



# EDUCATION

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Seventh-day Adventist Church  
MICHIGAN CONFERENCE

## **A Handbook of Educational Policies** **A Guide for Michigan Adventist Schools**

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# SECTION A

## THE FOCUS

### PURPOSE

The purpose of this policy handbook is to describe policies and procedures relating to employment in the Michigan Conference. Obviously, all details of these policies cannot be included. **If questions arise that are not answered here, you are asked to discuss them with the superintendent of education and/or one of the conference officers.** Although it is our desire to keep employees informed of policy changes, the information contained in this book may at times be subject to change by the Conference Board of Education and/or the Conference Executive Committee without advance notification.

### DOCUMENTS REFERRED TO IN THIS POLICY

- *NAD Certification Requirements K-12*
- *Guidelines and Suggestions for the Use of Teacher Aides (LUC)*
- *Lake Union Code Book (Under Revision)*
- *Lake Union Employee Handbook (Under Revision)*
- *Lake Union Junior Academy Policy Manual*
- *Lake Union School Board Manual*
- *Retirement Plan Booklet*
- *NAD/LUC Curriculum Guides*
- *SDA Church Manual*
- *Employee Long-Term Disability Policy*

### MISSION STATEMENT

The mission of Seventh-day Adventist Schools is to provide a quality education in a setting where students are encouraged to accept Christ as their Savior, allow the Holy Spirit to transform their lives, and show God's love to the world.

### PHILOSOPHY

The Michigan Conference of Seventh-day Adventists operates a system of elementary and secondary schools which began in 1872. Its unique philosophy of Adventist education is based on the Scriptures and the inspired writings of Ellen G. White.

Seventh-day Adventists believe that knowledge of God can never be derived by human reason alone, but that God has communicated His nature, purposes, and plan through divine revelation. The Holy Scriptures of the Old and New Testaments, which were given by inspiration of God, contain His will for mankind and constitute the only unerring rule of faith and practice. The church also accepts the gift of

prophecy as manifested through the life and ministry of Ellen G. White as a special revelation from God to guide those who await His Second Coming.

The Seventh-day Adventist Church recognizes that God, the Creator and Sustainer of the universe, is the source of knowledge and wisdom. God created a perfect man and woman in His own image. But because of sin, they lost their original state.

**The goal of education is to restore in men and women the image of their Maker and prepare them for this life and the life hereafter.**

The world church operates its own school system, elementary through university, to ensure that its youth may receive a balanced physical, mental, spiritual, social, and practical education in harmony with denominational standards and ideals. In addition to raising their children to be patriotic and law-abiding citizens, the denomination also strives to transmit to its children Seventh-day Adventist ideals, beliefs, attitudes, values, habits, and customs, so that the church may continue to exist. In this process the biblical principle of social transmission is recognized: "Tell it to your children, and let your children tell their children, and their children to the next generation." (Joel 1:3, NIV)

### EDUCATIONAL OBJECTIVES

The Seventh-day Adventist Church desires to provide a Adventist education for all its youth. The SDA school will offer an organized program to ensure spiritual, physical, mental, and social growth. Our schools will offer a basic core of skills and a knowledge of everyday living. Based on these principles the following objectives have been designed:

#### Spiritual Objectives:

- To present Jesus Christ as a personal Savior whom youth can know and relate to on a personal basis.
- To assist students in obtaining a good understanding of the Scriptures as the basis for faith and to understand the Spirit of Prophecy as God's special message to His remnant church.
- To lead students to adopt the philosophy and standards of Seventh-day Adventists as their mode of life.
- To develop a sense of loyalty to and vigor for the mission of Christ to carry the gospel to all the world.

#### Service Objectives:

- To build a connection between a personal relationship with Jesus and serving others.

- To allow students to experience the joy of being involved in service.
- To help students learn how to relate to other people.
- To give students opportunities to be actively involved in their church and community.
- To involve students in a variety of service and witnessing activities appropriate to their age, spiritual experience, and skill development level.
- To encourage students to make service a lifelong commitment.

#### **Intellectual Objectives:**

- To provide students with understanding of the religious, historical, political, social, scientific, aesthetic, and economic forces that shape contemporary life.
- To aid students in developing an intellectual excellence in ability to think and act effectively.
- To encourage mastery in educational efforts, both in the gathering of knowledge and in the use of the tools of learning.
- To develop a mental discipline that includes faithfulness to all responsibilities and appointments.
- To instill in students the desire to be lifelong learners.

#### **Vocational Objectives:**

- To assist students in choosing and commencing preparation for vocational, technical, or professional occupations that will make them effective, contributing employees or self-supporting workers.
- To enhance respect for the dignity of labor, thus enabling students to develop responsibility toward economic values.
- To teach students to strive for excellence in workmanship in whatever task they are assigned; to develop common sense, creativity, initiative, self-reliance, resourcefulness, and reliability through work experience.

#### **Social Objectives:**

- To develop an appreciation for human relationships based on the values of Christ's teachings, and thus to develop a respect for all people as worthy of respect and friendship.
- To develop a high regard for the institution of the family as God's plan and means to strengthen, preserve, and enrich the church, the community, and the nation.
- To encourage students to practice and uphold wholesome social standards in all their relationships.

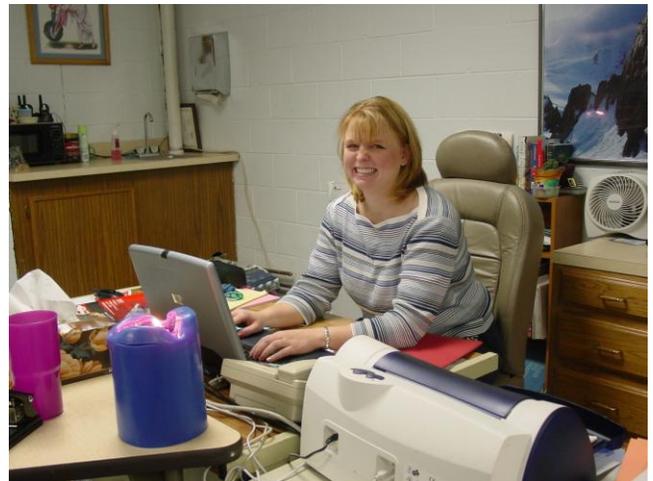
- To develop a sense of civic responsibility to our country as a nation established under God.

#### **Health Objectives:**

- To encourage students to develop both the mind and the body as gifts received from our loving Creator God.
- To encourage students to practice temperance in all the aspects of life.
- To assist students in understanding what true recreation is and how Christians can make choices pleasing to God and to themselves.
- To help students integrate physical fitness and recreation into the lifelong practice of a healthy lifestyle.

#### **Technology Objectives:**

- To integrate computer technology into the core curriculum.
- To assist students in becoming competent in word processing, using the Internet, making multimedia presentations, creating attractive tables, charts, etc.
- To provide a safe supervised environment where students use the Internet as a tool for research and learning.
- To instill in students the ethical responsibilities associated with the use of technology.



#### **THE ADVENTIST TEACHER**

The success of Seventh-day Adventist education is largely determined by the quality of the Adventist teacher. The philosophy, the mission, and the objectives of the church are transmitted to the students, not primarily by books, but largely through the role model of the teacher. Truth is transmitted, not only by what a teacher may say, but also by what he/she does. Therefore, teachers are held to a higher standard in terms of Adventist Christian lifestyle. In Adventist education the teacher, by his or her daily

example, shares the experience of love, acceptance, and freedom which they have found in Jesus Christ. This living, growing experience is the essential foundation for the Adventist teacher. Therefore, to serve as an Adventist teacher is a sacred calling.

It is the responsibility of everyone involved in the educational process to endeavor to make every aspect of the educational experience consistent with the goals of Adventist education. Administrators and teachers need to respect the uniqueness and worth of each individual. Therefore, materials, methods, content, and assessment will be flexibly designed to promote the unique potential of each learner.



## **CREDENTIALS AND LICENSES**

Official credentials and licenses are issued to all authorized Seventh-day Adventist teachers by vote of the Conference Executive Committee. The criteria for each of the credentials and licenses follow:

### **Commissioned Ministry of Teaching Credential:**

- Qualifications for Commissioned Ministry of Teaching License.
- Teachers with lifelong commitment to and significant experience in the Seventh-day Adventist system of education.
- Usually no fewer than six years of exemplary service in the SDA system.
- Demonstrated proficiency in assigned responsibilities.
- Keen sense of Christian responsibility for nurturing and leading souls to Christ.
- Consistently uphold Christ as the focal point of all curriculum and instruction.
- Demonstrate positive interpersonal relationships.
- Contribute toward an environment of social, spiritual, and emotional stability.

- Recommendation by the Michigan Conference Teacher Commissioning Review Committee.

### **Commissioned Ministry of Teaching License:**

- Licensed/certificated teacher.
- No fewer than three years of satisfactory service.
- Express and demonstrate commitment to service in the Seventh-day Adventist system of redemptive education.
- Support the fundamental beliefs of the church.
- Consistent lifestyle with acceptable Adventist Christian behavior.

### **Ministry of Teaching License:**

- Entry level teachers or teachers beginning their work in the Seventh-day Adventist education system.
- Provisionary status for all newly employed teachers.
- Concur with the mission of Seventh-day Adventist education.

## SECTION B

### CHURCH STANDARDS AND LIFESTYLE

#### THE HIGH CALLING OF ADVENTIST TEACHERS

As Christians, we are members of the royal family, children of the Heavenly King. Out of this sacred relationship grows a respect and a reverence that is manifested everyday and everywhere. Therefore, we should say no word, perform no act, that would bring dishonor upon that worthy name by which we are called. In every phase of life we should "study carefully the divine-human character, and constantly inquire, 'What would Jesus do were He in my place?' This should be the measurement of our duty."<sup>1</sup>

Therefore, "in selecting teachers, we should use every precaution, knowing that this is as solemn a matter as the selection of persons for the pastoral ministry."<sup>2</sup>

#### Characteristics and Qualifications of Employment:

The foundation of all characteristics and qualifications is a personal relationship with Jesus Christ. Faculty and staff of Michigan Conference schools (referred to collectively as teachers) are expected to possess certain characteristics and qualifications:

- membership in the Seventh-day Adventist Church in regular standing,
- acceptance of fundamental Bible teachings,
- belief in the Spirit of Prophecy as God's special message to His remnant church,
- unreserved commitment to the church's objectives, and
- support of the organization and leadership of the church in word and practice.

**Church Membership and Involvement:** The teacher must be a member of a constituent church. In institutions where spouses are teaching in different schools, membership should be negotiated with the local school board and the Michigan Conference prior to employment.

It is important for teachers to be actively involved in the life of the church. As conference employees, teachers should actively participate in Sabbath services of their local church, at least three out of four Sabbaths. Each teacher should find ways to become an integral part of the church's life.

<sup>1</sup> *The Ministry of Healing*, p. 491

<sup>2</sup> *Counsels to Parents, Teachers, and Students*, p. 174

Any exceptions to this policy must be approved by the local board and the Michigan Conference prior to employment.

#### Teachers Are Expected to Demonstrate:

- Compliance with all policies of the Seventh-day Adventist Church
- Commitment and faithfulness to Christian service
- A willing, loyal and cooperative spirit
- High professional and ethical standards of integrity and confidentiality
- Compliance with prescribed procedures for resolving conflicts, disputes, complaints, and grievances
- Avoidance of conflicting interests and enterprises in transacting business for or representing the Michigan Conference or the local school
- Adherence to the expectation that all Michigan Conference employees of the church support K-12 Adventist education by enrolling their children in conference schools. Any exceptions need approval of the Michigan Conference Education Committee
- Careful adherence to the standards of the Seventh-day Adventist church which forbids the following:
  - Use of alcoholic beverages and tobacco
  - Illegal possession and/or misuse of drugs
  - Use of profanity, vulgar or crude language
  - Immoral conduct, including, but not limited to: adultery, fornication, homosexuality, or the use of pornography
  - Gambling, lotteries, etc.

**Christian Stewardship:** Adventist teachers are expected to be faithful stewards in matters of money, time, and talents. The standard of the teaching ministry should be maintained on an irreproachable basis by careful management of personal finances and meeting all just obligations on a current basis. Special attention is called to these points:

- Teachers should arrange their personal financial budgets so as to live within their regular income. If this is not possible, consideration should be given to seeking other employment.
- Teachers should refrain from all sidelines of business and give themselves wholly to denominational work.
- Teachers shall not in any way seek personal gifts from constituent members. (If the school

voluntarily gives a Christmas bonus, etc., the amount must be reported to the IRS.)

- When it is necessary for employees to discuss their financial concerns, this should be done with their employing bodies rather than with members of the church.
- Faithful Tithing:
  - The tithe should be paid to the Michigan Conference through the church where the teacher holds membership.
  - Because of the importance of the tithing principle and all that it represents as a basic tenet of the church, it becomes a clear condition of employment for all credentialed/licensed employees.
  - Employee tithing practices are audited annually.
  - If it should be discovered and verified that this requirement is not being satisfied, it becomes a signal of significant spiritual concern. Discussions with the employee shall be of a pastoral concern.
  - If a favorable change has not occurred within a reasonable time, the matter must then be referred to the appropriate administrative body for resolution. If efforts at this level prove to be unsuccessful, the employee has thereby disqualified himself or herself for continuing denominational employment.
  - The chief executive officer or his designee shall be responsible for implementing this policy.

**Personal Relationships:** Employees must keep all personal relationships within the principles and guidelines of the Seventh-day Adventist Church. (See *SDA Church Manual*, Chapter 13, "Standards of Christian Living.")

**Marriage:** As role models, teachers who choose to marry are expected to marry a member of the Seventh-day Adventist Church and maintain residence with his/her spouse near the teacher's assigned location.

**Adventist Values and Family Lifestyle:** Each teacher as well as his or her family are encouraged to faithfully model the values and lifestyle of the Seventh-day Adventist Church.



**Divorce and Remarriage:** Modeling a Christian home is an essential part of the teacher's ministry. A married person should, with love and loyalty, work to make the marriage a happy one. Divorce and remarriage, except on biblical grounds, is adultery. Courtship between individuals, one of whom has been divorced without biblical grounds, is not acceptable. Divorce under any circumstance will be reviewed by the Office of Education and may affect the teacher's assignment/employment status with the Michigan Conference.

**Sexual Impurity:** The Adventist teacher understands that the body is God's temple and that the gift of sexuality must be used only within the bonds of marriage. Acts of sexual impurity such as premarital sex, extramarital infidelity, homo-sexuality, lesbianism, incest, etc. are forbidden by God's Word and will result in immediate dismissal and possible revocation of denominational credentials and teacher certification.

**Dress, Jewelry, and Cosmetics:** As a spiritual leader and role model in the school, each teacher should reflect modesty and simplicity.

- For all teachers, the wearing of professional-looking clothing is required. Jeans, undershirts, casual tee shirts, athletic wear, and other nonprofessional attire are not considered appropriate for the classroom.
- Teachers should dress modestly. Tight fitting clothing, low necklines, exposed midriffs, and short hem lines are inappropriate. Note: Remember the affect of movement on your attire.
- Good personal hygiene and grooming are essential.
- Cosmetics should give a natural appearance.
- Jewelry should not be worn. Although the wearing of a plain wedding band without stones is left up to the individual conscience of church members, the Michigan Conference

requests that its employees do not wear a wedding band for the following reasons:

- While some view the wedding band as functional, others see it as jewelry.
- Parents and children often do not make a distinction between the function and adornment principle.
- The apostle Paul calls on us to “Be careful, however, that the exercise of your freedom does not become a stumbling block.” (1 Cor. 8:9, NIV)



**Recreation/Entertainment:** Recreation/entertainment should be good, whole-some, and uplifting. Most worldly entertainment is a threat to the Christian's relationship with Jesus. Television, videos, movies, literature, as well as inappropriate web sites that graphically portray and glamorize the sins and crimes of humanity (murder, adultery, robbery, and other evils) are in no small way responsible for the present breakdown in society. If we are not discriminating and decisive, we can be led to forget God and lose sight of eternal interests. “We earnestly warn against the subtle and sinister influence of the moving-picture theater, which is no place for the Christian.” (*SDA Church Manual*, p. 169) Philipians 4:8 should be the guiding principle: “Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable -- if anything is excellent or praiseworthy -- think about such things.” (NIV)

**Disciplinary Action:** Teachers are role models and provide a ministry. Therefore, some of their actions that may have been tolerated by the church prior to their becoming teachers in the Michigan Conference will not be acceptable during the course of employment with the Michigan Conference.

In areas involving church membership the conference is not dependent upon local church disciplinary action when disciplining a conference employee.

# SECTION C

## JOB DESCRIPTION

### TEACHER/PRINCIPAL

**GENERAL STATEMENT OF DUTIES:** The teacher prepares and provides appropriate Adventist education for the students assigned to him/her, and participates in student supervision and extracurricular activities as commonly expected of teachers and/or assigned by the principal, school board or Office of Education. There is a general expectation of the teacher to be an exemplary role model and to work in a harmonious manner with other staff members of the school, the board, constituents, and the Office of Education. It is necessary for the teacher to keep himself/herself professionally up-to-date and to hold current denominational and state credentials.

**TEACHER SUPERVISION:** The teacher works under the general supervision of the principal and the superintendent of schools, or associates.

**STUDENT SUPERVISION:** Student health and safety is essential. Careful plans must be made and implemented for adequate supervision at all times. Students must be under supervision from the time teachers receive them at school until the time they are released to parents. The basic rule is that children must be within sight of the teacher or have been given permission to be out of the teacher's presence for a specific and prudent purpose.

**TYPICAL WORKING CONDITIONS:** The teacher is subject to working in a generally well-lighted and ventilated classroom environment approximately 85% of the time while the remainder of the time is spent teaching or supervising students outside or in the gymnasium.

**TYPICAL PHYSICAL DEMANDS:** The job requires a full range of body motion including sitting, standing, walking, bending, stooping, twisting, lifting weights up to 25 pounds and reaching cupboards, bulletin and chalk boards. The job also requires adequate hearing and vision.

**TYPICAL MENTAL/EMOTIONAL DEMANDS:** The teacher must be able to work in a fast paced environment; to perform duties under pressure; to meet deadlines in a timely manner; to take directions from supervisors; to exercise a high degree of problem solving skills; and to interact with students,

parents, staff members, school board members and the general public in a professional and pleasant manner.

**TYPES OF TOOLS, VEHICLES, EQUIPMENT, MACHINERY, AND MATERIALS USED:** The teacher must be able to operate at a reasonable level of competency, equipment common to the teaching profession such as a computer, copy machine, paper cutter, VCR/DVD player, television monitor, overhead projector, telephone, scanners, digital cameras, digital video cameras, and tools such as brooms, dust pans and mops, etc.

**ESSENTIAL DUTIES:** The essential functions have been determined as of the effective date of this job description. They may be supplemented as changes in the job position occur over time.

# SECTION D

## EMPLOYEE EXPECTATIONS

An integral part of employment is the ability to meet the following expectations. The appraisal of these expectations will typically be made through the principal and/or the Conference Office of Education. The expectations include, but are not limited to the following:

### CLASSROOM ORGANIZATION AND MANAGEMENT

#### Demonstrates effective planning skills

- Consults available NAD/LUC Curriculum Guides, course outlines, and teachers' editions
- Does long-range yearly planning
- Develops weekly lesson plans
- Selects a variety of teaching methods and procedures
- Plans a variety of activities to assure successful learning
- Utilizes effective evaluation procedures
- Utilizes a variety of assessments that reflect course content, such as rubrics, projects, portfolios, quizzes and tests, reports, presentations, self-assessment, student-led conferences, etc.

#### Implements the lesson plan

- Reviews previous learning
- States intended learning
- Provides instruction with modeling
- Uses guided practice before assigning independent practice
- Checks for understanding
- Reteaches if necessary

#### Motivates students

- Communicates high expectations
- Responds positively to students and their feedback
- Stimulates creative thinking and a love for learning
- Encourages active participation by all students
- Encourages the students to develop a personal relationship with Jesus
- Inspires students to participate in the mission of the Seventh-day Adventist Church

#### Endeavors to preserve the dignity of every student

- Endeavors to speak to students privately regarding issues that may cause

embarrassment to students in front of their peers

- Respects the privacy of students as they relate to grades, test results, or other sensitive information
- Preserves student dignity by abstaining from consequences that are demeaning or belittling to the student

#### Communicates effectively with students

- Uses a variety of verbal and nonverbal techniques
- Gives clear, explicit directions
- Utilizes students' ideas
- Listens to students

#### Evaluates student work effectively

- Provides immediate feedback
- Gives written comments as appropriate
- Returns assignments and tests quickly
- Makes opportunities for one-to-one student-teacher conferences

#### Reports grades/progress to students and parents

- Generates a weekly, up-to-date computer grade report
- Issues mid-term progress reports
- Issues a quarterly report card within 10 days of the close of the grading period
- Schedules and conducts formal parent-teacher (student) conferences at the end of the 1<sup>st</sup> and 2<sup>nd</sup> marking period with additional conferences as needed

#### Uses knowledge of individual students in designing educational experiences

- Paces learning according to students' needs
- Provides extra help and enrichment activities
- Selects activities that are appropriate to the ability and interest of students
- Endeavors to teach to the various learning styles of students
- Makes appropriate accommodations for students with learning differences

#### Makes maximum use of students' time-on-task

- Begins class promptly and minimizes transition time
- Provides meaningful activities for students not actively engaged in actual instruction

#### Uses available technology to enhance the curriculum

- Uses computers weekly to enhance the core curriculum by using available software programs, websites, electronic presentations, etc.

- Assists students in becoming competent in word processing, making multimedia presentations, creating attractive tables, charts, etc.
- Provides a safe, supervised environment where students use the Internet for research and learning
- Models the ethical use of the computer, software and the Internet
- Uses email to communicate with the Michigan Conference office
- Makes use of digital cameras, scanners, faxes, DVD players, CD burners, etc.



### **Manages the classroom and its routines effectively**

- Demonstrates evidence of personal organization
- Organizes the classroom so that individual, small, and large group instruction can be provided as necessary
- Provides a safe and orderly environment
- Maintains an attractive classroom that is Christ-centered
- Creates colorful and current bulletin boards
- Maintains accurate student records
  - Grades
  - Attendance records/daily register
  - Cumulative folders
  - ITBS records

### **Demonstrates ability to monitor student behavior.**

- Establishes and clearly communicates expected student behavior
- Deals with inappropriate behavior in a fair and consistent manner
- Promotes students' self-discipline and responsibility
- Creates an atmosphere in which students demonstrate respect, caring, and acceptance for one another

### **Ensures student health and safety**

- Plans for and implements adequate student supervision at all times
- Supervises from the time teachers receive them at school until the time they are released to parents
- Understands the basic rule that children must be within sight of the teacher or have been given permission to be out of the teacher's presence for a specific and prudent purpose

## **INTERPERSONAL RELATIONSHIPS**

### **Demonstrates effective interpersonal relationships with school personnel**

- Shares ideas, materials, and methods with other teachers
- Communicates well with other teachers and the principal
- Supports and participates in school sponsored activities, such as:
  - Home and School functions
  - School programs
- Works cooperatively with staff toward resolution of mutual concerns

**Note:** It is both professional and denominational standard that if teachers have concerns about the competency or support of fellow teachers or administrators that these concerns be dealt with by going to the person individually, in Christian kindness. If the problem is not resolved, go to an immediate supervisor. An immediate supervisor would either be the building principal or one of the conference superintendents. It is against professional protocol to contact board members, other teachers, or constituent members, either individually or collectively, regarding teacher-to-teacher relationships.

### **Interacts positively with students, individually and in groups**

- Makes an effort to know each student as an individual
- Provides recognition for constructive behavior
- Provides opportunity for each student to be successful
- Communicates with students sympathetically, honestly, and with understanding
- Gives positive reinforcement appropriate to task completed or behavior desired
- Uses praise that is immediate, appropriate and specific

### **Demonstrates effective personal relationships with parents**

- Communicates regularly with parents in all matters relating to the student

- Works cooperatively with parents in the interests of the student
- Establishes a relationship that encourages open communication between parent and teacher
  - Listens in a nondefensive manner.
  - Respects a different point of view.
  - Treats parents with respect.
  - Uses tact.
- Is available for conferences
- Recognizes and values the ultimate role of the parent in raising and educating the child

### **Communicates a positive image of the school and SDA education to the community**

- Attends the local Sabbath School and church on a regular basis (See p. 5)
- Seeks ways to positively interact with constituents
- Makes a conscious effort to positively promote the school to church members and the community. Possible methods include:
  - Newsletters
  - Announcements in church
  - Student programs
  - Feature articles in newspapers
  - Open Houses
  - Publication of a yearbook
  - Radio announcements
  - Students participating in church activities
  - Bible Labs

## **PROFESSIONAL RESPONSIBILITIES**

### **Demonstrates responsibility to the Seventh-day Adventist Church**

- Demonstrates loyalty to the Seventh-day Adventist Church
- Models and encourages Seventh-day Adventist lifestyle
- Participates in the local church program
- Selects learning activities that reflect Seventh-day Adventist philosophy and objectives
- Demonstrates support for the teachings of the Bible as taught by the Seventh-day Adventist Church and for the teachings of the Spirit of Prophecy

### **Maintains professional competence**

- Displays a thorough knowledge of curriculum and subject matter
- Strives for excellence in teaching
- Participates in in-service education activities
- Maintains denominational and state certification
- Uses current teaching methods and strategies

### **Demonstrates employee responsibility**

- Completes duties accurately
- Completes duties promptly
- Demonstrates dependability and punctuality
- Arrives at school at least 30 minutes prior to the start of school and remains at least 30 minutes after the close of school

### **Supports school regulations and policies**

- Selects appropriate channels for resolving concerns/problems (See p. 45)
- Reflects professionalism in dress (See p. 5)
- Participates in the active supervision of students (See p. 8, 10)
- Assumes necessary noninstructional responsibilities
- Appropriately uses school equipment and resources such as school telephone, computer, etc.



