Dependent Children.

(12) Vacation.

4506:14 Criminal Background Check

Condition of employment shall include clear federal and provincial criminal background checks with respect to vulnerable sectors. It is the employing organization's responsibility to make sure all employees have current clearances.

4600 Hour-Time Classified Personnel

4602:96 Definition of Hour-Time Classified

An hour-time classified employee is one who is employed in a non-teaching position such as secretary, bus driver, custodian, industrial or plant services, or teacher assistant (aide), and is paid on an hourly rate.
Employment Plans for Hour-Time Classified Employees

There are two employment plans for hour-time classified employees.

1. Full-Time Employment

   A full-time classified employee is one who works at least 38 hours per week or a minimum of 1,950 hours per year.

2. Part-Time Employment

   A part-time classified employee is one who works less than 38 hours per week or less than the minimum of 1,950 hours per year.

Remuneration and Benefits for Hour-Time Classified

1. Wages

   Wages for an hour-time classified employee are based on the hourly scale adopted by the conference office of education in harmony with provincial requirements and are determined annually by the employing board after consideration of the following factors:

   a. The job classification.
   b. The wage rates for that classification based on the 12-month rate.
   c. Prevailing community rates for a comparable position unless the community rate exceeds the maximum on the wage scale.
   d. The number of working hours per week.
   e. The number of weeks of the work agreement.
   f. Cost of living area.

2. Allowances and Benefits

   Hour-time classified employees hired by local school or academy boards may receive those allowances and benefits specified below:

   a. Allowances and benefits for full-time, hour-time employees who work at least 38 hours per week or a minimum of 1,950 hours for the year:
      i. Health care assistance.
      ii. Holiday pay.
      iii. Moving expenses on negotiated basis.
      iv. Retirement credit (See 4214).
      v. Termination pay.
      vi. Sick leave pay.
vii. Tuition assistance at the option of the employing organization.

viii. Vacation pay.

b. Allowances and benefits for part-time classified employees who work at least 700 hours per year but less than 1,950 hours and are employed by the local school or academy board:

i. Prorated service credit towards retirement if employed more than 700 hours per year.

ii. Sick leave based on prorated hours of employment.

iii. Holiday pay based on the prorated hours when the holiday falls within the normal working time.

iv. Vacation time based on prorated hours of employment (Section 4626).

c. Part-time classified employees who work less than 700 hours per year do not receive any additional allowances or benefits.

4608:96 Description of Benefits for Hour-Time Classified Employees

Sections 4610-4626 are brief descriptions of some of the benefits that full-time hour-time classified employees may be eligible for if specifically stated by their employing board.


4612:96 Health Care Assistance

A full-time employee is eligible for health care benefits from the employing organization in accordance with the denominational health care assistance policy. (For complete details, contact HBA, SDA Church in Canada.)

4614:96 Holiday Pay

All full-time hour-time employees are eligible for those paid holidays in each fiscal year as specified by the local conference office of education in harmony with provincial requirements.

If employment is required on a holiday, arrangements are to be made with the employing organization for appropriate compensation.

4616:96 Moving Expenses

It is not normally the policy to defray the cost of moving hourly paid classified employees. If assistance on moving is granted to an incoming hourly paid employee, it shall be on a negotiated basis.
4618:96 Sick Leave Pay

A full-time hourly paid classified employee who has been employed for a minimum of sixty (60) days is eligible for sick leave pay. This policy is applicable only to the employee for personal illness. Absence with pay is limited to the equivalent of ten (10) working days annually for bona fide illness.

4620:96 Canada Pension Plan

All employees are eligible for Canada Pension benefits as stipulated by the Federal Government. Contributions are shared by the employer and employee as mandated by law.

4622:96 Tuition Assistance

Tuition assistance may be granted for the unmarried dependent children of full-time denominational employees. The employing organization may provide assistance of up to 60 percent of the tuition and required fees for dormitory students and up to 30 percent for those not in the dormitory.

4624:01 Employment Insurance

All employees are eligible for Employment Insurance Plan benefits as stipulated by the federal government. Contributions are shared by the employer and employee as mandated by law.

4626:96 Vacation Pay

1. A full-time employee (minimum of 38 hours per week) is eligible for three weeks of vacation with pay after completing one year of denominational employment, and four weeks with pay after completing 15 or more years of denominational employment, as certified by the service record.

2. It is intended that vacation be taken each year. However, at the request of the employee and with the approval of the employing organization, unused vacation time may be carried over from one year to the next for an accumulated vacation not to exceed six weeks.

3. All employees' vacations are to be worked out with the school administration or conference office of education in advance. Vacation time is granted an employee after one full year of service. However, employees under contract for a full school year may be granted vacation time on a pro rata basis.

4. Vacation pay is computed on the hourly rate being received by the employee at the time s/he takes his/her vacation. Part-time employees who work 1,000 hours per year or more are eligible for prorated vacation pay.

4628:14 Criminal Background Check

Condition of employment shall include clear federal and provincial criminal background checks with respect to vulnerable sectors. It is the employing organization’s responsibility to make sure all employees have current clearances.
4700 General Provisions for Classified Personnel

4702:96 Employment Agreements

1. Classified employees shall make formal application to the employer and shall sign a statement of agreement with the terms as stated in the Seventh-day Adventist Church in Canada Employment Policies for Education Personnel.

2. Any agreement to employ by the church or its institutions implies that the employee will practice tithing in harmony with NAD Working Policy, E 80 20.

4704:01 Discontinuance of Employment

1. The employment of classified employees may be discontinued for reasons such as, but not limited to, the following:
   a. Insufficient enrollment.
   b. Lack of adequate funds.
   c. Employee's inability to fulfill required responsibilities because of physical, mental, or emotional problems (where permitted by law).

2. The employment of classified personnel may be terminated for cause. The reasons for dismissal include, but are not limited to:
   a. Immoral or unsatisfactory personal conduct not in accordance with the principles of the Seventh-day Adventist church.
   b. Committing, aiding, advocating, or being convicted of any crime.
   c. Persistence in advocating, practising, or teaching beliefs of philosophy contrary to the basic tenets, standards, and doctrines of the Seventh-day Adventist church.
   d. The use of alcohol, tobacco, and or illegal substances.
   e. Social and/or moral problems which make him/her unfit to instruct or associate with children or youth.
   f. Employee's unsatisfactory performance as determined by appropriate evaluation.
   g. Employee's indifference to pupil welfare and safety.
   h. Employee's lack of cooperation with administrators or supervisors.
   i. Employee's persistent failure to comply with the conference policies or regulations.

3. Termination Notice

Termination notice or pay in lieu of notice as required by provincial law shall be given to employees who are being terminated without cause. If the employee is being terminated for cause, the termination can be effective immediately.
4706:96 Payroll Records

Payroll records must accurately identify time worked and also credit time for vacations, sick-leaves, and holidays.

4708:01 Financial Responsibility

The cost of allowances and benefits granted to classified personnel by policy or as required by law are the financial responsibility of the local school or academy board. When courtesy payroll services for classified personnel are provided by the conference office, the local school will be billed for these costs.

4710:01 Employee Service Records

1. An up-to-date service record is to be maintained for each employee on the approved form. This permanent record for each employee is maintained by either the office of the conference secretary, Parkview Adventist Academy, or Kingsway College administration or a designee who signs them annually. A copy of the employee's service record shall be given to the employee annually to ensure its accuracy.

2. One year of credited service shall be credited to an employee for each calendar year in which s/he works at least 1,950 hours or full time on a salaried basis. Education personnel will be eligible for full time credit when they are paid over a 12 month period. Proportionate credit will be given for those paid over a 10 month period.

3. Part-time employees may accumulate credited service if they have:
   a. at least 700 hours of employment or earnings equal to 35% of the YMPE (Year’s Maximum Pensionable Earnings) per year during two consecutive calendar years after 1985 (provincial differences may apply, or
   b. if they have at least 1,000 hours of employment in a calendar year after 1980.

4712:96 Conflicting Activities

An employee shall not engage in any outside business or employment which encroaches on the school's call for the full services of the employee.

4800 Conciliation and Dispute Resolution

4802:17 Conciliation and Dispute Resolution

(Taken from NAD Working Policy, BA 42)
In cases of disagreement between this code and the NAD Working Policy, the NAD Working Policy supersedes.

