

K-12 BOARD OF EDUCATION POLICIES
and
EDUCATION GUIDELINES



Central California Conference
Office of Education



August 2009

Note: Throughout this document the Pacific Union Education Code will be referred to as PUEC, along with the appropriate Code section number for reference.

Forms referred to in this document (along with many other administrative resources) can be found on the Central California Conference Office of Education website:

<http://cccedu.adventistfaith.org/>

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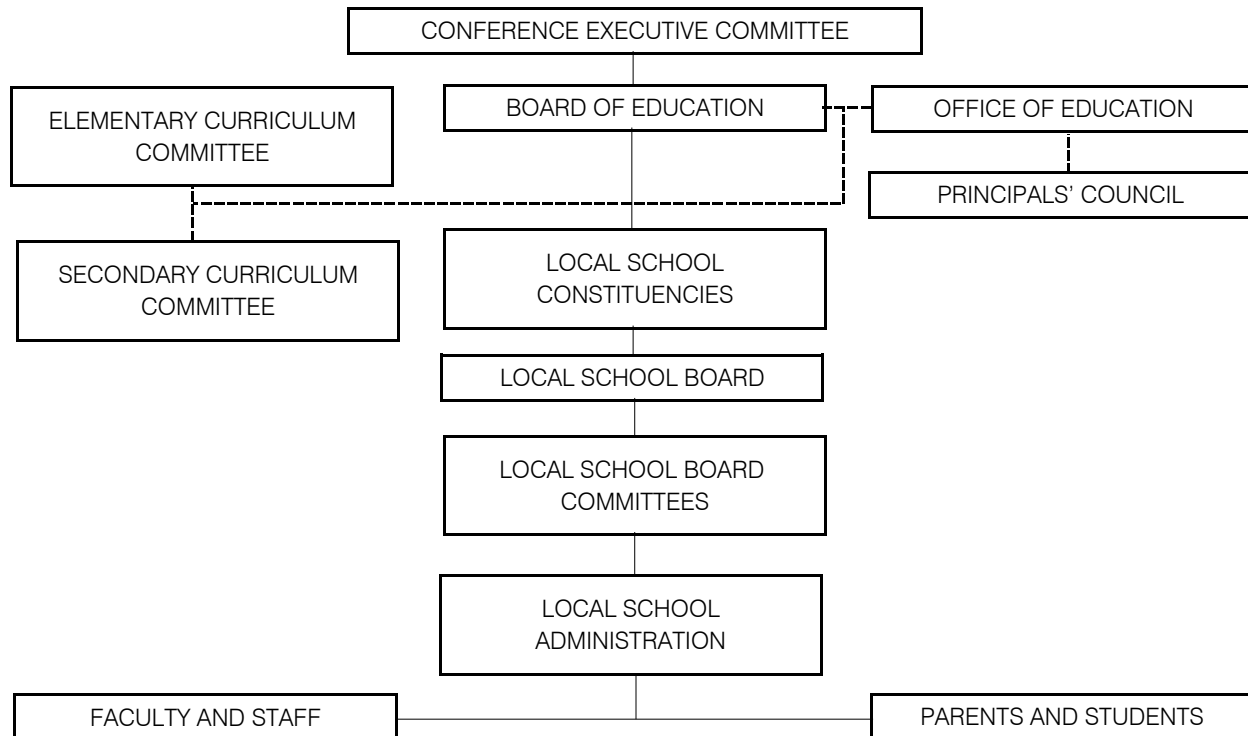
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A D M I N I S T R A T I O N

CENTRAL CALIFORNIA CONFERENCE EDUCATIONAL SYSTEM

ORGANIZATIONAL FLOW CHART

[92-33]



In order to provide the proper flow of authority, responsibility and communication, the above organizational chart will be used. The Superintendent of Schools is directly responsible to the Conference K-12 Board for the employment and supervision of all conference (known as CCC/ED) educational personnel. Personnel policies and guidelines are funneled through CCC/ED, voted by the K-12 Board, communicated by the Superintendent of Schools, and implemented through the local school administration and school board. The reverse of the flow chart allows recommendations to be initiated at the lowest level. For example: conference educational policies, revisions of policies, or the institution of special programs may be discussed on the faculty/staff level, recommended by the faculty/staff to the local school board, communicated by the principal or principal-teacher to CCC/ED (preferably in writing), presented to and voted by the K-12 Board, and then reported to the Conference Executive Committee (the K-12 Board constituency).

If conflicts arise between the various levels on the flow chart, including standing committees and individuals, the following procedures should be used:

1. Committee members, parent groups and/or chairperson should endeavor to achieve solutions among themselves, except as it relates to personnel.
2. If no solution seems immediate, the problem should be brought to the designated school administrator.

3. If no solution can be reached, the conflict should be brought before a local administrative council for a final decision. This council should include the principal, chairperson, and pastor(s). The party or parties may, if not satisfied with the decision, request in writing that the decision be appealed and referred to the local school board.
4. The local school board's decision is final unless the decision conflicts with existing CCC/ED policies or guidelines. In this case, the decision becomes a recommendation from the local school board to the Superintendent of Schools. (The Superintendent will determine whether a final disposition should be made or whether the matter should be brought before the K-12 Board Reconciliation Committee (Officers Council) for final resolution or recommendation to the K-12 Board).
5. Conflicts between individual educational personnel should follow procedures 1-4 above.
6. Conflicts between students, students and staff, parents and staff or school board members, should follow procedures 1-4.

In the interest of improved communication, one-on-one conferences (no more than three) should be exercised whenever possible. The easy flow of information, the presence of positive feelings, encouragement among members should characterize the formal and informal communication on all levels within the Conference system of education.

Finally, a conscious effort to respect the rights of individuals, whether employed, enrolled, or asked to volunteer their services with the Conference system of education should be maintained at all times.

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CHILD ABUSE REPORTING

The responsibilities of an educator to report child abuse are: In accordance with California law, school staff are obligated under penalty of fine and jail term to report the reasonable suspicion of physical abuse, emotional abuse, emotional deprivation, physical neglect, inadequate supervision, or sexual abuse and exploitation. In this very serious and legally narrow area, the school will not contact parents in advance of making a report to legal authorities which would be the procedure followed in most other legal matters. The clear intent of the law, based on the seriousness of the crimes listed above, is to mandate that a report of reasonable suspicion of abuse be made. School staff will make such reports in the best interest of the affected child and do not, once reasonable suspicion is established, have any legal alternative except to make the report to the proper authorities for their investigation and review.

STATEMENT REQUIRED REGARDING CHILD ABUSE

Under California law, certain employees are required to report any instances of known or reasonably suspected child abuse. Failure to comply is a misdemeanor. In addition, California law now requires that certain categories of employees hired after January 1, 1985, must sign a statement that he or she has knowledge of these reporting requirements and will comply with them. The law requires this signed statement as a condition of employment.

Section 11166 of the Penal Code requires any child care custodian (includes teachers, administrative officers, licensed day care workers, et al) . . . who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of a child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. *(Statement to be signed by all new employees.)*

*

SCHOOL STUDENT SEXUAL HARASSMENT POLICY [94-93]

(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 unwelcome sexual advances or requests and other conduct of a sexual nature which is offensive. It can be spoken, written, or physical behavior. It includes offensive pictures, graffiti, jokes, and gestures.

If submission to offensive sexual conduct is made a condition of academic status, progress, benefits, honors or activities it is sexual harassment. Sexual harassment also occurs when the offensive behavior 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 counselor. If the harassment comes from an adult, the student shall report directly to the principal or another responsible adult.

Resolving Sexual Harassment Complaints: Any employee of the school, upon receiving a complaint or otherwise learning of alleged sexual harassment, shall notify the principal or, if the principal is allegedly involved in the harassment, the Central California Conference Superintendent of Schools. The school will investigate the matter promptly, thoroughly and confidentially. If harassment is found to have taken place, such appropriate corrective action will be taken as reasonably necessary to end the harassment. After the investigation and response, the alleged victim will be informed that appropriate action has been taken. The school will also make appropriate follow-up inquiries to ensure that harassment has not resumed and that the alleged victim has not suffered retaliation.

Dissemination: The school administration shall distribute a copy of this policy to all present and future employees of the school. A copy of this policy shall also be distributed to all present and future students enrolled in the school and/or to their parents and guardians, in accordance with the Pacific Union Conference Education Code.

This policy was reviewed on (date) _____

School name, address and telephone number _____

(Refer to PUEC A23-164, 168, 170)

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**CENTRAL CALIFORNIA CONFERENCE 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 promptly, confidentially and keep notes.
2. The investigation and response should be age appropriate. Corroborating evidence is helpful in determining truthfulness.
3. Beware when false accusations occur for they themselves are a form of sexual harassment.
4. Discipline should fit the behavior and the age of the offender. Progressive discipline should be used unless the first offense is of a serious nature.
5. Educating students regarding sexual harassment is the cornerstone of prevention.

Sexual harassment is sometimes categorized legally into two categories, quid pro quo and hostile environment. Of the two, **quid pro quo** is considered the **most serious**, but both types should be taken seriously. Quid pro quo is where sexual favors are requested or demanded in return for benefit (example: where a teacher gives an "A" to a student in exchange for sexual favors.) Hostile environment is where jokes, pictures, comments, gestures or stares create a school environment that is hostile and offensive to the victim (example: where classmates tease a girl who is less developed.)

PROCEDURES:

The investigating officer(s) shall:

1. Follow federal and state laws, as well as the guidelines and procedures of the governing board.
2. Upon receiving a complaint, inform all parents and guardians with legal custody when students are involved.
3. Work cooperatively with all parties involved.
4. Maintain appropriate documentation. (Take notes and keep a progressive log including dates, times and places, as well as names of witnesses and other relevant information. Keep notes, log or records in a safe place.)
5. Take appropriate action(s) consistent with policy (see "Disciplinary Action").
6. Report the incident(s) to the Superintendent of Schools. (This may include also the local administration, faculty, staff or local school board.)
 - a. Conduct a confidential investigation inasmuch as possible.
 - b. Conduct separate meetings with all parties to obtain pertinent facts. (Some states forbid educational institutions from arranging face-to-face meetings between parties. Remember certain actions of sexual wrongdoing require immediate notification to appropriate state and/or local officials.)
7. Seek objectives for resolution.
8. Seek input from parents and legal guardians when possible.
9. Inform all parties of other options when an unsatisfactory conclusion is rendered on the local level.
10. Take the position of "INNOCENT UNTIL PROVEN GUILTY" with all parties until charges are substantiated.

DISCIPLINARY ACTION:

The investigating officer(s) shall (in this order, but not be limited to):

1. Clearly tell the harasser to stop such behavior and that the offense will not be permitted.
2. Clearly state to the harasser the next step to be taken if the harassment continues:
give a verbal and written warning.
3. Authorize suspension--until further investigation can be completed. (Always determine the number days.)

4. Recommendation to dismiss--if verbal and written warnings, suspension, or other actions have not brought resolution.
5. Inform all parties (especially the victim) that appropriate corrective action has been taken, and encourage the victim to report any further incidents (this should be used in all levels of progressive discipline.)

NOTE: Actions one through three may be repetitive; therefore, successive violations of the same policy are grounds for progressively severe disciplinary actions. Gross violations may result in immediate dismissal.

CONCLUSION:

The responsibility for the enforcement of this policy rests with all personnel and students. The leadership of the school is committed to creating a work/study environment free from harassment where employees/students are freely encouraged to voice concerns and/or complaints for discussion and timely resolution. Any staff or student who fails to support such an environment is a liability to the school and could be subjected to appropriate disciplinary action or dismissal.

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SCHOOL CALENDAR [92-13]

The School Calendar presented by the Office of Education and voted by the K-12 Board of Education will become the official school schedule for all K-12 schools. Any exceptions to the official school calendar must be voted by the local school board and presented in writing to the Office of Education for approval before publishing and must meet the deadlines as set by the Office of Education.

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CESAR CHAVEZ HOLIDAY

The K-12 Board has approved the addition of the Cesar Chavez holiday to the school calendar as voted by the State of California as a State holiday. This holiday will be taken on the Monday following March 31.

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OVERNIGHT SCHOOL SPONSORED TRIPS--K-12 [89-21]

I. Philosophy

Off-campus school-sponsored trips are to be educational and/or mission oriented in purpose. Educational trips are considered to be trips which provide experiences outside the classrooms which are directly related to what is being studied in the classroom. The trips should not be taken with the sole purpose to entertain, to amuse, or to attract students to the school or to the organization. However, should local school boards approve reward or class trips to amusement sites, the trip shall be limited to one school day per year.