### **PRINCIPAL**

In larger schools with four or more teachers the principal is the chief administrator functioning within the structure of the Office of Education.

### **TEACHING PRINCIPAL**

In smaller schools with one to three teachers, the teacher who has the administrative responsibilities is usually designated as teaching principal functioning within the structure of the Conference Office of Education. Unless requested to do so by the Office of Education, this individual is not responsible for supervision of instruction.

### **DUTIES AND PRACTICES**

The school principal should confer with the Office of Education prior to school board consideration of change or addition to the curriculum, or other major aspects of the school program.

A principal's responsibilities and functions include but are not limited to the following: **(NOTE: The items identified by an asterisk generally pertain only to principals of four or more teacher schools.)**

- Serves as executive secretary of the school board (The board may appoint a recording secretary.)
- Implements the administrative policies of the Union and Conference Board of Education, as well as local administrative and operational policies of the school
- Accepts the responsibility for spiritual leadership of the school
- Encourages school board members to be actively involved in the programs of the school
- Accepts responsibility for the organization of the school program, including:
  - Implementation of the requirements of the annual school calendar and daily schedule, permitting no variations without authorization from the Conference Office of Education
  - Planning for weekly, biweekly, or monthly faculty meetings
- Operates the school on a sound financial basis within the approved budget
- Prepares and submits reports as required in an accurate and timely manner. This also includes the responsibility to monitor teacher compliance in submitting their reports.
- Inspects and ensures the maintenance of building, grounds, and equipment for operating efficiency and provides for safety of operation throughout the school plant, including such practices as regular fire and disaster drills (See p. 52)
- Assumes responsibility for developing and maintaining an adequate record-keeping system, which includes:
  - Student scholastic, health, insurance, and attendance records
  - Minutes of faculty meetings and faculty committees
  - Minutes of the school board and subcommittee meetings
  - Asbestos and Michigan Right to Know materials
  - School inventory of supplies, equipment, books, testing materials, etc.
  - Record of disaster and monthly fire drills
  - Record of incident reports
- Forwards copies of board minutes, monthly financial statements, and scholastic and statistical reports as requested by the Conference, Union, and General Conference
- Fosters and develops positive staff relationships
- Promotes the professional growth of educational personnel
- Develops and maintains positive community relations. He/she is to articulate and communicate to the school board and to the constituency the educational plans and programs of the school.
- Assists the school board in the recruitment of students
- Works closely with the school board and the Office of Education in coordinating, planning, and implementing the periodic school evaluations
- Communicates classroom and school-operation concerns regularly with the chairperson
- Serves as an advocate for the well-being of students

**The duties and practices of the principal of a larger school (four or more teachers) will include the following:**

- \*Supervises the instructional program of the school by such activities as:
  - Visits classrooms **Note:** Principal observations should be made at least once a year for all teachers. Substitute teachers hired to enable a principal to make these visits will be paid 1/2 by the local school and 1/2 by the conference.
  - Provides an annual report of the teachers' performance. When this occurs, a representative from the Office of Education must be present according to policy. (See Page 18)
  - Organizes personal conferences with each teacher
  - Encourages group study for curriculum needs and implementation
  - Assists in classroom management
  - Guides in the development of course objectives and lesson plans
  - Distributes the various school responsibilities and duties in consultation with the faculty
- \*May serve as chairperson for each of the following, as needed:
  - Administrative Council
  - Admissions Committee
  - Discipline Committee
  - Curriculum Committee
  - Personnel Committee
  - Marketing Committee

## SECTION D

### TEACHER SUPERVISION/ EVALUATION PROGRAM

A program of supervision/professional improvement may include formal, informal and collaborative evaluations; mentoring or peer coaching; attendance at workshops or summer school; and the assigning of special projects. The primary objective of the evaluation is to assist the teacher to grow professionally in his or her work. Teachers of larger schools may be evaluated by their principals in cooperation with the Office of Education. Selection of the professional improvement activities is determined by a teacher's professional need.

Principals of junior academies and larger elementary schools will be periodically evaluated as an administrator by the Office of Education.

#### THE STEPS IN FORMAL SUPERVISION ARE:

- Visit by the supervisor to the classroom.
- Post-supervision conference between supervisor and teacher.
- Recognition of good instructional practices.
- Recommendations for growth and improvement.
- Completion of the observation form, which is signed by both supervisor and teacher with a copy going to the files of the Office of Education.
- If necessary, a written plan for improvement.
  - Follow-up visit by supervisor.
  - Conference between supervisor and teacher for an evaluation of the work completed on the objectives.

**INFORMAL SUPERVISION** is a brief visit which may be announced or unannounced. It will usually have some dialogue between teacher and supervisor and may include a written report.

#### CLOSE SUPERVISION

Professional teachers perform exceptional work and demonstrate expertise in the classroom. From time to time, however, personal stress, unwillingness or inability to incorporate new teaching strategies, disinterest in professional growth, or some combination of factors may result in a digression from the professional pinnacle. Should this occur, the Conference Office of Education may elect to enter into a close supervision period with the teacher. In larger

schools the conference may involve the principal in this process.

The Close Supervision Period will involve the following process:

- Notification with supportive rationale shall be provided to the teacher by the superintendent.
- The first formal conference and all succeeding meetings will be documented. In the consultations the teacher and the administrator will develop, in collaboration, strategies to remediate the areas of concern. The teacher may include a response to the process if desired.
- The close supervision period shall not be greater than one continuous school year, and may span into the next school year if it is begun during the second semester.
- If, at the end of the close supervision period, concern still exists, the teacher may be placed on probationary status. If at any time within the time frame outlined the teacher exhibits satisfactory progress in eliminating the areas of concern, he/she may be returned to their original employment status.
- The close supervision process is intended to be an intermediate step used by the employing organization to help a teacher develop an established pattern of competency. It is to be used at the discretion of the Office of Education. Employees may be placed on probationary status directly at the discretion of the Board of Education.

#### COLLABORATIVE SUPERVISION

Master teachers who have demonstrated a high level of competency and skill in the classroom may be selected for collaborative supervision. This will involve the teacher and supervisor agreeing on a plan for professional growth to be carried out over a selected period of time. Examples include developing new units, implementing new teaching strategies, working on special projects, etc.

#### MENTORING

Beginning teachers and others as selected by the Office of Education will be assigned a mentor to assist them. The mentor will be an experienced educator who is currently teaching in the Michigan Conference. The mentoring program is a support program to help new teachers become more effective educators.



# MICHIGAN CONFERENCE OF SEVENTH-DAY ADVENTISTS

## Teacher Observation Form

Teacher \_\_\_\_\_

School \_\_\_\_\_

Observer \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_ Formal

\_\_\_\_\_ Informal

4 - Exceeds Expectations

3 - Meets Expectations

2 - Area for Growth

1 - Does Not Meet Expectations

0 - Not Observed

### A. Professional Performance

1. Uses effective speech and voice tone quality.
2. Dresses in a professional manner.
3. Presents an appearance of poise and stability.
4. Expresses spiritual values in word and deed.
5. Demonstrates awareness to new trends in education.
6. Other - Worship by students

	4	3	2	1	0

### B. Classroom Environment

1. Maintains a neat, clean classroom.
2. Gives evidence of a Christ-centered classroom.
3. Displays classroom schedule.
4. Provides colorful, current bulletin boards.
5. Provides a variety of enriching materials and displays.
6. Displays current student work.
7. Other \_\_\_\_\_


### C. Classroom Management

1. Provides for an instructional setting that is free from distractions.
2. Establishes and maintains control over the classroom.
3. Enforces well-known, explicit, and necessary rules in a fair and impartial way.
4. Reinforces appropriate behavior.
5. Addresses inappropriate student behavior.
6. Supervises students in a responsible manner.
7. Other \_\_\_\_\_




**MICHIGAN CONFERENCE OFFICE OF EDUCATION  
TEACHER SUPERVISION K-10  
FORMAL EVALUATION**

**TEACHER:**

**SCHOOL:**

**SUPERVISOR:**

**DATE:**

**CLASS:**

**COMMENDATIONS:** The following effective teaching methods were observed.

- 1.
- 2.
- 3.
- 4.
- 5.

**RECOMMENDATIONS:** The following are observed teaching methods which may be considered for adjustment.

- 1.
- 2.
- 3.
- 4.
- 5.

**TARGET OBJECTIVES FOR FUTURE INSTRUCTIONAL IMPROVEMENT** are important for the professionally growing teacher. Following are objectives to be considered.

- 1.
- 2.
- 3.
- 4.
- 5.

---

Supervisor Signature

---

Teacher Signature

Note: Teacher signature simply means that the teacher was present at the supervision conference. It does not indicate agreement with the content of the conference.

**MICHIGAN CONFERENCE OFFICE OF EDUCATION  
TEACHER SUPERVISION K-10  
FORMAL EVALUATION**

**TEACHER:**

**SCHOOL:**

**SUPERVISOR:**

**DATE:**

**CLASS:**

**OBSERVATIONS:**

- 1.
- 2.
- 3.
- 4.
- 5.

**COMMENTS:**

---

Supervisor Signature

---

Teacher Signature

Note: Teacher signature simply means that the teacher was present at the supervision conference. It does not indicate agreement with the content of the conference.

# SECTION E

## EMPLOYMENT OF K-10 CERTIFICATED EDUCATION PERSONNEL

### EMPLOYMENT OPPORTUNITIES

Employment opportunities are nondiscriminatory and are available without regard to race, color, national origin, or gender. Positions will be filled by persons best qualified by their Christian spirit, teaching skills, experience, attitude, and other determinable qualifications.

### AUTHORITY TO EMPLOY

The local Conference Board of Education (hereinafter referred to as "Board of Education") derives its authority from the Conference Executive Committee. To assure the effective and orderly operation of the schools within the conference, the Board of Education delegates selected functions to local school boards.

Although the Board of Education delegates selected functions for the operation of schools to school boards, it cannot divest itself of its inherent legal obligations. It is imperative that there be close cooperation between the school boards and the Board of Education in the operation of schools and in all actions taken regarding school personnel. However, in areas involving employee discipline the conference is not dependent upon local church disciplinary action. When serious teacher performance or employment issues are discussed, a representative from the Office of Education must be present. All school personnel issues are to be discussed in the executive session of the local school board.

### EMPLOYER

The employer for all certificated educational employees is the Board of Education. The employment, assignment, reassignment, transfer, retirement, nonrenewal of contract, dismissal of elementary and junior academy certificated personnel or certain other employment related actions shall be by authority of the Board of Education.

The conference superintendent of schools, in consultation with the local school boards, shall make recommendations to the Board of Education on matters relating to the employment of certificated personnel.

The Board of Education is not the employer of local school employees, even though the conference provides a courtesy payroll service. However, the same personnel standards that apply to employment by the Board of Education also apply to employment by the local school board.

### EDUCATIONAL EMPLOYMENT AGREEMENT

Employment of certified personnel is initiated by the local school board by requesting employment of a specified individual. The Office of Education then provides a form for the individual to use in making an offer of employment. The Office of Education will review and the Board of Education will accept or reject each offer of employment. An employment contract exists only after an offer of employment has been accepted and signed by the superintendent of schools.

Unless otherwise arranged, failure by an individual to submit his/her offer within 30 days of receipt of the employment form indicates that the individual has withdrawn his or her interest in employment.

**The Office of Education will attempt to respond to all offers of employment within 30 days of request.**

Notification by the employer of intent not to accept an offer of employment is to be submitted in writing to the individual by May 1 of the year preceding the contract period.

Unless otherwise specified in the contract, the contract period for a ten-month employee shall begin **approximately** August 10 and end **approximately** June 10. Salary for the ten-month period shall be paid in 12 equal monthly installments.

The contract period for twelve-month employees shall begin July 1 and end June 30. Salary for the twelve-month period shall be paid in 12 equal monthly installments.

All certificated employees should be paid according to the Lake Union Conference pay scale as implemented by the Michigan Conference Executive Committee.

### EMPLOYMENT STATUS

There are four categories of employment for certificated education personnel. Intern status is the basic introductory level for all teachers. Regular employment status may be granted to teachers who successfully complete the intern or transfer status period. Transfer status is given to teachers who transfer to Michigan from another conference while on regular employment status. Probationary status may be voted by the Board of Education when disciplinary

action is necessary thus rescinding regular or transfer status.

## INTERN EMPLOYMENT STATUS

### Definition

Intern status is an employee's status during the period of time in which a certificated full-time employee is to demonstrate professional and moral competency to teach.

### Criteria

Intern status is granted to:

- An employee who has not completed at least three years or more of full-time service in a position that requires a certificate.
- An employee who holds a Conditional Certificate.

### Evaluation

An employee on intern status shall receive a minimum of two written evaluations annually as follows:

- A minimum of one written evaluation per semester based on a minimum of one supervisory visit by the superintendent of schools or a designee.
- An evaluation conference between supervisor and employee based on each written evaluation.
- A copy of each written evaluation shall be given to the employee and the superintendent of schools.

### Employment

- Intern employees are considered for employment on a yearly basis.
- An offer of employment of the intern employee may be declined by the employer at the end of a contract period for any reason or for no reason.
- Upon completing a minimum of three years of satisfactory teaching as determined by professional evaluation, an employee on intern status may be placed on regular status if all eligibility requirements are met.

## TRANSFER STATUS

### Definition

- Transfer status is given to a new employee of the Michigan Conference who has transferred from another conference while on regular status.
- Transfer status will continue for a maximum of one year, at which time the employee shall be placed on regular status, placed on probation, or given a nonrenewal of contract according to policy.

- Granting of regular status is a function of the Board of Education. The recommendation is made by the superintendent of schools in consultation with the local school board.

### Evaluation

- It is the intent that all employees on transfer status shall have two written evaluations per year based on two supervisory visits by the superintendent of schools or designee.
- A copy of each written evaluation shall be given to the employee and the superintendent of schools.



## REGULAR EMPLOYMENT STATUS

### Definition

Regular status is the status granted to an employee who has satisfactorily completed the intern or transfer period.

### Criteria

To be eligible for regular status the following criteria must be met in addition to the other basic conditions of employment:

- Complete a minimum of three years of full-time teaching, two of which must be consecutive.
- Hold a valid denominational Standard or Professional Certificate.
- Give evidence of competent performance as determined by professional evaluation by the Conference Office of Education.
- Be employed full time.

### Granting Regular Status

The granting of regular status is a function of the Board of Education. The recommendation is made by the superintendent of schools in consultation with the local school board.

## Evaluation

The evaluation of an employee on regular status may include the following:

- One or more written evaluations per year based upon one or more supervisory visits by the superintendent of schools or designee.
- A copy of each written evaluation shall be given to the employee and to the superintendent of schools.

## Reappointment of Regular Status Personnel

- An employee on regular status is subject to professional evaluation by the Conference Office of Education, and to annual reappointment by the Board of Education.
- Employees on regular employment status are subject to change of employment status, nonrenewal of contract, and dismissal only in harmony with the procedure outlined on pages 22 and 23.
- The local school board does not annually consider employees on regular employment status. If there are serious concerns regarding their continuing assignment, the local board shall immediately request a representative of the Office of Education to meet with them to address the concerns.

## PROBATIONARY STATUS

### Definition

Probationary status is a status of an employee whose intern, transfer or regular status has been rescinded by action of the Board of Education. The recommendation for probationary status is made by the superintendent of schools after consultation with the local school board. Probationary status may be voted at any time during the contract year. The probationary period will be established by the Board of Education for a reasonable period of time to enable the employee to correct the identified problem area(s). Some actions may preclude probationary status and result in nonrenewal of contract or dismissal.

Reasons for probation include, but are not limited to, one or more of the following:

- Lack of satisfactory professional competency as determined by professional written evaluation.
- Inability to fulfill required responsibilities because of physical, mental, spiritual, or emotional problems.
- Actions which jeopardize pupil welfare or safety.
- Unsatisfactory personal or professional conduct or adverse influence.
- Lack of cooperation with administration or supervisors.

- Failure to comply with conference policies and regulations.
- Failure to renew a lapsed certificate within a designated period of time.

### Plan for Correcting Problem Area(s)

The principal and/or superintendent of schools, with input from the local school board and the employee, shall develop and implement a plan for professional growth or counseling as follows:

- The employee shall receive a copy of the plan for professional improvement and/or corrective actions to be taken and sign an acknowledgment of receipt of the copy.
- The plan shall be implemented immediately after the employee receives the plan for professional improvement and/or corrective actions.
- The principal and/or Office of Education personnel will assume responsibility for regular supervisory assistance in helping the employee to meet the improvements and/or corrections requested.

### The Evaluation Plan

- A minimum of one supervisor-employee conference and written evaluation each semester of the probationary period based on a written evaluation by the principal and/or superintendent of schools or designee.
- Copies of each written evaluation are to be given to the employee and the superintendent of schools and a copy placed in the employee's personnel file.

### Completion of the Probationary Period

All probationary contracts will be evaluated by the Board of Education by its April meeting.

At the completion of the probationary period the employee will be:

- Restored to the employee status immediately preceding probation, or
- Nonrenewal of contract procedures will be implemented pursuant to the policies on page 22.

## ASSIGNMENTS

### Assignments and Transfers Within a Conference

- All assignments and transfers within the conference system are made by the Board of Education upon the recommendation of the superintendent of schools in consultation with the local board and the employee.
- Employees who accept employment in the conference education system are committing themselves to that system and not to any

individual school. Therefore, they are subject to transfer within the conference school system and to other conference systems within the North American Division as a fulfillment of administrative transfer.

- Transfers will be made in harmony with the procedures outlined below.

### **Reassignments Within a School**

- Reassignments within a school will be made by the school administrator and the local school board subject to the approval of the superintendent of schools.
- Employees may be subject to reassignment within a school when it is believed to be in the best interest of the school, provided such a reassignment does not affect the salary of the employee while the contract is in force. The professional qualifications of the employee will be considered.

## **REASSIGNMENTS/TRANSFERS**

### **Authority for Transfers**

Authority for the reassignment of certificated personnel shall be by action of the Board of Education upon recommendation by the superintendent of schools and after consultation with the local school board.

**Note:** The Office of Education will make every effort to interview an employee being reassigned at available positions for which the employee is qualified and where a local school board is willing to interview the employee.

### **Voluntary Transfer/Reassignment**

- A certificated employee may request in writing a reassignment to another school or transfer to another conference any time prior to making a commitment to the current assignment.
- An employee who transfers to a different conference may have a change in status at the discretion of the new employing organization.
- If a position for which the employee is qualified is not available within the conference, the employee is subject to transfer to another conference system within the North American Division.
- At the end of the employment period, if the employee has not been offered a position within the conference or within the North American Division, nonrenewal of contract will result.

## **Administrative Reassignment**

- An administrative reassignment is a change of assignment or position from one school to another within the conference or within the North American Division at the direction of the Board of Education.
- The Board of Education shall have the right to reassign an employee. Reassignments may be within the conference to an available position for which the employee is qualified when in the opinion of the Board of Education it is in the best interest of the students, the staff, the school system, or the employee. If a position for which the employee is qualified is not available within the conference, the employee is subject to transfer to another conference system within the North American Division as a fulfillment of administrative transfer.
- If an employee can no longer be assigned to his existing position and no reassignment or transfer is available, nonrenewal of contract will result. (See p. 22)
- An employee who transfers to a different conference may have a change in status at the discretion of the new employing organization.
- Procedures
  - An administrative reassignment is initiated by the superintendent of schools with input from the local school board.
  - The superintendent of schools notifies the employee of the proposed reassignment.
  - The Board of Education reassigns the employee.
  - The superintendent of schools notifies the employee in writing of the Board of Education action.
- Reconsideration
  - An employee on regular status who is reassigned under the provisions of this section shall have the right to request reconsideration by the Board of Education, whose decision will be final.

## **REHIRING PROCEDURES**

The rehiring procedures consist of the following steps:

- Employee indicates his or her intentions for the following year to the conference by January 15.
- The school board indicates its decision to the conference by January 31.
- Employees on regular status are not considered by the local board for reappointment on a yearly basis. If there are

serious concerns regarding their continuing assignment, the local board shall immediately request a representative of the Office of Education to meet with them to address the concerns.

- For intern or transfer employees, if the employee, school board, and Office of Education agree that the current teacher or principal placement is satisfactory, the superintendent recommends to the Board of Education to approve the placement. However, the local board may recommend to the Board of Education that an employee not be reassigned to their current position.
- The Board of Education will accept or reject the recommendation.
- The school board's request to relocate an employee on regular employment status will be reviewed by the Board of Education, and if the propriety or fairness of the action is in doubt, a delegation of the local school board may be asked to meet with a subcommittee of the Board of Education to explain further the school board's action.
- The Board of Education will accept or reject the recommendation. If the recommendation is accepted, the Administrative Transfer Policy will be invoked.

## **SUSPENSION**

Suspension is the immediate removal of a certificated employee from all duties by the superintendent of schools for the purpose of investigating serious charges, including those that could lead to dismissal. (See definition of terms.) Suspension shall have no effect on the employee's salary. Suspension of a certificated employee may be requested by the conference superintendent of schools, by the local school board, or by the school administrator.

The employee shall be notified in writing of the suspension. The notice shall set forth the reason, the source, and the period of the suspension. Should the suspension period be in excess of thirty (30) days, the employee shall also be advised that written objection to the length of suspension may be submitted, provided such objection is submitted within seven (7) days of receipt of notice of suspension. Should there be such objection, the employee shall have the right to address the Conference Education Committee. Such a meeting shall take place within fifteen (15) days of receipt of the employee's written objection, and shall be limited to the issue of the length of suspension. The decision of that committee shall be final.

The suspension is discontinued when the employee is reinstated to active status, resigns, is dismissed, or is granted a leave of absence.

## **DISCONTINUANCE OF EMPLOYMENT**

**DEFINITION:** Discontinuance of employment shall mean the cessation of employment by resignation, nonrenewal of contract, or dismissal.

## **RESIGNATION**

### **End of Contract Year**

A certificated employee not intending to be employed by the conference for the succeeding year shall indicate such intent in writing to the superintendent of schools as early as possible, but no later than May 1, subject to the provisions on page 18.

### **During the Contract Year**

Resignation during the contract year shall not be valid until accepted by the Board of Education.

The following procedures shall be followed:

- A letter of resignation stating reasons must be submitted to the superintendent of schools.
- The Board of Education shall respond in writing, either accepting or rejecting the resignation.
  - If the resignation is accepted, the employee shall continue for a reasonable time (not to exceed thirty [30] days) to allow the Board of Education to obtain a suitable replacement.
  - If the resignation is not accepted, the employee is expected to fulfill the terms of the contract.

Upon resignation for any reason during the school year, salary is paid through the last day worked. Repayment of prepaid summer salary and unamortized expenses will be required before a contract release is given and the final check is issued.

Failure to resign in conformity with the above-defined procedures violates the employee contract and subjects the employee to loss of their **denominational** certificate for one year. (See p. 24)

## **NONRENEWAL OF CONTRACT**

Nonrenewal of contract will be by action of the Board of Education in consultation with the superintendent of schools for reasons such as, but not limited to:

- Insufficient enrollment or funds to support the teaching position. Efforts will be made by the employing organization to assist the employee in relocation. However, assisting the

employee does not guarantee employment. If these conditions occur after a contract has been signed, see p. 25.

- Inability of the conference either to reassign an employee to his or her existing position or to transfer the employee to another location.
- Failure to correct or overcome a problem area during a probationary period.
- Inability to fulfill required responsibilities because of physical, mental, spiritual, or emotional problems.
- Incompetency as determined by professional evaluation by the Conference Office of Education.
- Actions which jeopardize pupil welfare or safety.
- Lack of cooperation with the Office of Education, conference administration, supervisors, or the local school board.
- Failure to comply with conference policies and regulations.
- Unprofessional language, conduct, or violations of professional ethics.
- Failure to return title or to comply with any other items stated in CHURCH STANDARDS AND LIFESTYLE in Section B of this *Handbook of Education Policies* or *The Seventh-day Adventist Church Manual*. (Copies available upon request.)
- Failure to renew a lapsed certificate within a reasonable period of time.

