

# **Information and Policies** *for Educational Personnel*

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# **Adventist Education**

**Southern California Conference**  
**Office of Education**  
Updated July 2022



## **Information and Policies**

*This Information and Policies Handbook serves as the official guide for education personnel, as voted by the Southern California Conference Board of Education. It is expected that all personnel strictly adhere to the enclosed guidelines, especially those specific to the Pacific Union Education Code. Exceptions to guidelines that are not Code related are enforced at the discretion of the site administrator upon counsel from the Southern California Conference Office of Education.*

# Table of Contents

## General Information

Southern California Conference Mission	8
Office of Education Mission	8
Vision of Excellence	8
Philosophy of Adventist Education	8
Curriculum Goals of Adventist Education	9
Pacific Union Conference Education Code	10
Conference School System	10
Summer Educational Programs	10
School Existence Criteria	11
School Age Entrance	13
Student-Teacher Ratio	14
Student Admissions	15
Church Relationship to the SCC Adventist School System	16
Marketing Adventist Education	16

## Employment Expectations

Teacher Code of Ethics	19
Teacher Job Description	20
Professional Meetings	23
Teacher Residence	24
Professional Grooming	24
Teacher Certification	25
Conflicting Activities	25
Employing Organization	25
Employment Contract Period	25
Failure to Fulfill Contract	25
Employment Eligibility Verification	26
Criminal Record Clearance	26
Child Abuse and Neglect Reporting and Training	26
Initial Employment Checklist	27
Teacher Employment Status	27
Hearing and Appeal Process	27

## Personnel Benefits

Moving Allowance and Amortization	29
Duplicate Housing Allowance	29
Reimbursement of Travel and Per Diem	29
Health Care Assistance Plan	29
Tuition Assistance for Children	29
Continuing Education for Personnel	30
Personnel Vacation Policies	30
Personnel Retirement Policies	31

## Personnel Attendance

Teacher Absence Procedures	33
Daily Attendance Policy	33
Workshops, Seminars, Conventions	34
Substitute Teacher Assistance	34

## Student-Related Policies

Admissions Criteria	36
Age of School Entrance	36
Student Health Reports	36
Student Medication Policy	37
Infectious/Contagious Disease	37

<b>Student Injury Procedures</b>	
Student Discipline	38
Harassment Policy	38
Emergency Preparedness	40
Suspected Child Abuse	40
Child Custody Cases	41
Supervision of Students	41
Transferring Student Scholastic Records	42
Differentiated Diplomas	42
Student Scholarships	42
Academic Honesty Policy	42
Student Files	43
Student Baptism	43
Student Fundraisers	43
Educational Media	43
<b>Student Attendance</b>	
Attendance Regulations	45
Minimum Day Policy	45
Hot Weather Policy	45
Educational Field Trips	46
Class Trip Policy	47
Student Transportation	47
Pathfinder Activities	47
<b>Administrative Policies</b>	
Administrative Flow Chart	50
Teacher Employment Procedures	50
Locally-Funded School Personnel	52
Classroom Instructional Aide	53
Denominational Membership and Hiring of Non-Adventist Personnel	54
<b>Financial Policies</b>	
Personnel Employment Plan	56
Allowances and Benefits	56
Payroll Advances	56
Salary Scale	56
Education Salary Step Placement	56
Salary-Step Placement Schedule: Administrative Personnel	57
Salary-Step Placement Schedule: Instructional Personnel	58
<b>INDEX</b>	
<b>A.</b> International Student Guidelines	59
<b>B.</b> Pandemic Protocols	61
<b>Office of Education Staff</b>	62

*Teachers make all other professions possible!*



## **General Information**

## **Southern California Conference Statement of Mission**

“The Southern California Conference of Seventh-day Adventists exists to exalt Christ by serving its diverse communities through networked and creatively engaged churches and schools.”

### **Office of Education Mission**

The mission of the Southern California Conference Office of Education is to glorify God through academic excellence in nurturing Christian environments. Here students establish a lifelong friendship with Jesus Christ while preparing for a lifetime of devoted service to Him and to humanity. The school system pursues this mission by educating for eternity.

### **Vision of Excellence**

<b>V</b>	<b>Value</b> each student as a unique masterpiece created by God
<b>I</b>	<b>Integrate</b> faith, learning, and wisdom throughout the curriculum
<b>S</b>	<b>Specialize</b> in providing instruction of the highest quality
<b>I</b>	<b>Inspire</b> students to maximize their potential for learning
<b>O</b>	<b>Optimize</b> the effectiveness of proven classroom innovations
<b>N</b>	<b>Nurture</b> in students a continuing desire to serve God and humanity

### **Philosophy of Adventist Education**

The Seventh-day Adventist Church recognizes God as the ultimate source of existence, truth, and power. In the beginning, God created in His image a perfect humanity, a perfection later marred by sin. Education in its broadest sense is a means of returning human beings to their original relationship with God. The distinctive characteristics of this Adventist worldview, built around creation, the fall, redemption, and re-creation, are derived from the Bible and the inspired writings of Ellen G. White.





The aim of true education is to restore human beings into the image of God as revealed by the life of Jesus Christ. Only through the guidance of the Holy Spirit can this be accomplished. An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—spiritual, physical, intellectual, and social-emotional—a process that spans a lifetime. Working together, homes, schools, and churches cooperate with divine agencies to prepare learners to be good citizens in this world and for eternity. (<http://adventisteducation.org>)

## Curriculum Goals

The following curriculum goals from the North American Division (NAD) project *Journey to Excellence* support the unique philosophy of Seventh-day Adventist education. These goals are designed to cultivate strength of character in students as self-directed lifelong learners and contributors:

- **Acceptance of God.** Surrender one's whole life to God through conversion; develop an active prayer life; use the Bible as a basis for a loving relationship with Jesus Christ and a guide in all areas of life.
- **Commitment to the Church.** Desire to know, live, and share the basic message and mission of the Seventh-day Adventist Church.
- **Positive Relationships.** Develop a sense of self-worth along with skills in interpersonal relationships needed for meeting the responsibilities of family membership as well as the ability to respond with sensitivity to the needs of others.
- **Responsible, Productive Citizenship.** Develop an appreciation of cultural and historical heritages; affirm a belief in the dignity and worth of others; and accept responsibility for local, national, and global environments.
- **Healthy Balanced Living.** Accept personal responsibility for achieving and maintaining a lifestyle of optimum physical, mental, and spiritual health.
- **Intellectual Development.** Adopt a systematic, logical, and biblically-based approach to critical thinking, decision-making, and problem-solving when applied to a developing body of scientific, mathematical, and historical knowledge.

- **Communication Skills.** Acquire optimum competency in verbal and nonverbal communication, in the use of information technology, and in the effective transmission of one's faith.
- **Life Skills.** Function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.
- **Aesthetic Appreciation.** Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.
- **Career and Service.** Develop a Christian work ethic and an appreciation for the dignity of service along with an awareness of career options and opportunities as they relate to one's personal involvement in the mission of the church and the improvement of society.

## **Pacific Union Conference Education Code**

The schools in the Southern California Conference operate within the policies of the *Pacific Union Conference Education Code*. Each employee is able to download a copy of the education code from the Pacific Union's education website to reference as questions arise concerning school policies or employment issues (<https://www.adventistfaith.com/education>). The purpose of this *Southern California Office of Education Information and Policies* booklet is to further clarify items that are specific to the Southern California Conference school system.

### **Conference School System**

Southern California Conference schools benefit from the policies and support of a unified school system. The Office of Education operates a system of schools in which TK/K-2 is recognized as primary, 3-4 as elementary, 5-6 as intermediate, 7-8 as junior high, and 9-12 as secondary. The standard structure for combination grades at the elementary level is 1-2, 3-4, 5-6, 7-8. Other combinations may be authorized if enrollments necessitate. Small schools requiring multi-grade configurations are authorized to enroll up to six grade levels in a single classroom. Combination Transition Kindergarten and Kindergarten is taught as a separate class, however, whether or not other classrooms consist of single grades, combination grades, or multi-grades.

Preschool programs are not included in the TK/K-12 system. Policies regarding preschool and Pre-K operations are licensed under California state regulations.

Any substantive change from the established system-wide structure or adopted time requirements must be approved with a written proposal to the Office of Education and ratified by the local school board. It is required that a systematic faculty in-service, of not less than one year, and a parental in-service, of not less than six months, be provided prior to implementing major changes in schedules, structure, or programs.

### **Summer Educational Programs**

Teachers are required to provide year-end summaries of special work assigned to students. This work is to be completed by means of specific summer assignments or classes offered by accredited learning service providers. The months when school is not in session offer prime time for students to take advantage of educational enrichment and reinforcement classes or courses that address academic deficiencies. Because of liability concerns, summer school programs on local Adventist school campuses in the Southern California Conference are rare. Approval may be granted, however, to schools that meet the following criteria:

- School principal or qualified designee administers the program.
- Written proposal is to receive a vote of approval from the local school board in session.
- Proposal is to include a schedule of classes and field trips, names and qualifications of staff members, an adequate budget, insurance documentation, and schedule of salaries.

- Board chair and board secretary are to date and sign the official vote of the school board and attach this to the summer school proposal before submitting these to the Superintendent of Schools on or before May 1 for Office of Education approval.
- Principal issues announcements regarding a summer school or day camp program only after receiving written authorization from the Office of Education.
- Records are to be maintained regarding student check-in and check-out procedures, student insurance, field trip permission, consent to treatment, immunization status, accidents or injuries, safety drills, special medical needs, and academic performance.
- Deadlines for completion of summer work are to be published.