Purpose

The Conciliation and Dispute Resolution Procedures were developed to provide a method whereby the Church may resolve disputes between church members, individual lay members and various church
leaders, employees and church employers, church organizations (service organizations, departments, associations, etc.) and/or between conferences and institutions.

The role of the Seventh-day Adventist Church entities in resolving disputes among their members has a long historical tradition. These procedures were prompted by a doctrinal concern based on the Bible and counsel given to the Church by Ellen G White. The Conciliation and Dispute Resolution process is designed to be neutral, impartial, and independent.

**Church Policy**

The Conciliation and Dispute Resolution Procedures are subject to the policies recorded in the Seventh-day Adventist Church Manual and the General Conference and North American Division Working Policy. Before applying the following procedures, all parties involved in the resolution of a dispute should read “Safeguarding the Unity of the Church” in the current edition of the Church Manual.

**Dispute Resolution**

Binding Arbitration is available to the Church (local church, local conference, union, and division) for resolving disputes in ways that lead to reconciliation. It is a quasi-legal procedure in which the parties in dispute meet voluntarily in the presence of one or more arbitrators for a hearing. The verdict of the arbitrator(s) is binding upon all parties.

Binding arbitration is not to be entered into without prior efforts to negotiate informally or mediate the dispute. It must be evident that these steps, as listed below, have been taken before a request for binding arbitration is approved:

1. **Informal Negotiation**

   The parties in dispute must voluntarily meet with one another in order to resolve their differences and become reconciled (Matt. 18:15). A pastor or other spiritual counsellors may prompt the parties to meet for this purpose.

   Adequate time for spiritual preparation should be allowed in order for the Holy Spirit to work in the hearts of the parties in dispute. The disputing parties must begin the conciliation and dispute resolution process with informal negotiation.

2. **Mediation**

   If the informal negotiation does not suffice, the parties in dispute must voluntarily meet together with one or more mediators. The mediator(s) serve(s) to guide the negotiation as the parties seek to agree and become reconciled (Matt. 18:16).

   Before the process of binding arbitration can begin, all pending lawsuits related to the dispute must be dismissed, and/or the parties involved must sign an agreement not to institute a law suit against each other.

**Exemptions**

The Conciliation and Dispute Resolution Procedures may not apply in situations which are deemed to be outside the jurisdiction of the Church or for which the Church agrees that it has no adequate process for orderly settlement. Examples of cases that are not covered by these procedures may include but are not limited to:

1. Settlement of insurance or self-insurance claims.

2. Issuance of decrees affecting the boundaries and ownership of real property.
3. Marital differences.


5. Deciding matters involving the administration of estates.


7. Individual disputes with any branch of civil government or law enforcement agencies.

8. Specific theological questions.

9. Questions regarding church discipline and the transfer or reinstatement of membership.* (Covered by policies in the Seventh-day Adventist Church Manual.)

10. Church elections.

**Jurisdiction**

It is the expectation of the North American Division that all grievances be resolved at the level where they arose. An in-house procedure that is equitable for all parties concerned, and which includes informal negotiation and mediation as essential first steps to resolution and reconciliation, should be used to settle the dispute.

If an in-house procedure fails to bring about resolution and reconciliation, either the grievant or the organization may request binding arbitration using the North American Division Conciliation and Dispute Resolution Procedures. The higher ecclesiastical authority over the territory where a dispute arises has jurisdiction in the resolution of the conflict when the Conciliation and Dispute Resolution Procedures are used. Requests are to be carefully reviewed by the higher body and approved in situations where to do so is in the best interests of the party(ies) concerned. In disputes involving members of different churches, and employees of different conferences, unions, and institutions, jurisdiction is with the next higher level of the church/conference/institution of the member/employee whom the claim is against. The arbitration initiation form and agreement, the binding arbitration protocol statement, and the confidentiality agreement referred to in this section are made available to the administrators of this process by the North American Division Office of Human Relations. When organizations review decisions of other organizations, they do not assume responsibility for the liabilities of any other organization.

1. **Local Church Disputes**

   The local church has jurisdiction in disputes between its lay members. Disputes that affect the employment of members hired by the conference, locally funded employees of conference institutions, or the division to serve the local church are in the jurisdiction of the hiring body.

2. **Local Conference Disputes**

   The local conference has jurisdiction in disputes between:

   a. Local conference employees and/or locally funded conference employees of local conference institutions or churches.

   b. Local conference and locally funded employees and the congregation.

   c. Conference and locally funded institution employees and the institution.

   d. Lay members and the local conference.
e. Locally funded church employees, locally funded conference employees, local conference institution employees, and the local conference.

f. Local conference churches, organizations, and/or institutions.

g. Congregation splits within the conference.

3. **Union Conference Disputes**

   The union conference has jurisdiction in disputes between:

   a. Intra-union conference employees (includes locally funded employees of local conference churches, organizations, and institutions) and/or union employees.

   b. Local conference and locally funded employees and the conference.

   c. Union institution employees and the institution.

   d. Lay members or local churches and the union conference.

   e. Local conference employees, conference and locally funded institutional employees, union conference institution employees, and the union conference.

   f. Intra-union organizations, union institutions, and/or local conferences within the union.

4. **Division Disputes**

   The North American Division has jurisdiction in disputes between:

   a. Inter-union denominational employees, division employees, and/or employees of division institutions.

   b. Union conference employees and the union conference.

   c. Division institution employees and the union conference.

   d. Division employees and the division (through the Office of Human Relations rather than administration).

   e. Lay members and the division.

   f. Local and union conference institutions or division institution employees and the division.

   g. Any two denominational organizations within the division which do not come under the jurisdiction of a single union conference.

   h. Any denominational organization within the division and the division.

5. **Institution Disputes**

   The next higher level of the institution has jurisdiction in resolving disputes of institutional employees that have been approved to use the Conciliation and Dispute Resolution Procedures.

   **Initiation Process**

   The following steps must be taken to initiate the Conciliation and Dispute Resolution Procedures at all levels of the North American Division.
1. **Local Church**

To initiate the procedures at the local church level, the grievant(s) shall make a written request for binding arbitration to the local church pastor or church board. Normally, within 15 working days of the receipt of the request, the pastor or church board shall respond to the grievant(s) with a written acknowledgment and statement as to how and when the request will be processed. Arbitration forms shall be enclosed for the grievant(s) to complete and return to the pastor or board as soon as possible.

2. **Local Conference**

To initiate the procedures at the local conference level the grievant(s) shall make a written request for an arbitration hearing to the secretary/human relations director of the local conference. Normally, within 15 working days of the receipt of the request, the conference secretary/human relations director shall respond to the party making the request with a written acknowledgment and statement as to how and when the request will be processed. Arbitration forms shall be enclosed for the grievant(s) to complete and return to the conference secretary/human relations director as soon as possible. These include the conciliation and dispute spiritual preparation study, the binding arbitration protocol statement, and the confidentiality agreement statement. After the arbitration initiation forms have been signed and returned, the following steps shall be taken by the local conference secretary:

   a. Present the request and arbitration initiation forms to the local conference administrative committee (or other appropriate body) for action.

   b. Notify the grievant of the decision of the conference. If that decision is for binding arbitration, in communication with the grievant, set the date, time, and place for the hearing; and select the arbitrator(s) and observer(s). The arbitrator(s) and observer(s) must be approved by the parties in dispute.

   c. Furnish the arbitrator(s) and observer(s) a copy of the arbitration initiation agreement signed by the parties in dispute within ten (10) working days prior to the arbitration hearing date. The information contained in the agreement shall include time, place, and date of the hearing; each party’s version of the facts; issues to be discussed; positions taken relative to the issues; documents of evidence, proof, or verification; names of invited witnesses; and nature of the settlement requested.