Nonrenewal of contract proceedings must comply with the policies below.

Notification by the Board of Education of intent not to renew a contract is to be submitted in writing to the employee as soon as possible, but no later than May 1.

Individuals whose employment is discontinued by nonrenewal of contract may qualify for termination pay if they meet eligibility requirements as specified in on page 25.

## **DISMISSAL**

Dismissal is discontinuance of salary and employment at any time by the Board of Education for any reason listed below:

- Personal conduct not in accordance with the principles of the Seventh-day Adventist Church.
- Committing, aiding, advocating, or being convicted of any crime that is a felony or any crime involving moral turpitude, either a misdemeanor or felony.
- Advocating, practicing, or teaching beliefs or philosophy contrary to the tenets, standards,

and doctrines of the Seventh-day Adventist Church.

- The use of alcohol, tobacco, or misuse of any other controlled substances.
- Social and/or moral problems that indicate an unfitness to instruct or associate with children and youth.
- Insubordination -- an intentional violation of, or refusal to cooperate with, Conference Office of Education, conference administration, or policies of the local board.
- Membership in any organization known to be advocating the overthrow of the government by force or subversion.
- Incompetence, unacceptable performance, or inability to maintain a reasonable degree of orderly conduct, thus seriously jeopardizing the students' learning environment, health, and safety.
- Failure to return title or to comply with any other items stated in CHURCH STANDARDS AND LIFESTYLE in Section B of this *Handbook of Education Policies*.
- Actions which jeopardize pupil welfare and safety.
- Failure to correct or overcome a problem area during a probationary period.
- Violation of the Michigan Conference of SDA Safety Policy. (See p. 51)

Dismissal proceeding must comply with procedures as specified below.

An individual whose employment is discontinued by dismissal proceedings may be eligible for termination pay if he/she meets eligibility requirements as specified on page 25 of this document.

## **PROCEDURES FOR CHANGE OF EMPLOYMENT STATUS, NONRENEWAL OF EMPLOYMENT AGREEMENT, OR DISMISSAL**

### **Applicable Situations**

The following procedures apply in case of

- Change of employment status from regular to probationary status.
- Nonrenewal of employment agreement (except for those on intern status).
- Dismissal of certificated personnel.

Hereinafter any of the above cases are referred to as "such action."

### **Procedures**

#### **Local School Level:**

- If any such action is proposed at the local school level, the principal or local school

board chair shall notify the superintendent of schools, and the superintendent or designee must be present when the local school board gives consideration to the matter.

- The employee shall have the right to address the local school board prior to any final recommendation to the Board of Education.

#### **Conference Level:**

- If any such action is proposed at the conference level, the superintendent of schools shall consult with the local school board prior to any further action.
- The employee shall have the right to address the Board of Education prior to any final action.

#### **Final action**

Final action shall be taken by the Board of Education. The employee and a representative from the local school board shall have the right to address the Board of Education prior to any final action. A recommendation from the local school board is not a prerequisite to final action by the Board of Education.

#### **Written Notification**

Written notification of the final action shall be given to the employee by the superintendent of schools or designee.

- In actions involving nonrenewal of employment agreement, notification shall be given to the employee within fifteen (15) days of the final action by the Board of Education.
- In actions involving suspension or dismissal the written notification is to include the effective date and discontinuance of compensation.
- The written notification will also inform the employee of appeal rights.

#### **Appeal Procedure**

If the employee questions the action taken by the Board of Education, the decision may be personally appealed to the Conference Executive Committee by written request within fifteen (15) working days following receipt of the decision. An appeal shall be considered at the next regular or special meeting of the Conference Executive Committee following receipt of the request for appeal. The decision of the Conference Executive Committee is to be communicated in writing to the Board of Education. Within thirty (30) days the Board of Education shall implement the decision of the Conference Executive Committee.

### **SUSPENSION OR REVOCATION OF A TEACHING OR ADMINISTRATOR'S CERTIFICATE**

A teaching or administrator's certificate may be suspended or revoked for any of the following:

- Any cause that is grounds for dismissal.
- Nonconsensual termination of the employment agreement.
- Resignation without payment of debts owed to the employer, including but not limited to the following: advanced salary, unamortized graduate study assistance, unamortized moving, and any loans.

#### **Procedure**

- The superintendent of schools shall notify the employee in writing of the proposed recommendation of suspension or revocation of a certificate including the right to address the Board of Education.
- The superintendent of schools shall submit the recommendation for suspension or revocation of certificate to the Board of Education.
- On Board of Education approval, a formal request with supporting documentation shall be sent to the Lake Union Conference Office of Education.
- The director of education shall give notice to the employee, including the right to address the Lake Union Conference Board of Education.
- The Lake Union Conference Board of Education makes the final decision, including the length of time for suspension or revocation.

The employee may submit a request for reinstatement to the Lake Union Conference Office of Education after 90 days have elapsed since the final decision.

### **SUSPENSION OR REVOCATION OF A TEACHING CREDENTIAL**

A teaching or administrator's credentials may be suspended or revoked for any of the following:

- Any cause that is grounds for dismissal.
- Nonconsensual termination of the employment agreement.
- Resignation without payment of debts owed to the employer, including but not limited to the following: advanced salary, unamortized graduate study assistance, unamortized moving, and any loans.

#### **Procedure**

- The superintendent of schools shall notify the employee in writing of the proposed recommendation of suspension or revocation of credentials including the right to address the Board of Education.

- The superintendent of schools shall submit the recommendation for suspension or revocation of credentials to the Board of Education.
- The Board of Education makes the final decision including length of time for suspension or revocation.

The employee may submit a request for reinstatement to the Board of Education after 90 days have elapsed since the final decision.

### DECLARATION OF REDUCTION IN FORCE

After a contract has been signed, should a situation occur that seriously jeopardizes the financial operation of a local school, the school board, with a representative from the Conference Office of Education present, may by two-thirds vote of the members present at a duly called board meeting, request the Conference Education Committee to recommend to the Board of Education a reduction in the number of conference employees at the school.

Before the above action is taken, the local school board must consult with the church board in requesting additional funds.

The Board of Education must then consider the request at the next regularly scheduled or specially called meeting. In the event the Board of Education approves the request, the Board of Education in consultation with the local board shall determine which teacher will constitute the reduction in force.

In the event a reduction in force is deemed necessary, the affected employee will be notified in writing of the decision of the Board of Education and the effective date of the reduction in force. The employee would receive termination pay if he/she meets eligibility requirements.

If the affected employee disagrees with the decision of the Board of Education, he/she may address the Board of Education at the next regularly scheduled or specially called meeting.

**TERMINATION SETTLEMENT** will be granted to employees pursuant to denominational policy. (NAD Working Policy X 40)

### OBTAINING CERTIFICATION

Teachers entering Michigan Conference employment without State of Michigan or denominational certification or both will be placed at a step on the pay scale appropriate to their educational background and experience. **They must complete a minimum of 6 semester hours (9 quarter credits) each year until they complete certification.**



### CERTIFICATION RECORDS

The Lake Union Conference Office of Education is responsible for the denominational certification records of all K-12 employees and the issuance of all teaching certificates. It is the employee's responsibility to make sure that all transcripts of college credits, degrees, certificates, etc., are forwarded to the Lake Union certification registrar.

**Certification:** Teachers are required to hold valid State of Michigan and denominational teaching certificates for the areas in which they teach. Application and maintenance responsibilities for these certificates lie with the individual teachers.

If the certificate is received by October 31, the teacher will be placed on a higher wage scale level with pay retroactive to July 1. If received after November 1, the pay will be increased the next month after all the paperwork has been received by the conference.

Teachers already employed whose denominational/state certificates lapse will be dropped one step on the salary scale and remain there until they become recertified. Failure to renew a lapsed certificate within a reasonable period of time may result in nonrenewal of contract.

Questions regarding certification or recertification should be addressed to:

**Denominational** - the Lake Union Conference Office of Education. Also consult *Certification Requirements, K-12 for NAD SDA Schools*. Wage scale implementation is determined by the current denominational certificate held.

**State Of Michigan** - Teachers attending (or who have attended) Andrews University or any other Michigan college/university should work through the certification clerk of the school attended. Teachers who are new to Michigan contact the Michigan Department of

Education, Office of Teacher/Administration, Preparation, and Certification in Lansing, Michigan 48909.

## **EMPLOYEE SERVICE RECORDS**

An up-to-date service record is to be maintained for each employee on the approved form. This permanent record is maintained by the Conference Office for K-12 employees. Periodically a copy of the employee's service record will be given to the employee to assure its accuracy.

## **GRIEVANCE POLICY**

### **PURPOSES**

- The purpose of this grievance policy is to promote unity and harmony while reconciling differences that may arise. It outlines a process by which problems may be resolved and a sound employer-employee relationship strengthened.
- Christians should make every effort to avoid tendencies that would divide them and bring dishonor to their cause. Reconciliation of differences should be possible without recourse to civil litigation.
- The emphasis of this policy is placed on candid and open communication between those involved. The process emphasizes the solution of problems at the level closest to their origin and is based on the premise that each party is interested in fair and just solutions to grievances.
- Inasmuch as these are collegial proceedings, at no step of the grievance procedure shall the grievant, the school, or the conference be represented by legal counsel.

### **DEFINITIONS**

**Grievance:** A "grievance" shall be any alleged misinterpretation, inequitable application, or violation of the policies or regulations of the school, Michigan Conference, Lake Union Conference, General Conference, or state and federal laws that apply to private schools. Inasmuch as separate procedures have been provided for actions related to nonrenewal of employment agreement, dismissal, and change of employment status, such actions shall be excluded from the definition of "grievance."

**Grievant:** "Grievant" refers to any employee who has a grievance as defined in the paragraph above.

**Administrator:** "Administrator" refers to the superintendent of schools.

## **GRIEVANCE PROCEDURES**

### **Step One**

An employee with a grievance shall first discuss it with his immediate administrator in an informal conference within fifteen (15) working days of the incident.

### **Step Two**

If the employee is not satisfied with the results of the informal conference, he/she may present the grievance in writing to the administrator within ten (10) working days following the informal conference referred to in Step One.

The written statement should contain a clear, concise statement of the grievance, including the date(s) of the incident(s), the circumstances involved, the decision rendered at the informal conference, and the specific remedy sought.

The administrator shall reply in writing to this formal complaint within ten (10) working days, indicating a decision based on the information regarding the grievance.

### **Step Three**

If the decision contained in the written response from the administrator in Step Two is not satisfactory, the grievant may appeal the decision by requesting, in writing within five (5) working days following receipt of the decision, that the matter be referred to the local school board. A request for appeal is to be honored and is to be considered at the next regular or special meeting of the board, not to exceed thirty (30) days following the request of appeal. The decision voted by the board is to be communicated in writing to the grievant within five (5) working days following the board meeting.

### **Step Four**

If the decision contained in the written response from the board is not satisfactory to the grievant, he/she may appeal the decision in writing to the Board of Education within five (5) working days following receipt of the decision. A request for appeal is to be honored and is to be considered at the next regular or special meeting of the Board of Education following receipt of appeal not to exceed thirty (30) days. The decision voted by the Board of Education is to be communicated in writing to the grievant within five (5) working days following the board meeting.

### **Step Five**

If the decision contained in the written response from the Board of Education is not satisfactory to the grievant, he/she may appeal the decision in writing to the Conference Executive Committee within five (5) working days following receipt of the decision. A request for appeal is to be honored and is to be

considered at the next regular or special meeting of the Conference Executive Committee following receipt of the appeal. The decision voted by the Conference Executive Committee is to be communicated in writing to the Board of Education. The Board of Education shall make final disposition of the case based upon the recommendations of the Conference Executive Committee. Final disposition shall be within thirty (30) days at a regular or specially called meeting of the Board of Education.

## GENERAL PROVISIONS

- The grievant and a representative from those with opposing views shall be given the opportunity to be present at each of the meetings at which an appeal has been lodged. The decision regarding the grievance will be made in executive session.
- Notifications specified in Steps 1 through 5 above will be either hand delivered or sent by certified mail, return receipt requested.
- Extension of time limits may be made by mutual consent. Such agreements should be put in writing, signed by both parties, and a copy filed at the next higher level. However, if the administrator fails to respond within the prescribed time limits (where there has been no mutual extension), the grievance will automatically be processed at the next step. If the grievant fails to appeal within the prescribed time limits when there has been no mutual extension, the grievance will be dropped.
- By mutual written agreement between the administrator and the grievant, one or more steps may be omitted in processing a grievance.
- A grievance may be dropped by the grievant at any time by so designating to the administrator in writing.
- No reprisals shall be taken against any participants in the grievance procedure by reason of such participation.
- In the event that the grievance is initiated close to the end of the school year, every effort will be made to resolve the grievance prior to the end of said year.
- Access shall be made available to records and files of all privileged information necessary to the determination and processing of any grievance.
- All official records and tapes of the grievance procedure shall be stored in the Conference Office of Education. Access to these records by a person or persons other than the parties to the grievance shall be by direct authorization of the Board of Education.

- Agreements, consents, or understanding must be in writing bearing the signature of the grievant and appropriate employing administrator.

## CONCILIATION AND DISPUTE RESOLUTION PROCEDURES

Conciliation, mediation, and arbitration procedures are available from the Michigan Conference for unresolved grievances and disputes.

## DEFINITION OF EMPLOYMENT TERMS

**Assignment:** The act of initially placing an employee.

**Board of Education:** A body of trustees whose duty it is to give general oversight and direction to the educational activities of the conference. The Board of Education is created by the conference to assume responsibility for the operation of the conference school system. Individual members have no authority unless it is delegated to them, power being vested in the board only when it acts as a body. Control is exercised through vote by which school personnel are selected and discharged, and rules, regulations, and policies are established.

**Certificate:** The document granted an applicant for a teaching or administrative position based on transcripts of college credits, degrees, certificates, and testimonials relative to previous experience and character.

**Certificated Personnel:** Persons employed by the Michigan Conference for positions requiring teaching or professional certificates.

**Classified Personnel:** Persons employed by the local school boards for positions not requiring teaching certificates. (Uncertified fine arts/applied arts personnel are considered classified employees.)

**Courtesy Payroll:** A conference payroll service provided to schools with non-conference employees. This is a courtesy to schools that do not have trained financial personnel. The service includes processing the hourly reports, deducting applicable taxes, issuing payroll checks, and issuing the W-2 statement for non-conference employees. The payroll cost is billed by the conference to the school.

**Dismissal:** Cessation of employment during the employment agreement period initiated by the employer for reasons stated on page 23.

**Employing Organization:** The conference or the school that is financially responsible for

compensation, the allowances and benefits granted to education employees.

**Employment Agreement:** An agreement, in writing, entered into by an employee and the employing organization, stating the salary to be paid and the length of the term of the employment agreement, and setting forth the general duties to be performed by the employee.

**Intern:** The status given to an employee who has been granted an initial period of employment to prove his ability and ministry.

**Leave of Absence:** Paid absence from an employee assignment as determined by the Board of Education.

**Local Employee:** All employees hired by the local school board, administration or local church on behalf of the school.

**Local School Board:** A group of persons elected or appointed by constituent church(es) to perform the service of operating the local school.

**Nonrenewal of Employment Agreement:** The decision by the employing organization not to offer a new employment agreement to a certificated employee and thus discontinue the employee's service at the close of the current employment agreement.

**Probationary:** The status of an employee during a trial period to remediate the identified areas of concern.

**Professional Evaluation:** A process of determining employee effectiveness and providing for professional growth.

**Reassignment:** A change in assignment within a school.

**Regular Employment:** Employment status given to an employee who has completed certification requirements and served satisfactorily during the intern period.

**Resignation:** The request by an employee and acceptance by the employer to cease employment.

**Salary:** A set amount of money paid to an employee on a monthly basis as determined by certification and years of experience in harmony with the Michigan Conference salary scale.

**Suspension:** A non-disciplinary, temporary severance of an employee from his position by the Michigan Conference.

**Termination:** Cessation of employment.

**Transfer:** The relocation of an employee from one school to another in a position for which he/she is qualified.

## SECTION F

### EMPLOYMENT POLICIES AND BENEFITS

#### REPORTING TO SCHOOL FOR DUTY

The teacher shall check the current Conference School Calendar for the date to report for his or her duties. The teacher is responsible to the conference and the local school until the post-school date listed on the Conference School Calendar. Exceptions to policy must be made with the conference superintendent of schools.

#### TEACHER SALARY AND PAYMENT

Teachers are typically employed on a ten-month contract which is spread out over twelve equal monthly payments. The pay period extends from July to June with checks being sent before the last day of the month but no earlier than the 20th.

Not included in the salary are moving allowances (see page 34), special approved travel (see page 30), employee health care assistance, tuition assistance for children of employees (see page 31), and area cost of housing allowance (see page 33).

#### TEACHER PAYROLL

Monthly payroll checks are due the last day of the month but will be issued no earlier than the 20th of the month.

The June check is not earned until all paperwork as identified in the **Teacher's Final Report Form** is received by the Office of Education. In the event all required paperwork is not timely received by the Office of Education the amount of the June check may be prorated based on the amount actually earned during the month.

#### PAYROLL ADVANCE

Teachers should arrange their personal financial budgets so as to live within their regular monthly income. Occasionally an emergency may arise when a teacher may request an advance. This request should be made to the superintendent for approval. Repeated requests may be denied. A written payroll repayment schedule must be signed by the employee before the advance is issued.

#### SALARY ADJUSTMENTS

Because teachers receive their first check at the end of July before any work days in the ten-month contract, a salary adjustment will be necessary for any employee who starts teaching after the school year

begins or who ceases teaching before the completion of the employment agreement. The adjustment will be based on the following formula:

The total yearly income is divided by the number of days required in the contract to arrive at the daily rate. The daily rate is multiplied by the actual number of days worked. If the amount paid is greater than the teacher should have earned to date, the teacher would owe the conference. If the amount paid to the teacher is less than they should have earned to that date, the conference would pay the difference. In case the teacher owes the conference, the amount owed will be deducted from the last paycheck.

#### TEACHER COMPENSATION

All Michigan Conference teachers' compensation shall be based on the Lake Union Conference pay scale as implemented by the Michigan Conference Executive Committee. The Michigan Conference recommends that employees hired by the local board also be paid according to the LUC pay scale.

#### YEARLY EMPLOYMENT FOR K-10 PRINCIPALS

The school board of a school with four or more teachers, including the principal, may request of the Conference Board of Education that administrative personnel be hired for 11 or 12 months. The school shall be responsible for all costs that exceed the 10-month plan, including FICA and cost of housing.

#### UNEMPLOYMENT COMPENSATION

Unemployment compensation is not available to any teacher of the Michigan Conference. As a nonprofit, religious organization we are not required, nor do we choose, to participate in an unemployment insurance program. Therefore, if a teacher is unable to be placed or must be terminated for any reason, unemployment compensation is not available to them. Of course, any teacher wishing to take out a personal unemployment policy may do so at his or her own expense.

#### UNAMORTIZED EXPENSES

Expenses for teacher recruitment and moving expenses are amortized over a four-year period. Prior to the completion of the four-year period, unamortized costs will be passed on to the new calling organization. These unamortized expenses may include, but are not limited to, advanced salary, unamortized graduate study assistance, unamortized moving, and any loans.

#### CONTINUING EDUCATION CLASSWORK

All Michigan Conference educators are encouraged to make continuous effort for self-improvement.

However, full-time employees are counseled to carefully consider the impact continuing education class work will have upon their school responsibilities. If the school is negatively impacted due to continuing education class work by the employee, the employee may be asked to enroll in such class work during summers only. These requirements refer to all types of continuing education, including masters and doctoral programs, whether funded by the conference or by the individual. Full-time employees planning to enroll in such class work are asked to inform the superintendent of schools prior to enrollment.



### **OBTAINING CERTIFICATION**

Teachers entering Michigan Conference employment without State of Michigan or denominational certification or both will be placed at a step on the pay scale appropriate to their educational background and experience. **They must complete a minimum of 6 semester hours (9 quarter credits) each year until they complete certification.**

### **MASTERS DEGREE/RENEWAL OF DENOMINATIONAL CERTIFICATION**

Lake Union/Michigan Conference funds will not be granted for degree studies beyond one Masters Degree.

Teachers planning to study for a Masters Degree must first receive authorization from the Michigan Conference Office of Education through the Lake Union Conference summer school application process. Generally, teachers are expected to take their course work from Andrews University.

### **Tuition Reimbursement**

Tuition reimbursement will only be considered where permission has been obtained prior to enrollment.

### **CONVENTIONS AND IN-SERVICE MEETINGS**

Conference in-service meetings and Conference or Union conventions are an integral part of the teaching

program. Attendance is expected by each teacher and principal. Salary will be adjusted for those unable to attend.

### **Travel Allowance for Conference Meetings**

The following allowances shall apply for teachers' meetings or committees called by the Office of Education:

- Mileage allowance: Teachers may claim the published mileage rate for all conference meetings. They are encouraged to carpool where possible. **NOTE:** In order to avoid potential criticism, conference policy dictates that separate vehicles be utilized when travel would place two individuals of the opposite sex (not husband and wife) in the same vehicle. Group travel is recommended.
- Meal allowances on the per diem basis. When only one meal's expense is involved, one half of the daily maximum shall apply. For two or three meals the full daily allowance may be made. There shall be no allowance when the teacher is fully entertained.
- Actual housing expense as required.
- Substitute teacher (100% conference paid).

### **TRIP AUTHORIZATION**

Teachers are required to request permission for all conference reimbursable trips. Authorization for such trips **must be granted in advance** by the superintendent of schools.

### **TB TEST**

All new employees are required to have a TB test or show evidence of a test within the last four years.

### **SUMMER SCHOOL ASSISTANCE**

Lake Union Policy requires that teachers complete one year of service and sign an employment agreement for the next year to be eligible for summer school.

Teachers approved by the Michigan Conference Office of Education to attend a full summer session at Andrews University must work toward a Masters Program, state or denominational certification.

Expenses will be shared in the following manner:

- Tuition expenses paid by the Lake Union Conference.
- Cost of dormitory room while in attendance paid by the Michigan Conference.
- One round-trip mileage reimbursement from the teacher's home paid by the conference.
- Food and books will be supplied by the teacher.

**NOTE:** Teachers attending Andrews University and commuting to classes may request mileage

reimbursement up to the cost of housing as specified above.

Teachers are expected to attend Andrews University. However, under extenuating circumstances\* they may request, in writing through the Lake Union Conference application and planned program process, approval to attend summer school at a local university for the purpose of completing class work toward a Masters Program or certification. The following benefits apply:

- Tuition Reimbursement. Once the class is completed and the transcript of the successfully completed course is on file at the LUC, tuition reimbursement will follow.
- Reimbursement for travel expenses shall not exceed the maximum rate established for dormitory rent by the Lake Union Conference.
- One round-trip mileage reimbursement from teacher's home.
- Food and books will be supplied by the teacher.

\*Extenuating circumstances may include the following: (a) Area for certification not available. (b) Classes not available. (c) Special family needs. (d) Teacher and Andrews University agree that the teacher needs a broader class and instructor exposure. This requires a letter of approval from the Andrews University Department chairperson. (e) The teacher has a degree in process when coming into the Union. If the degree has barely been started, the teacher may be requested to transfer his or her credits and take the program at Andrews.

### **Tuition Reimbursement**

Tuition reimbursement will only be considered where permission has been obtained through the LUC application and planned program process prior to enrollment.

### **EDUCATION DEBT RETIREMENT**

Teachers who have obtained their education in a Seventh-day Adventist college or university and who have financed this training through federal and/or state guaranteed loans for higher education or from similar funds, and have current financial obligations, may receive special debt-retirement assistance during the first three years of teaching.

Repayment to any Seventh-day Adventist college or university will be given preference over other loans. No individual may receive more than a total of \$1,500 in assistance. The assistance shall be prorated (up to \$500 in assistance per year for three years). The individual is eligible for debt-retirement assistance only during the period of actual teaching.

Applications found in the policy forms section of this book should be mailed to the Office of Education with

the January monthly report. This application should be filed each year beginning with the first year of service.

### **TUITION ASSISTANCE FOR CHILDREN OF EMPLOYEES**

**Philosophy of Attendance.** Employees are expected to support the Church's philosophy of Adventist education by enrolling their children in Seventh-day Adventist schools for the purpose of assisting youth in making a decision for and commitment to Christ, thus perpetuating the practice of Seventh-day Adventist beliefs and teachings, enlarging the reservoir of future church employees and lay church leaders, providing a positive example, and reducing the possibility that the children adopt a lifestyle that is not in harmony with the teachings of the Church.