## **School Existence Criteria**

In order for a constituent church to obtain or maintain Southern California Conference approval or funding support to operate a school within the conference school system, several factors will be evaluated. In addition to the employment of qualified personnel, the factors of constituency and financial base along with enrollment commitments will be examined as minimum criteria for each type of school. As the Conference Board of Education makes the final decision regarding new schools, the factor of distance from other existing schools will also be considered. The Board will take into consideration that there may be circumstances for remote, but necessary schools to operate even though they do not meet all established criteria. The total number of grades and number of students in each grade will determine the allocation of teacher budgets.

### **ELEMENTARY, Grades TK/K-8**

#### **Constituency Base**

At least one hundred-fifty (150) members are needed to begin a one-teacher school. For each additional teacher, there must be seventy-five (75) additional members.

#### **Financial Base**

A combined constituency annual tithe needed for each teacher will be calculated on the following basis: January Remuneration Factor x 55, rounded down to the nearest \$5,000 x the number of teachers. (Example: \$2,075–January Remuneration Factor x 55 x 4 teachers = \$456,500 rounded down to \$455,000)

#### **Student Enrollment**

The Office of Education realizes that the balance of quality education in the classroom has more to do with the needs of the actual students in a given classroom at a particular time. School boards should respect the advice of the principal when drawing the lines for the number of students at a given time in a specific classroom for the purpose of maintaining a quality instructional program. However, for fiscally responsible decisions, the Office of Education uses the guidelines below when considering adding personnel.

The following enrollment commitments in Grades 1-8 will guide the school board and board of education when providing classroom teachers:

Student-to-Teacher	Number of Teachers	Minimum Enrollment
12:1	1	12
12:1	2	24
17:1	3	50
18.5:1	4	74
20:1	5	100
22:1	6	132
24:1	7	168
25:1	8	200

For each additional teacher beyond eight, the student-to-teacher ratio shall be at least 25:1, thereby increasing the minimum enrollment by twenty-five.

The minimum standard and the maximum guidelines shall be applied to grade specific classrooms to determine the total number of teacher allocations. The *Pacific Union Conference Education Code, Section C17-132* shall be consulted for guidelines pertaining to assignment of classroom teacher assistants at various grade levels.

### **Student Equivalent**

(1) When determining student load in a combination or multi-grade classroom each kindergarten or first grade student counts as 1 1/2 students.

Example: In a combination room 10 first graders and 12 second graders would be counted as 27 students ( $10 \times 1.5 = 15$  first graders plus 12 second graders for a total of 27 students).

(2) The number of primary grade students in a multi-grade classroom may necessitate an adjustment in the class load and/or teacher assistant time.

## **JUNIOR ACADEMY, Grades 9-10**

### **Constituency Base**

In order for an elementary school to be approved for expansion to a junior academy, at least one thousand (1,000) constituents are needed.

### **Financial Base**

For each grade beyond the eighth, when additional teachers are needed, the combined constituent annual tithe base shall be calculated by using the same formula used when determining the minimum tithe needed for Grades K-8. A combined constituency annual tithe needed for each teacher will be calculated on the following basis: January Remuneration Factor x 55, rounded down to the nearest \$5,000 x the number of teachers. (Example: \$2,075–January Remuneration Factor x 55 x 4 teachers equals \$456,500 rounded down to \$455,000)

### **Student Enrollment**

A minimum of one hundred (100) students must be enrolled in Grades K-8 at the time an application is made to expand to Grade 9. A minimum of ten (10) students must be committed to enrolling in ninth grade.

A minimum of one hundred ten (110) students must be enrolled in Grades K-9 at the time Grade 10 is approved for the following year. Enrollment commitments must be at least twenty (20) students in Grades 9-10.

In certain situations, where meeting the above criteria is impossible, a specific request may be made of the Office of Education to consider an exception.

## **SENIOR ACADEMY, Grades 9-12**

### **Constituency Base**

In order for a church or group of churches to obtain approval to operate a new senior academy, Grades 9-12, at least four thousand (4,000) constituents are needed.

### **Financial Base**

Experience has shown that for senior academies with only four grades compared to the number of grades offered at the elementary level, approximately the same amount of church subsidies are needed. Tuition rates for senior academy are approximately twice that of K-8. Therefore, the combined annual tithe base for a local constituency to operate a senior academy shall be twice that required for the number of teachers at the elementary level. The formula to be used will be as follows: January Remuneration Factor x 110 x Number of Teachers, rounded down to the nearest \$5,000. (Example: \$2,075–January Remuneration Factor x 110 x 12 Teachers = \$2,739,000 rounded down to \$2,735,000). Other factors considered and evaluated when reviewing the

proposed constituent base shall include faithfulness in meeting current educational subsidies, and other financial commitments of the churches such as building or mortgage payments.

**Student Enrollment**

In most cases the establishment of a new senior academy is the outgrowth of increasing enrollments and grade offerings on a junior academy campus. Therefore, in order for the board of education to consider a request for a school to expand to Grades 11-12, forty (40) students must be enrolled in Grades 9-10 and a minimum of twenty (20) students must be committed to enroll in each additional grade level.

**School Age Entrance**

<b>Understanding TK, K, and First Grade Entrance Ages for SCC</b>			
<b>Level</b>	<b>Attendance</b>	<b>Age</b>	<b>Exceptions</b>
<i>Transitional Kindergarten</i>	Not required by law	Child turns 5 years old between September 2 and December 2 of the year entering TK. (2010 California law called <u>the Kindergarten Readiness Act</u> ).	No earlier than 4.9 * and must be Conference-approved.
<i>Kindergarten</i>	Not required by law	Five years on or before September 1 of the current year (EC 48000[a]). Jan. 22, 2016.	Must be conference approved if age would put student in the 1 <sup>st</sup> grade before age 6.
<i>First Grade</i>	Law requires all six-year-olds to attend school.	For first grade enrollment, California law requires a child to be six years old on or before September 1 to be legally eligible for first grade (EC Section 48010). Feb 23, 2016	Must be conference approved if entering before required age.

# Student-Teacher Ratio

## Elementary Teacher Load

Six grade levels in a single classroom are the recommended maximum for elementary teachers with the exception of TK/ K, which is stand-alone. K-2 may be combined when there is no TK. A multi-grade classroom may include more than six grades, but only if approval is granted by the conference Office of Education. The *Pacific Union Conference Education Code, Section C17-132* provides guidelines for assigning of classroom teacher assistants at various grade levels.

## Maximum Student Load

Single-grade classroom		
	12 students	Grade TK
	20 students	Grade K
	22 students	Grade 1
	25 students	Grade 2
	30 students	Grade 3 or 4
	32 students	Grade 5 or 6
	34 students	Grade 7 or 8
Combination-grade classroom with two grade levels		
	18 students	Grades TK/K
	25 students	Grades 1-2
	28 students	Grades 3-4
	32 students	Grades 5-6
	32 students	Grades 7-8
Multi-grade classroom with three or more grade levels		
	20 students	Lower elementary
	20 students	Upper elementary
	18 students	Other configurations
	18 students	Maximum six grades

A maximum of five students may be added to a classroom if teacher assistant services are provided on the basis of one hour daily for each additional student. The number of primary level students in a multi-grade classroom may necessitate an adjustment in the class load. The number of students with special needs may also warrant an adjustment in the teacher-student ratio.

## Junior Academy Teacher Load

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

# Student Admissions

## Non-Discrimination Policy

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

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

"(Name of School) admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. (Name of School) makes no discrimination on the basis of race, color, ethnic background, country of origin or gender in administration of its educational policies, admissions policies, scholarship or loan programs, and extracurricular programs."

## Exceptional Students

Seventh-day Adventist schools usually do not have the equipment or staff for special education. The school may not be able to accept students who have exceptional mental, physical, or social needs requiring the school to provide special staff or equipment.

## International Students

Each local conference should have a voted policy for schools wishing to provide international student programs. Such a policy should include items, such as, the following:

- A. The type of international student program being offered.
- B. Admission standards.
- C. Percentages of international students included on campus.
- D. Living arrangements for students.
- E. Financial implications.

Refer to the INDEX S of this booklet for specifics regarding the Southern California Conference Office of Education I-20/SEVIS Students policy.

Also refer to *Pacific Union Conference Education Code A23-114*.

## Non-Adventist Students

Seventh-day Adventist education has a two-fold mission. The school's primary role is to educate and to spiritually strengthen Seventh-day Adventist youth. The school also serves as a mission outreach to the community. Enrollment in Adventist schools is open to all applicants willing to accept and follow the established policies and practices of the school.

Refer to *Pacific Union Conference Education Code C15-104:D; A11-120:E* for more information.

## **Church Relationship to the SCC Adventist School System**

The school system flourishes when a strong bond exists between constituent churches and schools. Every church in the Southern California Conference is assigned, by the Board of Education, to support an elementary and secondary school constituency. They are to submit a regular monthly operating subsidy, in accordance with the voted and established local school board formula, to the designated schools. Such subsidies are created based on a formula established by the local school's constituency. Constituent churches are to encourage students from church families to enroll in the school supported and frequently maintain worthy student funds to help needy students in the congregation. Representatives from constituent churches also serve as members of school boards.