II. Limits of Travel

To be limited geographically to places within the United States. Mission projects selected outside the United States require special approval by the Conference Board of Education.

III. Approval

All overnight trips must be approved by the school board and the local Conference Office of Education. For trips outside the Pacific Union Conference, including Hawaii, Conference Board of Education approval must be obtained before trips can be officially announced and/or funds raised for the trip expenses. These requests must be submitted to the Conference Board of Education prior to the first Board session of the school year.

IV. Cost

It is encouraged that the students and/or school finance the cost of the off-campus trips. Where financial assistance is asked of the parents, the amount will not exceed 50% of the student's expenses, with a parent maximum of \$150. The local school board must approve any amount which will exceed this limit.

V. **Limit of School Days**

The number of school days involved with any school sponsored trip shall not exceed the following (see PUEC A24-128 for further explanation):

- I. 2 days -- Class, club, and student association
- II. 3 days -- Course-related and promotional groups
- III. 5 days -- Outdoor and extended campus activities and mission outreach projects

VI. **School-Sponsored Activities Outside the School Year** (BOE #88-9)

No student activity such as a field trip, class trip, etc., is to be sponsored outside of the school year by the school or members of the school staff acting as a representative of the school unless this activity is approved by the Conference Board of Education. A school year is defined as the time from the opening day of school through graduation.

Note: All regulations in the PUEC Section A24 are to be followed. The above policy is intended to cover areas not stipulated in the PUEC and are to be included in planning for overnight off-campus trips.

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SCHOOL-SPONSORED ACTIVITIES OUTSIDE THE SCHOOL YEAR [88-9]

No student activities such as field trips, class trips, etc. are to be sponsored by the school or members of the school staff acting as a representative of the school outside of the school year unless approved by the Conference Board of Education. A school year is defined as the time from the opening day of school through graduation.

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BLOODBORNE PATHOGENS EXPOSURE CONTROL GUIDELINES [94-31]

The following information reflects the intent and the implementation process of the Central California Conference Department of Education to be in harmony with the **BLOODBORNE PATHOGENS EXPOSURE CONTROL LAW** (October, 1992):

1. Each K-12 school is to designate at least one (there may be more) employee in the following job classification as an occupational exposure:
 - a. School Nurse (only list this if that position exists in your school).
 - b. Staff Member (in principal's office, designated to render first aid).
(Make sure the Bloodborne Pathogens Exposure Control Plan is followed in designating additional personnel with a high probability for exposure.)
2. Each K-12 school is to have a voted plan for Bloodborne Pathogens Exposure Control for distribution to **all employees**, with a copy of that plan submitted to the Office of Education upon request (initially effective February 1, 1994). **A model Bloodborne Pathogens Exposure Control Plan can be requested from the Office of Education.** This report is due at the Office of Education on October 1.
3. Page one of the model Bloodborne Pathogens Exposure Plan is to be revised and submitted to reflect the information specific to the local school campus whenever there are changes in job classification, personnel and designated areas having a higher probability for the rendering of first aid with the presence of blood.
4. All employees (including student workers) are to be taught universal precautions to prevent contact with blood or other potentially infectious materials (effective February 1, 1994). **New employees are to receive this instruction within ten (10) days of employment.** The training program is to contain a minimum of the elements described in the model Bloodborne Pathogens Exposure Control Plan. The training is to be conducted by a person knowledgeable in the subject matter covered by the elements contained in the training program as it relates to the workplace that the training will address. (A training video will be available from the Office of Education.)
5. Medical and training records must be established for each employee, with copies submitted to the Office of Education on a regular basis.
 - a. Medical records will be kept for the duration of employment plus 30 years.
 - b. Training records will be kept for three (3) years from date on which the training occurred.
(Please see model Exposure Plan for the information needed for medical and training records.) **The school will ensure that the employee medical records are kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace as required by the Exposure Control Plan or as may be required by law.**
6. School will provide, at no cost to the employee, appropriate personal protective equipment such as, but not limited to, **gloves**, gowns, laboratory coats, face shield or **masks** and eye protection, and mouthpieces, resuscitation bags, pocket masks, or other ventilation devices. All employees must wash their hands and any other skin with soap and water, or to flush mucous membranes with water immediately, or as soon as feasible, following contact of any body area(s) with blood or other potentially infectious materials.
7. School will make available hepatitis B vaccine and vaccination series to all designated employees listed on page one of the Exposure Plan with post-exposure evaluation and follow-up to all employees who have had an exposure incident. **(This will be at the expense of the employer: CCC for K-10 employees, and academies for 9-12 employees.)**

8. Each blood exposure incident is to be reported to the local school office (reporting forms are to be provided). Blood exposure incidents require that hepatitis B vaccine and vaccination series are to be reported to the Office of Education (reporting forms are to be provided).
9. An **Exposure Incident** is defined as a specific eye, mouth, or mucous membrane, non-intact skin or parenteral contact with blood or other potentially infectious material that results from the performance of an employee's duties.

These guidelines are to be reviewed and approved on an annual basis.

ACCEPTABLE USE POLICY [96-79]

The ____ (School Name) ____ of the Seventh-day Adventist education system is pleased to offer their students access to a computer network for electronic mail and the Internet. To gain access to email and the Internet, both parent and student must sign and return this form to the school.

The Internet is a powerful resource for expanding the educational experience of each student. Access to email and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Unfortunately, it is true that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or offensive. We believe, however, that the benefits to students in the form of information resources and opportunities for collaboration exceed any disadvantages; and, therefore, support the school's choosing to make the Internet available to our students. But because ultimately, parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information sources, we respect each family's right to decide whether or not to apply for access.

Since the network is provided for students to conduct research and communicate with others, access is given to students who agree to act in a considerate and responsible manner. Parental permission is required. Access is a privilege--not a right. Access entails responsibility.

Students are responsible for Christian behavior and communication on the school computer network, just as they are anywhere on the school campus. It is presumed that users will comply with school standards and will honor the agreements they have signed. The school takes very seriously the responsibility for appropriate use of the network. School staff will guide students toward resources acceptable within the framework of the general school standards. If a student should access inappropriate material, the school will not be liable and the student will forfeit network privileges at this institution.

Computer storage files will be treated like school lockers. School staff may review files and communications to maintain system integrity and insure that users are using the system responsibly.

Students will adhere to Christian principles and will:

- be responsible and courteous in all communications
- be responsible with all computer hardware and software
- keep their passwords to themselves.
- respect the confidentiality of folders, work and files of others.
- learn about and observe copyright laws.

Any activity not in accordance with these general rules may result in a loss of access as well as other disciplinary or legal action.

User Agreement and Parent Permission Form

As a user of the school's computer network, I agree to comply with the above stated rules--communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student signature _____

Printed Name _____

Birth Date _____ Grade _____

As the parent or legal guardian of the student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that individuals and families may be held liable for any inappropriate behavior. I understand that some materials on the Internet may be objectionable, but I accept responsibility to work with the school in guidance of Internet use--setting and conveying standards for my child to follow when selecting, sharing or exploring information and media.

Parent signature _____

Printed Name _____

Date _____ Telephone _____

Address _____

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**CENTRAL CALIFORNIA CONFERENCE OFFICE OF EDUCATION
ADMINISTRATIVE GUIDELINES FOR STUDENT HANDBOOKS**

Student Handbooks

The guidelines and procedures by which students are to function while attending school in the Central California Conference are to be contained in one (1) or more student handbooks. The principals at the elementary and secondary levels, working with each other, staff, and Superintendents are to develop appropriate handbooks which are consistent in content with relevant Central California Conference and Pacific Union Conference Board policies and with these guidelines. Each is to provide the following types of information and aids, as appropriate to the students' level:

- A. An initial section containing:
 - 1. The purpose of the handbook
 - 2. The background and history of the school
 - 3. Accreditation of the school
 - 4. The purpose and goals of the school (vision and/or mission statement--refer to "Journey to Excellence")
 - 5. The description of how the handbook is to be used
 - 6. Name and phone number of person to be contacted regarding questions about the handbook
 - 7. A listing of resource people and/or documents which students can use to obtain answers to questions or concerns
 - 8. Staff and teachers
 - 9. Board of Trustees
 - 10. Organizational Flow Chart -- *CCC Board of Education Policies, page 3*

- B. One (1) or more sections containing essential rules, procedures, and/or guidelines needed for students to function properly in the school environment so as to better accomplish their educational goals and the goals of the school. Such sections should include the following areas:
 - 1. Admissions Policy -- *PUEC C15-104, "Policies and Requirements"* (do a summary)
 - **PUEC C15-120* -- refer to *CCC Board of Education Policies, page 72* -- change retention to one year.
 - **PUEC C15-104* -- Non-discrimination Policy
 - **PUEC C15-104* -- Admittance of Transfer Students.
 - **PUEC A27-128* -- AIDS
 - 2. Attendance Policy and Procedures -- *California State Education Code 46010*
 - 3. Academics
 - 4. Co-curricular/extra-curricular activities
 - 5. Friendship Games -- Athletics
 - 6. Music organizations
 - 7. Emergency procedures

For each section, there should be an explanation indicating how the rules, procedures, and/or guidelines contribute to the effective operation of the school.

- C. A section describing in detail the Code of Conduct. The Code should describe the behaviors, including dress and grooming, expected of the students on a day-to-day basis. It should also provide an explanation as to why those behaviors are important to the proper development of the student, the productive interactions among the people in the school, and the effective operation of the school.

The Code should also describe those behaviors that will not be tolerated and why they are unacceptable. Such behaviors shall include but not be limited to:

- ▶ Discipline Policy -- *CCC Board of Education Policies, p. 69*
- ▶ *Expulsion Guidelines -- *CCC Board of Education Policies, p. 70* (this should be a summary)
- ▶ *Corporal Punishment -- *CCC Board of Education Policies, p. 69*
- ▶ *Detention of Students -- *PUEC A23-144*
- ▶ *Suspension of Students -- *PUEC A23-148*
- ▶ *Student's Withdrawal from School -- *PUEC A23-156*
- ▶ *Severance of Students -- *PUEC A23-156*
- ▶ *Hazing of Students -- *PUEC A23-160*
- ▶ School Student Sexual Harassment Policy -- *CCC Board of Education Policies, p. 6; PUEC A23-164.*
- ▶ Organizational Flow Chart -- *CCC Board of Education Policies, p. 3* (this should be a summary and part of the grievance policy of the school)
- ▶ Acceptable Use Policy -- *CCC Board of Education Policies, p. 13*
- ▶ Student Medical Exams -- *PUEC A23-116*
- ▶ Immunizations -- *PUEC A23-120*
- ▶ Grade Description -- Use *North American Division K-12 Typical Course of Study, K-8 Key Learnings*
- ▶ Access to Student Records -- *PUEC A26-120*
- ▶ Withhold Records -- *California Education Code 4904-28904.3* (Diplomas, Transcripts, Permanent Records)
- ▶ Transfer or Permanent Record and Scholarship -- *California Education Code 49068*
- ▶ Grading Policy
 - *Early Graduation -- *PUEC C27-116*
 - *Central California Conference Application for Early Graduation
- ▶ Dress Code -- school policy
- ▶ *Tuition package and method of collections (Adventist Schools only)
- ▶ Acceleration of Student (Elementary)
 - **PUEC C15-112, C15-116*
 - **CCC Board of Education Policies, p. 72*
- ▶ Retention of Students (Elementary)
 - **PUEC C15-120*

- D. A section describing the services that are available to students and their parents to help them accomplish their goals and function effectively in the school environment.
- E. Whenever students are to follow a particular procedure, the following information should be provided:
1. purpose of the procedure;
 2. the result the procedure should produce;
 3. each step of the procedure, including needed resources, listed in proper sequence
- F. One (1) or more references including a "Table of Contents," an "Index" (if needed and feasible), and appendices when appropriate. Section or chapter headings should be clearly labeled.

The information contained in each handbook should be clear and logically organized, accurate, and sufficient enough so that, when students and their parents refer to it, they can meet the intent of what has been stated.

Each handbook is to be a model of proper use of the English language both substantively and grammatically.

Prior to the final publication and distribution of the handbook, the copy and proposed format are to be submitted to the Central California Conference Office of Education for final review and approval by no later than June 30.