**Eligible Employees.** Church employees in administrative professional and supervisory positions (those considered to be exempt from federal and state wage and hour laws) are expected to send their children to Seventh-day Adventist denominationally owned and operated schools. Employing organizations shall provide assistance on the tuition expense to denominational employees classified as regular and full-time for their children who are enrolled in denominationally owned and operated schools on the elementary, secondary, or liberal arts college levels, or technical or professional schools on the undergraduate levels, or a fifth year of college or graduate work required to secure teaching credentials.

**No Assistance.** No tuition assistance is provided to children of employees who are not exempt from federal or state wage and hour laws and who are employed by denominationally owned, but unrelated business operations (as defined by the Internal Revenue Service).

**Students Eligible for Tuition Assistance.** To be eligible for tuition assistance the student must be:

- An unmarried dependent of the employee.
- Less than twenty-four years of age, unless the student has given compulsory military service, volunteer service for the church, or has a documented medical consideration.
- Eligible to be claimed as a dependent on the employee's income tax return.
- Born to, or legally adopted by, the employee and/or spouse or is a stepchild by marriage receiving more than 50 percent of support from the new family unit.

**Students Eligible in Divorce and Remarriage**

**Situations.** To be eligible for tuition assistance the student must be:

- Under the custody of a divorced employee and eligible to be claimed as a dependent on the employee's tax return.
- Under the custody of the ex-spouse of the employee and eligible to be claimed as a dependent on the employee's tax return.

**Students Not Eligible for Tuition Assistance.** An unmarried child not under the custody of the employee and not eligible to be claimed as a dependent on the employee's tax return is not eligible for assistance.

The controlling committee may make an exception to the above if the employee has assumed full responsibility for a child's educational expenses in a denominational school.

**Assistance.** The organization employing the parent of the student may provide assistance of up to 70 percent of the tuition and all required fees for dormitory students, and up to 35 percent for those not in the dormitory. The assistance on the academy or college level should be calculated on the gross charges for tuition and required fees, according to the current bulletin, before family or other discounts granted by the school. In cases where an employee's church provides a subsidy to cover the differential between constituent and non-constituent tuition rates, the tuition assistance from the employer shall be based on the net tuition expense to the employee. This shall not include charges for private music lessons except where such lessons are required for credit toward music majors or minors, in which case the above percentages may be applied on the basis of the tuition ordinarily charged for an equivalent number of credit hours.

- **Non-constituent Tuition Assistance.** Where, because of unusual circumstances, employees must pay non-constituent tuition rates, tuition assistance will be granted on the non-constituent rates.
- **Kindergarten and Above.** Tuition assistance will be granted at the Kindergarten level and above.

**Professional Programs.** Assistance provided for professional programs in medicine or dentistry for students who have not completed their undergraduate studies shall be based on, and shall not exceed, the normal tuition costs for a maximum number of semesters or quarters as listed below.

**Limitation on Assistance.** Assistance shall continue until an undergraduate course of studies is completed

or for a maximum of nine semesters or thirteen quarters of undergraduate studies. An additional two semesters or three quarters may be granted only to complete graduate work necessary to secure teaching credentials.

Governing committees may also grant assistance of up to an additional two semesters or three quarters for valid undergraduate programs that require a fifth year for graduation.

**Summer Sessions.** Students who attend summer sessions shall be eligible for tuition assistance. Such attendance shall not count against the maximum semesters or quarters referred to above.

**Attending School outside the Territory.** Assistance may not be granted for children attending schools outside their territory unless exceptions are authorized by the employing organizations.

**Method of Payment.** Assistance for students enrolled in elementary and intermediate schools, or academies, shall be made directly to the school.

**College Students.** Tuition assistance payments for students attending college will be made directly to the college.

**Division of Assistance.** When both employee and spouse are denominationally employed by separate organizations and both provide tuition assistance according to this policy, each organization shall be responsible for one-half of the assistance. The method of paying the assistance and dividing the cost may be mutually agreed on by the organizations concerned. Only one tuition assistance shall be provided per student.

**Attending Schools outside the NAD.** Children independently attending denominationally owned and operated schools located outside North America may be granted assistance amounting to 70 percent of the actual tuition, provided the amount of the assistance is not greater than the amount they would receive if attending their home college.

**Adventist Colleges Abroad.** Students may receive tuition assistance based on the cost of tuition at the home campus where they are registered.

**Home Study International.** Tuition assistance for studies through Home Study International is given after the course has been completed. Tuition assistance is provided on credits that are earned through the College Level Examination Program (CLEP). The assistance on both is 35 percent, whether or not the student is residing in a school dormitory.

**Exceptions.** This policy is intended to apply only to employees' children who attend Seventh-day Adventist denominational schools. Exceptions may be made as follows, if approved by the employee's controlling committee.

- Attendance at privately operated Seventh-day Adventist schools, if the school is approved by the Lake Union Board of Education.
- In cases where an undergraduate-level program of study is not offered in a denominational school in the North American Division, the total assistance shall not exceed the amount that would normally be granted for attendance at a denominational school in the student's area.

**Reporting Procedures.** Teachers should submit their Dependent Scholarship Grant Application to the Office of Education with their September Worker's Report. Summer school attendance is also included in the provisions of this policy. However, the employee should notify the Michigan Conference Treasury Department of any student who is attending school during the summer session.

**Payment Schedule.** Payment of tuition assistance will be made directly to the school for credit to the account of a student who is enrolled in an elementary school, academy, college or university.

- **First Semester:** The Conference Treasury Department will contact schools in October, with the tuition report due back from the school treasurer by October 31. The tuition assistance payment will be made to the school for credit to the student's account.
- **Second Semester:** The Conference Treasury Department will re-notify the school treasurers in February with their tuition report due back by February 28. The tuition assistance payments will be made to the school for credit to the student's account.
- **College or University:** The Conference Treasury Department will send a student listing to the college for each semester or quarter.
- **Summer School:** The Conference Treasury Department will notify the schools in which students have been reported for the summer session. The tuition assistance payment will be made promptly once the tuition and required fees report is received back from the school.

### **ALL-MEMBER PLAN**

The Seventh-day Adventist Church has a policy entitled TUITION ASSISTANCE FOR CHILDREN OF EMPLOYEES, which assists an employee with the

cost of tuition and required fees in a Seventh-day Adventist school. When an employee is a member of a church that supports its local school on the ALL-MEMBER PLAN and there are no tuition and fees charged, the employee is not eligible for assistance under the TUITION ASSISTANCE FOR CHILDREN OF EMPLOYEES POLICY. The purpose of this policy is to assist such employees since the amount contributed to the church includes an amount for the cost of educating the employee's children. An employee who is a member of a church using the ALL-MEMBER PLAN for support of the local school, may be assisted with such costs on the following basis:

- The employee must have children enrolled in the school.
- The employee must be supporting the church, and thus the school through giving to the local church budget.

It is suggested that the employee contribute to the local church all-member plan. In such cases, the employee may keep the assistance from the Michigan Conference, which will have the effect of assisting on the cost of tuition and fees for the employee's children.

The Michigan Conference will grant assistance, in lieu of tuition and required fees assistance, for dependent children. The amount of assistance will be determined by taking into account the tuition charged by all schools in the Michigan Conference and arriving at an approximate average amount. That amount will be used to determine the assistance by then applying the percentages in the TUITION ASSISTANCE FOR CHILDREN OF EMPLOYEES POLICY to such amount. Any eligible fees paid by the employee will be reimbursed in addition to the above according to the percentage in the TUITION ASSISTANCE FOR CHILDREN EMPLOYEES POLICY.

The payment will be made directly to the employee.

### **AREA COST OF HOUSING**

In 2005 the Michigan Conference Administration plans to replace the old A-E Cost of Housing Areas and implement the new ERI (Economic Research Institute) cost of living allowance in accordance with NAD policy. The NAD policy requires that the cost of living allowance be reviewed in the final quarter of each calendar year and that ERI cost of living allowances be adjusted for increases or decreases in the next budget year. NAD policy also permits decreases in area cost of living to be netted against NAD voted salary increases such as the annual CPI raise as long as the end result does not reduce the worker's new total income amount below the worker's previous year total income amount.

The updated ERI cost of living allowance figures will be distributed to the teachers on an annual basis. The degree of implementation of the ERI cost of living is contingent upon adequate title income to the Michigan Conference.

### **MOVING ALLOWANCES**

In order to facilitate the moving of an employee's household goods, a Moving Order will be furnished from the Transport Division Manager. The completed Moving Order should then be returned to Transport Division Manager, Michigan Conference of Seventh-day Adventists, P. O. Box 19009, Lansing, MI 48901.

The conference moving vans operate under the direction of the Transport Division Manager. Insurance is carried only on upset, collision, or fire. Miscellaneous scratches, breakage, etc., are compensated by the Transport Division. If damage occurs, secure estimates to repair, be reasonable in your demands, and the Transport Division will do its best to compensate for losses.

The following allowances are granted when a teacher is requested by the conference to move to a new location:

**Household Goods.** Up to one van load is moved by the Michigan Conference. Additional amounts in the case of large families or to cover equipment that the worker uses in his or her work may be authorized by the conference.

**Automobiles.** One hundred percent of the regular mileage allowance to move the employee's car or up to two cars for employee and spouse.

**Mobile Home.** The teacher is granted the actual expense of transporting a mobile home in which he/she lives, up to 75% of the commercial rate for moving 15,000 pounds of household goods by moving van.

**Transportation Allowances.** An allowance voted by the Michigan Conference Executive Committee is provided for mileage by the most direct route from the former place of labor to the new location.

**House-Search Expense.** Prior authorization must be obtained from the Conference Office of Education for expenses related to securing housing in a new location.

**Per Diem and Lodging Allowances.** While in transit, the teacher is allowed the following:

- Per diem allowance is for the day of loading, the day or days in transit (based on 500 miles

per day by the most direct route), and the day of unloading.

- Actual motel expense after loading and prior to unloading is based on 500 miles per day by the most direct route while in transit. Extended motel costs must be approved in advance by the conference superintendent.
- Mileage and per diem rates are published annually.

### **Special Allowances.**

- A moving allowance to cover packing and other moving costs is figured upon base salary and is published annually.
- For teachers new to the Michigan Conference the moving allowance will be paid after the actual move and upon receipt of the teacher contract by the Office of Education.
- Automobile Registration and Excise Tax - Employees from another state who are required to pay duplicate excise tax/sales tax, license, and inspection fees may report such expenses on one car if they register their car within 90 days of moving to the new area. If the employee has a spouse the above expenses may also be reported on a second car.
- The above moving allowances are limited to one per household, even if both spouses are denominationally employed.

### **Local Moves**

**The conference will pay for one move to an assigned teaching area. Additional local moves are the responsibility of the employee.**

Those who move by a rented or borrowed truck, trailer, or car should always secure cargo insurance. The conference carries no automatic insurance on such risks. On authorized moves the cost of truck and equipment rental and cargo insurance will be considered a reimbursable moving expense.

### **Moving Expenses as Taxable Income**

Moving expenses are considered a part of the taxable income of the employee. Therefore, reimbursement and proper deductions will be made through normal payroll procedures. However, moving expenses may be considered as an expense (deduction) against the teacher's annual income tax expense.

### **Moves of Less Than 50 Miles**

Employees who are requested to move less than 50 miles from their previous residence should note that the value of the moving expense must be included as taxable income on the employee's W-2 and is not deductible on the employee's tax return under current tax law. The additional federal, state, and local income

taxes the employee must pay as a result of such a move will be granted by the Michigan Conference to the employee as a moving reimbursement. The employee must submit supporting documentation for the reimbursement.

## **SPECIAL RELOCATING HOUSING ALLOWANCE**

**Initial Assistance.** When a teacher is moved from one location to another, and because of conditions of his or her lease or failure to sell or rent his/her home he/she is required to pay housing expenses both at his or her former location and at his or her new location, an allowance may be granted to cover the time when payments are being made at both locations and both homes were habitable. This allowance may be granted under normal conditions up to three months.

**Unusual Circumstances.** In unusual circumstances when the teacher has not been able to sell the home at his or her former location and evidence is presented indicating that the asking price for said home at the end of the three-month period referred to above was no more than 105 percent of an appraisal provided by an independent appraiser, up to an additional three months' assistance may be granted. An independent appraiser shall be understood to be a qualified appraiser such as may be contacted through banks or home loan associations. Real estate agents shall specifically be excluded from this group. The reasonable cost of such appraisal will be reimbursed by the employing organization.

**Extreme Circumstances.** If the teacher has not been able to sell the home after having received an allowance for six months, because of extreme circumstances the allowance may be continued for a further period of up to six months, if the asking price for the said home is not more than 100 percent of the appraisal during this period.

**Amount.** When granted, the allowance monthly shall be the actual house payment (insurance, principal payments, interest, and taxes) up to 75 percent of the Category A remuneration factor plus 100 percent of any cost-of-housing adjustment in the remuneration factor for which the employee was eligible at his former location. Fifty percent of any rental income shall be deducted from the allowance.

**Utility Expenses.** In addition to the monthly allowance provided for above, employees may be reimbursed for the cost of utilities to provide security lighting and minimum heating.

## **JURY DUTY**

Teachers called to serve on jury duty will be granted full pay for the hours served, provided they return to the conference duty pay received from the court excluding travel allowance (or have that amount deducted from their check).

The substitute teacher for this day will be reimbursed according to conference policy (1/2 local school, 1/2 conference).

## **VACATION POLICY**

### **10-Month Assignment**

Teachers on a 10-month contract are paid for 195 days. Additional vacation pay is added after 4 years of full-time denominational service, and again after 9 years of full-time denominational service.

### **12-Month Assignment**

- Denominational full-time employees on a 12-month assignment are granted vacation time as follows:

During first four-year period	2 weeks
During next five-year period	3 weeks
After nine years of service	4 weeks

If an employee takes the vacations and holidays during the school academic year, this counts as two weeks of accrued vacation time. The employee may request to work one of these two weeks during the academic school year. The request should be made in writing to the superintendent of schools by December 1.

- **Unused Vacation Time**  
It is intended that vacations be taken each year. However, at the request of the employee and with the approval of the employing organization, unused vacation time may be carried over from one year to the next for an accumulated vacation not to exceed six weeks, including the current year's vacation. However, an employee shall be allowed to accrue more than the maximum if the employer is unable to grant vacation time at the time the employee reaches the maximum.

## **BUSINESS/PERSONAL DAY**

One business/personal day is granted all teachers each school year.

Teachers of one-teacher schools must receive clearance from their school board chairperson.

Teachers in multi-room schools are to obtain permission from their principal. Principals are to obtain clearance from their school board chairperson or from the Office of Education.

The substitute teacher for this day will be reimbursed according to conference policy (1/2 local school, 1/2 conference).



### **PROFESSIONAL GROWTH DAY**

One professional growth day is granted all teachers each school year.

Teachers may request one personal growth day by submitting a detailed request in writing to the Office of Education. When the request is approved, local clearance is to be obtained.

Teachers of one-teacher schools must receive clearance from their school board chairperson. Teachers in multi-room schools are to obtain permission from their principal. Principals are to obtain clearance from their school board chairperson or from the Office of Education.

The substitute teacher for this day will be reimbursed according to conference policy (1/2 local school, 1/2 conference).

### **FAMILY AND MEDICAL LEAVE OF ABSENCE**

The Family and Medical Leave of Absence Policy of the North American Division, effective August 5, 1993, outlines the conditions under which an employee may request time off with or without pay for a limited period with job and accrued benefit protection.

#### **Definition**

A family and/or medical leave of absence shall be defined as an approved absence of an eligible employee for up to twelve weeks within a twelve-month period under particular circumstances that are

critical to the life of a family. Leave may be taken for the following reasons:

- Birth of an employee's child
- Placement of a child with an employee for adoption or foster care
- Need for an employee to care for a child, spouse, or parent who has a serious health condition
- When an employee is unable to perform the functions of his/her position because of a serious health condition.

#### **Scope**

The provisions of this policy shall apply to all family and/or medical leaves of absence approved for eligible employees for the reasons described.

#### **Paid and Unpaid Leave**

Family and/or medical leaves of absence shall be unpaid. However, if eligible employees have accrued paid leave benefits under employment benefit plans or policies of the employer, the employees will be required to use those accrued benefits to provide compensation during all or any part of the twelve weeks leave. If the employee's paid benefits are exhausted, the remainder, if any, of the family or medical leave will be unpaid. The use of accrued benefits will not extend the duration of a family or medical leave.

#### **Eligibility**

To be eligible for leave under this policy an employee must be employed in the United States, must have been employed by the employer for at least twelve months in total, and must have worked for the employer for at least 1250 hours during the twelve-month period immediately preceding the commencement of leave. For purposes of eligibility, all full-time teachers of an elementary or secondary school system or institution of higher education, or other educational establishment or institution, and all exempt employees, are deemed to meet the 1250-hour test unless the employer can clearly demonstrate that the employee did not work 1250 hours during the previous twelve months.

All employees within the North American Division who meet the above eligibility requirements, regardless of the size of the employer or location of the work site within the United States, are eligible for family and medical leave.

#### **Reinstatement**

An employee who takes leave under this policy will be able to return to the same job or a job with equivalent status, pay, benefits, or one which requires substantially equivalent skill, effort, responsibility and authority.

- Determination - the determination of how any employee of an elementary or secondary school is to be restored to an equivalent position upon return from Family and Medical Leave of Absence must be made on the basis of established North American Division or school board, conference, or Board of Education policy. Such policy must be in writing, must be made known to the employee prior to the taking of Family and Medical Leave of Absence, must clearly explain the employee's restoration rights upon return from leave, and must provide substantially the same protections as provided by the Family and Medical Leave of Absence for reinstated employees.
- Exemption from Family and Medical Leave of Absence Policy - the employer may choose to exempt certain salaried, highly compensated "key" employees from this requirement and not return them to the same or similar position.
- Completion of Leave - Once leave has been completed, the employee must obtain job-related certification from the physician or health care provider that the employee is able to resume work.

## Basic Requirements and Conditions of Leave

### Certification

The employer will require medical certification to support a claim for leave for an employee's own serious health condition or to care for a seriously ill child, spouse or parent.

- The employer may require a second medical opinion and periodic recertification at its own expense. If the first and second opinions differ, the employer, at its own expense, may require the binding opinion of a third health care provider approved jointly by the employee.

### Fitness for Duty Certification

An employee will need to obtain a job-related fitness for duty certificate from the attending physician or health care provider prior to his/her return to work if the Family and Medical Leave of Absence taken was based on the employee's own serious health condition.

### Temporary Alternative but Equal Position

If medically necessary for a serious health condition of the employee, his/her spouse, child or parent, leave may be taken on an intermittent or reduced leave schedule. If leave is requested on this basis, however, the employer may require the employee to transfer temporarily to an alternative, but equivalent in pay and

benefits, position which better accommodates recurring periods of absence or a part-time schedule.

- When an instructional employee (one whose principal function is to teach and instruct students) of an elementary or secondary school requests intermittent or reduced leave for planned medical treatment for more than twenty percent of the total number of working days in the period during which the leave would be used, the employer may require the employee to elect either to
  - Take leave for a particular duration of time which is not greater than the duration of the planned treatment, or
  - Be transferred to an equivalent position.
- Exempt employees will not be docked for Family and Medical Leave of Absence of less than one day.

**NOTE:** Leave for a particular duration means a block, or blocks, of time beginning no earlier than the first day for which leave is needed and ending no later than the last day on which leave is needed, and may include one uninterrupted period of leave. The entire period of leave taken will count as Family and Medical Leave of Absence.

### Spouses Employed by the Same Employer

Spouses who are both employed by the same employer and are requesting family and medical leave for the same qualifying event are entitled to a total of twelve weeks of leave (rather than twelve weeks each) for the birth, adoption or placement of a child for foster care and for the care of a sick parent (but not a parent-in-law).

### Instructional Employee

When an instructional employee (one whose principal function is to teach and instruct students) of an elementary or secondary school requests leave near the end of the academic term or semester, the following provisions apply:

- If the employee begins leave more than five weeks before the end of a term, and if the leave will last at least three weeks and the employee would otherwise return to work during the three weeks before the end of the term, the employer may require the employee to continue taking leave until the end of the term.
- If the employee takes leave for a reason other than the employee's own serious health condition which commences during the five weeks before the end of the term, and if the leave will last more than two weeks and the employee would otherwise return to work during the last two weeks of the term, the

employer may require the employee to continue taking leave until the end of the term.

- If the employee takes leave for a reason other than the employee's own serious health condition which begins during the last three weeks of the term, and if the leave will last more than five working days, the employer may require the employee to take leave until the end of the term.

**NOTE:** When the need for leave is foreseeable, such as the birth or adoption of a child, or planned medical treatment, the employee must provide thirty days notice and make efforts to schedule leave so as not to disrupt employer operations. In unforeseen circumstances, thirty days notification may not be possible; in such cases, as much prior notice as possible must be given. In cases of illness, the employee will be required to report periodically on his/her leave status and intention to return to work.

- If an employee fails to provide thirty days notice for foreseeable leave with not reasonable excuse for the delay, the leave request may be delayed until at least thirty days from the date the employer receives notice.

#### **Status of Employee Benefits During Leave of Absence**

While an employee is on leave, the employer will continue the employee's health care benefits during the leave period at the same level and under the same conditions as if the employee had continued to work.

#### **Employee Pays to Opt In Eligible Dependent(s)**

If the employee pays to opt in eligible dependent(s) and/or spouse, then while on paid leave the employer will continue to make payroll deductions. While on unpaid leave, the employee must continue to make this payment which must be received from the employee as directed by the employer. If the employee does not continue these payments, the employer may discontinue dependent/spouse coverage during the leave period or will recover payments at the end of the leave period, in a manner consistent with the law.

#### **Benefit Entitlements**

Benefit entitlements based upon length of service will be calculated as of the last paid day prior to the start of the unpaid leave of absence.

#### **EMERGENCY LEAVE/PERSONAL LEAVE**

If a circumstance makes it necessary for a teacher to be absent from work (other than the provided business day), these steps must be followed:

- Teachers in one-teacher schools must receive clearance from their school board chairperson. Teachers in multi-room schools are to obtain permission from their principal.
- All teachers must, in addition, obtain clearance from the Office of Education. The superintendent of education must be notified of the reason for the emergency leave, number of days needed, and plans for a teacher substitute.
- Substitute teacher pay will be subtracted from the teacher's salary and issued from the Office of Education. Teachers are not to pay the substitute directly.

Typical uses for this leave may include the correction of household emergencies (such as broken water pipes), and attendance at funerals not included in the funeral leave policy, or an additional personal day.

#### **SICK LEAVE**

##### **Regular Sick Leave**

The following guidelines will be used in determining the amount of regular sick leave that will be allowed a denominational employee during each contract year. Where a special problem may exist, the matter will be taken to the Conference Executive Committee for special study, adjustments to be made as individual cases indicate.

##### **Schedule**

The following years are total years of denominational service:

Salaried Employees Regular Sick Leave Schedule Guidelines Contract Year Basis	
0-3 months	None
4 to 12 months	Up to 3 weeks-prorated
2 <sup>nd</sup> thru 5 <sup>th</sup> years	4 weeks
6 <sup>th</sup> thru 10 <sup>th</sup> years	5 weeks
11 <sup>th</sup> thru 15 <sup>th</sup> years	6 weeks
16 years and up	10 weeks

##### **Special Sick Leave**

An employee who, because of surgery or long-term illness, uses all the current calendar year regular sick leave may be granted special sick leave on the following basis:

Double the current year regular sick leave and subtract regular sick leave used during the current and immediately preceding year.

**NOTE:** The request for special sick leave should be made to the superintendent of schools.

### **Exceptional Sick Leave**

If an employee has exhausted both regular and special sick leave, and the attending physician does not release the employee to return to work, or multiple illnesses and/or surgeries have used all available regular and special sick leave, any additional sick leave will be by action of the Conference Committee only.

**NOTE:** The request for exceptional sick leave must be made to the superintendent of schools.

The substitute teacher for sick days will be reimbursed according to conference policy (1/2 local school, 1/2 conference). For further information, see page 69.

### **Other Provisions**

This policy applies to sick leave of the full-time employee, spouse, children and parents according to Family and Medical Leave of Absence Policy.

Employees may use their personal sick leave to care for an immediate family member (child, spouse, parent) who is sick and in need of either home care or someone to take them for medical treatment. (Conference Committee Action #96-281)

Salary will cease when the regular sick leave has been used unless the Michigan Conference Executive Committee has authorized exceptional sick leave.

If an employee is placed on denominational disability, any paid sick leave for the disability will be considered as part of the continuation of salary required for admission to the denominational disability plan.