### **Marketing Adventist Education**

The Southern California Conference Office of Education strongly recommends the following tasks for schools to implement as tools to help market their school:

- Create or update the school's website (obtaining the needed technical support).
- Design brochures and fliers specific to the school and its constituency.
- Advertise the school's events and program on a variety of media platforms, which can include SCC's Office of Education Facebook and website pages.
- Identify ways to build the school's following on social media keeping in mind the need to advise on Social Media safety for teachers and students.
- Where possible, obtain professional consulting on the school's branding efforts.
- Write articles about the school that appear in the Recorder or other various media outlets

Schools in the Southern California Conference should contact members of the Southern California Conference Communication and Media Department and request assistance in any of the above tasks, as marketing is vital to maintaining and growing student enrollment.

#### **Marketing to Constituent Churches**

- Schools in the Southern California Conference are responsible for maintaining and growing their relationships with their constituent churches.
- Establish within the constituency a positive reputation for reflecting the unique philosophy, goals, and mission of the school.

#### **Each school should:**

- Market major institutional strengths such as campus spirituality, nurturing environment, quality teachers, academic performances, performing arts groups, technology programs, school facilities, and athletic programs.
- Engage the faculty in contacting prospective, local constituent students during the summer months.
- Encourage each board member to recruit at least one new student each school year.
- Fill enrollment in the lowest grade levels of the school, and plan ways to build future enrollments that reflect a stabilized student census.
- Maintain high staff member visibility in each constituent church.
- Arrange for appropriate times during church functions to present good news from the school.
- Publish brief education notes periodically in church bulletins and newsletters.
- Maintain an appealing pictorial bulletin board in the narthex of constituent churches.



- Offer tuition vouchers to families who recruit new students for the school.
- Provide a voucher granting first month free tuition at constituent infant dedication ceremonies.
- Mail annual birthday cards to all pre-school age children in the constituency.
- Develop ways of alerting congregations to the need for student aid or scholarships.
- Encourage students who have been recipients of the love and support of a constituent church to present their testimonies of appreciation to the congregation both in person and in writing.
- Join pastors in contacting parents whose children are not already enrolled in an Adventist school.
- Cooperate with pastors in synchronization of school and constituent church calendars so there is mutual support for both church and school functions and objectives.
- Coordinate other creative ideas that serve to bind the heart of church families and school families together in the evangelistic mission of the church and the school.

### **Marketing to Local Communities**

- Employ school personnel whose very presence and example reflect quality and professionalism.
- Establish with all patrons, guests, and vendors a school-wide reputation for helpfulness, warmth, and courtesy.
- Market unique institutional strengths such as spiritual orientation, nurturing environment, excellent teachers, academic performance, performing groups, technology programs, school facilities.
- Distribute school brochures in neighborhood churches, pediatric offices, childcare centers, and realty firms.
- Develop an effective plan for hosting guests who wish to tour the campus.
- Engage the faculty in contacting prospective students during the summer months.
- Participate in community improvement projects on a regular basis.
- Invite the public to attend the school's annual academic and musical events.
- Display student artwork and special projects in community airports, banks, and shopping malls.
- Take school programs to community venues such as city hall, service clubs, and shopping malls.
- Make a positive impression on community citizenry whenever student groups travel off-campus.
- Involve high profile community leaders as guest presenters in the school.
- Make school facilities available as voting precincts or for other appropriate civic functions.
- Publish positive school news in community newspapers at least twice a year.
- Invite the broadcast media to cover outstanding school events.
- Ensure that the attractiveness of the school campus is considered to be a community asset.

## **Employment Expectations**

## **Teacher Code of Ethics**

### **As a Christian teacher, it is my personal responsibility to my church to:**

- Model consistently the unique values of the Seventh-day Adventist Church.
- Support a conference church through membership, attendance, and stewardship.
- Accept Christian teaching as a ministry of service.
- Maintain loyalty to the philosophy and aims of Christian education.
- Recognize the brotherhood of man and the right of equality of opportunity for all students, according to their ability, without discrimination of gender, race, religion, or socio-economic status.

### **As a Christian teacher, it is my responsibility toward my associates to:**

- Give encouragement, professional courtesy, support, and cooperation.
- Avoid participating as a listener or contributor to criticism of others.
- Recognize established lines of authority, and respect the areas of responsibility assigned to others.

### **As a Christian teacher, it is my responsibility to parents to:**

- Exercise Christian courtesy and tact.
- Value parents as partners in the process of Christian education.
- Refrain from judgmental attitudes and comments regarding parental lifestyles.
- Demonstrate a genuine belief in the worth of each student.
- Recognize the solid link between parental self-esteem and the success of their children.

### **As a Christian teacher, it is my responsibility to students to:**

- Strive for excellence by providing Adventist Christian education of the highest quality.
- Refrain from accepting a fee for the on-campus or off-campus tutoring of my own students.
- Recognize the Golden Rule as the standard for Christian conduct.
- Be sensitive, impartial, just, and professional in all my relationships with students.
- Provide vigilant supervision to ensure the safety and well-being of students.

Cultivate friendly relationships with students, while also avoiding undue familiarity.

- Refrain from discussing my own personal problems with students.
- Give courteous, objective consideration to the opinions students express.
- Recognize my obligation to meet all appointments with classes, individuals, and groups promptly and with adequate preparation.

**As a Christian teacher, it is my responsibility to my school to:**

- Demonstrate professional loyalty in observing the school's policies and regulations.
- Refrain from discussing confidential or sensitive information with unauthorized persons.
- Manifest high regard for the teaching profession in my grooming, demeanor, and use of social media in all its forms.
- Participate in the activities and programs the school sponsors as well as accept and implement to the best of my ability responsibilities requested of me.

**As a Christian teacher, it is my responsibility to my community to:**

- Represent the Seventh-day Adventist Church in a positive manner.
- Endeavor to help students develop respect for, and loyalty to, principles of democracy and commitment to efforts for safeguarding, strengthening, and improving these principles.
- Be aware of community needs and activities and lend support to efforts to improve the quality of life for citizens of the community.

## **Teacher Job Description**

### **Position Summary**

This position requires quality instruction and supervision of students in a nurturing Christian atmosphere. The principal is the primary person who monitors teachers at the local school site. In small schools (4 or less teachers with a teaching principal) the superintendent or a designee monitors teacher effectiveness in the classroom and school.

### **Minimum Requirements**

Active membership in the Seventh-day Adventist Church and modeling of its unique values  
A valid North American Division denominational teaching credential  
Evidence of the physical and emotional health required for working with students  
Citizenship and criminal clearance documents and a signed child abuse reporting statement  
Certification in CPR and First Aid procedures

### **Core Values**

Transmit Christ-centered values and beliefs  
Model and require consistent practice of the Golden Rule  
Communicate high expectations for all activities  
Maintain a commitment to instructional excellence and student success  
Demonstrate an enjoyment of teaching and inspire in students an enjoyment of learning  
Demonstrate life-long learning through staying current with cutting-edge trends in education and instruction.

### **Instructional Best Practices to work towards:**

#### **Lesson Planning - Content planning (Concepts and Topics)**

Develop long-range plans for the school year:

- Ensure that Adventist standards are intentionally included in lesson plans
- Adapt your daily plans to meet the needs of the students' instructional levels
- Infuse faith and learning into all your lessons
- Design lessons with relevant content, skills, and values

**Delivering Instruction - Differentiated Instruction:** Planning for engaging all students at all times and to ensure every child learns through Techniques, Structures, and Strategies designed to meet each student's needs.

**Techniques:** Effective steps designed to organize or manage the classroom environment creating an inclusive, supportive and caring classroom.

Some Examples:

- Marzano – Dimensions of Learning (1992)
- Wong & Wong, First Days (1991)
- Basic Moves of Teaching (Green & Henriquez-Green., 2008)
- Total Participation Techniques (Himmele & Himmele, 2011)

**Structures:** Content free, planned processes designed to organize interaction of individuals to build a learning community.

Some Examples:

- Teaching Values Structures (*Project Affirmation: Teaching Values*, LaSierra University Press, Riverside, CA. 1992)
- Cooperative Learning Theory (Kagan, 1989)
- Basic Moves of Teaching (Green & Henriquez-Green., 2008)
- KWL (Ogle, 1986)
- Brain-friendly structures (Jensen, 1982)
- 4MAT (McCarthy (2007)

**Strategies:** Researched-based methods of teaching that lead to successful learning.

Some Examples:

- Taba Inductive (Taba, 1966)
- Multiple Intelligences (Gardner, 1983)
- Dimensions of Learning (Mazano, 1988)
- Models of Teaching (Joyce & Showers (1983)
- Concept Attainment (Bruner, 1967)
- Cooperative Learning (Johnson & Johnson, 1975)
- Learning for Mastery (Bloom, 1968)
- Teaching Concepts, Green & Henriquez-Green., 2008)
- SQ3R (Robinson, 1970)
- CRISS (Santa et al., 1996).

**NOTE:** When selecting Techniques, Structures, and Strategies, understand the levels of research on the educational innovations. (Ellis & Bond, Research on Educational Innovations, 2016).

**Level I Theoretical Research:** Basic or pure research done theoretically and in a “laboratory” setting which is established as having some validity. Needs further research to establish validity in actual educational settings.

**Level II: Applied Research:** Involves studies designed to test the efficiency of a program or method in educational settings.