✱

TERM OF SERVICE FOR SCHOOL BOARD MEMBERS

The K-12 Board of Education recommends that all local school board members serve a three-year term, to begin on July 1 of each year. The churches would need to change their process to allow them to select the school board members at a different time than the rest of the church officers. The church will inform the newly elected board members that their term will begin on July 1, after the previous board member has completed their term.

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ABSENCE POLICY–K-12 BOARD OF EDUCATION MEMBERS [97-18]

Two successive unexcused absences will result in losing seat on the Board, with the replacement to be chosen by the Conference Executive Committee.

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(B L A N K)

CURRICULUM

GOALS FOR CURRICULUM

CENTRAL CALIFORNIA CONFERENCE SEVENTH-DAY ADVENTIST SCHOOLS

Each student will --

ACCEPTANCE OF GOD

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

COMMITMENT TO THE CHURCH

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

INTERPERSONAL RELATIONSHIPS

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

RESPONSIBLE CITIZENSHIP

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

HEALTHY BALANCED LIVING

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

INTELLECTUAL DEVELOPMENT

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

COMMUNICATION SKILLS

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

PERSONAL MANAGEMENT

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

AESTHETIC APPRECIATION

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

CAREER AND SERVICE

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

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KINDERGARTEN CLASSROOM POLICY

The Conference Office of Education encourages schools with Kindergartens to operate them as a self-contained classroom.

The Conference Office of Education will not approve the request to offer Kindergarten with a grade spread greater than K-2.

Schools wishing to operate a K-1 or K-2 classroom will present a request to the Office of Education. Upon consideration of the request, the Office of Education will make their recommendation to the Conference Board of Education, which will make the final decision.

Approval to operate a combination room including Kindergarten will be reviewed any time there is a change in teacher or grade configuration.

KINDERGARTEN ENTRANCE AGE REQUIREMENT

Children must be five years of age on or before December 2 in order enter kindergarten for that school year.
(*California Education Code Section 48002*)

**GUIDELINES FOR REQUESTING PERMISSION TO OPERATE A KINDERGARTEN PROGRAM
[Revised 5/5/96]**

The school will submit to the Conference Office of Education:

1. A written request by April 1 before the program begins in the fall.
2. A detailed financial plan showing how the program will be financed.
3. An educational and experiential sketch of the Kindergarten teacher.
4. A statement as to where the Kindergarten class will meet.
5. A list of supplies, equipment and materials that have been/or will be purchased.
6. A daily schedule.

The curriculum used must be the Conference-approved program.

FRIENDSHIP GAMES BETWEEN SCHOOLS [90-14]

(Refer to the Central California Conference Friendship Games Handbook)

STATEMENT OF PHILOSOPHY FOR COMPETITION IN LIFE

PUEC A11-128

Competition is a common experience in life and is present in play, work, education, economic systems and the political arena. It exists between individuals, groups and nations. There is even competition for the souls of humankind. When competition is present in appropriate settings, teachers can guide students toward the values of staying focused on a goal, perseverance, handling victory and defeat graciously and emphasizing teamwork over individual accomplishments. If competition is friendly and organized so that every student has the opportunity at some time to win, then motivation, achievement, and interpersonal relations may be enhanced.

Competition that is allowed in the wrong setting or that is not properly managed can have negative effects. Only a few students will be able to experience success, and the tendency to make safe rather than growth choices will be increased. Students may think of academics or athletics as a means to an end (being better than others) and may become more interested in their relative position in a class or on a team than in the performance of the team or group. In poorly managed competition, it is likely that hostility between members of the group will often develop into outward aggression.

It is, therefore, essential that in all curricular and co-curricular endeavors, actions and attitudes should be guided by higher principles. School personnel should make every effort to develop a Christ-centered, cooperative environment in which teachers and students together identify group goals, plan activities, develop communication skills, apportion responsibilities, participate in spiritual growth endeavors, and learn strategies for helping one another.

In response to appropriately employed competitive activities, students, guided by their teachers, should seek to:

- ◆ Develop their physical, mental and spiritual gifts to the fullest extent.
- ◆ Cultivate such Christian virtues as commitment, courtesy, fair play, honesty, loyalty, obedience, respect, self-confidence and self-control.
- ◆ Manage successes and contend with failures.
- ◆ Function effectively as team members.
- ◆ Strive for excellence.

**GOALS AND ESSENTIAL CORE ELEMENTS FOR CURRICULUM
IN SEVENTH-DAY ADVENTIST SCHOOLS – JOURNEY TO EXCELLENCE**

Healthy Balanced Living – Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.

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

DEFINITION OF TERMS

FRIENDSHIP GAMES: This pertains to eligible Friendship Games schools authorized by the Friendship Games Commission. Games must be played between eligible Friendship Games schools in the Central California Conference. Preparation for games involves instruction as a part of the school's regular physical education and intramural programs. Games may be scheduled with other schools, within and outside of the conference, on an occasional basis, but these games do not lead to playoffs and championships. Friendship games are usually scheduled in conjunction with other activities such as spiritual retreats, youth rallies, etc.

DEFINITION OF PERMISSIBLE ACTIVITIES

- A. For the purpose of this document, interschool/interscholastic sports competition between and among schools leading to playoffs and/or championships is not authorized by the Central California Conference Board of Education.
- B. For the purpose of this document, Friendship Games are authorized and encouraged within the following guidelines:
1. Occasional games between/among schools.
 2. Scheduled games in conjunction with other activities such as spiritual retreats, youth rallies, etc.
 3. A series of structured games in conjunction with the school's regular Physical Education and/or intramural program.
 4. No scheduled or occasional Friendship Games shall lead to playoffs and/or championships.
Note: Schools are not allowed to participate in any type of league.

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CIF MEMBERSHIP/FRIENDSHIP GAMES [96-27]

After a full review of our Seventh-day Adventist educational mission, our Central California Conference Friendship Games program, and the California Interscholastic Federation program regarding the California Interscholastic Federation league play, we recommend the following:

1. A continued development and focus of a Central California Conference Friendship Games program that will meet the local and conference needs of the varsity and junior varsity athletics for our schools.
2. As of June 7, 1996, all full membership in California Interscholastic Federation league play shall cease and schedules for 1996-1997 be based on the Friendship Games program and any other Friendship Games that local opportunities can arrange in line with their mission and the Friendship Games Handbook.
3. This recommendation is in accordance with *NAD Working Policy, 2003-2004, General Educational Policies, "FG 05 45 Interschool Sports--Rationale"*.

COMMUNITY SERVICE/SERVICE LEARNING GUIDELINES FOR GRADES 9-12

Rationale: *"He will reply, 'I tell you the truth, whatever you did not for one of the least of these, you did not for me.'" Matthew 25:45*

A Reason for Being: *"Adventist education is so much more than the rigorous academic standard and high student achievement for which we are known: it's fostering a faith in God and a respect for all, building characters that will stand firm in a world of compromise. It's nurturing independent thinking and promoting a lifetime of service over selfish ambition. It's training young people for service to the world and to the church."
– A Journey Worth Taking: Journey to Excellence Adventist Education*

The Pacific Union Conference of Seventh-day Adventists accepts the following philosophy that the Christian Service concept is predicated on two basic relationships: 1) the student's relationship with God; and 2) his relationship to other people. Once the relationship with God is established, then the individual is increasingly capable of reaching out to others. (I John 4:21)

"True education is missionary training." (MH 395) "It is necessary to complete education that students be given time to do missionary work, time to become acquainted with the spiritual needs of the families and communities around them." (CT 545)

Human nature, because of sin, tends toward selfishness. Of Jesus it is said, "From His earliest years He was possessed of one purpose: He lived to bless others." (DA 70) He calls all to follow His example and experience the joy of self-less service.

The Pacific Union Conference has adopted the following policy, found in the *PUCE, Section C25-204, Community Service/Service Learning*.

Graduation Requirement:

Effective with the class of 2003, "Students shall participate in a minimum of 25 clock hours of *community service/service learning* for each year of attendance in an Adventist School. These clock hours **may not be applied to the Work Experience Education requirement** as outlined in the *PUCE C25-104, Note 13*.

Community Service/Service Learning Defined:

The alliance for Service Learning in Education Reform defines school-based SERVICE LEARNING as a method by which young people learn and develop through active participation in thoughtfully organized experiences that include the following components:

Service Learning will:

1. Meet actual community needs
2. Involve students in the community
3. Support the mission of the school
4. Structure time for students to think, talk, and write about the service activity
5. Provide the students with opportunity for practical demonstration of academic skills
6. Improve the quality of the person(s) served

SERVICE LEARNING is a process in which students recognize and compassionately respond to the needs of the community. "The King will reply, I tell you the truth, whatever you did for the least of these brothers of mind, you did it for me." –Matthew 25:40

Suggested ways to report:

- Questionnaire/Response Form
- Service-Learning Rubric
- School assembly—one student from each service group respond
- Reflective journal
- Student to student interview
- Video/audio/pictures—via technology presentation
- Portfolio
- Students share a report at a City Council meeting
- Student article to local newspaper, school website, Pacific Union Recorder

Service Learning is a method by which young people learn and develop. This occurs through:

Community Service

1. Meets actual “individual” or community needs
2. After the review of the mission statement
3. Should usually provide time for reflection by students

Suggested ways to share:

- Debriefing with the group after the activity—this activity is required
- Sharing at chapel and/or assemblies
- Sharing at Sabbath School and/or church service
- Sharing at City Council meetings
- Sharing at civic and or patriotic gatherings

Guidelines for selection of appropriate activities:

1. Unpaid service outside of the student’s home
2. Some activities should be outside of church/school circle to benefit the larger community
3. May not be something the student has been paid for in the past
4. Activities should be broader so as to not focus on one particular project or endeavor
5. Local community agencies may assist in developing appropriate activities
6. Activity that addresses an unmet community/church need

Facilitating/Scheduling:

- School is to coordinate its schedule as a whole group for 12.5 hours of the 25 required hours during the school year.
- Administration is to keep track of hours.

Suggested Activities

Church Involvement—“Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.” —Journey to Excellence in Adventist Schools, pp. 6,7

- Church evangelism meetings
- Mission trips
- Bible studies

- Church Community Service/Dorcas
- Church office/leadership activity
- Sabbath School teaching/teaching assistant
- Children's story
- Vacation Bible School
- Youth evangelism
- Music evangelism
- Literature distribution
- Pathfinder club volunteers
- Student missionary care packages
- Helping out in a sister church
- Audio-visual assistants

Citizenship—"Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others, and accept responsibility for local, national, and global environments." —*Journey to Excellence in Adventist Schools*, pp. 6,8

- Helping the homeless
- Reach out to the hungry
- Historical site preservation
- Volunteer child care
- Church/school/community beautification
- Community drives
- Local and national service projects
- Volunteer mission building projects

Building Relationships—"Develop a sense of self-worth, skills in interpersonal relationships, and understanding of the responsibility of family membership, and the ability to respond to the sensitivity of others." —*Journey to Excellence in Adventist Schools*, pp. 6,8

- Adopt-a-family/child
- Tutoring/mentoring
- Peer counseling
- Running or putting on a Week of Prayer for another school
- Parade participation
- Neighborhood outreach
- Hospital/nursing home volunteers

Healthy Balanced Living—"Accept personal responsibility for achieving and maintaining optimum physical, mental and spiritual health." —*Journey to Excellence in Adventist Schools*, pp. 6,9

- Cooking schools
- Drug prevention programs
- Health classes
- Health fairs

Process for Recording:

1. Students complete appropriate form to document service activity that has been signed by an appropriate sponsor/adult recognized by the school.
2. The form is submitted to Community Service/Service Learning coordinator, as designated by the administration.
3. The Community Service/Service Learning hours are recorded annually by the senior academy registrar (Central California Conference Office of Education registrar for junior academy students) as a separate line item on the transcript.

–Adapted from the Pacific Union Conference Guidelines to be consistent with the Journey to Excellence curricular goals 1-26-06.

COMMUNITY SERVICE/SERVICE LEARNING ACTION PLAN

School: _____ School Year: _____

Improvement Objective: _____

Strategy: _____

Rationale: _____

Members of the Team or Focus Group: _____

Activities: Steps to be Taken	Persons Responsible	Persons Involved	Resources Needed	Timeline	Monitoring, Evaluation

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GRADUATION REQUIREMENTS GRADES 9-12
From PUEC Section C25-104

Two graduation diploma tracks are available to students in the Pacific Union. Course expectations, minimum proficiency and total semester periods of credit required for each diploma are shown below.