Written medical documentation may be requested by either administration or the Michigan Conference Executive Committee for special or exceptional sick leave. Such documentation must be presented before sick leave payments will be made.

Sick leave is not cumulative or retroactive from year to year.

Sick leave is not transferable from spouse to spouse or from employee to employee.

## **PREGNANCY LEAVE**

### **Provision**

Pregnancy leave shall be granted on the same basis as extended sick leave in accordance with the Sick Leave Policy, Paid Leave Policy, and the Family and Medical Leave of Absence Policy. Eligible employees requesting pregnancy leave are to request Family and

Medical Leave of Absence. (See page 36.)

Employees are expected to return to employment as soon as they are physically able to resume their duties. The beginning date and duration of the pregnancy leave shall be in harmony with the advice of the attending physician.

### **Remuneration**

Beginning with the first day of pregnancy leave, regular remuneration shall be continued and shall be charged to the extended sick leave bank until those accumulated hours have been exhausted. Accrued time in the paid leave bank may also be used for pregnancy leave. An employee may be remunerated on the foregoing basis whether or nothe or sheplans to return to work at the end of the pregnancy leave.

### **Government Law**

Where government law dictates Pregnancy Leave Policy, the employing organization shall observe those policies.

### **Post-Leave Employment**

An employee returning from pregnancy leave under the Family and Medical Leave of Absence Policy will be entitled to reinstatement in her previous job or a job of equivalent pay, benefits, and other employment terms and conditions. Upon returning to work, it will be necessary to provide a doctor's medical release.

### **Paid and/or Unpaid leave for the Birth or Care of a Child**

Employees are entitled to up to twelve weeks of paid and/or unpaid leave for the birth or care of a child. However, once the physician has released the employee from medical care, should the employee wish to continue Family and Medical Leave of Absence, any paid leave from the extended sick leave bank would be discontinued, but both male and female employees may access any applicable paid leave available to them.

### **PATERNITY LEAVE**

At the birth of a child, fathers may use up to three (3) days for Paternity Leave. These days will be counted as sick days under the Sick Leave Policy. If the father chooses, the Emergency Leave/Personal Leave Policy may be applied for up to five (5) additional days. (See policy for details.) If extenuating circumstances exist, a request for additional sick leave may be presented to the Office of Education.

### **FUNERAL LEAVE**

In the event of a death in a full-time teacher's immediate family (spouse, children, father, mother, sister, brother, father-in-law, mother-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-

law, grandchildren, and grandparents), the teacher is allowed up to three days leave, including travel time needed for the purpose of attending the funeral and the handling of personal affairs. Any additional funeral leave shall be deducted from vacation time or treated as an emergency leave. Exceptions to this policy must be approved by the superintendent of schools.

The substitute teacher for these days will be reimbursed according to conference policy (1/2 local school, 1/2 conference).

## RETIREMENT PLAN

Information on the NAD Defined Contribution Retirement Plan is available through the conference office.

## SEXUAL HARASSMENT POLICY

As representatives of Christ here on earth, employees of the Michigan Conference of SDA are to model themselves Christ-like in every action, thought and deed. "Purity is demanded not only in the outward life, but in the secret intents and emotions of the heart." *Patriarchs & Prophets*, p. 308.

We are instructed to honor and uplift one another. We must never place another worker in a position of embarrassment or disrespect/harassment due to sexual overtones. To do so would be a violation of God's law and the law of the land which protects human rights in the workplace.

Title VII of the Civil Rights Act (1964), administered by the U.S. Equal Employment Opportunity Commission (EEOC) has issued guidelines which relate to sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Specific examples of the above mentioned sexual harassment guidelines may include but are not limited to the following:

- verbal harassment or abuse (e.g. degrading comments, propositions, jokes, tricks, etc.)
- subtle pressure or requests for sexual activity

- unnecessary or inappropriate touching of an individual (e.g. patting, pinching, hugging, repeated brushing against another individual's body, etc.)
- the threat, suggestion, or action making the individual's job, future promotions, wages, etc., dependent on whether or not he/she submits to sexual demands or tolerates harassment.

The Michigan Conference of SDA recognizes its responsibility to all employees to maintain a working environment free from sexual harassment. To achieve, through prevention, this environment, certain appropriate methods such as ensuring that all employees are made aware that sexual harassment violates the law and is prohibited by the Michigan Conference of SDA; developing appropriate sanctions and informing all employees of their right to raise the issue of sexual harassment, are utilized to alert employees to the issue.

Sexual harassment at the Michigan Conference of SDA will not be tolerated in any form. If an employee encounters verbal or physical sexual harassment from supervisors, fellow employees, students or non-employees, the following steps should be taken immediately:

- The complainant should report the incident(s) to the department director or personnel director. (In lieu of a personnel director, this individual may be designated by administration.) The complaint may be in verbal or written form. Verbal complaints should be reduced to writing. The discussion should be conducted in an objective and thorough manner by both parties and the complainant should be notified not to discuss the matter elsewhere due to the confidentiality of the complaint and investigation process.
- The personnel director (or designee) will talk confidentially to all involved persons and determine whether an act of sexual harassment did occur. If possible, written statements will be obtained. If it is determined the complaint is valid, immediate and appropriate disciplinary action will be taken. Depending on the severity of the act, the discipline may range from a written warning placed in the offending individual's personnel file, to relocation, suspension or termination.
- The personnel director (or designee) will then notify the complainant and explain that corrective action has been taken.
- All employees of the Michigan Conference of SDA who are aware of incidents of sexual harassment in the workplace are responsible for reporting such incidents to the personnel

director (or designee), supervisor, department head or another official for investigation.

Designee:       Vernon Alger  
                    PO Box 52  
                    Berrien Springs, MI 49103  
                    (616) 473-8288 (business)

# SECTION G

## THE STUDENT

### ADMISSION AGE

The minimum age for admission into kindergarten will be **five** years on or before September 1, and first grade will be **six** years on or before September 1 of the current school year.

Any variation from this policy without written authorization from the conference superintendent will result in forfeiting the conference subsidies to the school.



### MEDICAL EXAMINATIONS AND RECORDS

A physical examination shall be required of all students entering a Michigan school for the first time. A physical examination is recommended at grade 9.

The student shall be immunized against Hepatitis B, diphtheria, tetanus, pertussis, poliomyelitis, and measles. (A waiver may be signed by the parent or legal guardian refusing the immunization upon religious convictions.) (See Michigan Compiled Laws 329-521.)

The student may participate in the local County Health Department's vision screening and hearing test as provided.

The school health records shall include a copy of each physical examination, immunization records, results of vision and hearing testing, and any recommendations from the parents or from a physician to the school regarding student activities or special needs.

### Privacy of Student Records

With increased sensitivity to privacy concerns in all areas, these "Best Practices" are recommended by Risk Management. Following these "Best Practices" demonstrates a concern for family and student privacy.

- Separate medical information from academic information when feasible.
- All medical and health-related documents should be stored in a locked file cabinet.
- Covered documents include student medical forms, immunization records, health-screening results, TB tests, consent to treat forms, etc.
- Only appropriate staff should have access to medical and/or healthcare related information.
- For off-campus activities, consent to treat forms should be in a sealed envelope and given to the person with first-line responsibility for students, and opened only if an incident occurs.

### ATTENDANCE GUIDELINES

A school's commitment to provide students with a quality education must be matched by the student's and parent's commitment to regular and punctual attendance. The value of our academic program is greatly diminished for the student who is habitually late or absent from school.

Students depend upon their parents to get them to school on time. Thus the responsibility of student attendance is a shared responsibility between student and parent. The school must, by law, monitor and track attendance. However, the ultimate responsibility for school attendance rests with the parent.

Absences from school are classified as excused or unexcused. According to the Daily Register for use in Seventh-day Adventist schools, only absences due to illness, medical appointment, or the death of a family member may be classified as excused and only after a written note is sent to the school by the parent. All other absences are classified as unexcused, even when there may be legitimate reasons or prior arrangements made for the absence.

When unexcused absences and tardinesses become excessive as determined by the board, the following guidelines should be followed:

- The teacher should notify the principal of the problem.
- The principal should send a letter\* to the parent outlining the concerns and stating that failure to improve in this area will result in the matter being brought before the school board.
- If the situation does not improve, the school board will be notified and a letter\* from the board chairperson should be sent indicating

- that failure to rectify the situation will result in the necessity for the parent to appear before the board.
- If the attendance problems continue, the school board should request the appearance of the parent at a meeting of the board. At that time the school board will determine if they will continue to work with the situation or if dismissal from school is warranted.

In small schools the school board chairperson may assist the principal in the first two guidelines.

**Please note:** It is recommended that in most cases consequences over attendance problems not be punitive in nature to the student. Poor attendance is typically a parent problem in the elementary school. Lowering grades, removing recesses, or withholding privileges typically does not solve the problem. In order to best facilitate learning for the student, it is recommended that school work be made up with full credit for excused or unexcused absences. Local junior academy boards may wish to develop a separate policy for secondary students.

\*Sample letters are available from the Office of Education.

**ABSENCES DUE TO FAMILY CIRCUMSTANCES**

At times parents may not send their child to school for various reasons related to family circumstances. These are classified as unexcused absences. When possible, teachers should be given advance notice of the absence. Teachers are encouraged to work with the family to arrange for how the missed work will be completed.

**ACADEMIC PLACEMENT -- DEFINITION**

Appropriate academic placement of the learner is a fundamental principle of education. This principle includes consideration of the learner's social, physical, mental and emotional readiness. Academic achievement, skills, abilities, and actual performance are other factors to be studied.

**ACADEMIC PLACEMENT OF STUDENT WITHOUT CURRENT ACHIEVEMENT RECORD**

In order to facilitate academic placement, a placement test is available from the Office of Education.

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

- Chronological age
- Emotional, physical, and social development
- Scholastic achievement as determined by:

- Standardized achievement
- Informal teacher observation and evaluation

**TESTING PROGRAM**

The Lake Union testing program for elementary schools and junior academies is as follows (see L.U.C. Textbook List); all costs for tests are shared with the LUC and the local school on an equal basis:

<u>READINESS TEST</u>		<u>SPECIFIC TEST</u>
K	August	Metropolitan Readiness Test, Level I (optional)
<u>GRADE SCHEDULE</u>		
1	August	Metropolitan Readiness Test, Level II (optional)
3-8	Fall	ITBS, Levels 9-14
4,7	Fall	Cognitive Abilities Test
9	Fall	ITED, Level 15
10	Fall	DAT

These testing programs are to be administered throughout the Union on the dates identified on the annual conference calendar. They will be machine scored, with the exception of the Metropolitan tests. Materials are to be collected and processed according to directions, thus making it possible to have the results in time for the parent-teacher conferences at the end of the second period.



**STUDENT ACCELERATIONS**

**Rationale**

It is the philosophy of the Michigan Conference to provide developmentally appropriate education for its students. In rare cases an accelerated program may be applicable.

The academic program for K-12 schools in the Michigan Conference is eight years of elementary (grades 1-8) and four year of secondary education. However, it occasionally becomes desirable to allow a

student to complete the academic work in less than the typical time frame.

The process of acceleration is only deemed appropriate if the student demonstrates exceptional social, emotional, and physical readiness. These areas are considered to be equal in importance to the student's academic readiness.

Prior to consideration being given for acceleration, the parent and teacher need to consider the option of expanding the student's learning horizontally through enrichment as opposed to accelerating the student vertically.

### Criteria

Criteria for the acceleration of a student are to be based on the following minimum requirements:

- The student will achieve a composite score on the ITBS battery at the 90th percentile or above with no score being lower than the 80th percentile. ITBS core test for grades 1 and 2 may be used to test the students who have not reached the 3rd grade level.
- The student will have and maintain:
  - 3.5 grade point average on the secondary level.
  - a grade average of A- or higher in all core classes in grades 3-8 and superior performance in grades 1 and 2.
- The student will have a positive recommendation from the teacher/counselor of the student's social, emotional, physical and academic readiness. The recommendation will be submitted to the Conference Office of Education.
- The student will have established a satisfactory citizenship program.
- Ordinarily, a student would have no more than one acceleration experience during K-12.
- Typically the student's program for acceleration should:
  - be completed prior to grade five in the elementary program.
  - be applied for at the school the student plans to graduate from by the end of the freshman year on the secondary level.

**NOTE:** Special exception to the criteria may be granted for students who will become:

- 15 years old prior to graduation from the elementary school, or
- 19 years old prior to graduation from the secondary school.

### Procedure

It is the philosophy of the Lake Union school system to provide developmentally appropriate education for its students. In rare cases an accelerated program may be applicable. The process for acceleration must be initiated by the student/parent in consultation with the classroom teacher, who in turn approaches the school's principal. The Conference Office of Education is the final authority on matters of acceleration.

The following steps should then be followed:

- The student/parent will initiate a request for acceleration by completing the application form and submitting it to the principal prior to March 1.
- The principal (or designee) should review the acceleration policy with the student/parents. **NOTE:** A junior academy student desiring to accelerate should be referred by the junior academy principal to the senior academy from which the student plans to graduate.
- The principal will request the teacher to fill out and return a recommendation form for the student.
- The principal (or designee) should compile and submit the materials for final decision by April 1 to the conference superintendent of schools.
- The program of studies, including deadlines to be met, should be developed by the teacher and principal in harmony with the superintendent of schools.
- The acceleration program is to be monitored by the principal. At the end of the first marking period the principal will review the student's progress for continuation of the program in consultation with the Office of Education.

### Expectations

- The student must meet the minimum graduation requirements as outlined in the Lake Union Education Code and by the local school.
- All credits, including correspondence work, must be pre-approved by the school from which the student intends to graduate.
- Students on acceleration programs must complete all curriculum requirements and other school requirements prior to receiving a diploma.

### STUDENT RETENTIONS

It is the philosophy of the Michigan Conference to have students working at the appropriate academic skill level in order to meet with success. This means that students may be working above or below their grade level in certain subject areas.

It is the policy of the Michigan Conference to retain students only in rare circumstances and typically not beyond grade 2.

When it is felt that a student would benefit by retention, the teacher is to send a request to the associate superintendent in charge of retentions. Parents must be alerted to this possibility well in advance and be in agreement with the retention before recommendations will be made by the Office of Education. **Parental consent and teacher request must be in the Conference Office of Education by April 1.**

**Teachers are not to make any final decisions regarding retention or acceleration.**

### **SPECIAL NEEDS STUDENTS**

Conference teachers, through in-service, workshops, and advanced education, are becoming better equipped to handle the special learning needs of their students. When a special needs student seeks admission, it is recommended that each school board carefully assess the teacher's skill and work load as to whether he/she is able to meet the needs of the particular student. In addition, the school board should consider test results from the local intermediate school district identifying the student as needing a special educational program. If the school board feels that the school cannot meet the academic needs of the child, and if the parent still wants to enroll the child, the parents must sign a hold harmless form provided by the school. School boards should evaluate the situation after one grading period.

**NOTE: Before accepting a special needs student the hold harmless form, Parent Release Form for Students with Special Academic Needs, found in the "As Needed" section of forms must be completed.**

### **PARENT-TEACHER CONFERENCES**

Regular conferences with all parents are to be held as designated by the conference calendar. At the close of the third marking period, conferences are conducted as needed.

A minimum school day may be used at the time of these appointments as identified in the conference calendar. Arrangements for additional time should be made in consultation with the Conference Office of Education.

### **PUPIL PROGRESS REPORT**

Teachers must complete a Pupil Progress Report for each child in their classroom. This report is to be furnished to parents within two weeks of the close of each marking period. Grades should also be entered

into the Daily Register within two weeks of the close of the marking period.

### **KEYBOARDING**

All students are to complete an approved keyboarding program as an eighth grade completion requirement. Keyboarding will begin no later than grade 5.



### **GUIDELINES FOR PARENT-TEACHER COMMUNICATION**

A good relationship between the home and the school depends upon effective communication.

If this communication is to have a favorable outcome, it must be free of obstructions that may lead to misunderstandings and deteriorating relationships.

These guidelines are offered for the benefit of parents and school personnel. Appropriate behaviors and communication skills are shared in an attempt to help ensure positive relationships between parents and school personnel.

#### **Guidelines for Teachers**

Teachers should establish regular and positive lines of communication with parents. When meeting with parents, the teachers should:

- Have a positive beginning statement. Prayer at the beginning or end is often appropriate.
- Respect parents' right to voice opinions - be a good listener.
- Be willing to listen to parent's point of view without becoming defensive.
- Recognize that immediate solutions may not be possible. Long-term goals may be necessary.
- Request administrative assistance when it appears a situation may not be resolved by parents and the teacher working together.

- Reschedule the conference when necessary, and invite a third party (such as the board chairperson) to sit in on the meeting.
- Evaluate whether there has been effective communication between the parent and the teacher.
- At the end of the conference, clearly review what has been decided.
- Put the essence of the conference in writing and send to the parent to help verify the details of the meeting.

### **Suggested Guidelines for Parents**

Cooperation between parents and teachers will help provide educational experiences. When students perceive a spirit of mutual support and cooperation between parents and teachers, they will display a more eager attitude toward learning and achievement.

- Contact the teacher before drawing conclusions. Make sure you understand thoroughly -- get the full picture.
- Be sensitive to the personal needs of the teacher. Make your contact within reasonable hours (never during class time, at Sabbath School, etc.).
- Refrain from expressing negative opinions or judgments about a teacher in the presence of your child. This undermines confidence in the teacher and affects your child's relationship with the teacher.
- Talk with the teacher about your problem privately. Generally you should talk to the teacher before speaking to the principal.
- Refrain from discussing your problem with other parents. This generally hinders the problem-solution process.
- Be patient. Allow some time for the resolution of the problem by the teacher, student, and/or principal. Establish with the teacher a mutually agreed-upon time limit to review the progress. Stay in contact.
- Keep the discussion focused on the issues. Personal feelings tend to interfere with objectivity.
- Remember, the teacher may see your child from a different perspective than you do, yet he/she desires your child to succeed.

### **PROBLEM-SOLVING PROCEDURES**

The student is our prime concern. The following steps are offered with this in mind. It is recommended that the steps be followed in sequence.

- A parent/teacher conference should be held in order to identify the problem and isolate the facts. This first step should resolve the majority of problems. Parents should not approach teachers during instructional time.

- A parent/teacher conference with the principal may be held if the concerns remain unresolved. In small schools where the teaching principal is directly involved, the school board chair should be involved at this step.
- Only information that directly affects the individuals concerned should be considered.
- Any unresolved problems should be brought to the Office of Education.
- If any of the parties involved still feel that the problem is unresolved, they may request that it be brought before the school board. This is done by requesting that the matter be placed on the school board agenda and making contact with the Office of Education.
- The above steps must be followed to ensure due process for all parties involved.



### **CLASSROOM MANAGEMENT**

Each teacher is expected to establish and maintain an educational environment in which the teacher can teach and the students can learn. Each individual is to be treated with dignity and respect. The ultimate goal is for the students to gain self-control, self-reliance, and submission to God's will. To achieve these results there must be clear expectations. The teacher is expected to enforce a discipline code (set of rules) that is published and meets the following criteria: (See *Child Guidance and Education* for further suggestions.)

- Simple
- Reasonable
- Consistent
- Flexible

To maintain effective discipline that is redemptive in nature, it is important for the teacher to:

- Develop positive relationships with students and parents.
- Post classroom rules.

- Establish classroom procedures.
- Use positive reinforcement on a regular basis.
- Enforce rules consistently.
- Provide for appropriate consequences.
- Involve principal and parents in a timely fashion for persistent and major problems.
- Document infractions and the measures taken to correct persistent and major problems.
- Make discipline a matter of prayer.

### **Inappropriate Discipline**

The Michigan Conference Board of Education has voted to ban corporal discipline in all conference schools.

Inappropriate discipline includes:

- Corporal/inappropriate physical punishment
- Intentional humiliation

### **Discipline Suggestions:**

- Invest time at the beginning of the school year to teach classroom procedures: (pencil sharpening, lining up for recess, leaving the room for drinks and bathroom, etc.)
- Develop positive relationships with your students.
- Encourage students to be responsible for their own behavior.
- When possible, allow a cool-down time for the student and yourself before administering discipline.
- Use the smallest amount of discipline necessary to make a change.
- Ask students for a commitment (oral or written) that outlines the changes they are willing to make in their behavior.
- If students need to finish school work during recess, avoid taking away their entire recess. Give them some time for physical exercise before going on to the next class.
- If your discipline methods are not working, try something different.
- Consider each day a brand new beginning for your students.

### **HARRASSMENT OF STUDENTS AND OTHER PERSONS**

The Michigan Conference is committed to preventing harassment of any kind at its schools or facilities, during school-sponsored activities, whether or not it occurs on school premises. No staff member, student, or any other person associated with a Seventh-day Adventist school shall concur with, cooperate with, permit, or participate in any act that injures, degrades, or disgraces, any student or other person.

Harassment of any student or other person is not acceptable in Michigan Conference schools. School personnel must take seriously and act on any reported incidents of sexual harassment, bullying, hazing, violence, threats, or intentional humiliation.

### **HARASSMENT - SEXUAL**

Sexual harassment is disruptive to the education process and interferes with our commitment to provide a positive, safe, and harmonious learning environment for our students. Sexual harassment is illegal, immoral, improper, and will not be tolerated. This policy is implemented by the Michigan Conference to help inform both students and staff as to what sexual harassment is and what procedures are to be followed in dealing with sexual harassment. Teachers should discuss this policy with their students in an age appropriate way. Any student who engages in sexual harassment shall be subject to disciplinary action up to and including dismissal.

- Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, written, or physical conduct of a sexual nature that is unwelcome.
- Examples of conduct prohibited by the policy include, but are not limited to: unwelcome teasing; jokes, remarks and questions; deliberate touching; grabbing; brushing against the body; fondling; pinching; inappropriate messages via telephone, Internet or email; materials of a sexual nature; graffiti; etc.
- Incidents of sexual harassment shall be reported to the building principal, board chair, pastor, or the Office of Education. Before any action is taken, a written report must be submitted. To the greatest extent possible, such complaints will be treated in a confidential manner. If after appropriate investigation, it is determined that policy has been violated, prompt corrective action will be taken in accordance with the applicable policy.
- Several principles should guide the school in responding to a sexual harassment complaint.
  - Take the complaint seriously.
  - Investigate privately and keep notes.
  - The investigation and response should be age appropriate.
  - Discipline should fit the behavior and the age of the offender. Progressive discipline should be used unless the first offense is of a very serious nature.
  - Educating students regarding sexual harassment is the cornerstone of prevention.

## **HARASSMENT – BULLYING**

Bullying is defined as the repeated intimidation of others by real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or the attack on the property of another. It may include actions such as verbal taunts, name-calling and put-downs related to an individual's race, religion, national origin, age, gender, appearance, or physical challenges.

Students who engage in any act of bullying while at school or at any school function will be subject to appropriate disciplinary actions.

## **HARASSMENT – HAZING**

Hazing is a form of harassment, abuse, and victimization. Hazing is about the abuse of power and violation of human dignity. Hazing is defined as any action taken or situation intentionally created, any method of initiation, any pastime or amusement in connection with an activity or organization which causes, or is likely to cause, bodily danger or physical, psychological, or emotional harm.

Soliciting, encouraging, aiding, or engaging in hazing at school or during school-sponsored activities, whether or not it occurs on school premises is strictly prohibited.

## **WEAPONS AT SCHOOL**

Protection of our children and young people must be of the highest priority. While recent reports indicate that schools, by and large, are safe and orderly places of learning, we also recognize that we live in a violent society and as such our schools are not immune to the possibility of violence. For this reason, the following policy shall apply to all schools within the Michigan Conference of Seventh-day Adventists.

Students are prohibited from bringing any firearm or weapon to school or to a school-sponsored activity. A student who possesses, carries, exhibits, or displays any weapon or any object which can be mistaken as a weapon, or any item apparently capable of producing bodily harm in a manner which, under the circumstances, manifests an intent to intimidate another or warrants alarm for the safety of others shall be subject to immediate discipline up to and including suspension or expulsion. Parents and the appropriate law enforcement agencies shall be notified. Appropriate counseling is required before the student returns to school.

Threats of violence to other students or to school employees involving firearms or weapons made by students are to be taken seriously and must also be dealt with in a determined manner. Parents are to be notified and there may be a need for possible police involvement. Appropriate discipline might include

suspension or expulsion, depending on the nature and severity of the threats.

## **Exceptions for Historical Artifacts**

This policy is not intended to preclude the occasional special display or use of historical artifacts or other appropriate props for a valid educational purpose even if the artifact or prop in question falls within the definition of a weapon, provided advance written approval for the display or use is obtained. Such approval is required from the school principal or head teacher.

## **SUSPENSIONS AND EXPULSIONS**

Attendance at a Seventh-day Adventist school is a privilege as opposed to a right. It is conditioned on acceptance and conformance to the rules of the school.

The Michigan Conference authorizes each local school board to establish a local discipline policy. Each school board has the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance and management of the school.