3. **Union Conference**

Union Conference personnel shall initiate the dispute process at the union conference level. To do this, the grievant(s) shall make a written request for an arbitration hearing to the secretary/human relations director of the union conference. Normally, within 15 days of the receipt of the request, the union conference secretary/human relations director should respond to the grievant(s) with a written acknowledgement and statement as to how and when the request will be processed. Arbitration forms shall be enclosed for the grievant(s) to complete and return to the union conference secretary/human relations director as soon as possible. These include the conciliation and dispute spiritual preparation study, the binding arbitration protocol statement, and the confidentiality agreement statement. After the arbitration initiation forms have been signed and returned, the following steps shall be taken by the union conference secretary/human relations director:

   a. Present the request and arbitration initiation forms to the union conference administrative committee (or other appropriate body) for action.

   b. Notify the grievant(s) of the decision of the union conference. If that decision is for binding arbitration, in communication with the grievant(s), set the date, time, and place for the hearing;
and select the arbitrator(s) and observer(s). The arbitrator(s) and observer(s) must be approved by the parties in dispute.

c. Furnish the arbitrator(s) and observer(s) a copy of the arbitration initiation agreement signed by the parties in dispute within ten (10) working days prior to the arbitration hearing date. The information contained in the agreement shall include time, place, and date of the hearing; each party's version of the facts; issues to be addressed; positions taken relative to the issues; documents of evidence, proof, or verification; names of invited witnesses; and nature of the settlement requested.

4. **Division Office**

Division office personnel shall initiate the dispute process through the associate secretary of the division/Office of Human Relations director. Normally, within 15 working days of the receipt of the request, the associate secretary/Office of Human Relations director shall respond to the grievant(s) with a written acknowledgment and statement as to how and when the request will be processed. Arbitration forms shall be enclosed for the grievant(s) to complete and return to the associate secretary/Office of Human Relations director as soon as possible. These include the conciliation and dispute spiritual preparation study, the binding arbitration protocol statement, and the confidentiality agreement statement. After the arbitration initiation forms have been signed and returned, the following steps shall be taken by the associate secretary/human relations director:

a. Present the request and arbitration initiation forms to the division administrative committee for action.

b. Notify the grievant(s) of the decision of the division administrative committee. If that decision is for binding arbitration, in communicating with the grievant(s), set the date, time, and place for the hearing; and select the arbitrator(s) and observer(s). The arbitrator(s) and observer(s) must be approved by the parties in dispute.

c. Furnish the arbitrator(s) and observer(s) a copy of the arbitration initiation agreement signed by the parties in dispute within ten (10) working days prior to the arbitration hearing date. The information contained in the agreement should include time, place, and date of hearing; each party's version of the facts; issues to be discussed; positions taken relative to the issues; documents of evidence, proof, or verification; names of invited witnesses; and nature of settlement requested.

**Institutions**

Educational and other institutions affiliated with the local and union conferences and the division are expected to have established grievance procedures that are designed to address disputes between its employees. When an in-house grievance process has failed to bring about resolution, the grievant or the administration of the institution may request a binding arbitration hearing to be administered by the next higher body. The acceptance or rejection of this request is left to the discretion of the administration at the next higher level.

When an in-house grievance process has failed in a General Conference institution based in the North American Division, the grievant or the administration of the institution may request that a binding arbitration hearing be conducted by the president or secretary of the General Conference. The General Conference officers may ask the administration of the North American Division to conduct the hearing. The acceptance or rejection of the request from the institution is left to the discretion of the General Conference administration.

**The Arbitration Panel**

The credibility of the arbitration panel in the eyes of the parties in dispute is of utmost importance. The panel should be perceived by the parties in dispute to be neutral, impartial, and independent.
An arbitration hearing may be conducted by either one or three persons, including the moderator; however, in either case, the parties in dispute must agree on the person(s) as well as the number of persons appointed to serve.

On the local church level, the arbitrator(s) as well as the moderator of the arbitration panel are appointed by the church board after they have been agreed upon by all parties in dispute. On the local conference, union conference, and division levels, the arbitration panel as well as the moderator are appointed by the secretary/human relations director of these organizations after they have been agreed upon by all parties in dispute.

**Qualifications of the Arbitrator(s)**

Arbitrators must be church members in regular standing who are trained and qualified to serve on arbitration panels and who have the potential for bringing about a resolution. A pool of volunteer arbitrators shall be formed from which individuals may be randomly selected to serve as needed. Every effort should be made to include ethnic minorities, women, non-denominationally employed persons, retired former church employees and others as appropriate to the situation.

**Legal Representation**

The Conciliation and Dispute Resolution Procedures are designed to be an alternative process to the court system where legal representatives are present. Since the intent is to engage in a process that is semiformal, flexible, and non-legalistic, it is therefore recommended that:

1. Legal representation be discouraged unless the attorneys are present to provide expert counsel on specific legal matters. All parties must agree on both the attendance and personnel involved.

2. Peer representation be permitted if both the attendance and personnel are agreed upon by all parties in the dispute.

**Observers**

To ensure that the hearing is conducted in keeping with Church policy and the arbitration agreement, an observer may be permitted only at the request of and with the consent of all parties in dispute. Observers may answer questions that are asked by either the arbitrator(s) or the parties in dispute.

**Conflicts of Interest**

The arbitrator(s) and observer(s) shall commit themselves to strict confidentiality and shall disclose all real or potential conflicts of interest in the dispute. When such conflicts of interest are disclosed, the person(s) involved shall be replaced.

**Witnesses**

Witnesses appear in an arbitration hearing at the call of the moderator. They are present in the hearing only to testify and must leave when they have completed their testimony.

**Transcripts and Recordings**

Formal transcripts or electronic recordings are permissible in arbitration hearings.

**Duration of an Arbitration Hearing**

An arbitration hearing should normally consume one day or less.
Financial Arrangements

The costs for conducting arbitration hearings are to be allocated in the following manner unless otherwise agreed to by all parties involved:

1. The parties in dispute are to pay all of the travel expenses (transportation, per diem, lodging) for themselves and the witnesses they invite.

2. The parties in dispute are to pay on a 50-50 basis the travel expenses of any lay person or retired former church employee who serves as an arbitrator.

3. The local or union conference is to pay the travel and lodging expenses for their employees who serve as arbitrators and observers.

4. When a local conference employee is asked to serve as an arbitrator or an observer in another local conference, the inviting conference pays the travel and lodging expenses.

5. When a union conference employee is asked to serve as an arbitrator or an observer in another union, the inviting union pays the travel and lodging expenses.

6. The North American Division pays the travel expenses for its employees who serve as arbitrators and observers.

7. Incidental expenses incurred by private moderators and arbitrators such as secretarial help, telephone calls, postage, etc., are to be paid by the local church, the local or union conference, or the division that appointed them.

Follow-up

After-the-fact details are to be cared for by a person(s) assigned the responsibility by the local church, the conference, or the division. These include:

1. Filing of any materials generated by the arbitration hearing with the secretary of the conference or institution that had original jurisdiction.

2. Healing relationships hurt by the dispute.

3. Effectuating and monitoring the settlement.

4. Filing annual reports of union and division arbitration hearings with the North American Division associate secretary/director of the Office of Human Relations. (See NAD Working Policy, BA 70)

4900 Definition of Terms

4902:96 Administrator:

The principal, superintendent of education, associate superintendent of education or someone appointed by the employer to research or handle the matter.

4904:96 Assignment:

The act of allotting to an employee tasks, duties, or responsibilities.
Certificate:

The document granted an applicant for a teaching or administrative position based on transcripts of college credits, degrees, certificates, and testimonials relative to previous experience and character.

Certificated Personnel:

Persons employed by the conference for positions requiring teaching certificates.

Classified Personnel:

Persons employed by the school boards for positions not requiring teaching certificates.

Conference K-12 Board:

A body of trustees whose duty it is to give general oversight and direction to the educational activities of a conference. The board of education is created by the conference to assume responsibility for the operation of the conference school system. Individual members have no authority unless it is delegated to them, power being vested in the board only when it acts as a body. Control is exercised through vote by which school personnel are selected and discharged, and rules, regulations, and policies are established.

Employing Organization:

The conference or school that issues the employee's cheques and is financially responsible for the allowances and benefits granted to education employees, as well as control of the employment relationship.

Employment Contract:

An agreement, in writing, entered into by an employee and the employing organization, stating the salary to be paid and the length of the term of the contract, the employment status, and the general duties to be performed by the employee.

Evaluation:

A process of determining teacher effectiveness and providing for professional guidance and assistance, usually performed by an administrator or supervisor.