**Level III: Evaluation Research:** Designed to determine the effectiveness of programs at the school or district implementation. (Level III research is by far the least likely to be carried out.)

Strategies: Researched-based methods of teaching that lead to successful learning.

Some Examples:

- Taba Inductive (Taba, 1966)
- Multiple Intelligences (Gardner, 1983)
- Dimensions of Learning (Mazano, 1988)
- Models of Teaching (Joyce & Showers, 1983)
- Concept Attainment (Bruner, 1967)
- Cooperative Learning (Johnson & Johnson, 1975)
- Learning for Mastery (Bloom, 1968)
- Teaching Concepts, Green & Henriquez-Green., 2008)

- SQ3R (Robinson, 1970)
- CRISS (Santa et al., 1996)
- Dean, Hubbell, Pitler, Stone; *Classroom Instruction that works - research-based strategies for increasing student achievement.* 2012)

### **Interpersonal Relationships**

Cultivate and maintain a supportive, professional relationship with colleagues by:

- Communicating openly and honestly, yet respectfully and appropriately
- Sharing ideas, materials, and methods to strengthen the overall school program
- Contributing to a cohesive team spirit in the school
- Avoiding participation as either a listener or contributor to criticism of colleagues

Cultivate and maintain a positive, professional relationship with students by:

- Addressing students by name, using courteous voice tone and volume
- Affirming individuals and the whole class appropriately
- Listening, appreciating, and appropriately utilizing student ideas
- Demonstrating sincere commitment to student learning and success
- Communicating interest in and concern for absentees
- Offering physical affirmation only on the hand, arm, upper back, or shoulder

Cultivate and maintain a positive professional relationship with parents by:

- Reporting adequately to parents concerning student progress and school activities

Listening carefully, guarding confidences, and avoiding conflict

- Being accessible as announced for after-school contacts
- Recognizing that parental self-esteem is often linked to their children's success
- Utilizing special talents of parents and other constituents to enrich student learning

### **Professional Responsibilities**

Demonstrate personal competence by:

- Maintaining valid credentials for assigned positions
- Reading, writing, and speaking effectively
- Participating in a variety of professional growth activities
- Self-monitoring teaching practice and continuing to learn from experience

Meet non-instructional expectations by:

- Supervising students to ensure their physical and emotional well-being
- Assuming assigned responsibilities outside of school hours
- Reflecting a high level of professionalism in appearance and demeanor, including the appropriate use of social media at all times and in all its forms.

Maintain employee accountability by:

- Being prompt and dependable in meeting appointments and deadlines
- Completing duties accurately and efficiently
- Selecting appropriate channels for resolving personal concerns
- Being a team player who supports the leadership role of recognized

- authority
- ☐ Studying and applying all policies published by the local school as well as by the Office of Education in the annual *Information and Policies Handbook*, the employment contract, and other official documents

### **Job Description Support and Assessment**

Provision for continual professional growth within the instructional staff includes opportunities such as faculty in-service, web-based support, educational publications, off-campus observation visits, workshops, seminars, continuing education courses, and office of education resources. Appraisal of personnel performance involves the principal's daily contact with the teacher combined with the official assessment process identifying strengths, needs, assistance strategies, and action plans.

If a performance problem warrants an administrative response, the following will be implemented:

- The principal will advise the teacher of the specific performance expectation.
- The principal will prescribe assistance strategies for remediating the concern.
- The principal will monitor progress with a written evaluation and follow-up discussion.
- The principal will establish deadlines for continuing review.

In the unlikely event the problem is not corrected, the principal will submit a recommendation to the Office of Education for more formal and immediate action, as warranted by the situation. Practices inflicting physical, mental, or emotional harm to students will be cause for severe disciplinary action, which may include immediate termination of employment.

## **Professional Meetings**

The local school board is to meet a minimum of four times during each calendar year.

The faculty is to meet for not less than six hours of local professional growth activities each year.

The principals' council is to meet at least five times during each calendar year.

Principals are required to attend all sessions of the principals' council. The Office of Education is to pay 100 percent of the substitute teacher cost for principals who teach more than half time, but schools that receive a principal release-time stipend are ineligible for substitute teacher assistance.

The principal is to share with the faculty pertinent information from all professional meetings.

When a principal attends other conference or non-conference sponsored professional events, the substitute teacher expense is to be assumed by the school.

Personnel are to attend all councils, workshops, seminars, and conventions where attendance is mandated by the conference. Failure to attend or to obtain prior clearance from the employing organization for an excused absence will subject the employee to a reduction of compensation based on the number of days or portion of a day the employee was absent.

## **Teacher Residence**

The Southern California Conference does not require teachers to live within conference boundaries in order to be employed in conference schools; however, the daily commute is not to interfere with promptness in meeting school-assigned appointments. It is also expected that teachers participate and attend a constituent church of the school they serve at least once a month.

## **Professional Grooming**

In the workplace, it is always appropriate and expected that workers are properly dressed for the profession they represent. This is especially important for a teacher at the elementary or secondary education level. Such importance is highly related to the major influence a teacher has upon the thoughts and lives of such impressionable minds. Teachers are role models before the student every day. The behavior, language, and appearance of a teacher speak volumes about the type of message communicated to students regarding the profession represented. Teachers often attend to their behavior and language with intentional and careful thought. When it comes to appearance through dress, however, all does not always exercise such carefulness. The intent of this code is to address the importance faculty, staff, and temporary workers must place on their selection and wear of clothing in the workplace.

### General Guidelines

Clothing selected and worn shall be:

1. Appropriate to the task at hand (teaching, maintenance, yard, kitchen, and cleaning staff)
2. Pleasant and attractive in appearance
3. Loose fitting to allow free movement throughout the day with a variety of activities
4. Conservative in style
5. Worn at appropriate lengths
6. Properly pressed
7. Clean

### Footwear

Should be professional and appropriate for the occasion and worn at all times.

### Jewelry

Wedding bands are the only acceptable forms of jewelry.

### Schools That Require Uniforms

Teachers, in schools that require students to wear uniforms, should:

1. Select attire that matches the uniform (optional)
2. Wear neckties each day students are required to wear neckties (male teachers)
3. Wear collared shirts on days students are allowed to wear collared shirts
4. Wear skirts or dresses each day students are required to wear skirts or dresses (female teachers)
5. Wear slacks or pantsuits each day students are allowed to wear slacks or pantsuits (female teachers)
6. Wear the appropriate physical education attire with students when physical education is being taught by the teacher
7. Wear the appropriate field trip attire that is established in collaboration with school administration

### Tattoos and Body Piercings

Tattoos and body piercings are not in harmony with the Southern California Conference Office of Education's mission, values, image, and branding. To those employees, however, with tattoos, they should not be displayed. No visible body jewelry/body piercings may be worn while an employee is in the workplace or while attending a work function.



# Teacher Certification

## Teacher Credentials

Please refer to the North American Division's K-12 Educators' Certification Manual. (<https://adventisteducation.org>)

### Penalty for Expiration of Credential

If the expired credential is not renewed by November 1, the salary will be dropped to the lowest allowed remuneration percentage level. If the credential is renewed by November 1, the salary will be raised effective the next pay period after renewal. No retroactive salary adjustment will be made after November 1. Delay due to circumstances beyond the teacher's control is addressed on an individual basis. It is recommended that teachers involved in summer school credit courses obtain a verification of grade and course hours from the instructor and send such verification to the Pacific Union's Office of Education certification registrar to avoid problems resulting from late issuance of transcripts. This procedure is especially important if the renewal of a credential or the receipt of a new credential is dependent upon summer credits earned.

## Conflicting Activities

No employee shall hold other employment or engage in outside business or activities that prevent full and proper discharge of duties and responsibilities of the position held. Permission from the Office of Education is required for outside business activities.

## Employing Organization

The Southern California Conference Board of Education is the employing organization for all school and pre-school personnel.

## Employment Contract Period

Employment contracts are issued by the employing organization to educational personnel whose schools receive financial clearance from the Southern California Conference. As a service to teachers, the ten-month salary is divided into twenty-six payments. The salary for each contract year begins on July 1, even though the teacher does not begin actual employment until the middle of August. The salary from July 1 to the August report-for-duty date is therefore paid in advance for services to be rendered and as promised by the teacher.

Teachers employed after the start of the July 1 contract period but before the designated report-for-duty date are to receive the full ten-month annual salary. Teachers employed after the designated report-for-duty date will receive salary proportionate to the number of weeks employed.

## Failure to Fulfill Contract

Should a teacher for any reason be unable to complete the contract terms, the teacher shall reimburse the employing organization for any advances against future salary or prepaid advances for the benefit of the teacher by the conference. This includes but is not limited to:

- Reimbursement of unearned, ten-month salary advances in July and August
- Reimbursement of prepaid benefits
- Reimbursement of other monies not fully amortized, such as moving expenses

## Employment Eligibility Verification

Teachers who are new employees of the Southern California Conference must complete an Immigration I-9 form. This form is to be returned to the Office of Education along with copies of identification as listed in Sections A, B, or C. The contract becomes effective only after this requirement has been met.