Each local school board is encouraged to develop and implement a code of student conduct and enforce its provisions with regard to a pupil's misconduct in a classroom, elsewhere on school premises, on a bus or other school-related vehicle, or at a school sponsored activity or event whether or not it is held on school premises. Pupils guilty of gross misdemeanor or persistent disobedience may be suspended or expelled.

The school board's policy on suspension and expulsion should be outlined in the student handbook.

## **Suspension**

Suspension is the removal of a student from school or class when there is a serious infraction or when other disciplinary measures have failed. The principal, at his discretion, is authorized to suspend a student for up to three consecutive days. If action is required by the school board and the school board cannot meet within the three days, the suspension may be extended in consultation with the school board chair or the superintendent of schools. The length of suspension should be commensurate with the behavior. All suspensions, whether in-house or out-of-school, should be communicated to the board chair. It is suggested that all suspensions be reported to the school board. In situations of serious misconduct, the school board may choose to extend the suspension beyond three consecutive days.

The following guidelines should be considered when suspending a student:

- Suspensions may be in-house or out-of-school.
- The principal should consult with the faculty/board chair.
- The principal must provide oral or written notification of the suspension to the pupil and parents in a timely manner. In addition, an explanation of the evidence, the disciplinary measures, and of an opportunity of the pupil to respond must also be given.
- The principal should carefully document the suspension and disciplinary measures taken and place in the student's Cumulative Record.
- A teacher may temporarily remove a student from class but suspension from school is done as outlined above.
- A student may be suspended for repeated offenses when other procedures have not been effective. Repeated offenses should be communicated to parents and documented in the teacher's file prior to suspension.

### Expulsion

It is the goal of Seventh-day Adventist education to attempt to meet the needs of every student enrolled in our schools. However, the local school board reserves the right to remove any student from continuance in school when it determines the student does not meet with the school's mission of behavioral, academic, social or spiritual expectations.

Expulsion (discontinuance of a student from enrollment) is presumed for, but not limited to, the following:

- Intentionally causing serious injury to another not in self-defense.
- Possession at school of a firearm, dangerous chemicals, or an explosive.
- Sale or distribution at school of a controlled substance.
- Robbery
- Assault or battery upon any school employee.
- Sexual assault or battery.
- Brandishing a weapon at another person.
- Severe or repeated sexual harassment of other students at school.

**Note:** Continuing a student who has committed one of these acts shall only be done when considering the totality of circumstances including the student's history and amenability to change.

Expulsion may also take place for the following actions:

- Viewing, possessing, creating, or sharing pornographic and other sexually offensive materials.
- Major or repeated theft at school.

- Use of controlled substances including illegal drugs, alcohol and tobacco.
- Persistently advocating atheism or ideas that are destructive of Christian principles or the moral teachings of the Seventh-day Adventist Church.
- Academic non-performance.
- Intentionally causing serious damage to school property or other personal property.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Disrupting school activities or willfully defying the valid authority of school personnel.
- Intentionally threatening or intimidating school personnel or students. The threats or intimidation cause reasonable fear of life or well-being or materially disrupt the school environment.
- Bullying or hazing.

**NOTE:** Consideration may be given to the totality of circumstances including the history of the student, remorse for the behavior, repetitiveness of the behavior, and influence on the other students in the school.

### Procedures When Considering Expulsion

The local school board has final authority over the continuance or expulsion of students. When serious or continued behavioral problems as outlined above occur, parents should be notified of the concern. The school board will convene to address the issue involved and take appropriate action. Parents and, if appropriate, the student may be permitted to address the board before final action is taken.



### DIPLOMAS AND CERTIFICATES

**Eighth-Grade Diploma:** The Office of Education issues the eighth-grade diplomas and certificates upon the request of the school. Diplomas are to be issued to all students who have passing grades in

core\* subjects outlined for grade 8. A "passing grade" is at least a "D" year-end average in each individual subject.

In order to satisfy the requirements for Eighth-Grade Diploma, students must present evidence of having successfully completed:

- |                |                    |
|----------------|--------------------|
| Bible*         | Physical Education |
| Fine Arts      | Reading*           |
| Keyboarding    | Science-Health*    |
| Language Arts* | Social Studies*    |
| Mathematics*   |                    |

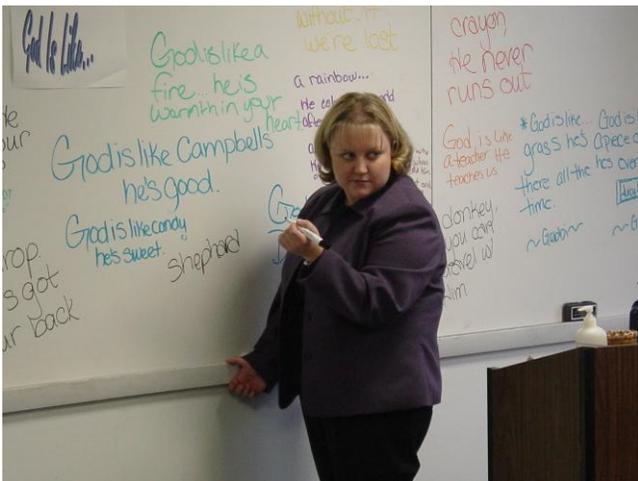
**Eighth-Grade Certificate:** An Eighth-Grade Certificate may be issued to students who have regularly attended required classes but have

- received a year-end average grade of "F" in one or more subjects.
- completed a modified, special needs program.

**NON-ADVENTIST STUDENT ENROLLMENT**

A non-Adventist student is defined as a student who has not been baptized or does not live in an Adventist home. The school's primary goal is to educate and spiritually strengthen Seventh-day Adventist youth. In addition, the school may serve as a mission outreach to the community. Non-Seventh-day Adventist students who are **mission-appropriate** may be enrolled in the local school subject to the following guidelines:

- Seventh-day Adventist philosophies of education and spiritual goals need to be clearly defined and agreed upon by the prospective parents and student.
- Seventh-day Adventist curriculum and school standards shall be maintained.
- Character and scholastic ability should be considered before the student is accepted into the program.



**CUMULATIVE FOLDERS/TRANSFER OF TRANSCRIPTS**

Following is an outline of accepted procedures for transferring student records from one school to another:

- All** student records are to be sent **registered mail or UPS** to the Michigan Conference Office of Education. **No student records are to go directly from one school to another.**
- Records being transferred to another Seventh-day Adventist school within the Lake Union Conference do not need a signed release from the parent/guardian. All others need a signed release.
- When sending records to the Office of Education, be certain to attach the signed release form and/or mailing instruction to the cumulative folder.
- Requests for 9th- and 10th-grade student transcripts are to be sent to the Lake Union Conference Office of Education.
- Junior academy principals should indicate on the Junior Academy Grade Report if they wish the Lake Union not to issue transcripts until the student account is paid. It is the responsibility of the principal to notify the Lake Union when the account has cleared.

**NOTE:** For students with unpaid accounts, see School Finances, Section I.

**STUDENT - TEACHER RATIO**

Conference subsidy for full-time K-10 teachers is based on the following:

Number of Teachers	Minimum Number of Students	Minimum Number when Subsidy Adjustment is Applied
1	6	N/A
2*	20*	16 (20%)
3	42	36 (15%)
4	60	51 (15%)
5	75	67 (10%)
6	90	81 (10%)
7	105	99 (5%)
8	125	119 (5%)
9	145	138 (5%)
10	165	157 (5%)
11	185	176 (5%)
12	205	195 (5%)
13	225	214 (5%)

\*A second teacher is permitted if there is a minimum of 16 students in 7 or 8 grades.

\*A second teacher is required if there are 17 or more students in 7 or 8 grades.

**Note:** Each additional teacher will be subsidized on increments of 20 students per teacher.

This program is designed to provide matching funds for senior academy students. Funds are not available for students in junior academies.

Schools may request to hire additional staff when they have the necessary number of students stated above. When enrollment drops below the minimum number in the right column, the adjustment of subsidy is applied. When there are fewer than the designated minimum number of students enrolled, the conference portion of the next teacher's subsidy will be reduced 2% for each student under the designated minimum. (Example: The conference teacher subsidy is approximately 40% of the total teacher cost to the conference. One student under the designated minimum would reduce the conference teacher subsidy from 40% to 38% for the additional teacher only. The school would receive the full subsidy for the other teachers.)

Formula for determining conference subsidized K-10 teachers:

The conference will subsidize K-10, full-time teachers based on the schedule given above, using the following formula:

- Students in grades K-8, value of 1.0 student each.
- Students in all 9/10 programs, value of 1.5 students each.

If a K-10 school does not meet minimum student numbers to qualify for full subsidy, a one-year period of grace will be given during which the subsidy reduction will not be applied, except when a school has increased the number of staff members for that year.

When a one-room school experiences a large number of students at registration causing an "overload" for the teacher (a large number of students, a large number of grades, or a combination of these), a decision must be made to ease the situation. This could include the limiting of enrollment, the hiring of a teacher assistant according to guidelines, or the addition of a second teacher in consultation with the Office of Education.

The Michigan Conference Board of Education endeavors to operate a system of schools that provides a quality-learning environment with minimal liability exposure. Therefore, a one-teacher school that experiences a drop in enrollment to five (5) or fewer will be asked to submit a proposal in cooperation with the Conference Office of Education which addresses the issues involved with the viability of continued operation of the school for the current year and in the future.

## **PROJECT ASSIST**

# SECTION H

## THE SCHOOL

### SCHOOL ATTENDANCE -- NONDISCRIMINATORY

"It is the policy of Seventh-day Adventist schools, on elementary, secondary, and tertiary levels in the United States, to admit the students of any race to all rights, privileges, programs, and activities generally accorded or made available to students at the school, and to make no discrimination on the basis of race in administration of educational policies, applications for admission, scholarship or loan programs, and athletic or extracurricular programs." (NAD 4310)

### ADMISSION OF NEW STUDENTS

When a new student applies for admission to the school, the following procedures should be completed:

- The previous school should be contacted to verify academic and behavioral suitability of the student.
- If the student is a non-SDA, a fairly comprehensive interview should be held with the family to verify if they are mission appropriate in an Adventist setting. Things to be considered are: the similarity of the family lifestyle to that of Adventists, the willingness of the family to support school policies, and the understanding of the family about the beliefs and doctrines of the church.
- The student is to be approved by the school board prior to any commitment made by the school to the parents or student.

### SCHOOL CALENDAR

The Michigan Conference Office of Education endeavors to coordinate a system of education in which all schools follow the same calendar. If, because of extenuating circumstances, a change becomes necessary, a revised calendar, recommended by the school board, should be submitted to the Office of Education for approval. In any revision a minimum of 180 school days shall be required, plus one day for teacher in-service. Preschool week or Sundays shall not be used as school days to accommodate a calendar change. All schools must follow the conference-approved opening date.

### EARLY FRIDAY DISMISSAL

Following the counsel of proper Sabbath preparation and observance found in the Bible and Spirit of Prophecy, all schools are encouraged to dismiss early on Fridays, especially during the months of November

through February. It is critically important that our institutions and employees be role models for Adventist families in this regard.

### PATHFINDER DAY

Schools are encouraged to support their Pathfinder club by using a minimal day for a Pathfinder-sponsored activity.

### MINIMUM SCHOOL DAY/LEGAL SCHOOL DAY

A minimum school day is an instructional day of at least 3 1/2 hours with a minimum of 50% of the students in attendance.

Schools are permitted to conduct up to 9 minimum school days (i.e., three and one-half hours of instruction) per school year. Any exceptions to this policy must be approved by the Office of Education.

### LEGAL SCHOOL WEEK

A minimum school week is 30 hours, excluding the lunch period. Daily schedules planned to meet local needs and early Friday closure must be designed to meet the minimum weekly requirement. General Conference policy states "that lunch period is not to be less than thirty minutes."

### SNOW DAYS

Five school days may be taken per year due to snow/ice conditions. All additional snow days must be made up. These five days are to be used as needed because of weather. If unused, these days may **not** be taken as days off school. These days are not actual days school was in session. **Therefore, it should be noted in the Daily Register as a snow day on the date school was canceled.**

### EMERGENCY/EPIDEMIC DAY

One day is designated for a school emergency (frozen pipes, etc.) **or** an epidemic and is to be used only for these specific reasons. This day cannot be used as a floating calendar day or an additional snow day. Schools using more than this should consult the Office of Education concerning makeup days. These days are not actual days school was in session. **Therefore, it should be noted in the Daily Register as an emergency/epidemic day on the date school was canceled.**

### SAFETY AND SAFETY EDUCATION

Since accidents are a major cause of death and serious injury among young people, we recommend that in Seventh-day Adventist schools:

- Safety education be taught as outlined in the SDA Science Curriculum Guide.
- Effort be made to recognize hazards.

- Extreme caution be conscientiously observed in all areas of exercise and activity with proper supervision. (See p. 8, Student Supervision)
- Proper recognition be given to the laws and rules of safety.
- All serious injuries are to be documented on an incident report found in the "As Needed" section of the forms. The incident forms may be found at the Michigan Conference website at [www.misda.org/education](http://www.misda.org/education).
- Parents are to be notified when a child is injured at school.
- The conference is to be notified of all serious injuries requiring emergency medical treatment.

### Gymnastics

Schools desiring to conduct gymnastic classes should first consult with the Office of Education.

### Water Activities

All water activities must include one or more Water Safety Instructors (WSI) or currently certified lifeguards. The use of lakes, rivers, and other waterfronts is discouraged. All students riding in any boat or canoe are required to wear coast-guard approved life jackets at all times. All reasonable water safety precautions are required.

### Excluded Recreational Activities

The following activities are excluded by either conference liability insurance or by student accident insurance and are prohibited.

2- 3- 4-wheel, all terrain/ off-road motorized vehicles	League sports
Bridge jumping	Paint balling
Bungee jumping	Parachuting
Climbing walls and repelling	Rock climbing
Dune buggies	Rollerblading
Fireworks	Skateboarding/ Scooters
Flying (noncommercial)	Snowmobiling
Go-carts	Tackle football
Hang-gliding	Trampolines and rebounding equipment
Hot air ballooning	

### Exceptions

Go-carts, climbing walls and repelling, white water rafting, rock climbing and rollerblading may be approved by the Office of Education if the activity takes place at a commercial establishment with documentable liability coverage. **PRIOR APPROVAL MUST BE OBTAINED.**

### SCHOOL HEAD LICE PREVENTION AND CONTROL POLICY

Incidents of head lice occasionally occur in schools. Please read carefully the new Michigan Department of

Community Health and the Michigan Department of Education's joint statement found in Appendix A.

### ANIMALS WITHIN THE CLASSROOM

Because of concerns of improper treatment or care of animals within a classroom, the teacher should be very careful in deciding this matter. Such concerns as allergic reaction of students, cleanliness, and animal care make it wise to get parental permission before making such a decision. Prior to parent permission, the teacher should consult with the school board and obtain their approval.

### ADMINISTRATION OF MEDICATION TO PUPIL

A school administrator, teacher, or other school employee designated by the school administrator, who, in good faith, administers medication to a pupil in the presence of another adult pursuant to written permission of the pupil's parents or legal guardian and in compliance with the instructions of a physician is not liable in a criminal action or for civil damages as a result of the administration except for an act or omission amounting to gross negligence or willful and wanton misconduct. Administration of Medication to Pupil; Liability (Michigan The School Code of 1976, Updated through Public Act No. 328 of 1994) Section 380.1178.

**Michigan Conference Note:** We highly recommend that each principal keep a log for "Administering Medication to Students" which would give pertinent information of each administration of medication. Also, the note of permission should be kept on file for at least one year.

### CHILD ABUSE

Principals and teachers should know and be aware of signs and symptoms of abuse. A person in charge of children is held legally responsible for reporting suspected or actual child abuse. In addition to the legally required reporting, if you suspect abuse, immediately call the Michigan Conference Office of Education. See Appendix B, "The Educator's Guide to Child Abuse and Neglect" for reporting procedures.

### FIRE AND INCLEMENT WEATHER DRILLS

MCL 29.19 "The superintendent, principal, and teachers in all grades of public and private schools, and the owner, or owner representatives, of school dormitories, shall have a fire drill each month and keep all exits unlocked during school hours, and when the school is opened to the public, and it shall be the duty of each teacher to comply with these requirements and to keep a record of the drills... A minimum of 10 drills is required for each school year."

**Fire drills are to be conducted, once per month, a minimum of 10 times a year.** These drills should be unannounced, with students having previously been

instructed in the manner and route they should quietly and quickly march. Teachers should take the register with them and call the roll of all students. A record of the fire drill should be kept in each register.

**A minimum of two inclement weather drills** per year should be conducted. A record of these drills should also be kept in each register.

## ASBESTOS

The principal and the school board are to work cooperatively with the conference to keep their school in continued compliance with AHERA (Asbestos Hazard Emergency Response Act). Their responsibilities are to:

- Respond positively to requests and recommendations from the Asbestos Program Manager.
- Obtain approval for any additions, remodeling, or other alterations to the school plant.
- Keep a record of all asbestos communications.
- Keep your school Asbestos Management Plans notebook visible and up-to-date.

Any activity involving disturbance of asbestos must be approved by the Office of Education.



## MICHIGAN RIGHT TO KNOW

This law compels all Michigan schools to communicate the existence of any hazardous chemicals in the workplace to all employees. Employees for the conference schools include teachers, teacher assistants, volunteers, custodial personnel, maintenance personnel, and others who enter the school on a regular basis.

There are five basic steps to compliance:

- Material identification and inventory
- Material safety data sheets (MSDS)
- Labeling and warning forms

- Training and educating all employees
- A written hazard communication program

Compliance is an ongoing process. Therefore, the principal needs to give regular attention to the checklist for compliance found in the June 10 forms section.

**NOTE:** Household cleaning products, such as those that can be purchased at a grocery store, do not need MSDS sheets.

## ROLE OF THE PASTOR

The pastor's visible role in actively supporting the school is essential for a successful school program.

The pastor is an ex-officio member of the school board. In order for a pastor to have the time and role relationship with the school to accentuate the spiritual emphasis of his ministry, a local church member rather than the pastor should serve as school board chairperson.

The school has a responsibility to involve the local church pastor(s) in the life of the school by inviting him to participate in a wide variety of activities, such as worships, baptismal classes, classroom presentations, recreation, field trips, Weeks of Prayer, and Home and School Association meetings.

Likewise, the pastor should involve the school staff in a visible manner in the church's program. This should not necessarily mean leading out in Sabbath School with the same age group the teacher is instructing during the school week. Usually it is better for both students and teachers if others are involved in such leadership.

The pastor's counsel to the teacher should be treated with respect. Since the school staff and pastor are all conference employees, close cooperation should exist between them.

The pastor and teacher should work together as members of a team of professional church employees dedicated to similar goals. An attempt should be made to avoid public confrontation or disagreement. If such problems develop, the church employees should attempt to resolve the disagreement in private and then seek conference administrative assistance if such efforts are unsuccessful. Public unity among church employees will help the school and church meet the broad mission goals of the Seventh-day Adventist Church.

In more specific terms, the pastor is a vital factor to schools in terms of:

- Support for Adventist education, including his own school-age children enrolled in the K-12 constituent school. (While a late start may be approved by the Michigan Conference Education Committee, children should be enrolled no later than grade 3.)
- Responsibility for church involvement in the financial operation of the school.
- Encouragement of effective parent-teacher-pupil relationships.
- Cooperation in the spiritual emphasis of the school.
- Involvement as a spiritual counselor and resource person.
- Encouragement of the school board and constituency to recognize the administrator and teachers as the educational leaders in his district.



## **RELIGIOUS AND PATRIOTIC ACTIVITIES**

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

### **Week of Spiritual Emphasis**

It is recommended that a Week of Spiritual Emphasis be conducted during each semester. However, schools shall conduct at least one Week of Spiritual Emphasis each year.

### **SDA Church Emphasis**

It is recommended that teachers plan activities to emphasize SDA church history and the Spirit of Prophecy.

### **Creation Emphasis**

Teachers are expected to provide an additional emphasis on creation.

### **Prayer Bands -- Students**

Students are encouraged to pray together in small groups, as prayer is an integral part of the school program.

### **Chapel Services**

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

### **Worship Periods**

Each school should incorporate a regularly scheduled, daily devotional period.

### **Baptismal Class**

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

### **Flag Display**

National and state flags shall be displayed in harmony with proper flag etiquette.

### **Multicultural Experiences**

Schools should have activities emphasizing the equal value of all persons in Christ.

### **Bible Labs**

Each school should plan activities that include witnessing and community service functions.

## **EVALUATION OF SCHOOL PROGRAM**

All elementary schools and junior academies are regularly evaluated by the Office of Education. Schools are notified at the beginning of the school year if they are to have an evaluation. Materials needed are available at the NAD website, [www.nadeducation.adventist.org](http://www.nadeducation.adventist.org), under forms. Please contact the Office of Education if you would like to schedule an Evaluation Orientation Presentation for your board.

## **ADDITIONS TO CURRENT SCHOOL ACADEMIC PROGRAMS**

The curriculum of the Seventh-day Adventist schools in the Lake Union Conference is the responsibility of the Union Conference Board of Education, in harmony with the broad guidelines provided by the NAD Department of Education.

Major changes or additions to the adopted curricular design must have the approval of the Michigan Conference Office of Education/Curriculum Committee in counsel with the Union Conference Office of Education.

## **MICHIGAN CONFERENCE K-8 CURRICULUM**

It is important that all teachers follow the planned Michigan Conference Curriculum. While we want to

give freedom for teachers to use their individual interests, skills, and strengths, we also want to protect a unified curriculum.

All teachers need to:

- Follow the NAD curriculum guides.
- Use the textbooks as outlined in the Lake Union Elementary Textbook list.
- Adhere to the guidelines published by the Michigan Conference.

When a teacher wishes to go outside of the planned Michigan Conference Curriculum for more than two weeks, a written plan (including the main objectives and texts/materials to be used) must be submitted to the Office of Education for approval.

### **MICHIGAN CONFERENCE DAY CARE POLICY**

The Michigan Conference Office of Education administers and supervises all day care centers operated by a Michigan Conference organization. All Michigan Conference, General Conference, and State of Michigan policies and procedures must be followed.

- Obtain from the Office of Education a day care packet that includes an application, Michigan Conference policy and General Conference policy.
- If the day care center is to be church operated, the church board must vote to recommend its operation to the church in business session, which must approve of its operation. All Michigan Conference policies related to day care in the policy manual should be announced to the church in business session. If it is school operated, the same procedures must be followed with the school board and the school constituency.
- After it is approved by the church in business session or the school constituency, fill out the application and return to the Office of Education with a proposed operating budget. The director of the center must also, concurrently, apply to the State of Michigan for a day care license.
- The Office of Education will process the application when it receives the completed application and the approved state license.
- The procedure for processing the application must include approval by the following committees:
  - Office of Education staff
  - Education Committee (conference officers and superintendents)
  - K-12 Board of Education
- If approved by all three committees, a letter will be sent to the church/school board approving the day care center.

- The Michigan Conference Office of Education reserves the right to supervise the ongoing operation and curriculum of all Adventist day care centers.

### **DAY CARE - Definition**

**Regular Day Care** - Child care provided for children ages 18 months and older.

**Preschool (Pre-kindergarten)** - Childcare provided for children age four by December 1. This "day care" is run like a school but does not have instruction per se and is under the direction of a denominationally certificated person.

### **Requirements**

- All day care programs operated in a Michigan Conference school or church are to be operated by the school and/or the church (not operated as a private enterprise).
- All day care programs are under the auspices and policies of the Michigan Conference Department of Education.
- All teachers and helpers are to be Seventh-day Adventists in regular standing. However, existing day care centers may request the Office of Education to "grandfather" this policy with current non-SDA employees. Day care workers are to receive remuneration for their services according to the salary schedule for day care workers as established by the operating board of that center.
- All day care centers must make special plans to ensure that the Sabbath hours are properly observed. Such policy should be detailed in the handbook and provided to parents.
- There must be a careful adherence to the proper pupil-teacher ratio imposed by the Michigan Conference and the State of Michigan.
- Michigan Conference insurance carrier requirements must be met.
- General Conference policies and procedures for day care centers must be followed.
- State of Michigan licensing rules for childcare centers must be met.
- If the day care is operated by the local church, the following is required:
  - The church in business session must approve of the operation of a day care center by the church.
  - The day care center must be an integral part of the mission of the local church in order to meet IRS codes and possibly local zoning or tax codes. The local church may help

- financially with the day care center only if it is a part of their mission.
  - The local church board is the operating board of the day care center. As the operating board, it is responsible for the financial health of the center, so must approve annual budgets and receive regular monthly financial statements. The church board is also responsible for the curriculum. It should be Bible based and Adventist in nature. The local board must also relate to all center employees. All hiring or firing must be done by the local church board, (not by the center's director alone) in accordance with denominational personnel policies. Boards should become familiar with the *Handbook of Educational Policies* from the Michigan Conference Office of Education.
- If the day care is operated by the local school, the following must be followed:
  - The school constituency must approve of the operation of a day care center by the school board.
  - The day care center must be an integral part of the mission of the local school in order to meet IRS codes and possibly local zoning or tax codes. The school board may help financially with the day care center only if it is a part of their mission.
  - The local school board is the operating board of the day care center. As the operating board, it is responsible for the financial health of the center, so must receive regular monthly financial statements. The school board is also responsible for the curriculum. It should be Bible based and Adventist in nature. The local board must also relate to all center employees. All hiring or firing must be done by the local school board, (not by the center's director alone) in accordance with denominational personnel policies. Boards should become familiar with the *Handbook of Educational Policies* from the Michigan Conference Office of Education.
- Because of legal, organizational and IRS considerations, the Michigan Conference discourages churches and schools from renting out any part of an Adventist owned facility to a non-Michigan Conference organizational entity to operate a day care

center. Exceptions should be directed to the superintendent of schools.