Exigency:

A situation calling for immediate action or attention.

Probationary Status:

A stabilizing period of one - three (1-3) years for an employee who is transferring, or who has been granted a trial period to improve his/her professional service.
4924:03  **Level III Status:**

Employment status given to a teacher or administrator who has completed six years of satisfactory service and holds a valid Professional or Administrator's Certificate or has served satisfactorily for ten years and holds a valid Standard Certificate.

4926:03  **Level I Status:**

The status given to a teacher who has been granted an initial period of employment to prove his/her ability.

4928:96  **Reassignment:**

A change in assignment within the school/conference.

4930:96  **Re-appointment:**

The acknowledgement that a teacher is assigned to the identical position as previously, or appointed to a similar position changing schools, grades, subjects, and/or teaching loads according to needs and qualifications.

4932:03  **Level II Status:**

Employment status given to a teacher who has completed certification requirements and served satisfactorily during the Level I period.

4934:96  **Resignation:**

The request by a teacher and acceptance by the employer to cease employment.

4936:96  **Salaried Classified Personnel:**

Personnel for whom teaching certificates are not required, but who qualify for salary rather than hourly pay. Included in this category are business, student services, industrial and service department administrative employees.

4938:96  **Salary:**

A set amount of money paid to an employee on a monthly basis as determined by certification and years of experience in harmony with the Seventh-day Adventist Church in Canada salary scale.

4940:96  **School Board:**

A group of persons elected or appointed by constituent church(es) to perform the service of operating the school.
Statement of Agreement:
A written statement signed by hourly-paid personnel, wherein they agree that the terms of their employment shall be governed by the Seventh-day Adventist Church in Canada Employment Policies wherever applicable.

Suspension:
Temporary removal of a teacher from his/her position by the employing organization.

Transfer:
The relocation of a teacher from one school to another in a position for which s/he is qualified.

Termination:
Cessation of the employment relationship.

Termination at the End of the School Year:
The decision by the employing organization not to offer a new contract to a certificated employee and thus discontinue the employee's service at the close of the current contract.

Termination For Cause:
Cessation of employment during the school year for cause.

Wage:
The hourly rate paid to an hour-time classified employee.
5000

SUPPORT OF EDUCATION K-12
5000
Support of Education K-12

5002:10  K-12 Education Budget

The sources of funding for the K-12 educational system in Canada are the North American Division and the SDA Church in Canada. (See NAD Working Policies S 86 05 and S 86 10.)

5004:17  Objectives of K-12 Education Fund

1. To assist in the stabilization of tuition costs.

2. To assist in making it possible for parents and churches to realistically have the privilege of choice in the education of their children and youth.

3. To encourage constituencies (conference and church) to provide adequate subsidies in the support of schools.

4. To assist schools where relatively small constituencies (conference and church) are willing to extend themselves beyond the average commitment.

5. To assist (by alleviation of some operational stresses) in making it possible for constituencies (conference or church) to budget capital improvement subsidies to schools.

6. To assist conferences in supporting in-service professional appointments for education personnel.

7. To assist in the professional development of education personnel by providing a subsidy to Burman University for summer school attendance.

8. To assist schools in the purchase of educational materials.

9. To finance the development of K-12 curriculum.

5006:18  Financial Assistance for Classroom Resources

School Equipment Allowance for Teachers:

1. To help provide classroom resources for teachers, $300 per full-time teacher (equivalent) will be provided on a matching basis, $100 each from the SDACC, the local conference, and the school board. Confirmation that the school board and conference funds have been allocated is required before SDACC funds will be sent to the conference for distribution. Funding will be based on the classroom teacher FTE of the Opening Report.

2. These funds may not be used for the purchase of textbooks, student workbooks, or capital improvements.
5100 Salary and Wages

5102:01 Salary and Wage Scale

1. Certificated and classified employees will be paid in harmony with the current Seventh-day Church in Canada salary or wage scales. These have been developed within the guidelines provided by the North American Division.

2. In addition to the annual salary, certain allowances and benefits are granted when the employee qualifies as specified in the Education Code (See Sections 4206, 4208, 4504, 4606 - 4626).

3. A copy of the SDA Church in Canada approved wage scale should be distributed annually to employees.

5104:97 Guidelines for Determining Certificated Personnel Wages

1. Teachers with a baccalaureate degree but not a Basic or Standard teaching certificate may be paid at pre-certification level for the first year of service and advance a step for the second year upon making satisfactory progress (a minimum of 9 quarter / 6 semester hours of course work) toward fulfilment of certification requirements.

2. Teachers with a master's degree (or its equivalent) but without Basic or Standard certification may be paid at Step II for the first year of service and advance to Step III for the second year upon satisfactory progress (a minimum of 9 quarter / 6 semester hours of course work) toward certification.

3. Salaried education personnel may be eligible for educational allowances (scholarship grants for dependent unmarried children) according to policy.

4. Those teachers holding a Standard Certificate who have taught for twenty-five (25) years or more may be granted Step VII on the scale. Those holding a Professional Certificate who have taught for six (6) years or more shall be granted Step VII.

5106:96 Special Financial Provision of 95% of Wage Factor Employees

1. Certificated instructional personnel who are employed after the employment date and before the designated "report to work" date are to receive full wages at the 95% factor. A teacher employed after the designated "report to work" date is to receive salary proportionate to the number of weeks employed. [Example: a teacher employed on October 15 (nine weeks late) and the "report to work" date is August 15, would receive 33/42 of the salary for the appropriate salary-step placement based on full wages at the 95% factor.]

2. Certificated personnel on the 10-month assignment plan who do not complete their full assignment shall have their salary adjusted to the actual time worked.

3. Certificated personnel who are reimbursed at 95% of the wage factor are not granted additional salary for attendance at summer school.
5108:04 Remuneration for Substitute/Replacement Teachers

1. Substitute Teacher

Certificated (denominationally or provincially) or degreed substitute teachers shall be reimbursed at 3% of the wage factor per day.

Non-certificated or non-degreed, substitute teachers shall be reimbursed at 2.33% of the wage factor per day.

2. Replacement Teacher

A replacement teacher is an individual employed to substitute for a regular contract teacher for a projected period of more than two (2) weeks. Replacement teachers are generally employed to replace contract teachers who have gone on short term disability, maternity leave or other leaves as authorized by the employing organization.

Inasmuch as a replacement teacher must be able to design courses/yearly plans, develop lesson plans, and supervise and evaluate student performance, it is necessary that replacement teachers will be individuals with teacher certification.

While employed as a replacement teacher, the employee will retain the rights and responsibilities accorded to all teachers as outlined in the Seventh-day Adventist Church in Canada Education Code and in the current policies and practices of the employer, unless otherwise excepted.

Remuneration, including benefits for replacement teachers, will be determined by the employer.

5200 Allowances and Benefits

5202:01 Employee Life Insurance Coverage

The life insurance program provides a benefit in the event of a death of an employee, spouse, or dependent child.

1. All eligible employees enrolled in the Health Benefits Plan of the Seventh-day Adventist Church in Canada up to age 70 are automatically provided with the basic assistance coverage along with their spouses up to the employee’s attainment of age 70 and dependent children. Eligible dependent children are defined as children born to the employee or legally adopted by the employee; and eligible to be claimed as a dependent on their income tax return; and under age 19, or if a full-time student age 24 or under; and unmarried.

These same individuals are eligible to apply for optional life insurance coverage according to their individual needs. An eligible spouse may apply for optional life coverage even if the employee does not.