## Criminal Record Clearance

All new full-time and part-time K-12 education personnel, including school-hired personnel, must receive a criminal record check prior to employment. The cost for the clearance process is the responsibility of the employee or volunteers. To obtain criminal record clearance, the following procedures are followed:

- Potential employee is to obtain from the Southern California Conference Office of Education, or the Human Resources Department, a request for live scan service application and complete the necessary submission form.
- Potential employee is to contact one of the locations where the live scan service is available. It is recommended that a phone call be placed, inquiring if an appointment is needed and what forms of payment will be accepted (e.g. cash, exact cash, personal or cashier's check, or money order). The Southern California Conference has chosen not to establish a billing account with the Department of Justice, so the agency billing service is not a payment option.
- Potential employee is to pay the record check/processing fee at the time of service.
- The Southern California Conference Office of Education will receive and review the criminal record summary. The assigned school will contact the Office of Education for verification of clearance.

## Child Abuse and Neglect Reporting and Training

As of September 16, 2021, the state of California passed a law, known as AB 506, that requires administrators, employees, and regular volunteers of youth service organizations to:

- Complete training in child abuse and neglect identification and reporting
- Undergo a background check to identify and exclude any persons with a history of child abuse
- Ensure mandatory reporting of suspected incidents of child abuse to persons or entities outside of the organization
- Require two mandatory reporters whenever in contact or in the supervision of children

This law took effect January 1, 2022 and is directly applicable to all school personnel at our schools. With concern for the total well being of students, school employees are mandated to observe such state regulations regarding child abuse. Regulations require all school personnel, who have knowledge of or who observe a child in their professional capacity or within the scope of their employment whom they know or reasonably suspect has been the victim of child abuse, to report the known or suspected instance of child abuse to a child protective agency **immediately** or as soon as practically possible **by telephone** and to prepare and **send a written report thereof within 36 hours of receiving the information concerning the incident**. Personnel are responsible for reporting, not investigating such matters. This provision also requires training.

At present the state of California provides such training free online. There are two categories of mandated training for school personnel – General Training and School Personnel Training. The general training is up to four hours a session. Additionally, the school personnel's training is up to three hours a session. Once training is completed, a test is given at the end requiring the person to pass with an 80 percent or better score. A test is given after the general training and a test is given after the school personnel training. After each test a certificate of completion is given that you are to download and submit a copy of both

certificates to the Southern California Conference Office of Education. The general training is a one-time training. The school personnel's training is to be done every two years.

## **Initial Employment Checklist**

Teachers are required to provide evidence of the following in order to qualify for initial employment in the Southern California Conference:

- Eligibility for denominational certification
- Employment eligibility verification
- Criminal record clearance
- Child abuse reporting statement
- Physical examination and TB clearance
- Service record information
- W-4 certificate for processing payroll

## **Teacher Employment Status**

Certificated and administrative personnel are classified for employment purposes in one of the following:

### **A. Regular Status**

This category is for instructional personnel, including certificated administrative personnel who are assigned less than two-thirds time to administrative responsibilities, who meet the criteria for Regular Status.

### **B. Non-Regular Status**

This category is for instructional personnel who do not meet the above criteria for Regular Status and are employed in one of the following -

1. Provisional Employment.
2. Part-Time Employment
3. Post-Retirement Employment

### **C. Term Status**

This category is for assigned administrators offered contracts with terms of one, two, or three years.

Personnel are eligible for regular employment status when they hold at least a standard certificate for their teaching assignment. The employment status is otherwise non-regular.

An experienced teacher transferring into the Southern California Conference for the first time may be placed on a non-regular provisional status for one to three years.

Refer to *Section E of the Pacific Union Conference Educational Code* for more specific information regarding Teacher Employment Status.

## **Hearing and Appeal Process Policy**

Hearing and Appeal procedures for all education employees are published in the *Pacific Union Conference Education Code, Section E17-104:A-F*.

## **Personnel Benefits**

## **Moving Allowance Plan**

Moving allowance is provided as per Southern California Conference policy with Office of Education oversight. Also, verification for the requirements, reference for procedures, and reimbursement of allowances are to be done per Office of Education approval.

## **Moving Expense Amortization**

Personnel are to render four full years of service in order for moving expenses to be amortized. Moving expenses include the cost of moving personal effects and pre-move expenses paid for an employee, such as the expenses connected to interviews and allowances. If an employee serves fewer than four full years, the following requirements apply:

Service of 1 year ..... 100% reimbursement due the employing organization

Service of 2 years ..... 50% reimbursement due the employing organization

Service of 3 years ..... 25% reimbursement due the employing organization

## **Duplicate Housing Allowance**

To qualify for duplicate housing contact must be made with the Office of Education within thirty days of accepting the position for employment.

## **Reimbursement of Travel and Per Diem**

Travel vouchers are to be used for reimbursement of moving expenses or for travel to meetings requested by the conference. The vouchers must be turned in within a month after the expense was incurred if reimbursement is expected. Mileage during the school year is paid from the school to the meeting place rather than from the teacher's residence. Mileage for summer meetings, however, is computed from the teacher's residence to the place of meeting. Teachers traveling to conference-sponsored meetings are encouraged to carpool.

Principals are given a travel budget which covers travel to meetings of the Principals' Council. If the school is located beyond 25 miles from the Southern California Conference office, additional reimbursement for travel may be reported on a travel voucher. Only mileage that exceeds 25 miles is reportable.

## **Health Care Assistance Plan**

Refer to the Southern California Conference Human Resources Department.

## **Tuition Assistance for Children**

### **Eligibility**

The employing organization will provide, upon application, scholarship grants to unmarried dependent children of permanent full-time denominational salaried employees who are enrolled in the following Seventh-day Adventist denominational sponsored schools:

Elementary, secondary, and conference authorized undergraduate schools  
Liberal arts colleges, technical, and/or professional undergraduate schools

Scholarship grants on the college level are usually limited to four full years of academic work. In case the dependent is pursuing a program requiring a teaching credential, the scholarship grant will be applied to a fifth year of college.

Scholarship grants will be given up to an amount equal to 70 percent of the tuition and fees required for residence hall students, and up to an amount equal to 35 percent of the tuition and fees required for non-residence hall students. Where both employee and spouse are denominationally employed by separate organizations and both provide scholarship grant benefits according to this policy, each employing organization shall be responsible for one-half of the scholarship grant.

### **Special Needs Tuition Assistance**

This policy is intended to apply to only employee's dependents who attend Seventh-day Adventist denominational schools. Exceptions may be made as follow:

1. Attendance at privately operated Seventh-day Adventist school approved by the conference.
2. A child, because of unique personal circumstances, such as documented abuse and learning disabilities, may need to attend a non-Adventist school.

The total assistance shall not exceed the amount which would normally be granted by an Adventist K-12 school within their geographical location or Adventist College within the Pacific Union Conference. A request must be submitted to the Board of Education for review and final approval.

3. In cases where an undergraduate level program of study or trade/vocational program is not offered in a denominational school in the NAD, the total assistance shall not exceed the amount which would normally be granted for attendance at a denominational school in student's union.

Policy Number F14-104

### **Scholarship Grants for Boarding Academies**

For students attending senior academies where a flat charge is made for room, board, tuition, and fees, the scholarship grant of 70 percent will be calculated on 47 percent of the total charge, providing the student is taking no less than two-thirds of full class work. To qualify for tuition assistance, you must attend a boarding school within the conference.

## **Continuing Education for Personnel**

Full-time salaried educational personnel may attend Pacific Union College or La Sierra University tuition-free on the Pacific Union Conference flat-rate plan. This plan covers twelve quarter hours of post-baccalaureate credit per school year. Classes may be taken during the regular contract year or during summer school if a contract has been signed for the following year. Authorization procedures follow:

Qualifying teachers are to notify the Office of Education of their desire for continuing education, and the office of education will issue an authorization form with an application attached.

## **Personnel Vacation Policies**

### **Ten-Month Personnel**

The ten-month employment plan makes provision for vacation time and holidays during the contract year. No additional time for vacation is provided, regardless of years of service or variations on local school board adopted calendars.

## **Twelve-Month Personnel**

Vacation policies apply only to credentialed personnel employed on a twelve-month basis, and vacation time is granted as follows:

- Two weeks' annual vacation during the first four years of service
- Three weeks' annual vacation during the next five years of service
- Four weeks' annual vacation after nine full years of service

Although twelve-month personnel are responsible for ensuring that the physical plant and campus procedures are in readiness for the opening of school, it is intended that vacations be taken each year. However, at the request of the employee and the approval of the employing organization, one week of vacation may be carried over from one year to the next for an accumulated vacation not to exceed four weeks. The maximum accrual is up to 150% of vacation entitlement.

Christmas and spring vacations will normally account for two weeks of annual vacation. The remainder of the vacation beyond the two weeks will be arranged with the office of education. This means that if an employee is granted a three-week annual vacation, two weeks will be taken during the school year and one week during the summer. An employee with four weeks annual vacation will take two weeks during the school year and two weeks during the summer. Summer vacations exceeding two weeks are to be approved by the superintendent of schools.

The number of paid holidays granted in any one year shall be limited to those specified in the Pacific Union Conference calendar, and any leave taken beyond that shall be treated as a part of the annual vacation or personal leave.

## **Personnel Retirement Policies**

Information regarding retirement policies or personnel service records is available in the Southern California Conference Human Resources Office. Employees should notify the Office of Education and begin retirement process a minimum of six months before the intended retirement time.