### **KINDERGARTEN - SELF-CONTAINED**

This is a regular school experience under the direction of a certified teacher. All General Conference, Lake Union, and Michigan Conference policies for kindergartens apply.

#### **Requirements**

- A written request is to be made to the Office of Education by March 1 if operation of a self-contained kindergarten is anticipated
- A full-time employee who teaches a self-contained kindergarten class must have a minimum of 8 students.
- The kindergarten class shall be in a classroom separate from other grades of the school, and it will also meet the state and/or local health codes and state fire-safety codes.
- The curriculum to be offered in the program will follow the guidelines developed by the North American Division Office of Education.
- The kindergarten teacher must be properly certificated, both by the Seventh-day Adventist denomination and the state of Michigan. It is recommended that the kindergarten teacher hold Early Childhood Education endorsement.
- The responsibility of the kindergarten teacher will be limited to the kindergarten classroom while it is in session and will be limited to a maximum of 20 students unless a teacher assistant is provided.
- The student who seeks admittance to kindergarten shall be five years of age by December 1 of the year of entry.
- The kindergarten program will be for a minimum of 15 hours per week.
- The full-time teacher's salary will be set according to the Lake Union Education Pay Scale.

### **KINDERGARTEN - MULTI-GRADE SETTING**

The K-1 and K-2 programs were designed to provide a multi-grade educational program in a single classroom under the direction of a certified teacher. All General Conference, Lake Union, and Michigan Conference requirements apply.

#### **Requirements:**

- Application for a K-1 or K-2 program must be made to the Conference Office of Education by March 1 for the following school year.
- It is recommended that there be a minimum of three kindergarten students.

- The K-1 program shall have a maximum of 20 students. The K-2 program shall have a maximum of 18 students.
- A full-time assistant must be provided during the hours when the kindergarten is operating.
- Consideration must be given to the impact of adding the kindergarten on other teachers and students.
- The Office of Education strongly recommends a half-day kindergarten program.
- The curriculum to be offered in the program will follow the guidelines developed by the North American Division Office of Education.
- The kindergarten teacher must be properly certificated, both by the Seventh-day Adventist denomination and the state of Michigan.
- The student who seeks admittance to kindergarten shall be five years of age by December 1 of the year of entry.
- The kindergarten program will be for a minimum of 15 hours per week.
- The full-time teacher's salary will be set according to the Lake Union Education Pay Scale.
- Exceptions to this policy may be granted by the Michigan Conference Board of Education in situations where there are small numbers in kindergarten and in other affected grades.

**ALTERNATE PROGRAMS FOR NINTH AND TENTH GRADES**

There are several alternative programs for ninth- and tenth-grade programs. Please contact the Office of Education or see the *Lake Union Conference Junior Academy Policy Manual*.



**SECONDARY CORRESPONDENCE STUDENTS IN ELEMENTARY CLASSROOMS - GUIDELINES**

The following guidelines shall apply to secondary correspondence students studying in elementary schools. The teacher shall not have responsibility for direct instruction. Elementary teachers may not have the background to help students in secondary content areas.

- Parents will secure school board approval before correspondence students may be permitted to attend school.
- Parents will indicate in writing that they accept responsibility for correspondence students completing the course work. This will include the development of a time schedule to keep the student current in his or her work. (A form is available from the Office of Education.)
- It is recommended that the parent pay a service fee as determined by the school board. Even though a student is not officially registered as a student, they should be included in the count for student accident insurance.
- Correspondence students will be expected to comply with policies of the school and state laws. Disruptive students will not be allowed in the classroom.
- Any school program that allows for student correspondence work must receive prior approval from the superintendent of schools.

**9TH AND 10TH GRADES**

For further information see the *Junior Academy Policy Manual* provided by the Lake Union Conference. Please note the following junior academy deadlines:

Junior Academy Applications	April 10
Junior Academy Update	September 10
Junior Academy Grades	January 30, June 10

**ESTABLISHMENT OR REESTABLISHMENT OF SDA CHURCH SCHOOLS**

Churches desiring to establish an elementary school or junior academy for the purpose of educating primarily the young people of the Seventh-day Adventist Church shall make formal request to the Office of Education not later than November 1 of the preceding school calendar year. Final approval of all health, fire, and safety requirements as outlined by the local authorities in cooperation with state agencies must be secured and copies filed with the Conference Office of Education.

In addition to state requirements (see *Guidelines for the Establishment of a New School* provided by the Conference Office of Education, page 6) the Office of Education requires the following:

- On-site inspection of:
  - Property.
  - Building(s).
  - Sanitary conditions.
  - Water and septic system.
  - Safety/fire prevention measures.
  - Playground and school equipment.
  - Inspection for asbestos-containing building materials.
  - Computers/Internet Service
- A basic minimal library of reading and reference books.
- An acceptable financial plan of operation and liquidation of any prior indebtedness.
- A survey of student enrollment projections for the next three years.

The complete guide for the establishment of elementary schools or junior academies in the Michigan Conference can be obtained from the superintendent.

### **SCHOOL CLOSURE**

When it becomes necessary for a school to cease operation, the following close-down procedures are recommended:

#### **TEMPORARY CLOSURE (one year):**

- Teacher must complete end-of-school work.
- Send all cumulative folders to the Office of Education.
- Sort and store books in a dry location.
- Pay up all accounts with the Conference Treasury Department and other vendors.
- Provide appropriate care for vacant building - heating, etc.
- Send Asbestos Management Plan and Michigan Right To Know File and MSDS Notebook to the Office of Education.

#### **PERMANENT CLOSURE:**

- Same as above.
- Make arrangements with the Office of Education to advertise the availability of textbooks and equipment to other schools.
- Make decisions in consultation with the Conference Association concerning long-range use or sale of property.

### **USE OF NON-ADVENTIST PERSONNEL**

The Michigan Conference does not approve of the use of non-Adventist personnel in conference schools. The use of non-Adventist personnel jeopardizes our

policy of hiring only Seventh-day Adventist teachers and is against the philosophy of Adventist education.

The school principal must consult with the superintendent of schools when faced with such an issue.

### **TEACHER ASSISTANT**

A local school board may employ a teacher assistant within the policy guidelines of the Lake Union Conference and the Michigan Conference. Under no conditions may a teacher assistant be assigned the responsibilities of a teacher. (See *Guidelines and Suggestions for the Use of Teacher Aides*.) A local school desiring to request conference subsidy (up to 35%) for an assistant should read carefully the section "Requesting Conference Subsidy for Teacher Assistants," page 59.

Teacher assistants may be provided to teachers with heavy loads. Such classroom assistance, part-time or full-time, will often be on a **remunerative** basis. This ensures greater dependability and accountability by the school authorities.

**Volunteer** teacher assistants are encouraged to assist in schools in order to release the teacher for greater individualization and/or remediation with the students. See below, "Guidelines for the Use of Volunteers."

**Note:** Even though a local school may meet the following guidelines, **conference subsidy is not automatically approved**. (See "Requesting Conference Subsidy for Teacher Assistants," page 59.) Schools desiring subsidy must submit a request. The following guidelines will be considered when approving subsidy:

- Where the teacher is also called upon to serve as principal.
- Where the teacher is responsible for time-consuming extracurricular activities.
- Where extenuating circumstances in the classroom or school make a teacher assistant desirable.
- In instances when several students in the classroom require remedial or individualized assistance.
- When there is a higher concentration of students in grades 1 and 2.

#### **Guidelines for One-Teacher Elementary Schools:**

- Up to 5 grades and 10 students - no assistant
- 6, 7, or 8 grades and up to 10 students - part-time assistant
- 5 or 6 grades and more than 10 students - part-time assistant

- 4, 5, or 6 grades and more than 15 students - full-time assistant
- 7 or 8 grades and over 10 students - full-time assistant
- A school qualifies for a second teacher when they enroll 16 students in 7 or 8 grades.
- A school is **required** to have a second teacher where
  - there are 17 or more students in 7 or 8 grades. (See note below.)
  - there are 21 or more students in 4, 5, or 6 grades.
- The addition of a kindergarten or ninth grade program in a one-teacher school is not recommended.

School boards are expected to do a thorough study of their projected enrollment in the early spring to determine if they will cap enrollment or request additional staff. The Office of Education is to be notified of additional staff needs in the spring (ideally by March 1) in order to secure a quality teacher. **All exceptions to this policy are to be approved by the Office of Education and/or the Board of Education prior to exceeding the enrollment cap.**

#### **Guidelines for Two-Teacher Elementary Schools:**

Grades 1-4:

- Up to 13 students - no assistant
- 14 to 18 students - part-time assistant
- More than 18 students - full-time assistant

Grades 5-8:

- Up to 17 students - no assistant
- 18 to 22 students - part-time assistant
- More than 22 students - full-time assistant

#### **Three-Teacher Elementary Schools:**

Grades 1-3:

- Up to 16 students - no assistant
- 17 to 22 students - part-time assistant
- More than 22 students - full-time assistant

Grade 4-6:

- Up to 20 students - no assistant
- 21 to 26 students - part-time assistant
- More than 26 students - full-time assistant

Grades 7-8:

- Up to 24 students - no assistant
- 25 to 28 students - part-time assistant
- More than 28 students - full-time assistant

#### **Two-Grade Classrooms:**

Grades 1 & 2:

- Up to 20 students - no assistant
- 21 to 26 students - part-time assistant
- More than 26 students - full-time assistant

Grades 3 & 4:

- Up to 22 students - no assistant
- 23 to 28 students - part-time assistant

- More than 28 students - full-time assistant

Grades 5 & 6:

- Up to 24 students - no assistant
- 25 to 30 students - part-time assistant
- More than 30 students - full-time assistant

Grades 7 & 8:

- Up to 24 students - no assistant
- 25 to 30 students - part-time assistant
- More than 30 students - full-time assistant

#### **Single Grade Classrooms**

- Grade K: Up to 20 students - no assistant
- Grade 1 or 2: Up to 26 students - no assistant
- Grade 3, 4, 5, 6, 7, or 8: Up to 35 students - no assistant

#### **KINDERGARTEN – MULTI-GRADE SETTING**

During the hours that kindergarten is operating, there must be an assistant.

#### **JUNIOR ACADEMY** (when part of an elementary school)

- Up to 6 units per teacher - no assistant
- 7 and above units per teacher - an assistant as determined with the superintendent of schools.

#### **Requesting Conference Subsidy for Teacher Assistant**

The conference has limited funds available for subsidizing part-time and full-time (38 hours per week) teacher assistants. These funds are distributed as approved by the Office of Education after a final count of registered students in August. Approval is based on greatest need, as funds are available. First consideration will be given to one-teacher schools. Therefore, one-teacher schools that qualify will be given the full 35% subsidy. Other schools approved for teacher-assistant subsidy will be subsidized at a variable rate based on remaining funds up to 35%.

Schools requesting subsidy must run the teacher assistant pay through the conference payroll service. The actual teacher assistant cost plus FICA will be charged to the school on a monthly basis along with regular teacher charges.

When a local school board wishes to **request conference subsidy** and can support the need for a teacher assistant based on the guidelines in this section, the principal or school board chairperson should follow the procedure outlined below:

- Call or write the superintendent of schools and present the request for conference subsidy.
- The Office of Education will review the request and communicate a timely decision to the school principal or chairperson.

- If the Office of Education approves the request, the school must submit the required information and forms according to conference policy and state and federal law.
- Requests for a conference subsidized teacher assistant must be made on an annual basis.

### **Teacher Assistant Wages**

The hourly wage scale, of no less than federal or state minimum wage, is set by the local school board. The Michigan Conference will subsidize up to 35% for wages up to \$12.00 per hour. The salary for teacher assistants is based upon their qualifications and the description of the job to be performed. Teacher assistants do not receive scholarship grants, health care, or other benefits.

Before a paycheck will be distributed to the assistant (subsidized or non-subsidized) the form entitled "Teacher Assistant Information" (in the "As Needed" section of the teacher policy book) must be returned to the Conference Office of Education for further processing of required information (W-2 for taxes, signing of contract, I-9 Form, Results of Criminal Background Check).

### **GUIDELINES FOR THE USE OF VOLUNTEERS**

It is the philosophy of Michigan Conference Seventh-day Adventist schools to encourage volunteer participation by parents and other community resource persons in the school program. Studies have indicated that children benefit when parents are actively involved with their child's education. One of the many ways to be involved is by offering on-site assistance to the teacher.

Volunteers have proven to be a valuable resource to our schools by assisting with many aspects of the educational program. The success of "Bible Labs," our community service program, is primarily due to volunteer coordinators. The following guidelines have been established to gain optimal benefit from the use of volunteers to assist teachers and enrich the school program.

- Volunteers are required to fill out and sign the Volunteer Data Sheet and the Michigan Conference Child Protection Policy provided by the Michigan Conference.
- Volunteers who work with children on a regular basis are required to undergo a Criminal Background Check.
- Teachers are encouraged to utilize volunteers but must clearly maintain the authority and responsibility for all instruction.
- It is recommended that volunteers not be utilized the first several weeks of school until the authority of the teacher and classroom

routines and procedures have been established.

- Suggested tasks for volunteers include the following:
  - Copy materials
  - Grade papers
  - Supervise recesses
  - Listen to students read
  - Drill math facts
  - Assist with art projects
  - Organize the school library
  - Supervise learning games
  - Monitor students on computers
  - Prepare hot lunches
  - Assist with Bible Labs
  - Drive/supervise on field trips
  - Tutor individual students
  - Help prepare bulletin boards
- Parental volunteers can be a valuable resource. However, it is recommended that parents do not spend a great deal of time in classrooms with their own children. This will prevent potential problems that could develop with both a parent and a teacher supervising a child.
- Volunteers may be scheduled as needed or on a regular basis according to the needs and desires of the teacher. In each case the teacher needs to plan in advance for specific tasks that the volunteer is to do. Volunteers should not show up unannounced "to help the teacher." Generally, volunteers should not be scheduled for more than 6-8 hours per week as management of the volunteers can become time consuming for the teacher.
- While it is policy for volunteers not to teach subjects in the curriculum, under certain circumstances with local board and conference approval, permission may be granted for volunteers to provide instruction in non-core curriculum areas such as music, art, P.E., and computers. The teacher must oversee the lesson plans and be responsible for administering grades.

### **FIELD TRIPS/OFF-CAMPUS ACTIVITIES**

Both the educational improvement and the recreation of the individual student should be strengthened as a result of participating in the activities provided. Care should be taken that financial economy is practiced and that adequate supervision and chaperonage is supplied at all times. All field trips over 50 miles or overnight should be requested on the current Conference Field Trip form. (Forms are in "As Needed" section.)



### Number of Field-Trip Experiences

Field trip events should be included in each classroom's yearly curriculum. The school administration, staff, and school board, however, must be sensitive to the needs of the total school program. BALANCE in the curriculum is essential. An overuse of field-trip events, although providing supplemental learning experiences, can be detrimental to the provision of essential instruction in the classroom. It is recommended that field trips be sequenced throughout the school year rather than having multiple field trips during the month of May.

It is reasonable to expect that more complex and a greater number of field trips may be participated in by students as they reach progressively higher grades. The elementary school and junior academy must be careful to avoid an escalation of activities on their level that have been traditionally given on higher academic levels.

The inclusion of field trips in the curriculum, while important, is only one facet in a quality school program.

### Types Of Off-Campus Activities

**Off-Campus Activity** - Any school-sponsored function where the student leaves the school grounds.

**Field Trip** - School-sponsored activity outside the classroom designed as an effective correlated education experience.

- An application must be made and approval granted from the Conference Office of Education 30 days before any trip more than 50 miles from the school is taken.
- All K-10 field trips are limited to one day and 250 miles, round-trip, from the school.

**Class Or Organizational Trip** - School-sponsored activity of the terminating class or group that is duly

qualified and authorized by the school board and Office of Education. If educational in nature it may be taken during school hours; if noneducational, it must be taken during nonschool hours.

**One Day** - A class or organizational trip consisting of one day should be planned as a one-day field trip of more than 50 miles. If educational in nature, it may be taken during school hours; if noneducational, it must be taken during nonschool hours.

**Two Days/One Night** - A class or organizational trip consisting of two days and one night should be planned well in advance. If educational in nature, it may be taken during school hours; if noneducational, it must be taken during nonschool hours.

- The class or organizational trip request, along with a detailed itinerary, will be submitted to the Conference Office of Education for approval 30 days prior to the intended program. **NO EXCEPTIONS TO THIS POLICY.**
- Supervision for overnight trips should include the school principal and adults of both sexes. Chaperons should take their housing accommodations with the students.
- Limits: 2 days/1 night; 400 miles round-trip. (No travel between 11 p.m. and 6 a.m.) Exceptions to this policy must be approved by the Office of Education.

**Educational/Study Tours (Grades 7-10)** - A carefully planned curriculum program conducted off the school premises.

- An educational study tour is a limited educational experience that demands comprehensive planning. All guidelines established for off-campus activities will apply.
- Schools planning such a tour may request sample tours from the Office of Education four to five months prior to the intended program.
- A copy of the objectives, lesson plans, and daily schedule will be submitted to the Conference Office of Education for approval thirty days prior to the intended program. **NO EXCEPTIONS TO THIS POLICY**
- Limit: 3 days/2 nights; 500 miles round-trip.
- (No travel between 11 p.m. and 6 a.m.) Exceptions to this policy must be approved by the Office of Education.

**Field School or Outdoor Education Classroom** - A carefully planned curriculum program conducted off the school premises at Camp Au Sable or similar facility.

- A field school or outdoor education classroom is a limited educational experience that demands comprehensive planning. All

guidelines established for off-campus activities will apply.

- A copy of the objectives, lesson plans, and daily schedule will be submitted to the Conference Office of Education for approval 30 days prior to the intended program. **NO EXCEPTIONS TO THIS POLICY.**
- Limit: (Time and mileage limit to be established in consultation with the Conference Office.)

### **Mission Trips – Junior Academy Mission Trip Policy**

#### **Within the North American Division**

- A mission trip application, including a full itinerary, must be submitted to the Office of Education 90 days in advance of departure date. Prior to coming to the Office of Education, the local school board must approve the trip.
- Final approval must be granted by the Michigan Conference K-12 Board of Education.
- Applications are available from the Michigan Conference Office of Education 90 days in advance of departure date.
- Mission trips must be scheduled during a major vacation such as Christmas vacation or spring vacation.

#### **Outside the North American Division**

- A mission trip application, including a full itinerary, must be submitted to the Office of Education five (5) months in advance of departure date. The local school board must have approved the trip prior to application to the Office of Education.
- The trip approval process will include review by the Michigan Conference Education Committee, the Michigan Conference K-12 Board of Education, the Lake Union Office of Education and the North American Division/General Conference.
- Out of Division mission trips will only be approved where there is a safe political and social environment. The local school board, in conjunction with the Michigan Conference Office of Education, will monitor conditions for safety until the time of departure. If the political and social conditions deteriorate, the trip may need to be cancelled or rescheduled.
- Applications are available from the Michigan Conference Office of Education five (5) months in advance of departure date.
- Mission trips must be scheduled during a major vacation such as Christmas vacation or spring vacation.

### **Preliminary Planning**

- Discuss and receive approval for proposed plans with the school board before suggesting or discussing any plans with the students.
- All plans, including finances and fund-raising projects, will be presented to the school board for approval two months prior to the trip.
- No student shall be excluded from any school activity because of his or her financial situation.

### **Policies**

- Michigan Conference Pupil Transportation Policies and Guidelines must be followed for all off-campus activities.
- Student insurance must be carried on each student.
- It is recommended that any vehicle used to transport students carry insurance limits of \$250/500,000 PL/PD and medical coverage on passengers, and meet all safety and inspection regulations as required by state law  
**Note:** See the Field Trip/Automobile Insurance statement on page 73.
- No air travel. (For mission trips commercial air travel may be approved.)
- Swimming activities or water sports must receive conference approval from the Office of Education. Instructional swimming programs conducted by WSI personnel are acceptable.
- Seventh-day Adventist standards regarding dress, food (vegetarian diet), drinks (noncaffeinated beverages), and conduct will be upheld at all times.
- Any school group traveling to Canada must complete the Travel to Canada Kit available from the Office of Education.

### **Essential Procedures**

- Safety in transportation, student conduct, and accommodations should be planned.
- Arrange for appropriate supervision:
  - One adult for every five students (K - 2).
  - One adult for every eight students (3 - 6).
  - One adult for every ten students (7 - 10).
  - Overnight trips should include principal and adults of both sexes.
- Transportation - vehicles are to be properly maintained and in safe operating condition with proper insurance (\$250/500,000 PL/PD and medical coverage on passengers), inspection, and a fully licensed and qualified driver who drives no more than eight continuous hours at one time.

- Arrangements - for all necessary accommodations, meals, points of interest, traveling, sleeping, should be handled prior to the actual trip.
- In preparation the teacher will:
  - Outline the educational objectives for the field trip.
  - Develop a background of knowledge for the trip.
  - Get permission from person in charge and inform him or her as to purpose of the trip, time of arrival, number of pupils, and age level.
  - Send notes to parents giving information as to when, where, and how the trip is to be taken and what it will cost.
  - Get written permission from parents and a consent-to-treatment form for each student.
  - When traveling to Canada take proper identification for non-U.S. citizens. (Passport, birth certificate, or voter registration card are the only acceptable documents.)
  - Arrange for transportation and chaperons. (Give each chaperon written directions about when and where to meet, route to be taken, standards of conduct and safety to be observed.)
  - Outline procedures for the trip with the students.
  - Set up standards of behavior and safety.
  - Organize the students into groups or partners.
  - Plan who will be responsible for taking notes and collecting available materials.
  - Take along an appropriate first-aid kit.
- Evaluation and follow-up activities for field trips:
  - Conduct an informal but thorough discussion of the trip.
  - Organize the information obtained on the trip and show its relation to that previously obtained from texts and other sources.
  - Have students write letters of appreciation to places visited and to those who helped in planning and executing the trip.
  - Plan a culminating activity, such as:
    - (1) Written record of trip.
    - (2) Booklets, drawings, notebooks.
    - (3) Skit or program.
    - (4) Construction.

(5) News article.

- The guidelines and procedures for trips such as Bible camps, leadership conferences, music festivals, or other organizational group trips that are sponsored by the local or Union Conference shall be established by the sponsoring organization for each trip.

**FIELD TRIP  
SUMMARY CHART**

<b>Type of Trip</b>	<b>Limit of Days/Nights</b>	<b>Maximum round-trip Miles</b>	<b>Due Date for Application to be in Office</b>	<b>Additional Materials to be Included with Application</b>
<p style="text-align: center;"><b>Field Trip</b></p> <p>Educational During School Hours</p>	One Day	250 miles	30 Days Prior	X
<p style="text-align: center;"><b>Class/Organizational Trip</b></p> <p>Educational – During School Hours Noneducational – Nonschool Hours</p>	One Day	250 miles	30 Days Prior	X
<p style="text-align: center;"><b>Class/Organizational Trip</b></p> <p>Educational – During School Hours Noneducational – Nonschool Hours</p>	Two Days/One Night	400 miles	30 Days Prior	Detailed Itinerary
<p style="text-align: center;"><b>Study Tour or Field School</b> Grades 7-10</p> <p>Educational – During School Hours</p>	Three Days/Two Nights	500 miles	30 Days Prior	Detailed Itinerary Objectives Lesson Plans
<p style="text-align: center;"><b>Field School or Outdoor Education</b></p> <p>Educational – During School Hours</p>	Established in Consultation with the Office of Education		30 Days Prior	Detailed Itinerary Objectives Lesson Plans

## INTERSCHOOL ATHLETICS

Schools wishing to participate in friendship games are to follow the NAD Policy below. Michigan Conference transportation guidelines must be followed for off-campus travel.