Subject Area	General Diploma	College Prep/ Advanced Diploma	Clarification
I. Core Requirements	185 sp	220 sp	See Note 2
A. Basic Requirements			See Note 1
Religion	40 sp	40 sp	See Note 3
English	40 sp	40 sp	See Note 4
Health	5 sp	5 sp	See Note 5
Mathematics	20 sp	30 sp	See Note 6
Physical Education	30 sp	30 sp	See Note 7
Science	20 sp (10 sp may be non-lab)	30 sp	See Note 8
Social Studies	15 sp	30 sp	See Note 9
Subtotal	170 sp	205 sp	
B. Cognates			
Keyboard/Computer Applications	10 sp	10 sp	See Note 10
Work Experience	5 sp	5 sp	See Note 11
Career Education	Required	Required	See Note 12
Community Service	Required	Required	See Note 13
Subtotal	15 sp	15 sp	
Total Core Requirement	185 sp	220 sp	

Subject Area	General Diploma	College Prep/ Advanced Diploma	Clarification
II. Supporting Areas	30 sp	50 sp	See Note 14
A. General Studies	10 sp	20 sp*	See Note 15
English			
Family Living			
Modern Language		20 sp*	
Mathematics			
Science			
Social Studies			
B. Fine Arts	5 sp	20 sp	See Note 16
Art			
Drama			
Music (Performing Arts)			
Photography			
C. Life Skills	10 sp	10 sp	See Note 17
Business Education			
Computer Education			
Practical Arts Technology Education			
Total Credits Required in Supporting Areas	30 sp	50 sp	
III. Electives – Total (Courses from I & II and/or other electives offered by the school)	25 sp	0-10 sp	
Senior Project		0-10 sp	See Note 18
Minimum Credits Required for Diploma	240 semester periods	270-280 semester peri- ods	See Note 19
Minimum Competency*	Language Arts and Math 9 th grade proficiency based on union adopted standardized tests.	Language Arts and Math 10 th grade proficiency based on union adopted standardized tests.	

Note 1 – Minimum Requirements for Graduation

The graduation requirements are the minimum expected of each student depending on the diploma track chosen. However, since the primary concern and focus of the educational program is on the welfare of the student, a specific subject-area requirement, except the Bible/Religion requirement, may be waived or substituted if it is determined that it is in the best interest of the student to apply such a waiver [See *PUEC C25-108, Waiver Policy*] when:

- a. the requirement is unrealistic or unattainable for the student, and the criteria and guidelines for the waiver are followed [See *PUEC C25-108 and C25-112*]; or
- b. the student has proficiency/competency in the specific course(s) as assessed by appropriate evaluation. [See *PUEC C25-112.B.2* for details on challenge of a course for credit.]

**CENTRAL CALIFORNIA CONFERENCE OFFICE OF EDUCATION
ADVANCED HONORS DIPLOMA**

Revised 01/08

Subject Area	Advanced Diploma
Religion	40 sp
English	40 sp
Social Science	30 sp (World History, 10 sp; American GMT, 5sp; U S History, 10 sp; 5 sp to be taken from UC "a-g" requirement)
Mathematics	30 sp (Algebra I, Geometry, Algebra II)
Modern Language	20 sp (two years of course work in the same language)
Fine Arts	20 sp (UC "f" requirements)
Health	5 sp
Physical Education	30 sp
Life Skills	10 sp
Keyboarding/Computer Application	10 sp
Work Experience	5 sp
Career Education	Required
Community Service	25 clock hours per year of attendance in grades 9-12
College Preparatory Elective	10 sp (UC "G" requirements)
Advanced Placement Course	10 sp (must select either an Advanced Placement or Honors Level course)
Honors Level Course	10 sp (must select either an Honors Level or Advanced Placement course)
Senior Project and/or Performance Demonstration	Required

Minimum Credits Required for the Advance Diploma = 290 semester periods

Minimum Competency: English, 12th grade; Math, 12th grade; ICED Standardized Test, 12th grade.

Academic Grades: Students completing the Central California Conference Advanced Diploma Requirements must achieve the following:

- A grade of a B or higher in every course
- Advanced Placement Courses and Honors Level Courses must be completed with a B = 4 grade points or higher.
- A cumulative grade point average of 3.5 or higher.

Effective date: The Central California Conference Advanced Diploma for Senior Academies is to go into effect with the graduating class of 2008.

OUTDOOR EDUCATION GUIDELINES [92-46]

PURPOSE: To take students out of the classroom and into the out-of-doors, where they, surrounded by nature, will have an opportunity to study nature, and nature's creator, while learning to live responsibly in their environment.

I. GOAL: To know and understand God and His salvation through His creation.

OBJECTIVES:

A. To illustrate through daily devotions and learning activities how Christ's character is revealed by studying His handiwork.

B. To understand and memorize texts that speak of God in His creation.

II. GOAL: To explore the scientific method through practical hands-on experiences.

OBJECTIVES:

A. Students will investigate and research the areas of study that will be covered before attending outdoor school.

B. Students will use hands-on activities to observe, experiment and collect data during outdoor school.

C. Students will draw conclusions and report findings.

III. GOAL: To experience cooperative outdoor living.

OBJECTIVES:

A. Plan and prepare three balanced meals: breakfast, lunch, dinner.

B. Plan a hike in which little or no impact is left on the environment.

C. Select and participate in games that are not damaging to the environment.

D. Know and practice safe and courteous camp behavior.

E. Select and develop one conservation issue that is relevant to the environment.

*

FINANCE

ACCOUNTS PAYABLE TO THE CONFERENCE [85-22]

The balance of the school accounts payable to the Conference shall be listed separately on each of the school's monthly financial statement so school board members may be aware of the current financial obligation to the Conference.

CHURCH--EDUCATIONAL CONSTITUENCY PLAN

Every organized church/company should become a constituent member of a church elementary school and/or academy. Becoming a constituent member involves providing financial support to Christian education. This plan will assist the church in assuming that responsibility.

In recognizing the other financial obligations which must be borne by newly-organized churches, it is recommended that their financial obligation to their constituent school(s) be escalated over a five-year period as follows:

1st Year	20%	of their share according to local school formula
2nd Year	40%	"
3rd Year	60%	"
4th Year	80%	"
5th Year	100%	"

Note: The above guideline is required of a new company or church by Conference administration when it is given official recognition within this Conference.

SCHOOL CONSTITUENCY--CHURCH MEMBERSHIP
(Executive Committee, 98-79)

VOTED, to adopt as policy the following recommendations to facilitate church membership into local school constituencies.

1. That Central California Conference not allow the formation of any new congregations unless they have committed in writing, and with appropriate signatures, to become members of a school constituency. Those congregations not having schools in their near proximity shall consider becoming members of Monterey Bay Academy.
2. That Central California Conference not allow the formation of new schools unless they are willing to accept churches into their constituencies.
3. In the event a church submits a loan request and is not a constituent member or has dropped its membership, that the Central California Conference consider the following provision: That we consider their request provided they become members of a school constituency or continue their membership. For those churches that have low tithe base and very low giving power, that we allow them to make equitable financial arrangements with the school board with the assistance of the Department of Education in the context of becoming a constituent member.

CHURCHES CHANGING CONSTITUENCIES [93-5]

RATIONALE:

Since Christian Education is an important part of the work of the church in the Central California Conference and since churches are assigned to a school constituency, problems may arise from time to time regarding changes in constituencies. The following is an outline of procedures to be followed when a church requests a change from one school constituency to another. These procedures have been developed with the aim of providing for the best good of the overall work in the Conference.

1. Regardless of the point of origin of the request to change school constituencies, counsel should be sought from the Office of Education before any action is taken by a school board or church board.
2. The church requesting a change must be current in its subsidy obligations at the time of the request and must guarantee completion of subsidy obligations through the remaining portion of the school year. (Should the church owe subsidy from previous years, then satisfactory arrangements to liquidate the previous debt must be agreed upon between the church and the school at the time the request for a change in school constituencies is made.)
3. The church desiring to make a transition must process the request as the result of the approval of the church in business session.
4. The formal written request of the church's approval to change school constituencies is to go to the school from which the church desires a change no later than October 31 of the year prior to the following school year.
5. The school board to whom the request is made must act on the request no later than 60 days following receipt of the request.
6. If approved, the new church/school constituency school board must approve acceptance no later than January 30 of the year prior to the following school year.
7. The actions of both school boards will be forwarded to the Office of Education for processing through the Conference K-12 Board of Education at its February meeting.
8. If approved by the Conference K-12 Board of Education, the effective date of transition will be the following July 1.
9. If any request is denied in this process an appeal may be made to the Conference K-12 Board of Education through the Office of Education.

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POLICY REGARDING IDENTITY THEFT DETECTION PROGRAM

1. Introduction. (Name of school) allows its students, parents and/or guardians to make monthly tuition and fee payments by check or credit card directly to the school. Therefore, the school adopts this identity theft detection program in compliance with its legal duties. The board hereby delegates and assigns to the school business manager the responsibility for managing this identity theft detection program.
2. Identifying Relevant Red Flags both externally and internally. The program is designed to identify and react appropriately to patterns, practices and/or specific activities that indicate the possible existence of identity theft. These patterns, practices and/or specific activities are referred to herein as “red flags” of identity theft. The mechanisms to detect red flags are twofold.

First, it shall be the duty of the school business manager, both directly and through his/her staff, to inspect all checks and credit card records generated in connection with the payment of tuition and fees. The purpose of such inspection is to look for suspicious documents including documents that appear to have been forged, altered or destroyed and reassembled, presentation of suspicious personal identifying information, notices from students or their parent(s) or guardian(s) that they are victims of identity theft, alerts or notification from consumer reporting agencies or law enforcement, and other unusual use or suspicious activities of each account for a student at the school.

Second, it shall be the duty of the school business manager, both directly and through his/her staff, to periodically conduct an assessment of the school's internal procedures for monitoring student accounts for evidence of identity theft. This shall include, but not be limited to data security incidents that result in unauthorized access to student account records or any unusual use or suspicious activities of a student account.

3. Appropriate Response to Red Flags Detected. The appropriate response will be in the discretion of the school business manager and should be commensurate with the degree of risk posed. Appropriate responses may include:
 - contacting the student, parent or guardian;
 - changing any passwords or security codes that permit access to a student account;
 - reopening a student account with a new account number; or
 - notifying law enforcement.
4. Updating the Program. The school business manager shall periodically update this program to reflect any experiences with identity theft, changes in identity theft risk or methods to prevent identity theft, and/or changes in the types of accounts the school maintains.

*

SCHOOL NON-PROFIT CORPORATION AUDITS

[]

If a corporation is formed by a local entity of this Conference or has a tie-in with such a local entity, a condition for such formation, or for the local entity and the Conference accepting that tie-in, will be:

- That all such presently existing or proposed corporations be reviewed and approved by the Officers Council and then be referred to the Conference Executive Committee.
- That the Conference Executive Committee review, approve, and if the corporation is one formed by the local entity, recommend approval to NADCOM.
- That the prospective corporation be subject to audit.

EDUCATIONAL PORTION OF CONFERENCE FAITH ADVANCE FUNDS DISBURSEMENT [95-156]

Funds from the Conference Faith Advance Reserve may be requested for the purpose of assisting families in financial need to meet the current tuition rate including the normal family discount for each child.

Funds from the Conference Faith Advance Reserve may also be requested to assist up to 50% of the cost of tuition for students of parents who have been baptized within the last 12 months. This assistance will be limited to one calendar year.

Application Process: Conference Faith Advance assistance requests are made by the family completing the application form provided by the Office of Education. The school board will recommend all requests for assistance at a regularly scheduled meeting and submit to the Office of Education twice a year the names and the amount of assistance for each student.

Notification: The school principal shall notify the Superintendent of Schools or his designee in writing, giving the student names and the amount of assistance for each name. (Typing the information on school stationery indicating the school board's date of approval and the principal's signature will be sufficient for submitting to the Office of Education.) We will endeavor to have funds released to the school within thirty (30) days of the request.

General Guidelines:

- A report of Faith Advance funds for each school will be available for publication by January 31 each year. Principals will be notified at the January Principals' Council as to the available funds for the calendar year, and what the distribution amount will be for the Spring of the year and the Fall of the year.
- The Faith Advance funds for each school will be distributed twice during the calendar if the assistance amount is \$1,000 or more; if less than \$1,000, the amount will only be released once a year.
- The school board in official session must approve each application.
- Request for funds must be submitted according to the notification process above. Requests for the assistance for the second half of the school year must be submitted between February 15 and May 15. Requests for the first half of the school year must be submitted between August 15 and November 15. (This means that funds will be released to each school in a lump sum twice a year.)
- Each school request will be submitted to Conference treasury and a check will be sent to the school within thirty (30) days.