There are no minimum health requirements to qualify for basic life insurance coverage. Applicants for the optional life insurance coverage will have to meet the normal health requirements of the underwriting department of the insurance company.

a. Basic Life Insurance

If the employee should die, the surviving spouse would receive a benefit of $70,000. When there is no surviving spouse, the dependent child/ren would receive the $70,000 benefit. If
there is no surviving spouse or dependent child/ren, $70,000 would be paid to the estate of the employee. If the spouse should die the employee would receive $70,000 assistance. If both the employee and spouse die at the same time, the dependent child/ren would receive both benefits totalling $140,000. If there are no dependent child/ren, $140,000 would be paid to the estate of the employee. If one of the dependent child/ren should die, the employee would receive $10,000 assistance. If the employee, spouse, and all dependent children die at the same time, $140,000 plus $10,000 for each of the dependent children, would be paid to the estate of the employee. Employees are encouraged to have a Christian will in place. If there are circumstances which cause this assignment of benefit to be impractical it is possible to arrange alternative beneficiaries. Please contact Health Benefits Administration, SDA Church in Canada for details. The cost of the basic life insurance is an employee paid benefit. (For further information, see Health Benefits Plan For Employees of Organizations of the Seventh-day Adventist Church in Canada.)

b. Termination of Insurance Exceptions

All eligibility for assistance ceases on the day employment is terminated for any reason other than disability. Employees who discontinue employment as a result of illness or injury, and who are not otherwise employed, remain eligible for coverage until the earliest of the end of disability, expiry of their Health Benefits Plan disability benefits, or age 70. An employee in this category must apply for waiver of premium and meet the eligibility criteria for premium waiver.

Employees on maternity or parental leave of absence may continue life insurance coverage for the period of leave to which they are entitled by legislation governing the Employer. Employees on approved leave of absence or temporary lay-off may continue until the Policyholder terminates it, but in no event for more than 120 days after the employee was last actively at work.

5204:17 Tuition Assistance for Children of Employees
(Taken from NAD Working Policy, Y 24)

In cases of disagreement between this code and the NAD Working Policy, the NAD Working Policy supersedes.

1. Christian Education

Employees are encouraged to support the Church’s philosophy of Christian education by enrolling their children in Seventh-day Adventist schools for the purpose of assisting youth in making a decision for and commitment to Christ, thus perpetuating the practice of Seventh-day Adventist beliefs and teachings, enlarging the reservoir of future church employees and lay church leaders, providing a positive example, and reducing the possibility that the children adopt a lifestyle that is not in harmony with the teachings of the Church.

2. Eligible Employees

Regular full-time Church employees in administrative, professional, and supervisory positions (those considered to be exempt from Federal and state/provincial wage and hour laws) are expected to send their children to Seventh-day Adventist denominationally owned and operated schools and are provided assistance on the tuition expense for their children who are enrolled in denominationally owned and operated K-12 schools or liberal arts college/university levels, including a fifth year of college/university, or additional course study required to secure necessary credentials/certification.
3. **Students Eligible for Tuition Assistance**

   To be eligible for tuition assistance the student must be:

   a. An unmarried dependent of the employee.
   
   b. Less than twenty-four years of age unless the student has given compulsory military service, volunteer service for the Church, or has a documented medical consideration.
   
   c. Eligible to be claimed as a dependent on the employee's income tax return* and meet one of the following requirements:

      (1) *The student must be born to, or legally adopted by, the employee and/or spouse appointed under the guardianship or legal custody (not temporary custody) to the employee, or is a stepchild by marriage.

4. **Assistance**

   The employer for the eligible employee may provide assistance on tuition and all required fees as follows:

   (1) College & University – 70 percent for dormitory students, and 35 percent for those not in the dormitory. Starting junior year or 5th semester. 70 percent subsidy may apply to those students residing in university/college owned off-campus housing, excluding parents’ or relative’s house.
   
   (2) Academy – 70 percent for boarding students. 35 percent for day students.
   
   (3) Elementary – Assistance at 35 percent, beginning with Kindergarten.

   In cases where an employee’s church provides a subsidy to cover the differential between constituent and non-constituent tuition rates for elementary and secondary schools, the tuition assistance from the employer shall be based on the net tuition expense to the employee. Charges for private music lessons are only covered if the course is required for credit for the student’s major or minor.

5. **Professional Programs**

   Assistance provided for professional programs not requiring an undergraduate degree before beginning graduate study shall be based on and shall not exceed, the normal tuition costs for a maximum number of semesters or quarters as listed in paragraph 6 below.

6. **Limitation on Assistance**

   Assistance shall be provided for a degree program for a maximum of ten semesters or fifteen quarters (or a combined equivalent).

7. **Summer Sessions**

   Students who attend summer sessions shall be eligible for tuition assistance. Such attendance shall not count against the maximum semesters or quarters referred to in paragraph 6 above.

8. **Tuition assistance shall be provided for studies through Griggs University and International Academy as per regular policy. Tuition assistance is provided on credits that are earned through the College Level Examination Program (CLEP). The assistance on both is 35 percent.**
9. **Attending Schools Outside the NAD**

Children independently attending denominationally owned and operated colleges and universities located outside North America may be granted assistance amounting to 70 percent of the actual tuition provided the amount of assistance is not greater than the amount they would receive if attending their home college/university.

10. **Adventist Colleges Abroad students receive 70% assistance based on the cost of tuition at the home campus where they are registered.**

11. **Method of Payment**

   Assistance for students shall be made directly to the invoicing school.

12. **Division of Assistance**

   When both employee and spouse are denominationally employed by separate organizations and both provide tuition assistance according to this policy, each organization shall be responsible for one-half of the assistance. The method of paying the assistance and dividing the cost may be mutually agreed on by the organizations concerned. Only one tuition assistance shall be provided per student.

13. **Exceptions**

   This policy is intended to apply only to employees’ children who attend Seventh-day Adventist denominational schools. Exceptions may be made as follows:

   a. Attendance at privately operated Seventh-day Adventist schools approved by the conference.

   b. A child, because of unique personal circumstances such as documented abuse or learning disabilities, may need to attend a non-Adventist school.

   c. In cases where an undergraduate-level program of study or trade/vocational program is not offered in a denominational school in the North American Division, the total assistance shall not exceed the amount which would normally be granted for attendance at a denominational school in the student’s union.

14. **Employees Disabled**

   This policy would extend tuition assistance to the dependents of employees who become disabled as outlined in Y 33 – Employee Disability Income Plan in the NAD Working Policy. Assistance would be continued through the school year in which the employee’s elimination period occurs, but in no event would be carried more than one school year.

   * These paragraphs do not apply to employees in Canada as children above the age of 18 cannot be claimed as dependents on the parent’s income tax return.

**5206:10 Adoption Expense**

(Taken from NAD Working Policy Y 26)

In cases of disagreement between this code and the NAD Working Policy, the NAD Working Policy supersedes.

Full-time employees may be granted assistance of 75 percent of the medical and legal expense and adoption agency fees incurred in the adoption of children if the adoption is completed. The maximum
assistance to be granted shall not exceed the equivalent of up to two times the current monthly Remuneration Factor. This assistance shall be limited to one allowance per child.

5208:01 Holiday Gifts

It is recommended to the employing organization that a cash holiday allowance be provided for each full-time employee according to policy. Employing organizations may also grant an RRSP matching amount up to $100 annually.

5210:96 Health Care Assistance

1. Full-time denominational employees are granted health care assistance as part of their employment benefits.

2. The details of the health care plan are outlined in the booklet Employee Family Care Program For Employees of the Seventh-day Adventist Church in Canada. This booklet is available from the local conference treasury department.

5212:14 Employee Moving Allowances

(Taken from NAD Working Policy Y23 05)

In cases of disagreement between this code and the NAD Working Policy, the NAD Working Policy supersedes)

1. Assistance

When an employee is requested by an employing organization to move to a new location or a person is being called into denominational service, the employer may provide the following assistance:

a. An amount to cover freight/van charges and insurance up to maximums established by the employer.

b. Travel expense and a per diem as per current policy and 100 percent of the regular mileage allowance to move the employee's car or up to two cars for employee and spouse to the new field of employment.

c. A flat amount rounded up to the nearest $10 to cover packing and other moving costs as follows: Employee—16.5 percent of the Remuneration Factor; Spouse—16.5 percent of the Remuneration Factor. A single parent with dependent children may be granted 33 percent of the Remuneration Factor as a moving allowance.

d. Automobile Registration and Excise Tax

Employees who are called to another province and who are required to pay duplicate excise tax/sales tax, license, and certification/inspection fees may report such expense on one car if they register their car within 90 days of moving to the new area. If the employee has a spouse, the above expenses may also be reported on a second car.

e. In cases where it may be necessary to negotiate a bridge loan in order to secure a home at the new location, the bridge loan interest may be reimbursed by the new employer for the same time period during which the employee is eligible to receive duplicate housing allowance in addition to the duplicate and special housing allowance. This bridge loan interest would be considered outside of the ceiling for which special assistance may be given.
2. Maximum Assistance

The allowances referred to in b., c., and d. above shall be limited to two vehicles and two flat moving allowances per family even though both spouses are employed.