**Personnel Attendance**



## **Teacher Absence Procedures**

The only reasons accepted for teacher absence are personal illness, death in the immediate family, or jury duty. It is imperative that the teacher notifies the principal as early as possible of an anticipated absence in order that arrangements for a substitute teacher may be made. The teacher must inform the school office of their return date as soon as possible.

### **Personal Illness**

The teacher is to notify the principal not later than 7:00 a.m. of a need to be absent due to illness. The principal or designee is to make arrangements for a substitute teacher. In the event a teacher is absent from duty for more than three consecutive workdays. A signed physician's note can be requested by the principal upon return to work. Granting of substitute pay assistance applies only to the teacher's personal illness.

### **Maternity Leave**

A maternity leave of six weeks with pay will be granted. Upon the written recommendation of the physician, two additional weeks may be added for a total of eight weeks with pay. After the eighth week FMLA guarantees an additional 4 weeks of unpaid leave for a total of 12 weeks of job protection beginning on the first day of the maternity leave.

When a teacher becomes pregnant, they must notify the Office of Education and the Southern California Conference of Human Resources in a timely manner. Within 30 days of birth, the child must be enrolled in HR for medical coverage.

### **Funeral Leave**

If an elementary or junior academy teacher is absent due to a death in the immediate family, the school and conference share equally in the cost of a substitute teacher. If a funeral leave is deemed necessary by the teacher because of a death of one other than an immediate family member, the remuneration and length of authorized absence will be addressed on an individual basis. The length of authorized absences is to be determined by the principal in consultation with the superintendent of schools.

### **Personal Leave**

Personal leave days are not granted, however, in the event of an emergency, contact the supervising superintendent. Note that personal leave days granted by the superintendent will subject the employee to a reduction of compensation based on the number of days or portion of a day the employee is absent.

### **Medical or Dental Appointments**

Teachers are encouraged to make medical or dental appointments after school or during vacation periods; classroom absences affiliated with such appointments will result in reductions in pay.

### **Jury Duty**

Jury duty is a periodic duty of every eligible citizen in this country. Although teachers are possibly called to jury duty during the school year, it is strongly recommended that a written request be submitted to the legal authority asking for a change of that assignment to a time that does not conflict with instructional schedules and responsibilities.

## **Daily Attendance Policy**

The teacher shall arrive at school not less than thirty minutes prior to the opening of the school day and shall remain for at least thirty minutes following the close of the school day. A teacher shall not leave the school campus during the school day unless arrangements are made with the administrator. (*PUC Education Code Item A20-104:B.12*)

## Workshops, Seminars, Conventions

Teachers are expected to attend workshops, seminars, conventions, committees, and councils where attendance is mandated by the conference or the local school. Failure to attend, or obtain prior clearance from the employing organization for an excused absence, shall subject the employee to a reduction of compensation based on the number of days or portion of a day the employee was absent.

When attendance is required at assigned committees or conference-sponsored professional growth activities, the conference will pay the full cost of the substitute.

When teachers participate in non-conference-sponsored workshops, seminars, conventions, or professional growth activities, the local school will bear the full cost of the substitute teacher's pay unless authorized by the Office of Education.

## Substitute Teacher Assistance

Substitute pay is based on the daily rate adopted by the Southern California Conference Board of Education for one through twenty-one days in the same school for the same conference-employed teacher. After 21 or more consecutive days in the same school for the same conference-employed teacher, the substitute pay is based on the ten-month employment plan.

Authorized substitute pay is processed through the conference payroll office.

- A W-4 form withholding certificate is to accompany the initial substitute teacher report unless there is a current one on file with the conference payroll office.
- An I-9 employment eligibility form is to accompany the initial substitute teacher report unless an I-9 form is on file in the conference human resources office.
- The Office of Education pays 50 percent of the cost of the substitute teacher only for a full day of substitute teaching when the teacher's absence was for personal illness or for a death in the immediate family. **Prior approval** is to be secured for the conference to share in the cost of a substitute teacher for any other reason.
- When the conference requests the services of a teacher for a full day, 100 percent of the cost of the substitute is paid by the Office of Education.
- Payments to substitutes required for personal business or for matters other than those listed above are charged to the absent teacher.

## **Student-Related Policies**

## Admissions Criteria

New students are admitted on a probationary basis for their first quarter of attendance. Applicants considered for admission at any grade level are those who: (1) desire to attend the school and agree to comply with required standards, (2) submit a satisfactory citizenship record from the school they most recently attended, (3) demonstrate readiness for the grade level for which they are applying or provide clear evidence of consistent growth and progress, (4) submit a satisfactory scholarship record from the school they most recently attended.

The following documentation is required when evaluating requests for admission of new students at any grade level: (1) student application form, (2) a copy of the official birth certificate, (3) recommendation from current teacher or principal, (4) copy of current report card, (5) entrance test results, (6) required health reports, (7) financial clearance from the previous school, (8) an interview with a school official.

## Age of School Entrance

**Kindergarten.** Children are to be admitted to kindergarten only if they shall have attained the age of five years on or before December 2 of the current school year. Pre-K children are not to be enrolled in kindergarten classes. The decision for admission of a child shall be based on a copy of the official birth certificate as well as a meeting with a school official or kindergarten teacher. The age of five years by December 2 is an official prerequisite for kindergarten adopted by the Southern California Conference Board of Education. Although kindergarten retention is not approved, children who in the professional judgment of the teacher need to spend two years in kindergarten may be enrolled in a kindergarten continuation program upon parental request.

**First Grade.** Children are to be admitted to first grade only if they shall have attained the age of six years on or before December 2 of the current school year. The decision for admission shall be based on a copy of the official birth certificate as well as a meeting with a school official or first grade teacher. The age of six years by December 2 is an official prerequisite for first grade entrance adopted by the Southern California Conference Board of Education.

**Exceptions.** Age-ineligible or under-age children may be considered for admission to first grade if they shall have satisfactorily completed an accredited kindergarten program elsewhere. The decision for admission of a child shall be based on a copy of the official birth certificate and kindergarten progress report as well as a letter from the kindergarten teacher recommending the pupil for first grade. The child is also to have a meeting with a school official or first grade teacher.

See page eleven for more information.

## Student Health Reports

**Physical Examination.** At the time of registration, the following enrollees must present results from a physical examination completed within the last eighteen months: all new students, all fourth graders, all seventh graders, and all tenth graders. Additional requirements for seventh graders include a scoliosis exam, Td booster, and hepatitis B immunization series. Oral health assessment is required for children entering school for the first time at TK, kindergarten or first grade.

**Tuberculosis Test.** All TK, kindergartners, first graders who never attended kindergarten, and students new to California, are required to present evidence of a tuberculosis skin test (Mantoux PPD).

**Immunizations.** Immunization requirements of the respective states apply to Seventh-day Adventist schools. Proof is required for entry to the elementary and secondary schools in the union and must be presented to the school office when the student initially registers. It is the responsibility of the principal to enforce the immunization regulations and to ensure that an up-to-date record is maintained for each student. Immunization requirements will be provided by the local superintendent of schools/designee for each school in the local conference. (*PUC Education Code Item A23-120*)

All entering students must have evidence of immunizations for polio, DTP, and/or Td, (diphtheria, tetanus,

pertussis), MMR (measles, mumps, rubella), hepatitis B, and varicella (chickenpox). Recent legislation also requires a two-or-three dose of the hepatitis B immunization series before entry into seventh grade.

## **Student Medication Policy**

Teachers are not to diagnose a health condition or give any internal medications, including aspirin, except as indicated in the following statement. The school nurse may assist any student, required to take medication during the regular school day as prescribed by a physician, or other designated school personnel if the school has on file the following:

- A. A written statement from such physician detailing the time schedules, amount, and method by which such medications is to be taken and,
- B. A written statement from the parent or guardian of the student indicating the desire that the school assist the student in matters set forth in the physician's statement.

Administering Medications (Cont'd): Such medication must be delivered to the school in the original container bearing the pharmacy label. This label is to contain the name and place of business of the seller, the serial number and the date of such prescription, the name of the person for whom such a drug is prescribed, the name of the member of the medical profession who prescribed the drug, and must bear directions for use as prescribed by the member of the medical profession. All medication must be stored safely and securely. A strict system of logging administered medications must be maintained. All medications should be returned to the parent at the end of the school year. New medication documentation (as stated above) is required for each school year. Authorized students may need to carry emergency medication e.g. asthma inhalers, insulin, severe allergic reaction kits, or anticonvulsants. Documentation required for students who are allowed to carry and self-administer medication must include the signed consent of the physician, parent and student. The school office shall maintain a list of all students on medication. (*PUC Education Code Item A23-123*)

## **Infectious/Contagious Disease**

Refer to the:

- A. *Pacific Union Education Code policy item A27-128* entitled, "Infectious Blood Borne Diseases Policy."
- B. *Index B Section of this Policy Handbook, "Recommended Protocols to Combat Pandemic Conditions."*

## **Student Injury Procedures**

Consistent habits of accident and injury prevention are to be encouraged on each campus. If a student is injured on campus or at a school-sponsored event, however, it is imperative that certain procedures be followed. The student is to receive immediate professional attention and parents are to be notified. A student accident report is to be processed within twelve hours and a photocopy of this official report is to be given to the principal.

It is also vital that an accurate up-to-date student accident log be maintained in the school office for any incident whether minor, significant, or serious. A section of the accident log is to be designated for noting names, dates, and times when students indicate they are not feeling well. Medication is not to be administered unless a physician prescribes it and handled in accordance with established education code policies.