**Interscholar Sports – Rationale:** The Seventh-day Adventist Church is opposed to interschool league play (commonly known as varsity athletics) in its educational system. In light of this, the Michigan Conference Executive Committee has voted “that the Michigan Conference schools and churches should not be involved in any kind of varsity or league sports.” The major rationale for this is:

- The inherent hazards of competitive rivalry have the potential to be exaggerated in inter-organizational events.
- The commitments of time, personnel, and finances are usually disproportionate to the number of individuals able to participate.

### Conclusions:

- Christians should function with the highest of motives in their quest for athletic excellence.
- Occasional friendship games or matches involving institutions at joint social gatherings are not classified as intermural or interschool athletics.
- All people have talents - some more, some less. God expects faithfulness in service regardless of talents or pay (Matt. 20:1-16). Even though talents are distributed differently, God expects individuals to develop what they have to the best of their ability; and they will be given responsibility according to their faithfulness. The scriptures remind us, “Whatever you are doing, put your whole heart into it, as if you were doing it for the Lord and not for men, knowing that there is a Master who will give you your heritage as a reward for your service.” (Col 3:23, NEB)

## MICHIGAN CONFERENCE COMPUTER ACCEPTABLE USE POLICY

The schools of the Seventh-day Adventist education system are pleased to offer their students access to a computer network for electronic mail and the Internet. To gain access to email and the Internet, the legal parent and student must sign and return the Internet Access Agreement 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 materials 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.

School computers are for educational purposes only. 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. School staff may review files and communications to maintain system integrity and ensure 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.
- comply with the Michigan Acceptable Use Policy.
- not attempt to access or alter unauthorized areas of a computer system.

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

Additional regulations may be applied at the local level.

### **INTERNET POLICY**

The following are technology related policies for all schools within the Michigan Conference:

- All Michigan teachers are required to check their email at least twice per week. Much of the office communication will be email only. The Office of Education will provide an Internet Service Provider (ISP) for each school, and if possible for each teacher.
- Each school is required to provide filtering software for each computer that is connected to the Internet within the school.
- Before a student is allowed to access the Internet an Acceptable Use Policy Statement must be filled out and signed by the student and a parent. This is available on the Michigan Conference web site, [www.misda.org/education](http://www.misda.org/education).
- It is also the responsibility of the classroom teacher to supervise and control the computer usage within the classroom at all times.
- Only educational software and games should be installed, played, downloaded, etc., on school owned computers.

Parents may have varying views on what types of media their children are exposed to. However, it is the teacher's responsibility to be sensitive to those parents who wish to protect their children from exposure to worldly influences. All media and literature should be previewed before used in the classroom. If the teacher is unsure of the appropriateness of material, contact your local school board or the conference office.



### **GUIDELINES FOR CLASSROOM USE OF LITERATURE AND MULTIMEDIA**

Selection of literature, multimedia, and educational software for use in the classroom of Michigan SDA schools should be deliberate and purposeful. It must augment specific educational goals and meet with principles as outlined in scripture and the Spirit of Prophecy. Philippians 4:8 provides a guiding principle, "Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy, think on these things." (NIV)

# SECTION I

## SCHOOL FINANCIAL

### FINAL PROGRESS REPORTS

Final progress reports for students with unpaid accounts may be given to the principal, or in sealed envelopes, to the school board chairperson. (The school board should give careful study to the effectiveness of this policy for elementary students when transferring to a non-SDA school.) If this policy is implemented, it should be stated in the school handbook. In such cases the reports should be kept in a locked file until the bill is paid.

If the student is transferring from another Adventist school, financial clearance is to be obtained. (Bill paid or satisfactory arrangements made to clear the account.)

### LIBRARY AND EQUIPMENT SUBSIDIES

The conference will subsidize library/equipment purchases at a rate of 20% up to an amount of \$11 per student per year. (Example: 12 students in the school X \$11 per student = \$132 maximum for total library and equipment subsidy. Twenty percent of \$500 purchases = \$100. Since the maximum is \$132 for the school, the full 20% would be received.)

#### Qualifications for Library Purchases

- All purchases must be backed up with proper item identification plus proof of payment. Copies of paid invoices serve as excellent backup material. Statements and/or canceled checks only do not suffice.
- All library books must be listed by their individual titles on the paid invoice and considered acceptable additions to a library for a Seventh-day Adventist church school.
- Magazine subscriptions purchased for student school library. (Professional magazines for teachers or magazines such as *Winner* or *Weekly Reader* used as a part of the curriculum are **not** included for subsidy.)
- Any Internet service used for educational purposes.
- All textbooks and/or teaching materials are the expense of the school and cannot be subsidized.

#### Qualifications for Equipment Purchases

- All purchases must be backed up with proper item identification plus proof of payment. Copies of paid invoices serve as excellent

backup material. Statements and/or canceled checks only do not suffice.

- All items must be considered as necessary additions purchased to become a permanent part of the classroom inventory and/or playground for use in the educational program of the school.
- Expendable items for science and P.E. do not qualify for subsidy.
- Janitorial items and equipment purchased for the maintenance of the school do not qualify for subsidy.
- Examples of equipment items eligible for subsidy would include:

Teacher's desk	Record players
Student desks	Copy machines
Maps-Bible,	Tape recorders
geography, history	Computers
Science equipment:	Playground equipment
Microscopes	Blackboards
Projectors, VCRs, TVs	Bulletin boards
Computer software	Book shelves
(titles, description)	(non built-in)

- Samples of items not covered:

School Signs	Refrigerators
Microwaves	Window blinds
Built-in cupboards/ cabinets (Items that would be considered part of actual plant)	Maintenance items

**Mail Library and School Equipment Form to the office no later than MAY 10.**

### SCHOOL BUSES AND DRIVERS

See *Pupil Transportation Notebook*.

**Note:** No 15-passenger vans are to be used for student transportation according to State of Michigan law.



## ELEMENTARY SCHOOL EMERGENCY FUND

The Michigan Conference recognizes that some schools are operated by a church(es) at great sacrifice to the constituency. When a church school exists and cannot consolidate due to the distance from other church schools, and when the church provides significant financial support to that school, and when the Conference K-12 Board recognizes the school as needing emergency financial aid, the Michigan Conference may authorize a financial stipend to assist in its operation.

**Note:** The Michigan Conference Board of Education has the right to designate how these funds may be used.

- The Elementary School Emergency Fund is provided to assist one- and two-teacher elementary schools of the Michigan Conference.
- The available funds will be channeled through the conference treasurer with specific appropriations designated for eligible schools, as identified by the Conference Board of Education, that are part of the regular conference school system.
- Schools should recognize that this funding is limited. Each fall the Board of Education will prioritize schools with financial need. Since these funds are appropriated on a year-to-year basis, schools should not include any income from these funds in their annual budget.

## CONFERENCE PAYMENT

The Michigan Conference provides payroll and certain other accounting services to churches and schools without service charge or interest. These services are provided because most churches and schools are not staffed with professional finance personnel to perform payroll services. If these services were available, each school would payroll local employees and pay other school charges directly to the vendor.

The conference is billed directly for charges such as student accident insurance, property insurance, etc. The conference pays the bill up front and then sends the school a statement with supporting invoices on the first of the month. Since the conference remittance on such charges is rather large, it is important that the individual school pay its statement to the conference promptly.

The largest invoice for the school is the teacher payment. Therefore, to encourage prompt payment of the end of month statement balance, the conference offers a 2% discount based on the teacher payment for each month that the payment is received on time. (All payments include the teacher payment, courtesy

payroll, substitute teacher, student accident insurance, property insurance, criminal background check, testing, and any other conference charges.) Any exceptions must be cleared by the conference treasurer.

The conference will mail to the school treasurer an accounts receivable statement on the first day of the month for the previous month's charges. Along with this statement, will be invoices for the charges on the statement. The treasurer should pay the last amount in the amount column on the statement. If the payment is postmarked by the 15th of the month (or the first business day thereafter should the 15th fall on a weekend), then the account will receive a 2% discount on the teacher charge only. This discount will be computed by the Michigan Conference's Education Department and the discount will be credited on the next month's statement.

## SUBSTITUTE TEACHER PAYMENT

Salary payments for substitute teachers will be made by the Conference Treasury Department directly to the substitute teacher.

A substitute teacher form should be sent to the Conference Office of Education on the 10th of each month with the principal's monthly report. After receiving this form, the Conference Treasury Department will send a payroll check to the substitute teacher.

The Conference Treasury Department will send a statement to the school indicating the amount due for 50% of all absences that are defined to be those shared with the conference (illness, business day, death in immediate family, jury duty, conference approved professional growth, etc.). Any conference-required appointment by the Office of Education will be reimbursed at 100% (meetings, committees, etc.).

Teachers involved in a conference-approved mission trip will be provided a substitute teacher for up to three days. The cost will be divided 50/50 between the conference and the local school. Any additional days, which must be approved by the local board and the Conference Office of Education, will be at the expense of the teacher and/or the local school.

<u>Dollars per Day</u>	<u>Certification Status</u>
55	Uncertified
65	Certified/Lapsed
75	Certified/Current

For the first two weeks (10 days) the substitute teacher will be paid on an equal basis between the school and the conference. If the substitute teacher is

on the same assignment for more than two weeks, he/she will be paid fully by the conference at the regular teacher rate for which he/she qualifies.

**SUBSTITUTE TEACHER PAYMENT RESPONSIBILITIES**

<u>Activity</u>	<u>Local School</u>	<u>Conference</u>
Teacher Illness		
First 10 Consecutive Days	50%	50%
11 Days+		100%
Conference Meetings and Assignments		100%
Personal Day	50%	50%
Additional Personal Day	(Subtracted from teacher's salary)	
Jury Duty	50%	50%
Funeral Leave	50%	50%
Principal While Supervising Teachers	50%	50%
Teacher Professional Growth 1 day	50%	50%
Local School-Board Requested Activity	100%	
Approved mission trip	50%	50%

(Please refer to individual policies for additional details.)

**SCHOOL TUITION PAYMENT AND FEDERAL INCOME TAX**

Gifts to individual students are not deductible, nor may one claim a deduction for amounts given to a charitable organization if one is permitted to specify that the contribution is to benefit an individual of his or her choice.

Tuition or amounts in lieu of tuition are not deductible as contributions, even though paid for children attending parochial schools.

**PERSONNEL HIRED BY THE LOCAL SCHOOL BOARD**

Labor cannot be exchanged for tuition. The given party must receive a regular paycheck with the appropriate taxes withheld.

**SCHOOL INVENTORY LISTS**

All schools are expected to have on file an up-to-date school equipment inventory list. A copy of equipment purchased during the school year shall be sent to the Conference Office of Education at the close of each school year. (See School Inventory Update in forms.) This inventory list, properly completed and filed, will minimize financial loss in case of fire, theft, vandalism, or natural disaster.



**FUND-RAISING GUIDELINES**

Raising money for particular projects in a school is an established and valuable tool to provide equipment and materials outside the normal operating budget. Fruit sales, bike-a-thons, car washes, etc. are examples of fund raisers that are normally used to supplement the class or school program. Although these activities are valuable and, in some cases, essential, the following guidelines should be followed:

- All fund-raisers involving children from the school, that directly or indirectly benefit the children at school or the school program, must be approved by the school board before the activity begins.
- All fund-raising projects must be in keeping with the philosophy of the Seventh-day Adventist Church and the local school.
- It is recommended that outside fund-raising be used for equipment and special projects rather than the school's operating budget.
- It is recommended that all monies raised through fund-raising should be held in a restricted trust account and be so labeled on the school's financial statement.

# SECTION J

## RISK MANAGEMENT/INSURANCE/ LOSS CONTROL

### WORKER'S COMPENSATION

The Michigan Conference provides Worker's Compensation Coverage on each teacher. It is necessary for the risk manager to have an **immediate** report from any teacher suffering an accident that occurs in connection with his or her work, including automobile accidents that occur during the course of employment. It is to be noted that report of such injuries must be filed with the risk manager **within twenty-four (24) hours** of the time of injury.

When reporting an accident to the risk manager, please include the following information:

- Date and time of injury.
- Description of the injury.
- How the injury occurred.

If the teacher is off work more than one week as a result of an accident, compensation will be paid by Worker's Compensation.

A Michigan Conference employee who becomes eligible for wage loss benefits under the Michigan Worker's Disability Compensation Act will receive such payments in lieu of regular wages for as long as eligibility for wage loss benefits under the act continues.

If an employee is injured to the extent that he/she cannot return to work, employment termination, long-term disability income insurance benefits, etc. will be considered.

If an employee fails to return to full or part-time work after receiving a medical release to do so, he/she will be considered to have resigned on a voluntary basis.

### HEALTH BENEFITS (Counseling, Dental, Hearing, Hospitalization, Outpatient, Prescriptions, and Vision)

See your Health Care Assistance Plan booklet provided by the Risk Management/Insurance Services Department of the Michigan Conference and the brochure provided by Independence Blue Cross.

### ADOPTION EXPENSE

Full time employees may be granted assistance of 75% of the medical and legal expenses incurred in the adoption of children if the adoption is completed. The maximum expense on which assistance is granted is

the equivalent of up to three times the current monthly category "A" remuneration factor and shall be limited to one allowance per child.

### EMPLOYEE LONG-TERM DISABILITY POLICY

The Seventh-day Adventist Church has an interest in the general welfare of its employees. While it cannot provide for all the needs of its employees, the Church, as an employer, can provide part of the solutions to the personal risk management program of its employees. More specifically, this policy seeks to provide 60% of your pre-disability monthly income due to a prolonged absence from work because of a disability. Your payment may be reduced by deductible sources of income and disability earnings.

### EMPLOYEE SURVIVOR BENEFIT PLAN

#### Survivor Benefits

An employer-provided life insurance policy shall be provided for full-time denominational employees, the spouse thereof, and for the employee's dependent(s) as defined in the Health Care Assistance Policy.

#### Benefit Provisions

The benefit shall be as follows:

Employee	\$100,000
Spouse	\$50,000
Dependent child	\$10,000
Stillborn	\$750

Employees who discontinue employment as a result of illness or injury but who do not have enough years of denominational service to qualify for retirement benefits, and who are not otherwise employed, shall be eligible for the benefit for a period of six months after they go off the payroll. Spouses of such employees, as well as their eligible dependents, are also covered under this plan during the six-month period.

If the spouse or dependents are also serving as employees of the denomination, only one benefit per death will be made.

According to IRS rules (IRC section 79), the first \$50,000 of an employer provided life insurance benefit is nontaxable. But, any amount over \$50,000 for an employee, over \$2,000 for a spouse, or over \$2,000 for a child is considered taxable income. The taxable amount for the premium will appear on the employee's W2. Because of this, the employee has the right to waive this coverage. Waiver forms can be obtained from the risk manager's office.

#### Purpose

The purpose of this insurance policy is to provide financial assistance in meeting the employee's share

of the expenses of the final illness and funeral, as well as the needs of the survivors.

### **Administration**

This insurance policy shall be administered by the Hartford Life and Accident Insurance Company. Benefit payments shall be made to survivors based on proper certification supplied by the Conference Treasury Department.

### **Additional Benefits Financed by Employees**

Employees, on a voluntary basis, may increase the benefit provisions for themselves, their spouses, and their dependents through a Supplemental Life Insurance Policy. Payroll deductions will be taken for the costs thereof as established and serviced by the Hartford Life Insurance Company.

Additional benefits will be available when the employee has submitted and Hartford has approved an application. Call the risk manager at the conference office for an application and/or information.

### **MOVING INSURANCE**

The conference moving vans operate under the direction of the Transport Division manager. Insurance is carried only on upset, collision, or fire. Miscellaneous scratches, breakage, etc., are compensated by the Transport Division. The drivers try to be exceedingly careful in packing for transit, but occasionally damage does occur. Secure estimates of repair, be reasonable in your demands, and the Transport Division will do its best to compensate for losses.

Those who move their household goods by a rented or borrowed truck, trailer, or car should always secure cargo insurance. The conference carries no automatic insurance on such risks. On authorized moves the cost of truck and equipment rental and cargo insurance will be considered a reimbursable moving expense.

### **AUTOMOBILE INSURANCE**

The Michigan Conference requires insurance on all automobiles owned and used by teachers in their work. It is the responsibility of the teachers to obtain this insurance from the company of his or her choice and to send a copy of the coverage page of the policy to the Office of Education when they are first employed or at any time they change insurance coverage thereafter. The conference requires the following minimum limits:

- Liability -- \$100,000/300,000
- Property Damage -- \$50,000
- Optional \$300,000 single-limit policy is acceptable.

For those teachers who will be transporting children, the conference prefers they carry \$250,000/\$500,000 limit of liability.

Teachers owning a second vehicle must carry at least the same minimum limits of public liability and property damage insurance as carried on the first vehicle.

### **MICHIGAN CONFERENCE OF SDA SAFETY POLICY**

The Michigan Conference is committed to keeping its work places accident free and providing its employees with a safe work environment. This can be accomplished by all employees working together. When an employee becomes aware of an unsafe practice or notices an area of the physical plant or premises that needs attention a report should be given to the appropriate individual.

Academy - Principal or Business Manager  
Church School - Principal or Board Chairman  
Local Church - Deacon or Church Board  
Camp AuSable - Camp Manger  
Conference Office - Loss Control Office or, for immediate attention, Undertreasurer

The carrying or possession of any substance, material, device or weapon including, but not limited to, firearms, explosives, knives, and other devices, which endanger the safety, health, or life of individuals is prohibited on all Michigan Conference premises. Possession of such may result in immediate suspension and/or employment termination.

The Michigan Conference reserves the right to confiscate and dispose of such items at its sole discretion.



## PUBLIC LIABILITY

The Michigan Conference carries public liability insurance on all school properties properly titled in the conference and which are made known to the insurance carrier. It is vitally important that all accidents involving the general public (does not include students or employees) be reported to the Risk Management Office or Office of Education within 24 hours after their occurrence. Upon notice of the accident the necessary forms will be sent to be completed in detail and returned to the Risk Management Office so the claims can be forwarded promptly to the insurance company.



## ACCIDENT/LOSS REPORTING PROCEDURES

All loss of property, property damage, and personal injury accidents should be reported to the Conference Risk Management Office within 24 hours of their occurrence. The following information should be available when reporting a claim:

- Date, time of occurrence, and location.
- Description of what happened and how.
- Description of the damage and approximate cost.
- Names, addresses, phone numbers of all drivers or injured parties involved in an accident.
- Other insurance information.
- Where medical treatment was rendered and by whom.

**NOTE:** All vandalism and burglaries should be reported immediately to the local police department.

## IF AN ACCIDENT OCCURS. . .

**DO NOT ASSUME LIABILITY** by saying, "don't worry," the church has "coverage" for your accident.

**DO NOT** discuss the accident or incident with the parties involved until notice has been given to the Conference Risk Management Office.

**DO** secure immediate medical service for the injured party.

**DO** secure names, addresses, and phone numbers of witnesses who saw the incident occur.

**It is appropriate** to inform the injured party that the incident will be reported to your insurance carrier, and give the Conference Office telephone number if requested, for verification of your insurance coverage.

## Auto Accident

- File a police report on the accident, when required.
- Secure two (2) estimates of repair.
- In the event of a total loss an adjuster will be assigned.

## Fire and Boiler Accident

- Secure the property to prevent further damage from occurring to the location.
- Secure estimates of repair or replacement cost of destroyed items.
- An adjuster will be assigned in the event of a large or total loss.

**Remember, All Accidents Should Be Reported To The Risk Management Office Within 24 Hours of Their Occurrence. Call (517) 316-1532.**

## STUDENT ACCIDENT

Each school board shall provide student accident insurance for all students, proper coverage according to the guidelines of the Office of Education.

- Each school will join a student accident insurance program approved by the Office of Education.
- Christian Educator Insurance Trust will provide to the schools policy forms and statements of benefits at the beginning of each school year. All full-time and part-time (home school) students must be included in the initial forms.
- In case of accident, the principal and the teacher who witnessed the accident should complete the school section of the claim form and **make a copy for the school file.**

**NOTE:** The claim form must be submitted within **90 days** from the date of injury. Also, treatment must commence within 90 days from the date of injury.

- This coverage applies only to students in our K-10 system. No coverage is provided for day care programs.
- Home school or other part-time students who participate in any school event need to have completed and on file at the school a **Part-Time Student Application Form** and **Continuing Consent to Treatment and Health Insurance Information Form**. When participating in an off-campus activity, the parent must also sign an **Activity Permission Form**.

#### Claims Instructions

- Attach **ITEMIZED** bills, showing treatment, dates of treatment, and charges to the claim form; OR have the doctor complete the appropriate section on the back of claim form. Mail all documents to the address shown on the form.
- If additional expenses from the same injury are incurred after the claim form is submitted, forward the additional bills to:

Preferred Care  
 1300 Virginia Dr., Suite 315  
 Ft. Washington, PA 19034

#### **NO ADDITIONAL CLAIM FORM IS NECESSARY**

- Please note the name of the school on all bills and correspondence.
- Do **NOT** leave the claim form at the hospital.
- All benefits will be made payable to the doctors and hospitals involved, unless bills are accompanied by paid receipts.
- If you have questions or special problems, you may call Preferred Care at 1-800-222-3085.

#### **UNEMPLOYMENT COMPENSATION**

Unemployment compensation is **not available** to any teacher of the Michigan Conference. As a nonprofit, religious organization we are not required, nor do we choose, to participate in an unemployment insurance program.

Of course, any teacher wishing to take out a personal unemployment policy may do so at his/her own expense.

#### **FIELD TRIP/AUTOMOBILE INSURANCE**

It is recommended that any vehicle used to transport students should carry liability insurance limits of \$250/500,000 and meet all safety and inspection regulations as required by the state. No vehicle should be used to transport students with less than \$100/300,000 limit of liability. Refer to the Pupil Transportation material under separate cover. All drivers must have a valid driver's license, properly licensed for the vehicle used, and a good driving record.



## APPENDIX A

### MICHIGAN SCHOOL HEAD LICE PREVENTION AND CONTROL POLICY

The Michigan Department of Community Health (MDCH) and the Michigan Department of Education (MDE) jointly support the following statements for the management of head lice infestations within school communities. Currently, there is no scientific evidence demonstrating that enforced exclusion policies are effective at reducing head lice transmission. Although the lice policy is ultimately up to the school administration, school officials are urged to consider these recommendations. **Documents to support these recommendations can be found at the end of this manual.**

#### Policy Recommendations

At this time, MDCH and MDE recommend a policy that focuses on the exclusion of active infestations only. Active infestations can be defined as the presence of live lice or nits found within ¼" of the scalp. Nits that are found beyond ¼" of the scalp have more than likely hatched, or are no longer viable.

- **Any student with live lice may remain in school until the end of the school day (see Procedures). Immediate treatment at home is advised. The student will be readmitted to school after treatment and examination. If, upon examination, the school-designated personnel finds no live lice on the child, the child may reenter the school.**
- **Any student with nits (farther than ¼" from scalp) should be allowed in school.**
- **Parents should remove nits daily and treat if live lice are observed.**

#### Procedures

When a member of the school staff suspects a child is infested with head lice, the following procedures should be followed:

- The child should be restricted from activities involving close contact (i.e., hugging) or sharing personal items (i.e., hats, clothing, and brushes) with other children.
- The school/facility must be notified, and the parents must be contacted (verbal communication is preferred). **Immediate removal of the child is unnecessary.** If the child has lice, they probably have been infested for weeks and prompt removal of the child could lead to embarrassment and ridicule. The child can be sent home at the end of the day. Children should be allowed to ride the school bus home. Transmission via school bus seats is not likely because of the biology of head lice.

- A letter should be sent home notifying classmates' parents that a case of head lice is suspected and asking them to check all of their children for head lice. The school should also provide parents with a copy of an information sheet on head lice infestation and treatment options.

#### Roles and Responsibilities

##### Parents have the ultimate responsibility for their children. This includes:

- Assisting in the prevention and management of head lice cases through regular checks of their children's hair and starting immediate treatment when head lice are detected.

##### School communities have responsibility for:

- Developing school procedures to support prevention and control. Policies and procedures should include the following elements:
  - Individual school lice policy
  - Enforcement procedures for children with reoccurring infestations or repeat violators of the school's lice policy
- Designating an individual to evaluate chronic cases within the school and/or school district that will work together with their local health department to achieve compliance with the school's lice policy.
- Disseminating current information on head lice.
- Holding educational sessions for parents and children.
- Alerting parents when cases have been identified and urging regular head checks at home - mass screenings are no longer considered necessary.
- If conflict situations arise, the infested student's parents should be advised to talk with a doctor about their concerns and treatment options.

##### Local Health Departments/Agencies have responsibility for:

- Providing technical support and knowledge to schools. This may include educational sessions that update teachers and school administration about screening techniques, identification of head lice and treatment options.
  - Disseminating the most current information on head lice recommendations and control measures.

# SECTION K

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