This process will allow each school board to determine the financial need of each family, limit the number of individual requests to the Office and provide for timely financial assistance to families requesting funds.

STUDENT SCHOLARSHIP PLANS THROUGH THE CENTRAL CALIFORNIA CONFERENCE

(Check with the CCC Office of Education to verify current requirements and deadlines for any of the following scholarship programs.)

Three-way Matching Fund (Secondary and College Students Only)

- Applications–CCC Office of Education
- Source–three-way division (local church, Conference, and school.) Church initiates request and sends check for their portion to the Conference. Conference will add their portion and forward total to the school who will add the final one-third.
- Amount–Maximum of \$300 from each entity for a maximum total of \$900.

Pacific Union Endowment Fund (Secondary and College Students Only)

- Eligibility–full-time student enrolled in an Adventist school, grades 9-12, or at La Sierra University, Loma Linda University, Montemorelos University, Oakwood College, Pacific Union College. Student or at least one parent must be a member of a Central California Conference Seventh-day Adventist church or the student must be sponsored in school by a CCC member.
- Applications–CCC Office of Education
- Amount–varies according to number of eligible, accepted applicants
- Renewable–can be reapplied for each year

CCC Endowment Fund (Elementary and Secondary Students Only)

- Eligibility–elementary and secondary students only; must be a member or have at least one parent be a member of the Seventh-day Adventist Church; must demonstrate financial need; maintains acceptable academic record; parents or sponsoring church member must make financial commitment to local school.
- Applications–available through principals and pastors.
- Amount varies.

Baybarz Fund (Elementary Students Only)

- Eligibility–elementary students enrolled in a Central California Conference Adventist elementary school.
- Applications–are given to students selected by the school and are processed through the Office of Education.
- Two grants per CCC elementary school are given for the year.
- Amount–varies depending on the balance in the fund and how many applications are submitted.

New Member Evangelism Fund

Verify the availability and conditions of this fund with the Office of Education each year before submitting applications.

- Eligibility–elementary and secondary students who have at least one parent who has been baptized within the past two years.
- Applications–available online, from Office of Education, pastors and principals. Submit to CCC Office of Education.
- Amount–40% scholarship towards tuition cost the first year and 20% the second year.

Minority Fund

- Eligibility—student/family must be member(s) of Hispanic, Asian, or African-American Central California Conference church.
- Applications—contact the appropriate CCC ethnic coordinator for further information on availability of these funds.
- Amount—CCC Treasury Department will notify each school by letter of the amount available for them to use in awarding assistance.

Conference Faith Advance

Requests for assistance from the Conference Faith Advance Fund are to be processed through the principal and/or financial office of the school. The local school board is responsible for determining eligibility and process for obtaining help from this fund. The school submits the names of students they deem eligible for assistance to the Conference Office of Education and the Treasury Department will issue a check to the school for the total amount requested for all students. The amount per school is determined on a formula applied to the total offering received by the Conference. The amount per student is determined by the school.

ELEMENTARY & JUNIOR ACADEMY TEACHER BUDGETS [88-8]

Adjustment of Conference Teacher Budgets

- A. Each January the Department of Education will review the class loads of the present school year and will assign the number of conference teacher budgets to the school for the following school year.
- B. School boards may apply before January for additional conference teacher budgets if they can foresee that additional students will be in attendance and then it will be granted if finances are available.

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TEACHER BUDGET ALLOTMENTS

I. Small Schools

- A. 6-12 students = .5 TBR
- B. 13-25 students = 1.0 TBR
- C. 26-40 students = 1.5 TBR
- D. 41-50 students = 2.0 TBR

II. Multi-Grade Classrooms

- A. Grades 1-2
 - 1. 6-10 students = .5 TBR
 - 2. 13-24 students = 1.0 TBR
- B. Grades 3-4
 - 1. 6-12 students = .5 TBR
 - 2. 13-24 students = 1.0 TBR
- C. Grades 5-8
 - 1. 6-14 students = .5 TBR
 - 2. 15-28 students = 1.0 TBR

III. Single Grade Classrooms

- A. Kindergarten
 - 1. 6-9 students = .5 TBR
 - 2. 10-18 students = 1.0 TBR
- B. Grades 1-3
 - 1. 6-10 students = .5 TBR
 - 2. 11-20 students = 1.0 TBR
- C. Grades 4-6
 - 1. 6-12 students = .5 TBR
 - 2. 13-24 students = 1.0 TBR
- D. Grades 7-8
 - 1. 6-14 students = .5 TBR
 - 2. 15-28 students = 1.0 TBR

*TBR = Teacher Billing Rate (full-time teaching position)

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DUPLICATE HOUSING ALLOWANCE

1. When an employee is requested to transfer from one location to another, and has listed the house with a realtor at a fair marketable price but due to local market conditions fails to sell or rent his/her home and he/she is required to pay housing expenses both at the former location and at the new location, an allowance is granted to cover the time when payments were being made at both locations if both homes were habitable. The allowance may be granted up to three months under normal conditions.
2. In unusual circumstances when the employee has not been able to sell the home at his former location and evidence is presented indicating that the asking price for the home has been no greater than 100% of appraisal provided by an independent appraiser, up to a three months additional assistance may be granted. An independent appraisal shall be understood to be a qualified appraiser such as may be contacted through banks or home loan associations. Real estate agents shall be specifically excluded from this group. The reasonable cost of such appraisal will be reimbursed by the employing organization.
3. When granted, the allowance monthly shall be the actual house payment (principal payments, interest and taxes) up to 75% of the Category A remuneration factor plus 100% of any cost-of-living adjustment in the remuneration factor for which the employee was eligible at his former location, and an attempt has been made to rent the home. Any rental income shall be deducted from the allowance.
4. In applying for this assistance, the house must have been listed. A photocopy of the listing contract with the realtor must be submitted along with the completed application form supplied by our office. To apply for the fourth month's assistance, a copy of the special appraisal must be submitted along with the monthly request.

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SPECIAL RENT ASSISTANCE POLICY [89-4]

Teachers that work in certain cost of living areas may be eligible for rent assistance in accordance with the Conference policy as applied to pastors. The cost of any special assistance will be charged to the school authorizing this assistance. Requests to determine eligibility are to be submitted to the Office of Education.

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SUBSTITUTE TEACHER WAGE & SCHOOL COST

- A. Short-term Substitutes: Those that teach for less than 21 consecutive school days at the same school. (*PUEC F11-144*)

Payment Procedure: The amount per day is set annually by the Conference Board of Education. (See Board of Education minutes for rate)

- B. Long-term Substitutes: Those that teach for 21 or more **consecutive** school days at the same school.

Payment Procedure: Long-term substitutes are paid according to their professional training and experience. Use the Cost per Day -- Certificate Personnel Schedule which is prepared and sent out by the Conference each year. The wage is computed as follows:

- C. Determine the % rate.

If the substitute:

1. does **not** have a 4 year college degree: **Use 67%**.
2. does **not** have a valid denominational or state teaching credential, and has **not** taught at least one year but does have a 4 yr. college degree: **Use 72%**.
3. does **not** have a valid denominational or state teaching credential but has taught at least one year: **Use 79%**.
4. does have a valid denominational or state teaching credential: Determine salary percent according to their professional training and years of teaching. (See *PUEC F11-124.*)

- D. Determine the column--based on years of denominational service:

1. If the substitute is replacing a 10-month employee, **use column A.**
2. If the substitute is replacing a 12-month employee, and
 - a. has 1-7 years of denominational service: **use column B.**
 - b. has 8-15 years of denominational service: **use column C.**
 - c. has over 15 years of denominational service: **use column D.**

- E. Contingencies for Long-term Substitutes:

1. Pay is to be given for actual days taught. The proportional amount of vacation time is included in this figure; therefore, no additional pay should be given. However, if the substitute teaches on both sides of an official school holiday, pay should be given for that holiday.
2. Should a substitute who was paid at the short-term rate become a long-term substitute, the difference should be given retroactively to the beginning of the term of substitution.
3. The school is charged two-thirds the substitute rate for the first 20 days of a long-term substitute cost after which the Conference pays 100% of the cost.

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**ACCOUNTS RECEIVABLE/TEACHER CONTRACTS [85-21]
(Revised 10/91)**

In order to encourage schools to remain current with their financial accounts with the conference, the following will be implemented:

1. Schools that become 30 or more days in arrears in their payments to the conference will be given a phone call and a follow-up letter from the superintendent or his/her designee as a reminder of their past due account.
2. Schools that are 30 or more days in arrears in their payments to the conference at the time personnel committees are scheduled to discuss staffing needs for the next contract year will have their personnel committees postponed until such time as the past due account is brought current.
3. Schools that are 30 or more days in arrears in their payments to the conference at the time teacher contracts are issued (usually early May), will have their contracts withheld until such time as the past due account is brought current.

DISCOUNT DISALLOWED FOR SCHOOLS WITH OUTSTANDING BALANCES [02-26]

Discounts on monthly school billings will not be given to any school which has an outstanding balance with the Conference (current OR previous year).

TERMINATION AND SETTLEMENT COST [88-23]

Where the local school board insists that a principal or a teacher be moved or terminated without following the proper procedures as outlined in the Pacific Union Education Code, the school may be responsible for up to 100% of the moving, termination and settlement cost.

INTERVIEW EXPENSES [98-04]

The Central California Conference Office of Education will be responsible for the costs incurred during the interview process for two applicants for the position of principal, and for the costs incurred for the same process for one applicant for a teaching position. This excludes non-acceptance where it applies.

**REPORTING OF TRAVEL AND MOVING EXPENSES TO OFFICE OF EDUCATION
[06-17]**

All expense report forms, including moving expenses, must be submitted to the Office of Education within three months of the event or reimbursement will not be paid.

PROFESSIONAL GROWTH FUNDING–INTERNET CLASSES [00-72]

The following policy has been established to allow teachers to apply for funding from the Conference for classes to be taken by internet from La Sierra University. This will be partial funding and certain stipulations must be met in order to obtain approval.

A Special Tuition Assistance Fund will be established for K-12 certificated personnel who have the responsibility for classroom instruction and/or supervision of instruction.

This fund shall be designated for those online courses and/or regular on-site campus course offerings which will assist the certificated employee in maintaining or securing a Seventh-day Adventist Conditional, Basic, Standard, or Professional denominational teaching credential.

The courses shall be completed through the online credentialing program now offered by La Sierra University, Department of Curriculum and Instruction. In addition, regular on-site campus course offerings may be secured from local state colleges, state and private universities. These units of college credit must be selected in courses from areas of the applicant's certification needs as determined by the Certification Officer of the Pacific Union Conference Office of Education in cooperation with the Central California Conference Office of Education.

Priority for tuition assistance will be given to candidates who apply for the online credentialing courses offered by La Sierra University, Department of Curriculum and Instruction.

A maximum of \$300.00 per employee per school will be granted upon approval from the Central California Conference Application for Special Tuition Assistance Fund. The \$500.00 tuition assistance is not payable to the employee until such time as the CCC Office of Education has received an official transcript showing successful completion of the class and receipt for payment in full.

P E R S O N N E L

IN-HOUSE HIRING POLICY [93-17, 95-47]

All open teaching positions in the Conference will be presented to regular status employees for the interview process first, before opening the positions to prospective employees.

**STATUS OF TEACHERS NEWLY EMPLOYED IN THE CONFERENCE [87-19]
(Revised 2/92)**

All teachers when employed in the Central California Conference will be given a provisional status and will remain on that status for a minimum of four (4) years. If they are transferring into the Central California Conference from another Conference within the Pacific Union, the minimum can be reduced to one (1) or two (2) years at the discretion of the Office of Education.

EMPLOYMENT OF NON-SDA MEMBERS IN THE K-12 EDUCATION SYSTEM [90-12]

Whereas, it is the recommendation of the General Conference and its legal counsel that there be no non-SDA employees in the K-12 educational system and

Whereas, this recommendation is made to help protect our privilege to discriminate by hiring only Seventh-day Adventist school employees and

Whereas, it is the interpretation of legal counsel that under many conditions an individual may be legally classified as an employee even though they may be paid on a "contract" basis or the individual may collect their own fees directly from parents,

Whereas, there is a need for consistency in the application of the philosophy that our K-12 educational system will be staffed by only Seventh-day Adventist employees, it is required that:

VOTED: All Central California Conference schools employ only church members as employees which includes salaried, hour-time, and contract staff members. This also includes individuals who are paid directly by parents but are provided school facilities in which to perform their services.