Head or neck injuries, even when invisible, are never considered to be minor. In cases of severe or critical injury, school personnel are to call for daily updates on the student's condition; and when appropriate, the entire school family is to unite in prayer for the student's recovery. It is crucial that all involved personnel assists injured students. Parents must be notified immediately and under no circumstances should the student be left alone. Personnel must use the utmost sensitivity when responding to all types of injuries.

### **Minor Injury**

- The teacher or a responsible peer escort shall accompany the student to a wash area in order to clean a superficial cut or abrasion and to apply a band-aid as warranted.
- The teacher is to contact the parents at the close of the school day to explain what occurred and to express concern.

### **Significant Injury**

- The teacher in small schools is to exercise professional judgment in determining how to provide supervision for the class while caring for a student whose injury appears to warrant medical attention.

The teacher in large schools is expected to remain with the class. In such cases, the office secretary is to report the injury to the principal.

- The teacher is to send a peer escort with the student to the office to report a significant injury.
- The secretary or other responsible adult is to notify parents immediately of the nature of the injury and to ask whether parents want the student to remain at school. The student should also be encouraged to speak with the parents by telephone if possible.
- The principal or designee is to contact parents for guidance in serious incidents where routine emergency room care is needed.
- The staff member who delivers the student to the hospital is to make certain that the Consent to Treatment form accompanies the student.
- A supportive staff member is to remain with the student at least until parents arrive.

### **Serious Injury**

- The principal or responsible adult is to call **911** if critical emergency room care is needed.
- The Consent to Treatment form is to be given to the paramedics.
- A supportive staff member is to remain at the hospital at least until parents arrive.

## **Student Discipline**

All staff members share in the responsibility for supervision of student conduct and for implementation of adopted disciplinary procedures. The purpose of discipline is to be redemptive, remedial, and corrective rather than punitive. Please refer to *PUC Education Code Item A23-136 to 160* for additional student discipline guidelines.

## **Harassment Policy**

*(PUC Education Code Items A23-164 to 170)*

### **Student Sexual Harassment**

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

Teachers shall discuss this policy with students in an age-appropriate way. Any student who engages in sexual harassment shall be subject to disciplinary action, up to and including dismissal. Any employee who permits or engages in sexual harassment may be subject to disciplinary action, up to and including termination.

Each school shall adopt a sexual harassment policy. The policy shall include a definition of sexual harassment and procedures for reporting sexual harassment. In addition, each school shall adopt administrative guidelines for investigating and responding to reports of harassment.

Each school's written policy shall be published in the student handbook or bulletin which is distributed to students.

A copy of the school's policy regarding sexual harassment shall be displayed in a prominent location in the administrative building or other location where such notices are posted for students.

A copy of the policy shall be provided as part of the orientation of new students at the beginning of each new term.

A copy of the policy shall be provided to each school staff member at the beginning of the school year and to each new staff member when employed.

[A Model School Policy - Student Sexual Harassment, and Guidelines for Responding to Student Sexual Harassment Complaints are available from the local conference office of education.]

### **Model School Policy for Student Sexual Harassment**

(Name of School) is committed to providing a school environment free from sexual harassment for all students. Incidents of harassment should be reported in accordance with these procedures so school authorities may take appropriate action. Students who sexually harass others are subject to discipline, up to and including dismissal. Employees who engage in sexual harassment are subject to discipline, up to and including termination.

**Definition:** Sexual harassment is unwelcome sexual advances or requests and other conduct of a sexual nature, which is offensive. Harassment can be spoken, written, physical and/or distributed through electronic means. It includes offensive pictures, graffiti, jokes, and gestures. If submission to offensive sexual conduct is made a condition of academic status, progress, benefits, honors, or activities, it is prohibited sexual harassment. Sexual harassment also occurs when the offensive behavior or material creates a hostile school environment.

**Reporting Procedures:** Students who have experienced sexual harassment shall report the incident to school authorities as soon as possible. If the harassment is between students, the student shall report the incident to the classroom teacher in grades K-8 or to any teacher in grades 9-12. The student may also report to the principal, vice-principal or counselor. If the harassment comes from an adult, the student should report directly to the principal or another responsible adult.

### **Guidelines for Responding to Student Sexual Harassment Complaints**

Several principles should guide the school in appropriately responding to a sexual harassment complaint.

- A. Take the complaint seriously. Investigate privately and keep notes.
- B. The investigation and response should be age-appropriate.
- C. Discipline should fit the behavior and the age of the offender. Progressive discipline should be used, unless the first offense is of a serious nature.
- D. Educating students regarding sexual harassment is the cornerstone of prevention.

Sexual harassment is sometimes categorized legally into two categories, quid pro quo and hostile environment. Of the two, quid pro quo is considered the most serious, but both types should be taken seriously. Quid pro quo is where sexual favors are requested or demanded in return for benefit. Hostile environment is where jokes, pictures, comments, gestures, or stares create a school environment that is hostile and offensive to the victim.

Complaints of sexual harassment should be investigated promptly and confidentially. Corroborating evidence is helpful in determining the truthfulness of the complaint. False accusations occur that may be a form of sexual harassment.

Appropriate discipline can range from education and teacher counseling to expulsion. Often it is well to get the perspective of an adult of the same sex as the victim when evaluating the seriousness of the event. The response should fit the behavior and be age-appropriate. For instance, a teacher talking to the offending

student, explaining the significance of the remark, and asking the student not to repeat it, could handle a joking remark that is an isolated event. On the other hand, offensive touching is much more serious and in some cases is a criminal offense reportable as child abuse. Suspension and possibly expulsion may be the appropriate response. Adult to student sexual harassment is more serious and calls for a stronger response. Sometimes retaliation, open or subtle, is used against the victim. The offender should be warned this will not be tolerated.

At times no clear determination can be made as to the truthfulness of accusations. In those cases if the reported behavior is not extremely serious, the suspected offender should be told such behavior, if it occurred, is offensive and will not be permitted.

After the investigation and response, the victim should be informed that appropriate corrective action has been taken and the victim is encouraged to report any further events.

Conference schools shall provide physically and emotionally safe environments for learning that are free from harassment in any form. Harassment occurs when offensive behavior or material creates an intimidating or hostile school environment or when submission to offensive conduct is made a condition of academic status, progress, benefits, honors, or activities. This includes inappropriate verbal, visual, or physical conduct of an offensive nature. Incidents of harassment shall be reported immediately to a school official. Any student or staff member who harasses another shall be subject to discipline up to, and including, dismissal. While a charge of harassment shall not, in and of itself, create the presumption of wrongdoing, all allegations of harassment shall be seriously investigated in a prompt, confidential, and thorough manner and appropriate consequences shall be implemented.

## **Emergency Preparedness**

Fire, earthquake, and other emergency drills are required on all campuses beginning the first week of school. Such drills are to be documented and kept on file in the school office. It is the principal's responsibility to review and update the school's emergency preparedness plan and obtain voted approval by the local school board each year. Names of specific persons responsible for each task are to be recorded in the document. The plan is to be reviewed annually, approved by the school board, and submitted to the Office of Education with opening reports. Area public school practice is to influence emergency preparedness plans. School safety plans should also consider the incorporation of guidelines that address Cal/OSHA SB 198. A sample copy of a prevention program can be found on the Office of Education web site. Note that non-removal of workplace hazards, asbestos, and other toxic substances may result in heavy fines and penalties being imposed by Cal-OSHA. For further guidance refer to *PUC Education Code Item A27-108*.

## **Suspected Child Abuse**

It is the responsibility of Seventh-day Adventist schools to provide an environment for learning that is safe and secure. All children are to be protected from abuse while on campus, and signs of off-campus abuse must be reported immediately to proper authorities. Whereas Section 11166 of the *California Penal Code* requires school personnel to sign a statement of their knowledge of child abuse reporting requirements as a condition of employment, California law AB 506 now requires live scan and child abuse and neglect training. This requirement is referenced in this policy book, pages 26-27.

Child abuse is defined as extreme neglect or personal injury of a non-accidental nature. The following guidelines are provided to assist school personnel in observing state-mandated procedures related to child abuse. The principal will also want to become acquainted with local city or county procedural applications of these guidelines. Of utmost importance is the need for all personnel involved to demonstrate Christian empathy and compassion in dealing with suspected child abuse or any other sensitive subject matter.

- All employees, both certificated and classified, are mandated to report but not investigate any suspected cases of psychological, physical, or sexual abuse.
- Suspected cases of abuse are reported on the basis of visual evidence, student report, or third party report.



- Teachers, staff, and all employees are mandated reporters of suspected child abuse.
- Suspecting personnel must report, whether they believe it or not, and the penalty for failure to report can be a jail term and/or fine.
- The report is to be made immediately to a child protective agency or the child abuse hotline. In extreme cases of abuse, a law enforcement agency is to be contacted first.
- If the accused is not a family member, the parent is to be contacted immediately after a telephone report has been made to appropriate authorities. No information is to be disclosed to the parent other than the name and location of the agency handling the case.
- If the accused is involved with a family member, the authorities should be requested to notify the parents.
- Reporting person to be absolutely non-conversant regarding the case, permitting authorities to be the conveyors of information as deemed appropriate.
- If the authorities take the child immediately to their headquarters, the principal or staff designee shall accompany the child in order to minimize the trauma.
- The law requires that a written report be made to the authority contacted within 36 hours.
- It should be noted that a practice that is also abusive is that of permitting children to be unmercifully teased or bullied at school by teachers or students.