3. Sharing Moving Expenses

When calls are extended to a husband and wife to join two different denominational institutional organizations in the same area, the cost of moving shall be shared by the calling organizations. However, when the initial call is for one spouse and the other spouse obtains employment, the organization that initiates the primary call shall be responsible for the full cost of the move.

5214:96 Retiring Employee's Moving Allowance

An employee may be granted assistance in the form of reimbursement for actual moving expenses or at the employer's option a cash settlement on moving expenses when an actual move is made to the place of retirement according to the following provisions:

1. Over Thirty Years Service

When an employee who has given thirty years or more of denominational service retires, the employing organization may arrange to pay the moving expense on a reasonable amount of household goods and pay his/her transportation expense, including mileage, tolls, hotel, and per diem by most direct route based on 500 miles per day (but excluding telephone installation and the flat allowance as indicated in Section 5212 above) to the place of his choice in the North American Division.

2. Under Thirty Years Service

An employee who has served less than thirty years may be paid a proportionately less amount. The amount of the moving expense reimbursement shall be decided by the employing organization.

3. Arrangement

This arrangement is to be made within a period of one year after retirement unless some other definite arrangement is approved by the governing committee and is limited to one move only.

4. Division of Expense

In cases where both spouses are denominationally employed at the time of retirement but by different organizations, the moving assistance to the place of retirement shall be shared equally by the two employers if both spouses are vested for retirement benefits. If one spouse is not vested, the moving assistance shall be paid by the employer of the spouse who is vested.

5. Tax Obligation

The retiring employee shall be responsible for the tax obligation on the moving benefit.

5216:01 Occupying School-Owned Homes

Employees of educational institutions may be required to occupy school-owned houses and apartments as a condition of their employment where school-owned housing is available. In such circumstances, employees at the option of the employer, must vacate such housing upon termination of the employment relationship.
5218:01 Housing Allowance

1. Remuneration Rate

The remuneration rate granted to the denominational employee includes a provision for housing. No additional housing allowance may be granted.

2. Denominationally-Owned Housing

Housing provided by the denominational employer should be charged to the employee at current community rates or 30 percent of the employee's remuneration rate at the Category A rate, plus 100 percent of any cost-of-living adjustment factor the employee may be receiving.

a. Rent Allowance

When an educational employee is requested to live in a school-owned house or dormitory quarters at a boarding school as a condition of employment, the rate of rent charged shall be not more than 80% of the current community rate.

b. Utility Rates

When utilities are furnished or there is no meter for the premises, the employee may be charged a flat rate determined by the controlling board.

3. Dean's Housing

Deans shall pay rent at a rate less than the standard rate for the faculty in that school for comparable housing when the dean has housing in or attached to the dormitory.

5220:10 Additional Housing Assistance

(Taken from NAD Working Policy, Y16 06)

In cases of disagreement between this code and the NAD Working Policy, the NAD Working Policy supersedes.

1. Duplicate Housing

a. Initial Assistance--When an employee is moved from one location to another, and because of the conditions of his/her lease or failure to sell or rent his/her home, he is required to pay housing expenses both at his/her former location and at his/her new location, an allowance may be granted to cover the time when payments are being made at both locations and both homes are habitable. The allowance may be granted under normal conditions up to three months.

b. Unusual Circumstances--In unusual circumstances when the employee has not been able to sell the home at his/her former location and evidence is presented indicating that the asking price for said home at the end of the three-month period referred to in 1. was no more than 100 percent of an appraisal provided by an independent appraiser, up to an additional three months' assistance may be granted. An independent appraiser shall be understood to be a qualified appraiser such as may be contacted through banks or home loan associations. Real estate agents shall specifically be excluded from this group. The reasonable cost of such appraisal will be reimbursed by the employing organization.

c. Extreme Circumstances--If the employee has not been able to sell the home after having received an allowance for six months because of extreme circumstances, the allowance may be continued for a further period of up to six months if the asking price for the said home is not more than 95 percent of the appraisal during this period.
d. **Amount**—When granted, the monthly allowance shall be the actual expense for principal and interest, property taxes, and insurance up to 100 percent of the cost factor (housing/utilities/property tax of the Relocation Analysis Report) as indicated by ERI/Statistics Canada for which the employee was eligible at the former location. Fifty percent of any rental income shall be deducted from the allowance.

2. **Sharing of Loss Sale**—In view of the importance of pricing a home correctly before it is placed on the market, and due to the critical importance of the first 30 days in the sale of the property, both the employee and the new employer may agree at any time during the selling process that in lieu of spending all the duplicate housing allowance provided in 5006, items 1a through d, the property may be placed for sale at less than one hundred percent of market value as determined by current appraisal. The cost of the reduction may be shared between the new employer and the employee at an agreed upon ratio on an individual basis. The employer cost is not to exceed the maximum duplicate housing allowance provision.

3. **Purchase of Employee’s Home**—If in the course of transitioning an employee from one location to another, the employing organization decides that it is in its best interest to acquire the home where the employee currently lives, in order to facilitate the relocation of the individual to the new job assignment, the employing organization may exercise that option with the approval of the governing committee and where applicable, the association or corporation. The home shall be appraised by a third party, and the price will be set excluding realtor fees.

4. **Coordination of Benefits**—The employing organization should discuss the options available to the employee, and should avoid the unnecessary multiple application of the provisions of this policy.

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**5222:01 Employee Per Diem**

1. Employees on approved travel to conventions or other appointments may receive a per diem allowance at a rate set annually by the Seventh-day Adventist Church in Canada.

2. The per diem policy does not apply during a conference or SDA Church in Canada sponsored convention or workshop when meals are provided.

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**5224:96 Mileage Rates**

Auto mileage rates for all education personnel for authorized trips will be in harmony with local conference policy. Special mileage is defined as authorized mileage for trips outside the employee's area of jurisdiction.

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**5300 Professional Education**

**5302:96 Conventions, Local Conference - Travel and Expense**

The following is the expense policy for local conference sponsored conventions:

1. All transportation, meals and dormitory room expense for teacher delegates attending teacher conventions shall be paid by the employing academy or conference.

2. Travel and teacher per diem rates will apply to teachers and authorized delegates only.
a. Mileage will be paid in harmony with conference guidelines.

b. Teachers shall be allowed the motel expense of an overnight stop for distances greater than 800 km.

c. The teacher per diem policy will be in harmony with SDA Church in Canada guidelines except during the time meals are provided.

5304:96 Conventions - National Non-Seventh-day Adventist

In the interest of fostering professional growth, authorization may be granted to certificated personnel to attend national non-Seventh-day Adventist education meetings at least every three years.

5306:96 Professional Meetings

Secondary and elementary personnel authorized to attend professional meetings may receive the following remuneration paid by the employing organization.

1. The registration fee.

2. The regular mileage policy followed within the conference or air coach fare, whichever is less.

3. A per diem allowance in harmony with SDA Church in Canada guidelines.

4. Actual lodging cost.

5308:18 Certification and Graduate Studies Financial Assistance for Certificated Personnel

1. The SDA Church in Canada (SDACC) will pay tuition for certification, recertification, and graduate studies for courses taken at approved universities by K-12 educators. Pre-approval by the local Conference and the SDACC is required. Educators who wish to take courses should contact their employer for application requirements.

Eligibility:

b. Individuals employed as full-time K-12 educators within the SDA Church in Canada.

Note: Following the completion of course(s), it is the teacher’s responsibility to ensure that official transcripts are sent to the SDACC Office of Education.

c. Part-time educators (.5 FTE or more and receiving benefits) and those beginning employment for the following school year may be considered eligible to take classes and/or receive other financial assistance if funds are available. Requests should be submitted through the employing organization to the SDACC Director of Education for final approval.

2. In addition to the funding assistance described above, the SDACC Office of Education will reimburse conferences up to $2500 and boarding academies up to $1500 for courses not covered by the policy above. Educators should check with their employing organization for funding availability and requirements. The employing organization will reimburse the teacher for tuition costs and will bill the SDACC for tuition paid up to the maximum stated above.
Travel/Room and Board

The SDACC does not cover travel or room and board. If travel is required, educators should check with their employing organization to see if assistance is available.