CENTRAL CALIFORNIA CONFERENCE OFFICE OF EDUCATION
GUIDELINES FOR THE SCHOOL PERSONNEL COMMITTEE/BOARD

EMPLOYER:

The Conference Board of Education derives its authority from the Conference Executive Committee, and is the employing organization referred to hereinafter as the employer. The Conference Board of Education has an inherent legal obligation in the employment, changes in employment status, termination or dismissal of education personnel K-12. *(PUEC E10-108, Certificated, E18-108 Classified)*

To ensure the effective and orderly operation of the schools within the conference, the Conference Board of Education consults with the local school board and delegates selected functions to them. However, the Conference Board of Education may take action on its own initiative or may take action that supersedes a recommendation from the local school board. *(PUEC E10-108, Certificated, E18-108 Classified)*

Inasmuch as the Conference Executive Committee remains legally bound by the actions of school boards, it is incumbent that there be close cooperation between the school boards and the Conference Board of Education in the operation of schools in the application of employment policies for school personnel. *(PUEC, E10-108, Classified)*

Classified personnel are recommended for employment, assignment, transfer, or termination to the personnel committee of the school board by the principal in counsel with the Vice President for Education or Associate Superintendent of Schools and the school board chairperson. *(PUEC E18-108, Classified)*

The employment, assignment, suspension or termination of classified staff shall be by the action of the school board using the procedures stated by the specific employment status. Discipline, counseling and supervision of personnel is the responsibility of the principal, Vice President for Education or Associate Superintendent of Schools. *(PUEC E18-108, Classified)*

REVIEW OF HIRING:

The Central California Conference Vice President for Education or Associate Superintendent of Schools shall serve as chairperson of the local school personnel committee/board. The consideration of the employment status of K-12 personnel shall be done at a formal meeting of the personnel committee/board. Any decisions reached regarding K-12 personnel without the Vice President for Education or Associate Superintendent of Schools, or approval to meet without his/her presence, will not be recognized as an official recommendation to the Conference Board of Education; and, in that case, the Office of Education shall assume no responsibility for financing or subsidizing the personnel.

1. **Certificated personnel who are on Regular Status** – continuous employment by the Conference Board of Education will not be reviewed by the personnel committee/school board unless the status change of the employee is recommended by the school board to the Conference Board of Education. The Board of Education is authorized to make the status change when it is in the best interest of the employee, the students, and/or the school program.
 - Definition of Regular Status Employment *(PUEC E11-108)*
 - Term Status Employment *(PUEC E11-124)*
 - Transfer *(PUEC E11-128)*
 - Resignation *(PUEC E11-132)*
 - Suspension *(PUEC E11-136)*
 - Termination *(PUEC E11-140)*

- Dismissal (*PUEC E11-144*)
 - Retirement (*PUEC E11-148*)
 - Probation Restriction (*PUEC E11-152*)
 - Hearing and Appeal Processes for Certificated Personnel (*PUEC E17-104*)
2. **Administrators who are on Term Status Employment** will not be reviewed by the personnel committee/school board unless the status change of the administrator is recommended by the local board to the Conference Board of Education. The Board of Education is authorized to make the status change when it is in the best interest of the administrator, the students, and/or the school as follows:
- Definition of Term Status Employment (*PUEC E16-104, E16-108*)
 - Term Status Employment (*PUEC E16-112*)
 - Reassignment (*PUEC E16-128*)
 - Resignation (*PUEC E16-132*)
 - Suspension (*PUEC E16-134*)
 - Dismissal (*PUEC E16-140*)
 - Retirement (*PUEC E16-148*)
 - Non-renewal of Term (*PUEC E16-144*)
 - Hearing and Appeal Processes for Certificated Personnel (*PUEC E17-104*)
3. **The review by the personnel committee/school board of Non-Regular/Provisional Status, End of Term Status, and Classified personnel** is to provide the best possible performance of each person working within the school setting. This will mean identifying the strengths and areas of growth according to established performance criteria.
4. **The employment status of an employee on Non-Regular Status, Provisional Employment** may be changed when in the best interest of the employee, the students, and/or the school as follows:
- Definition of Non-Regular Status, Provisional Employment (*PUEC E12-108*)
 - Regular Status (*PUEC E12-120*)
 - Transfer (*PUEC E12-124*)
 - Resignation (*PUEC E12-128*)
 - Suspension (*PUEC E12-132*)
 - Non-renewal of Contract (*PUEC E12-136*)
 - Termination (*PUEC E12-140*)
 - Dismissal (*PUEC E12-144*)
 - Retirement (*PUEC E12-148*)
 - Annual Employment (*PUEC E13, 14, 15*)
5. The following categories represent information and changes in status for which a **Salaried Classified Employee** is eligible:
- General Provisions (*PUEC E18-104-152*)
 - Definition of Salaried Classified (*PUEC E19-108*)
 - Resignation (*PUEC E19-132*)
 - Suspension (*PUEC E19-136*)
 - Termination (*PUEC E19-140*)
 - Retirement (*PUEC E19-144*)
 - Post-retirement Employment (*PUEC E19-148*)
 - Hearing and Appeal Processes for Salaried Classified Personnel (*PUEC E20-104*)

6. The following categories represent information and changes in status possible for Non-Exempt **Hour-Time Classified Employee**:

- General Provisions (*PUEC E21-104*)
- Definition of Hour-Time Classified (*PUEC E21-108*)
- Resignation (*PUEC E21-132*)
- Suspension (*PUEC E21-136*)
- Termination (*PUEC E21-140*)
- Retirement (*PUEC E21-144*)
- Post-retirement employment (*PUEC E21-148*)

7. **Review of School Personnel Employment**

- A. Board members are expected and encouraged to share concerns regarding employees when the personnel committee is in session. These concerns must be shared with the school principal first. If the information involves the board member personally, the board member shall talk directly to the employee first, or with the employee and the school principal. If there are concerns about the school principal, the school board chairperson shall be contacted first. If the information involves the board member personally, the board member shall talk directly with the school principal first or with the school board chairperson and the Vice President for Education and/or Associate Superintendent of Schools.
- B. The personnel committee/school board shall not recommend an employment decision which adversely affects a regular status, term status, or salaried employee and is based on concerns about the employee without the employee having an opportunity to meet with the committee/board, hear the concerns and give a response to the concerns. (*PUEC E17-104 Regular Status, E17-104 Term Status, E20-104 Classified Salary*)
- C. Meetings of the personnel committee/school board which deal with negative information and may result in discipline of an employee shall never be conducted in the absence of the Vice President for Education and/or Associate Superintendent of Schools.
- D. The school principal shall have the completed written employee evaluations available for review at the personnel committee meeting. These written evaluations are to be presented in summary and not distributed to personnel committee/school board members.
- E. The school principal should, in consultation with the Vice President for Education or Associate Superintendent of Schools, be prepared to bring recommendations for the employment of school personnel.
- F. Employment decisions of the personnel committee or local school board are recommendations to the Conference Board of Education.

8. **HIRING NEW PERSONNEL:**

The hiring of new or additional personnel will not be considered until currently employed personnel with tenure, certification, and written intent to transfer, have been given opportunity for employment within the conference.

New personnel applying for a K-12 position are to contact the Office of Education. This can be done by sending a resume or requesting and returning a completed employment application. The school principal is to contact the Office of Education for available candidates for possible openings. The school

principal is to encourage all candidates seeking employment with the Conference to apply through the Office of Education.

A personnel committee/school board designated for the purpose of replacing personnel is to consult with the Vice President for Education or Associate Superintendent of Schools regarding the time and place of committee meeting and the availability of personnel to be interviewed for the potential opening.

The interview process and possible employment of new personnel is to be chaired by the Vice President for Education or designee.

The hiring decisions made during a personnel committee/school board meeting are recommendations to the Conference Board of Education.

9. STATUS CHANGES:

**A. CERTIFICATED
Term**

Full time administrators who are employed for a specified term not to exceed three years. The administrator on term is to be evaluated once a term by the Vice President for Education. Other school administrators are evaluated by the principal.

Regular

A status indicating the intent of continuous employment in the schools within a conference, granted to an employee on Non-Regular Status/ Provisional Employment. A minimum of four years of full-time denominational employment in a position that requires a certificate. A valid denominational Standard or Professional Certificate. Employees on Regular Status are to be evaluated once a year by the school principal.

Non-Regular

Employees on this status are employed either as Provisional, Annual, Part-time or Post Retirement. Competency evidenced by professional evaluation is a condition of continued employment. An employee on Non-Regular Status shall receive a minimum of one written evaluation per year based on supervisory visits by the principal or Vice President for Education or designee.

**B. NON-CERTIFICATED
Classified**

A salaried classified employee is employed and meets the overtime exemption criteria of the Fair Labor Standards Act and the state requirements and is employed in a management or supervisory position as industrial manager or service department head. A job description must be adopted for this position and approved by Superintendent of Schools to make a determination that the position qualifies for salaried compensation. The Vice President for Education is to give approval in writing to grant status to salaried classified. Employment agreements for salaried classified employees are provided by the Office of Education.

An hour-time classified employee is an "at-will" employee in a position that does not require a certificate and is paid an hourly rate. This employee may be hired on full-time or part-time basis. "At will" means that either the employer or employee can terminate the employment without requirement of cause or advance notice. Employment agreements for hour-time classified employees are provided by the Office of Education.

The employment assignment and status for all K-12 certificated and classified personnel is to be approved by the Conference Board of Education.

Revised 8-27-08 by Ken Bullington

ADMINISTRATIVE PERSONNEL VACATION [85-44]

Annual vacation and paid holidays are earned under the following conditions:

1. The annual vacation with pay is accrued and calculated on the following basis:
 - a. First 4 years = 2 weeks (10 working days)
 - b. Next 5 years = 3 weeks (15 working days)
 - c. After 9 years = 4 weeks (20 working days)

It is intended that vacations be taken each year. However, at the request of the employee and the approval of the employing organization (senior academies--academy board; elementary and junior academies--Conference Board of Education) up to two weeks of vacation time may be carried over from one year to the next for an accumulated vacation bank not to exceed six (6) weeks in any one year.

- When Christmas break is taken as a vacation, it shall be counted as one week of the total annual earned vacation even though there are more than five (5) school days in the break.
- Vacations are to be taken during the contract year or that accrued vacation time is lost unless board action carries the unused time to the vacation bank. A senior academy board may initiate a request by official recorded action for an administrator to postpone a portion of his/her vacation time to the following year. This will be added to the accrued vacation bank.
- A record of the vacation time is to be filed with the Office of Education prior to the vacation time.

(For additional information, see *PUEC E10-164*.)

EMPLOYEE ABSENCE & LEAVE BANK POLICIES [87-24;88-20; 95-146]
Revised 1/01 [01/]

Policies related to absence from assignment for employees on 10-month or 12-month contracts, including employees at senior academies.

Each full-time employee on a 10 or 12 month contract will have five (5) working days per semester per contract year credited to his/her leave bank. Part-time employees on contract will be given their salary factor times (5) days per semester to the nearest half day per contract year. An employee's leave bank can accumulate up to a maximum of 130 working days. The record of this bank will be kept by the Conference Office of Education for elementary and junior academies. Senior academies are responsible for maintaining their own employee leave bank records.

1. **SICK LEAVE:** A sick leave is defined as a day or portion thereof when the employee is absent from assignment due to personal illness.
2. The contract year is considered that time specified either in the 10-month or 12-month term of duty including pre- and post-school weeks but excluding vacation time. Teaching days, inservice programs, teachers' conventions, and curriculum meetings called by either the Conference Office of Education or the principal during the contract year are part of the activities of the professional employee and as such any absence on these days will be deducted from the Leave Bank.
3. When the employee is absent for illness, including maternity leave, for more than five (5) consecutive working days, a doctor's statement covering the extended absence is required. This statement is to be given to the principal upon return to work, and will be sent on to the Conference with the absence report.
4. **MATERNITY LEAVE:** A maternity leave is given in connection with delivery for up to thirty (30) teaching days. Additional time will only be given as required by the doctor. Maternity leave will be deducted from the leave bank.
5. **ADOPTION LEAVE:** An adoption leave is given the adopting parent at the time of adoption for up to ten (10) teaching days. This leave time is charged against the employee's Leave Bank.
6. **PERSONAL LEAVE:** A personal leave is defined as any day the employee is absent from assignment for personal reasons other than illness during the contract year as defined in paragraph #2.
7. The employee may take a maximum of two (2) working days with full pay per contract year for personal reasons. Prior arrangements must be made with the principal to insure adequate class coverage. Such leave time will be charged against the employee's Leave Bank.
8. If more than two (2) personal leave days are taken in any one school year, the employee may have the total cost of a day's pay to cover substitute teacher costs deducted from his/her salary for each additional day taken. Prior approval from the conference must be obtained should more than five (5) personal leave days be requested in any one school year.
9. The mentor teacher who is participating fully in the Central California Conference Mentor Teacher Project may take a maximum of three (3) working days with full pay per contract year for personal reasons. Prior arrangements must be made with the principal to insure job coverage. Personal leave time will not be charged against the employee's Leave Bank.

10. **FUNERAL ATTENDANCE:** A maximum of (3) days are given and not charged to the Leave Bank for attendance at the funeral of a spouse, mother, father, son, daughter, step-children, brother, sister, grandparent, grandchild and respective in-laws. All other funeral attendance which involves absence from assignment will be charged against personal leave days.
11. **JURY DUTY:** The employee's regular salary and the cost of the substitute will be paid for only 15 days of jury duty per school year. Absence due to jury duty is not deducted from the teacher's leave bank. (Amended to be in harmony with Conference policy. 5/15/90) Jury duty must have prior approval from employer before implementing.
12. **REPORTING OF EMPLOYEE ABSENCES:** Employee absences from assignment are to be reported to the Conference Office of Education by the principal by the end of each month giving date(s) and reason for absence (sick leave, maternity leave, adoption leave, or personal leave, etc.). A substitute teacher report is adequate for such purpose. Senior academies are to report employee absences (monthly) to the Office of Education effective 8/31/95.
13. When the Leave Bank is depleted, K-12 personnel will have the total cost of a day's salary deducted from his/her salary for each additional day absent. The leave bank will start with a full allotment of days on the fall reporting date of each year.
14. For employees transferring into the Conference, the Leave Bank will be established in the following way: If the previous denominational employer has documented a leave bank, full credit, up to 130 days, will be given upon receipt of verification.
15. The Leave Bank is not convertible to paid leave or considered as credit payable at the termination of employment.

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MILITARY LEAVE

Tips For Managing Rights and Benefits When Employees Are Called to Military Service (by Joan Corcoran)

In light of recent events, it is our hope that this article may provide you with a brief overview and answer some common questions in connection with managing leave for your employees who may be called to service.

Who's Covered?

The federal "Uniformed Services Employment and Reemployment Rights Act" (USERRA) covers employees who serve in the Uniformed Services. Uniformed Services is defined as service in the "Armed Forces, the Army and Air National Guard when engaged in active duty for training, inactive duty training, or full-time National Guard duty, the commissioned corps of the Public Health Services, and any other category of persons designated by the President in time of war or national emergency."

What Notice Must an Employee Give for Covered Leave?

Covered employees must give "reasonable" notice in advance of their absence or when they are called for Uniformed Service. Employees may give notice orally or in writing.

How Much Leave Must an Employer Provide?

Employers must grant covered employees leave for military service. The duration of the leave must be at

least as long as the employer's most generous leave period offered for other types of leaves. At the end of this leave period, an employer may terminate the employment relationship, although the terminated employee will have certain reemployment rights under USERRA. During the required military leave, employees are entitled to participate in the employer's benefit plans to the same extent as an employee on any other type of leave would be entitled to participate in the employer's plans.

What Reemployment Rights Does an Employee Have Upon Satisfactory Completion of Service?

USERRA provides certain reemployment rights to any employees who leave work for military service if the employee returns from the military service within five years. Assuming the employee is able to perform the essential functions of the job, with or without a reasonable accommodation, and there has been no change in the employer's circumstances that makes such reemployment impossible or unreasonable, then upon timely notice of his or her intent to return to work, the employee's reinstatement rights are as follows:

- ▶ Upon satisfactory completion of military service of less than 91 days an employee has the right to be reinstated to the job s/he would have had if the employee had not taken covered leave. If the employee is not qualified to perform that job with or without a reasonable accommodation, s/he may be placed in the position in which the employee was employed on the date s/he took leave.
- ▶ Upon satisfactory completion of military service of more than 90 days an employee has the right to be reinstated to the job s/he would have had if the employee had not taken covered leave under or a position of like seniority, status and pay. If the employee is not qualified to perform the job s/he would have had if the employee had not taken covered leave or a position of like seniority, status and pay, with or without a reasonable accommodation, the employer should place the employee in the position in which s/he was employed on the date the employee took covered leave.
- ▶ If the employee is not qualified to perform any of the jobs described above with or without a reasonable accommodation, the employer should place the employee in any other position which is equivalent in seniority, status, and pay.

Is the Employer Obligated to Continue the Employee's Salary or Provide Paid Leave?

An employer may choose to do so but the federal law does not require an employer to provide paid leave during the employee's absence for military service. The law prohibits, however, an employer from requiring "any such person to use vacation, annual, or similar leave during such period of service." The employer must permit the employee to use any or all accrued paid leave (vacation, annual, or similar) during the absence, upon the employee's request.

How Should the Continuation and Reinstatement of Health Benefits be Handled?

An employee and/or his or her dependents who would otherwise lose coverage under an employer's group health plan because of military service, may elect to continue such coverage for the lesser of the 18-month period beginning on the date the leave begins or the day after the date on which the person fails to apply for reinstatement or return to work. For absences of less than 31 days, the employee may not be required to pay more than the employee's share, if any, of such coverage. During an absence of 31 days or more, the employee may not be required to pay more than 102 of the full premium under the plan. Employers should review their current COBRA notices and election forms to make sure that they include the special rules required by USERRA. Upon reinstatement, no exclusion or waiting period may be imposed that would not otherwise be required had the employee been continuously employed, except for coverage of illness or injury that the Secretary of Veterans Affairs determines to have been incurred in or aggravated by the employee's service in the Uniformed Services.

What is Timely Notice of an Employee's Intent to Return to Work?

- ▶ An employee whose period of Uniformed Service is less than 31 days must report to his or her employer or submit an application for reemployment not later than the beginning of the first full regularly scheduled work period on the first fall calendar day following the completion of the Uniformed Service.

- ▶ An employee whose period of Uniformed Service is for more than 30 but less than 181 days, must generally submit an application for re-employment not later than 14 days after the completion of the period of service.
- ▶ An employee whose period of Uniformed Service is for more than 180 days must submit an application for re-employment not later than 90 days after the completion of the period of service.

Does the Employee Have Any Rights to Continued Employment After Reinstatement? Yes. The law provides that any person who is reinstated under USERRA shall not be discharged from such employment, except for cause, within 180 days from the date of re-employment if the period of service was more than 30 but less than 181 days, and within one year if the period of service was more than 180 days.

How Should Retirement Benefit Plans Be Administered Upon the Employee's Reinstatement?

Reinstated employees must be given service credit for vesting and benefit accrual purposes under all benefit programs provided by the employer, including retirement plans, for their period of military service. In the case of defined contribution plans, this means that upon the employee's reinstatement, the employer must make up the contributions the employer would have made on behalf of the employee to the plan but for the employee's military service. Also, reemployed employees are entitled to make up any employee contributions they could have made to an employer's retirement plan but for their military service. Make-up employee contributions may be made during a period not exceeding the lesser of three times the employee's military service or five years. The employer must make any employer contributions that are contingent on employee contributions with respect to make-up employee contributions made after reinstatement.

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DIRECTED TEACHING REQUIREMENT [02-20]

The CCC Office of Education will determine the conditions under which the directed teaching requirement may be fulfilled for any individual teacher.

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PROFESSIONAL ACTIVITY CREDIT REPORTING GUIDELINES [7/15/97]

It is understood that each principal and teacher has the personal responsibility for keeping and submitting accurate records of educational credit earned, with copies sent to the Conference Office of Education. The local COE has the responsibility of sending copies of all transcripts and PAC reports to the Pacific Union Conference Office of Education.

The following criteria and guidelines apply to Professional Activity Credits (PAC) for participation in professional activities by education personnel in the Central California Conference.

1. Twenty-five (25) clock hours will equal one quarter hour of non-academic Profession Activity Credit.
2. Satisfactory involvement in professional activities shall be verified by the conference office of education on the approved form.
3. The report of involvement in professional activities is to be submitted to the conference office of education annually on the approved form. In special circumstances, an activity for which PAC credit is desired may be granted for the previous school year.

4. Professional Activity Credit may be applied to renewal of the Standard, Professional and Administrator Certificates as follows:
 - A. Renewal of the Standard Certificate--Renewal of the Standard Certificate requires fourteen (14) quarter hours. A minimum of six (6) quarter hours of academic credit must be earned in an accredited institution.
 - B. Renewal of the Professional Certificate--Renewal of the Professional Certificate requires nine (9) quarter hours which may be earned by either academic credits of approved Professional Activity Credits.
 - C. Renewal of the Administrator Certificate--Renewal of the Administrator Certificate requires nine (9) quarter hours which may be earned by either academic credits or approved Professional Activity Credits.
5. Professional activities submitted for credit are to contribute directly to the professional growth and enhance the employee's professional skills or expertise. These include but are not necessarily limited to the following:
 - A. Courses completed through The Journal of Adventist Education which qualify only for professional activity credit.
 - B. Education tours. Prior approval must be received for a tour for which Professional Activity Credit is desired. Twenty-five (25) clock hours or one quarter per week with a maximum of four (4) quarter hours per five years will be granted. Up to two quarter hours of PAC credit per week may be granted when the tour is conference-sponsored.
 - C. Completion of the requirements for the Professional Growth (Reading) Certificate as outlined by the North American Division Office of Education. One quarter hour of PAC per year is the maximum.
 - D. Professional reading, viewing video tapes and/or listening to audio tapes with a total of two (2) quarter hours may be granted per year subject to the following:
 - (1) Prior approval for the activity shall be received from the superintendent of schools or designee.
 - (2) The content of the activity must be based on current educational related topics of research in education.
 - E. School-sponsored in-service activities or special programs under the auspices of the principal.
 - F. Union and/or local conference sponsored activities. The designated number of hours allowed for the PAC will be designated by the sponsoring organization.*
6. The following do not qualify for Professional Activity Credit:
 - A. Classes, workshops and/or seminars of which academic credit is received.
 - B. Any activity which arises out of the normal course of a person's duties.

C. Membership on a school planning, school standing or ad hoc committee.

D. Non-educational related meeting and activities.

*Union Curriculum Committee - 25 clock hours; Union Fall and Spring Education Councils - 18 clock hours each.

*School Evaluations: Elementary/Junior Academy (one-day visiting team member) - 5 clock hours
Elementary/Junior Academy (two-day visiting team member) - 10 clock hours

Elementary/Junior Academy (school self-study coordinator) - 5 clock hours (one-day visit); - 10 clock hours (two-day visit)

Secondary (school self-study coordinating committee chairs) - 25 clock hours
Secondary (WASC Visiting Committee Team Member) - 25 clock hours

Each PAC report must be signed by the educator submitting the report.

USE OF PACIFIC UNION TEACHER-STATUS CHECKLISTS [88-10]

Whenever a teacher change in status is requested by a local school board or at the Conference level, the use of the appropriate Pacific Union status change checklist must be followed.

CRIMINAL RECORD CLEARANCE -- EMPLOYEES AND VOLUNTEERS [State of California Education Code Section 44237 (Employees)]

California State law requires that each applicant for employment in a position requiring contact with minor pupils who does not possess a valid California state teaching credential, or who is not currently licensed by another state agency that requires a criminal record summary, obtain from the Department of Justice a criminal record summary to be forwarded to administration (in our case, the Conference Office of Education).

The Central California Conference Office of Education and the K-12 Board of Education have also adopted the policy that any school volunteer who will be a position of supervision or spending time alone with students must also obtain criminal record clearance.

In 2005, a change took place in the processing of criminal record checks for volunteers. Because of that change, the following statements apply:

1. Any volunteer who received clearance prior to January 1, 2005, and who has been CONTINUOUSLY involved with the school since their original clearance will not be required to be re-processed.
2. A volunteer who received clearance prior to January 1, 2005, but has NOT been continuously involved (meaning a gap of one school year or more) with the school since their original clearance, will be asked to provide an updated clearance.

The criminal record summary outlined above is obtained by submitting fingerprints to the Department of Justice. They are processed by both the State of California and the FBI, and the clearance information is transmitted to the Office of Education.