Note: Charges other than those approved by the local conference are the responsibility of the teacher.

5312:17 Practicum Expenses

Practicum tuition expenses are covered by the block grant to BU, for one teacher every year.

5314:96 Financial Assistance to Conference Superintendents of Education

The SDA Church in Canada encourages a 3-way matching formula between the superintendent of education, the employing organization and the SDA Church in Canada. The budgeted funds for any given year will be equally divided among all applicants up to a maximum of $1 000 each.

5400 Accounting and Operating Policies

5402:01 Budget and Operating Policies - Academy

1. Since the fundamental necessity of operating an educational system free from debt is recognized, every board shall be held to a policy of operating within its revenue stream.

2. The management of every academy receiving SDA Church in Canada or local conference subsidy shall prepare operating and capital improvement budgets and have them approved by their respective boards. These budgets are to be approved by the school board and reviewed and approved at the annual Conference K-12 Board of Education meeting.

   a. Provision shall be made by the school board for adjusted operating budgets following registration to meet income deviations resulting from enrollment increase or decrease.

   b. Budget control shall be the responsibility of the academy administration.

5404:17 Conference Educational Subsidies

It is recommended that conference educational subsidies meet the following minimum equivalent tithe percentages:

3% - Burman University
10% - K-10 schools
3% - Boarding academies

The distribution of the conference percentages between K-10 and 9-12 may be adjusted by the respective boards of education.
5406:10 Joint Responsibility of Church and Conference in Payment of Teachers

1. In harmony with NAD Working Policy, FEA 30 20, which designates the conference as the employer, all teachers are to be paid by the conference treasurer on a plan whereby the church agrees to send salary funds promptly each month to the conference treasurer, who in turn assumes the responsibility of including the teachers' salary cheques in the monthly conference payroll.

2. To assure a clear understanding between the church regarding payment of the teacher's salary, instruction should be given by the conference to the churches and schools covering the following:

   a. The exact amount due from the churches and schools each month.

   b. The amount of subsidy being given by the conference.

   c. The monthly date when the churches' and schools' remittance are due at the conference office.

   d. A statement of responsibility of both parties.

5408:96 Accounting Manual - Academy

The Academy Accounting Manual prepared by the General Conference will serve as the guideline for accounting procedures in SDA Church in Canada senior academies.

5410:01 Borrowing of Funds

1. The North American Division policy governing the borrowing of funds in connection with any building or other project costing more than $500,000 places the responsibility for approval with the SDA Church in Canada Board of Directors.

2. Projects in excess of $1,000,000 must receive North American Division approval through the SDA Church in Canada.

5412:96 Depreciation of Fixed Assets

All denominational institutions 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. The following is a partial list of more commonly used depreciation rates:

1. Land Improvements

   a. Grounds and shrubbery 5%

   b. Cement sidewalks, curbs, and areas 5%

   c. Paved roads and areas (asphalt or cement) 5%

   d. Gas, electricity, phone, water and sewer lines 5%

   e. Fences 5-10%

2. Buildings
a. Well-constructed brick, stone, or reinforced cement buildings 1 1/3%
b. Brick veneer or thin wall cement buildings 2%
c. Frame stucco on good foundation 2 1/2%
d. All other buildings having a life of 20 to 35 years 3-5%

3. Equipment

a. Typewriters 14-20%
b. School library books 5%
c. Rental textbooks 33 1/3%
d. General office and classroom equipment 8-12%
e. Cafeteria equipment 10-20%
f. Buses 12 1/2-20%
g. Sophisticated electronic equipment 14-33%

These rates should be negotiated with conference treasury departments.

5414:17 Building or Improvement Projects
(Taken from NAD Working Policy, S 14 15)
In cases of disagreement between this code and the NAD Working Policy, the NAD Working Policy supersedes.

1. Authorizations--Building and financial plans for church and institutional projects shall be submitted for approval according to the following plan (amount exclusive of land):

   a. All new construction or purchase projects shall be approved by the conference executive committee or institutional board.

   b. Projects exceeding $3,000,000 shall be approved by the union executive committee or the board of union institutions.

2. Counsel From Higher Organizations--Churches contemplating either the purchase or the erection of a church building shall be cautioned against undertaking financial obligations which would embarrass the membership. When a congregation decides to buy or build a new church home, its building should not be sold or vacated until provision is made to house the congregation. In all building projects, local and union committees shall give careful counsel, taking into consideration the size of the congregation, its financial strength, and the location of the building.

3. Cash Requirements--In the purchase or building of church properties, commitments shall not be made or building operations commenced until thirty-five percent (35%) of the entire cost of the building, including initial furnishings, is available in cash or in readily convertible assets, and provision satisfactory to the authorizing committees for securing the remaining sixty-five percent (65%) is made. In the case of purchase, construction, or remodelling, the work shall proceed and
obligations shall be incurred only as funds are available and the finance plan has been approved by the corresponding body. Land that has been paid for may be considered at cost as part of the required thirty-five percent (35%) of the total project.

4. **Construction in Stages**—In cases in which it is practicable to occupy church buildings before the contemplated project is entirely completed, authorization may be given for construction to be undertaken in stages, provided the project has been approved by the authorizing committees with the provision that construction will not proceed except as funds are available.

5. **Borrowed Funds**—In cases where it is deemed advisable, a church may be authorized to borrow up to sixty-five percent (65%) of the cost of completing the current stage of its building project, provided a definite program for the liquidation of the loan has been approved and underwritten by the local and union conferences concerned within the time period specified by this policy. Issuance of bonds (exempt or non-exempt) for the financing of building projects by denominational organizations after December 31, 1999 is not authorized, except by action of the North American Division Committee (NADCOM).

### 5416:01 Insurance and Loss Control

1. Each school shall appoint a Loss Control Committee that will meet regularly to review the activities of the school and the condition of the premises.

2. All school-sponsored or faculty-sponsored activities of the school should have the event evaluated by the Loss Control Committee of the school as to the safety of the event for the students and faculty. The plans for the event must eliminate hazards as much as possible and provide for contingencies in advance of the event.

3. Each school shall annually survey its fire insurance to guarantee against over or under insuring. One hundred percent replacement cost is recommended on all school buildings.

4. Each school shall prepare a plot plan of its property designating each building so that proper identification can be made when necessary.

5. Schools shall provide adequate student accident insurance for all students enrolled.

6. Worker's Compensation Insurance shall be carried for all employees.

7. The Loss Control Committee shall investigate all accidents or incidents to determine the real cause of the accident for the purpose of preventing future similar accidents or incidents from recurring.

8. The Administration shall remove all known hazards from school activities and premises.

9. General liability insurance shall be carried in amounts recommended by the Adventist Risk Management. Catastrophic loss should be considered. Bodily injury and property damage coverage should be no less than $1,000,000.

10. Employers' liability insurance shall be carried on all employees, including teachers, and on students who are not covered by the Worker's Compensation Insurance.

11. In an endeavour to keep the premium at a minimum on all forms of insurance, a safety program shall be inaugurated and maintained which has for its objectives the elimination of the cause and source of accidents and fire. Records shall be kept of these programs or meetings.

12. Students should receive instruction in safety for all physical education activities before the activity. Care for the student must be a priority for each physical activity or sport.
13. All schools should have a self-inspection program evaluating:
   a. The physical condition of the plant.
   b. The school activities.
   c. The quality of housekeeping.

14. Each school shall see that all school-owned vehicles are covered under the conference policy. Coverage shall include bodily injury and property damages in amounts of not less than one million dollars. If vehicles are valued at $1,000 or more, comprehensive and collision insurance is recommended.

15. Each school covered under the conference Worker's Compensation program shall provide the conference with all payroll figures for personnel who may be under school payroll for Worker's Compensation audit purposes.

16. All schools that have hot water heating boilers or steam boilers should contact the conference insurance officer to make sure that the school location is on the master boiler policy for Seventh-day Adventist institutions. In no case should the boiler insurance limits be less than $1,000,000.

17. Other important coverage applying to the schools that are part of the master programs are as follows: Depositors Forgery Bond, Fidelity Bond, Directors’ and Officers’ Liability, Theft and Glass, Inland Marine Floater coverage, and Aircraft. School administrators should be familiar with these programs and should contact the conference insurance officer or risk manager from Adventist Risk Management Services concerning any questions.

18. Any unusual exposure or activity where there is serious exposure to the school should be reported promptly to the school administration.

5418:96 Operating Capital Minimums

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

2. The minimum standard of operating capital to be maintained by educational institutions is as follows:

   Elementary/Junior Academies 10% of the annual operating expense
   Academies 15% of the annual operating expense.

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

5420:96 Operating Capital

The managements of the various institutions are encouraged to make an earnest effort to build up an adequate working capital, assisted by the following suggestions:

1. A consistent, firm collection policy.

2. The preparation and adherence to an economical budget.

3. Avoidance of over-staffing.

4. Responsible administrative procedures in regard to expenditures.
5. Systematic control of student labour budgets.

5422:96 Payment of SDA Church in Canada Funds

Reimbursement from SDA Church in Canada funds for any educational project or program is to be made directly to the local conference. The SDA Church in Canada makes no payments to individuals or other entities.

5424:96 Student Activity Funds

All student activity funds are to be handled through the business office. This includes all funds earned by programs and student activities. The academy administration should provide for the auditing of the funds of all student organizations.

5500 General Finance Policies

5502:96 Transcript Cost to Personnel

Teachers shall be responsible for the cost of all transcripts required for certification purposes.

5504:96 Collection of Teacher Accounts

When teacher transcripts are released for certification purposes, the superintendent of education shall work with the college on the collection of any unpaid accounts. This could include teacher payroll deductions if necessary.

5506:96 Entrance Fee - Elementary and Secondary

The recommended minimum entrance fee per student should include provision for the following distribution:

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The $35.00 per student is for instructional media materials and not for equipment purchase or maintenance.

5508:96 Media Centre Funds

Budgetary allocations should meet the current minimum SDA Church in Canada K-12 Board of Education recommendation of $35 per student.
5510:08 Evaluation Team Members' Expenses

1. Travel, per diem and substitute teacher expenses for secondary school evaluation team members shall be paid by each team member's employing organization. Lodging, local transportation and meals are provided by the host school.

2. Travel, per diem and substitute teacher expenses for junior academy evaluation team members shall be paid by each team member's employing organization. Lodging, local transportation and meals are provided by the host school.

3. Travel, per diem, lodging and substitute teacher expenses for elementary school evaluation team members shall be paid by each team member's employing organization. Meals are provided by the host school.

Such team members are ordinarily chosen from within the conference; however, if team members are selected from outside the conference, the superintendents involved will negotiate all financial considerations.

5512:96 Car Pooling - Convention and In-Service

Car pooling is to be encouraged to cut travel expense. When local administration deems it feasible and requests car pooling, the mileage will be:

One authorized delegate - one-half the mileage rate
Two or more delegates - full mileage rate (See 5224 for mileage rates)

5514:96 Private Planes

Personnel using private airplanes insured for passengers in authorized travel must consult with conference administrators and refer to NAD Working Policy, C 75, for acceptable circumstances.

5516:96 Auto Insurance

Automobiles operated by educational personnel are required to carry auto insurance protection as specified by individual employing organization.

1. Evidence of insurance shall be kept on file by the denominational entity.

2. School-owned vehicles used in school-related business or to transport students should carry insurance coverage as specified above.

5518:96 Discount - Children of Missionaries

Academies and elementary schools may allow up to a 50% tuition discount to dependent children of active overseas missionaries (including missionaries on furlough planning to return). From the date that a missionary is voted a permanent return, his children are eligible to receive the discount until the end of the current school year only.
**5520:96 Student Wage Rates**

All student wages, hours, and working conditions are to comply with the regulations of the provincial and federal laws.

**5522:96 Funding of Curriculum Development Committees**

1. North American Division Sponsored Committees and Workshops

   The North American Division will reimburse the employing organization for all teacher expenses incurred during participation in General Conference sponsored summer workshops. This includes salary, per diem, lodging, and transportation according to current policy.

2. SDA Church in Canada Sponsored Summer Committees and Workshops

   The SDA Church in Canada will reimburse the employing organization for all expenses incurred during participation in SDA Church in Canada sponsored summer workshops. This includes salary, per diem, lodging, and transportation according to current policy.

3. Curriculum Committees, Workshops, and Conferences During School Year

   Teacher expenses incurred while attending committees, workshops, or conferences during the school year will be paid by the employing organization.

4. SDA Church in Canada Ad Hoc Committees

   When special ad hoc committees are called by the SDA Church in Canada Office of Education during the school year, the expenses of school personnel participants will be paid from the SDA Church in Canada K-12 fund. This includes travel, lodging, per diem, and substitute teacher expense if required.

5. Exceptions

   Exceptions may be specifically voted by the SDA Church in Canada K-12 Board of Education whereby teacher expenses will be shared on some basis between the employing organization and the SDA Church in Canada.

6. Procedures for Reimbursement

   a. The employing organization shall make a salary advance, if necessary, to cover expected expenses of a teacher while s/he is in attendance at a summer workshop.

   b. At the end of the workshop, the teacher will fill out an expense report form provided by the SDA Church in Canada, attaching any pertinent receipts. The SDA Church in Canada will forward a copy of this report and the receipts to the employing organization.

   c. The employing organization will make payment to the teacher, deducting any advances, and will then submit an invoice to the SDA Church in Canada for all expenses, including payroll expenses.

   d. Upon receipt of the invoice, the SDA Church in Canada will reimburse the employing organization.

7. Amount of Stipend

   The weekly stipend for teachers taking part in summer workshops is 20% of the Category A wage factor.
5524:00 Unpaid Student Accounts

Students who owe on an account in one school will not be accepted by another school until the account is paid or the student has made satisfactory arrangements with the former school. The accepting school has the responsibility for getting financial clearance from the school previously attended.

5526:18 Scholarships for Education Majors at Burman University (BU)

8. The SDACC provides up to 2 Scholarships per year that may be awarded as follows:
   a. $2000 Junior Year for BU Education Major.
   b. $3000 Senior Year for BU Education Major.

9. Eligibility Criteria for Discipline Specific Scholarships:
   a. Must be a current full-time student at BU with a minimum of 12 credits during the current and immediately preceding fall semester.
   b. Must be registered as an Education Major and demonstrate exceptional leadership both spiritually and within their area of expertise.
   c. Must have junior or senior status (for school year) and a minimum GPA of 3.00.
   d. Must be eligible to work in an Adventist school in Canada.

5528:05 Partners in Education (PIE)*

Adventist education is not just a parent responsibility—it is a church responsibility. It is not only a responsibility; it is a privilege. The members of the churches that have a school give generously to provide Adventist education for their children. In addition to the regular church subsidy, additional funds raised are to provide further assistance. Funding for their school is in addition to donations for Conference Advance.

If each church in the Conference that did not operate a church school became Partners In Education, the opportunity for Adventist education could become a reality for many more of our children. The Conference Advance Offering goes toward a variety of Conference projects. Some of the funds go to support education and that does reduce the overall cost to the local church and the parents. It does not, however, address the need of some families that require additional financial assistance to meet their portion of the costs or for operating and capital costs.

All churches, that do not operate a school, should be encouraged to become Partners In Education by financially supporting Adventist education. Some of the ways this could be done are:

1. Encourage each church to include in the local church budget an amount determined by the church to go for Adventist education.

2. Encourage each church to take an offering following the Children’s Story, taken by the children, for Adventist education.

3. Encourage church members to include in their monthly giving an amount for Adventist education.
4. Encourage churches to adopt a school.

* See Manitoba-Saskatchewan Partners in Education Sample Plan in Appendix J.
ADDENDUM TO THE CODE

School Volunteers

Criminal Background Check

Any person working or volunteering on a regular basis within the school must have a current clear federal and provincial criminal background check with respect to vulnerable sectors. It is the school’s responsibility to make sure all volunteers have current clearances. (For more details see NAD Working Policy FB 20 – Child Protection and Volunteer Screening Policies for Children and Youth Ministries)
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