The following method is to be used in obtaining fingerprint clearance:

The applicant is to:

- Obtain the appropriate “Request for Live Scan Service” form from either the school office or the Office of Education.
- Complete the personal information asked for on the form
- Take the “Request for Live Scan Service” form to the nearest Live Scan location.
- The fingerprints are submitted electronically to the State, and the clearance is emailed to the Office of Education, usually within 24 hours of having the prints taken.
- The handling fee charged by the Live Scan Operator is to be paid by the employee/volunteer
- The State processing fee is paid by the Office of Education, school, or individual, as shown below:
 - ✓ Conference-employed teacher fee paid by Conference
 - ✓ Locally hired teacher fee paid by school
 - ✓ Substitute teacher (K-12) fee paid by Conference
 - ✓ Volunteer fee paid by volunteer or school (local policy)

Please keep in mind that this clearance must be obtained before the prospective employee/volunteer can enter the classroom, and that official employment is dependent on the receipt of the criminal record clearance from the State by the Conference Office of Education.

*

FINGERPRINT POLICY – EMPLOYEES AND VOLUNTEERS [1-23-01]

Principals' Council

The following policy was voted by the Principals' Council on January 23, 2001, relating to the fingerprinting of employees and volunteers:

All substitute teachers currently in the substitute pool should be fingerprinted by April 1, 2001.
All volunteers who are regularly at the school and/or who have the opportunity to be alone with students in grades K-12 shall be fingerprinted.

In all cases, the employee/volunteer will pay for having the prints rolled. The State and Federal processing fees are to be paid as follows:

- CCC elementary teachers are paid for by the CCC Office of Education.
- CCC secondary teachers are paid for by the school at which they are employed.
- Local school employees are paid for by the school at which they are employed.
- Substitute teachers are paid for by the CCC Office of Education.
- Volunteers are paid for by the volunteer or by the local school, as determined by local school policy.

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S T U D E N T S

CORPORAL PUNISHMENT

Corporal punishment shall not be used as a disciplinary measure.

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DISCIPLINARY POLICY [97-06; Revised 06-05]

The school board of each Conference K-12 school shall approve the following discipline policy which shall be placed in the school's bulletin:

DISCIPLINE POLICY

(NAME OF SCHOOL) expects its students to strictly comply with the regulations it has adopted and to otherwise be models of Christian behavior, both in relationship to the school and otherwise. Failure of a student to comply with this standard of behavior will result in the imposition of appropriate discipline. The overall goal of (NAME OF SCHOOL) in this regard is to work with parents in addressing unacceptable behavior and assisting students in correcting problems and achieving success in life with the minimum discipline reasonably necessary. Some misconduct is so serious that it may lead to suspension or expulsion of the student. Examples of such misconduct include, but are not necessarily limited to the following:

1. Willfully causing, attempting to cause, or threatening to cause physical injury to another person.
2. Possessing, selling, offering, arranging, negotiating, or otherwise furnishing any firearm (including air powered or facsimile), knife, explosive, or other dangerous object, or attempting to do so.
3. Possessing, selling, offering, arranging, negotiating, or otherwise furnishing, or being under the influence of alcohol, tobacco or other nicotine containing product, or any controlled substance, without a doctor's prescription, or possessing, selling, arranging, negotiating, or otherwise furnishing drug paraphernalia, or any attempt to do any of the above.
4. Committing or attempting to commit robbery, burglary, extortion, or theft, or receiving or attempting to receive any stolen property.
5. Willfully causing or attempting to cause damage to real or personal property of others.
6. Committing an obscene act or engaging in profanity or vulgarity.
7. Willfully disrupting school activities or otherwise defying the valid authority of administrators, teachers, supervisors, school officials, or other personnel engaged in the performance of their duties.
8. Engaging in or conspiring to engage in hazing or any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any person.
9. Serious or continued sexual or other harassment as defined in this school's harassment policies
10. Willfully engaging in the disruption of the school's spiritual environment through negative comments or by negative attitudes.

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EXPULSION GUIDELINES [97-07]

The school board of each Conference K-12 school shall approve guidelines dealing with the procedure for expelling of students. The guidelines shall be consistent with the Pacific Union Conference Education Code and actions of this Board. Because an improperly conducted expulsion can subject the school and the Conference to liability, such guidelines shall also be submitted to this Board for ratification or rejection. The school's bulletin shall contain a summary of the school's expulsion guidelines.

The following are hereby provided by this Board to the Conference K-12 schools as an example of expulsion procedure guidelines which are acceptable to this Board:

The following procedures will generally be followed in matters involving the expulsion or potential expulsion of students. Deviation from these guidelines should only occur when and to the extent particular circumstances make such deviation reasonably necessary.

1. The student shall immediately be suspended or isolated from classes and/or the school campus, using law enforcement authorities, if necessary. The student's parents (which, in these guidelines, shall include guardians) shall be notified before the student is removed from the campus or, if that is not reasonably possible, as soon thereafter as reasonably possible.
2. The principal (which, in these guidelines, shall include the principal's designee) shall conduct an investigation, including questioning of all parties involved. The principal shall give periodic, reasonable, verbal notification of the status of the investigation to the student and/or the student's parents. If, as a result of the investigation, the principal recommends that the student be expelled, the principal shall prepare a written report regarding the facts of the investigation, any other relevant factors, and the recommendation. The report shall be presented to the school's disciplinary committee with a copy being sent to the Conference Superintendent of Schools.
3. If the principal recommends expulsion, he/she shall provide immediate written notification, personally delivered or sent by certified mail, to the student and his/her parents of the proposed expulsion; the reason(s) therefor; the date, time and place of the scheduled hearing of the school's disciplinary committee; and the right of the student and the parents to appear and be heard at the hearing, to inspect and obtain copies of all documents to be used at the hearing, to ask questions of persons present at the hearing, to question evidence presented at the hearing, and to present oral and documentary evidence, including witnesses, on the student's behalf. The notice shall be accompanied by a copy of these guidelines and the principal's written report to the disciplinary committee. A copy of the notice shall be sent to the Conference Superintendent of Schools.
4. The school disciplinary committee shall hold a hearing on the principal's recommendation for expulsion at least three (3) working days, but not more than seven (7) working days, after the principal has submitted his/her report and recommendation and provided the student and his/her parents with the notification described in the previous paragraph; provided, however, if the notice is sent by mail, the hearing shall be held at least five (5) working days after mailing. (Scheduling of this hearing should be sufficiently flexible to reasonably accommodate the schedule of the student and his/her parents.)
5. The hearing of the disciplinary committee shall embody the principles set forth in this paragraph.
 - A. The hearing shall be closed to the public, except for the persons presenting evidence to the committee and then only while making such presentations.
 - B. The principal shall present the reasons for the expulsion recommendation to the committee. The student and his/her parents shall have the right to be heard and to ask questions of persons

- present. The school and the student and his/her parents shall have the right to present oral documentary evidence, including witnesses, and to question each other's witnesses and evidence, although the school shall take no responsibility for guaranteeing the presence of any witness. The student and his/her parents shall not be excluded from any portion of the hearing except the deliberations of the committee. Deliberations of the committee shall be in executive session.
- C. The hearing should be collegial and no party shall be allowed to be represented or accompanied in the hearing by an attorney who is not otherwise entitled to be present at the hearing. The hearing need not be conducted in accordance with formal rules of procedure or evidence. Witnesses need not be sworn. No verbatim transcript or other recording of the hearing shall be made.
 - D. The committee shall consider all evidence relevant to the charges adduced at the hearing and of the kind upon which reasonable persons are accustomed to rely in the conduct of everyday affairs. The committee's decision shall be based upon relevant, substantial evidence (that is, reasonable and credible evidence of solid value).
6. The decision of the disciplinary committee shall be in writing and shall be personally delivered or sent by certified mail to the student and his/her parents within five (5) working days from the conclusion of the hearing. A copy of the decision shall be provided to the Conference Superintendent of Education. If the decision is not in favor of expulsion, the decision shall notify the student and his/her parents of when the student may return to school. If the decision is in favor of expulsion, this shall be in the form of a recommendation to the school board. A decision recommending expulsion shall contain the reasons for the decision (including a summary of all of the evidence on which the committee relied) although the committee need not adopt formal findings of fact. A decision recommending expulsion shall further notify the student and his/her parents of the date, time and place of the scheduled hearing of the school board and the right of the student and his/her parents to appear and be heard at that hearing. A copy of the decision shall be sent to the Conference Superintendent of Education.
 7. The hearing of the school board shall be at least one (1) working day after the disciplinary committee decision recommending expulsion has been provided to the student and his/her parents; provided, however, if the decision is sent by mail, the hearing shall be held at least three (3) working days after mailing. (Scheduling should be sufficiently flexible to reasonably accommodate the schedule of the student and his/her parents).
 8. The hearing of the school board shall embody the principles set forth in this paragraph.
 - A. The hearing shall be closed to the public.
 - B. The student and his/her parents shall have the right to be heard at the board hearing. The student and his/her parents shall not be excluded from any part of the hearing except the deliberations of the board. Deliberations of the board shall be in executive session.
 - C. The hearing should be collegial and no party shall be allowed to be represented or accompanied in the hearing by an attorney who is not otherwise entitled to be present at the hearing. The hearing before the school board shall not be an evidentiary hearing. The board shall review the recommendation, reasons therefor, and evidentiary summary submitted by the disciplinary committee. The board shall also review the procedural history of the matter. The board may order the disciplinary committee to conduct a supplementary hearing if it feels such supplementary hearing would be helpful and appropriate.
 - D. A decision to expel the student shall be based upon findings
 1. That the school either substantially complied with these guidelines and its disciplinary policy as to the student and matter under consideration or that any substantial deviation from these guidelines was reasonably necessary under the circumstances, and

2. That the recommendation of the disciplinary committee was based upon substantial evidence (that is, reasonable and credible evidence of solid value), relevant to the charges adduced at the disciplinary committee hearing, and of the kind upon which reasonable persons are accustomed to rely in the conduct of everyday affairs.
9. The decision of the school board shall be in writing and shall be personally delivered or sent by certified mail to the student and his/her parents within five (5) working days from the conclusion of the school board hearing. If the decision is not in favor of expulsion, the decision shall notify the student and his/her parents of when the student may return to school. A copy of the decision shall be sent to the Conference Superintendent of Education. The decision of the school board shall be a final decision except insofar as the Seventh-day Adventist denomination may from time to time provide for applicable appeals or dispute resolution processes.

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STUDENT ACCELERATION/RETENTION [89-6]

1. Acceleration Appropriate academic placement of the learner is a fundamental principle of education. When considering advance placement for a student, the following policy should be implemented.
 - On a standard achievement test battery, a student is expected to have a composite score which places him/her at the 90th percentile or above.
 - The student must demonstrate to the school staff and to the parents satisfactory evidence of academic, emotional and social readiness for advanced placement.
 - Prior written request for advancement of the student (i.e. two years in one, or three years in two) must be submitted to and approved by the Conference Office of Education **BEFORE** a student is permitted to begin work on advanced placement. The application must include the written consent of the parents. A copy of the ITBS Student Profile Sheet must also accompany the application.
 - The end of the second week of November is the deadline for submitting acceleration requests to the Conference Office.
2. Retention Consideration to retain a student at given level must involve counseling with the student and the parents so that a decision regarding placement is reached cooperatively. A decision to retain the student must have:
 - Written parental approval not later than April 1
 - Completion of the Light's Retention Scale to be submitted along with the request form
 - Written approval from the Conference Office of Education

No student is to be retained for more than one year during the elementary school years. PUEC C15-120.

The end of the fourth week of April is the deadline for submitting retention requests to the Conference Office of Education.

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ACHIEVEMENT TESTING PROGRAM - GUIDELINES

Fall Testing (Required)

Testing is to be conducted on all students in grades 3 through 12.

Grades 3 through 8 are to be tested with the Iowa Test of Basic Skills (ITBS), Form A; grades 9 through 12 use the Test of Achievement and Proficiency (TAP), Form A.

Testing date for all conference schools is the third week of September.

Completed test answer sheets are to arrive at the conference office on the Monday following the close of testing week for processing and machine scoring.

Spring Testing (optional)

If a school chooses to do testing in the spring, all costs will be paid by the school and all tests will be hand-scored by the school or can be submitted to Riverside Publishing for scoring at the school's expense. The Conference Office of Education is not part of the spring testing process other than assisting with supplying testing materials.