## **Child Custody Cases**

In situations where child custody becomes an issue, the safety and well-being of the student is to remain a primary concern of school personnel. In an effort to avoid being inadvertently drawn into conflict with either parent, personnel are to adhere to the following guidelines for dealing with child custody cases:

- Avoid all attempts at playing the role of counselor, mediator, or favoring one parent over the other. Offer to remember the family in prayer, and if appropriate, pray with the parent.
- Refrain from questioning a student regarding custody issues or preferences. Direct the parent to make arrangements in the principal's office if the parent claims that he/she has been granted custody of the student, and consequently wishes to restrict the other parent's access.
- Honor the principal's responsibility to ask for court documents to confirm parental assertions. Realize that until assertions are confirmed, the parent who registered the child at school and who has been responsible for the child, will continue to be the parent who will have access to the child.

## **Supervision of Students**

In the interest of student safety and well-being, vigilant supervision is required *at all times*. The total faculty is to be present and available in the event a campus emergency arises during the hours school is in session. For this reason, all teachers are to remain on-campus during the lunch period and other breaks. Students are not to be out of class unless the entire class is outside under the direct supervision of a teacher. At no time are individuals or classes to be left unattended in any classroom or school building, and areas unoccupied by students are to be kept locked. Loading zone supervision by the entire elementary faculty is required for the first fifteen minutes after school. Because vigilant supervision is a legal requirement, staff must maintain a presence at all assigned appointments or secure responsible coverage in case of absence.

Personnel are mandated to report to the principal the existence of any potentially dangerous situation in the buildings, grounds, or parking areas.

All medicines brought to school are to be taken by the student to the school office where the medication

policy is to be strictly followed.

Parental consent forms are to be signed for each field trip, school outing, or special dismissal.

First aid supplies are to be available on campus at all times and taken on all field trips.

While present on yard duty, staff members are to:

- Circulate so that all areas of the yard may be visually observed
- Ensure that all safety regulations are being followed
- Refrain from staff, student, or parent conferences while on duty
- Alert the office to the presence of any unknown person
- Respond to any injury to prevent it from becoming more serious

## **Transferring Student Scholastic Records**

Whenever a student transfers from one school to another, the student's permanent record or a copy thereof shall be transferred upon a written request from the district or private school where the student intends to enroll. Any school district requesting such a transfer of a record shall notify the parent of her/his right to receive a copy of the record and a right to a hearing to challenge the contents of the record. A school may not withhold for any reason sending a student's records to another according to California law.

## **Differentiated Diplomas**

Conference schools offer differentiated diplomas, including certificates of completion which may be issued to students who qualify for social promotion. In the case of students receiving certificates of completion it is highly recommended that no reference be made in print or audibly during graduation exercises that highlight this distinction. Secondary options include the basic diploma, the college-prep diploma, and the honors diploma.

## **Student Scholarships**

The Pacific Union Conference Office of Education makes scholarship grants available from two sources for qualified applicants. The local conference office of education distributes application blanks for both scholarships to principals and pastors. Local campus personnel prior to being processed at the Office of Education screen completed applications. Criteria for both annual grants are included with the applications. These grants are distributed from:

**The Baybarz Scholarship Fund.** Grants from this scholarship fund are available to qualifying students in Grades K-8, by application deadline.

**The Education Endowment Fund.** Grants from this scholarship fund are available to qualifying students in Grades 9-12, by application deadline.

## **Academic Honesty Policy**

Seventh-day Adventist schools are committed to the belief that honesty is the best policy. Habits of hard work and honesty promote integrity, self-reliance, self-respect, responsibility, and trust. Grades on all assignments are to represent the best work of which students are capable. Individual progress cannot otherwise be fairly determined. It is assumed that all students enrolled are honest unless the trust placed in them is broken. While students who practice dishonesty usually care a great deal about succeeding in school, they actually compromise the success of themselves and their peers. The consequences for such behavior may include a failing grade in the class, repeating the course in question, suspension, or dismissal from school. Students found in violation of the honesty policy also make themselves ineligible for academic recognition, honors, or awards. Dishonesty may occur in many forms and should be specified and determined at the discretion of the local administrator with teacher input.

## **Student Files**

In accordance with the *Family Education Rights and Privacy Act*, parental access to files, under administrative supervision, may not be restricted. Student cumulative files are maintained in the school office and includes current student application form, the individual reading record card, school copies of pupil progress reports for each year, standardized test profiles, and student photographs. Health records, consent to treatment forms, and discipline referral reports are maintained in the school office in separate files. Personnel are to update and review the files of their students before the end of the first week of school. Access to the files is restricted to staff members who have a need to review their contents.

## **Student Baptism**

Teachers, principals, or pastors typically coordinate baptismal classes in Adventist schools. Students at all grade levels are to be given the opportunity to accept Jesus as the Lord of their lives. Additionally, students at all levels above fifth grade are to be offered the opportunity to be joined to Him and to His church through baptism. It is recommended that formalized preparation for baptism be implemented if possible before students enter junior high. Pressure to be baptized must not be placed on any student, however, and parental support is mandatory. School personnel are encouraged to attend student baptisms.

## **Student Fundraisers**

The number of fundraising projects to be undertaken in a school year by any group is established by the school board upon recommendation by the principal. Whatever the project, patrons should consider it to be worthwhile and of genuine benefit to the enrichment of student learning. Conference schools are to avoid selling products that are in direct conflict with denominational standards or health principles taught in Adventist classrooms.

## **Educational Media**

### **Instructional Videos, DVDs, Movies, etc.**

- Focus on education and learning rather than entertainment
- Relate to the curriculum under current study
- Are preceded by instruction
- Feature clips of 3-5 minutes rather than an entire video, DVD, or movie
- Facilitate meaningful discussion and follow-up activities
- A point of caution: Parents should be notified of media content at a reasonable time prior to presenting it to students for instruction

### **General Videos, DVDs, Movies, etc.**

- Support the practice of positive moral values
- Teach an abhorrence of injustice and a recognition of personal responsibility to act
- Have an educational or inspirational purpose even when shown during extended day care
- A point of caution: Parents should be notified of media content at a reasonable time prior to presenting it to students for instruction

## **Student Attendance**

## Attendance Regulations

Regular attendance, which is compulsory in the State of California, is expected of all students. Research indicates that regular school attendance reinforces continuity in learning as well as consistency in personal responsibility. Regular attendance, promptness, and dependability are therefore characteristic of successful students. Individual student attendance records are maintained to indicate class absences for each half day and each full day that school is in session. Records of student tardiness are also maintained.

**Tardiness** is failure to be in the assigned place when the class begins. If a tardiness occurring at the beginning of the school day is to be excused, a parent note is required upon the student's arrival at school. A note from an authorized staff member is required if a tardiness is to be excused that occurs during the school day. Three unexcused tardies are equivalent to one unexcused absence.

**Excused absence** is an absence due to a verified illness, medical, dental, or optometric service, quarantine, bereavement, court appearance, or a school-sponsored activity. As a safety measure, parents of absent students are to inform the school office before nine o'clock of the reason for and anticipated length of the absence. A parental excuse that includes the student's name, date(s) of absence, reason for absence, and parent's signature is to be submitted upon return to school.

**Prearranged absences** are to be cleared at least a week in advance with a written request from the parent and approval from the administration in order for teachers to provide prearranged class assignments. A parental excuse is to be submitted upon return to school.

**Extended absence** involving a prolonged illness of five or more consecutive days requires that a physician's clearance be attached to the parental excuse. A physician's clearance is also required if a student is chronically ill or unable to participate in physical education activities for five or more days.

**Truancy** is an absence that is not in compliance with school regulations and without knowledge of the parents or the school. Dismissal, re-application, and probation are required following any act of truancy.

**Campus leaves** during a school day are to be authorized by the parents and the principal or designee if a student needs to leave the campus prior to regular dismissal. An official off-campus pass is required.

**Student guests** may visit the campus only with a two-day advance clearance. Upon arrival, the guest is to exchange a personal library card or other official identification for a visitor's pass in the school office. The inviting student is held accountable for the guest's behavior and dress. Student visitors are not allowed on campus during test weeks or during public school holidays.

## Minimum Day Policy

Office of Education policy permits schools to have a maximum of four minimum days during the school year at the discretion of the local school board. Minimum days include four hours of classroom instruction, exclusive of lunch break and recess. If school is to be conducted for a minimum day or closed because of an emergency, the Office of Education is to be notified. Minimum days called by the Office of Education are not included in the four minimum days specified for local schools.

## Hot Weather Policy

The safety and well-being of students is to guide schools in the establishment of hot weather policies for each campus. Local school policy shall be approved by the school board and communicated to parents at the start of each school year or whenever the policy is modified. In schools without adequate air conditioning in classrooms, a minimum school day may be declared on extremely hot days, based on the extended weather forecast and area public school practice. Parents shall be notified one day prior to the minimum day. Teachers shall refrain from requiring students to engage in running laps or any other strenuous exercises on extremely hot days. Hydration breaks are required.

# **Educational Field Trips**

## **Academy Bible Camp**

Bible camp offers an annual weekend spiritual retreat for qualifying secondary students. Meaningful preparatory and follow-up activities are to be implemented, and established policies for overnight trips are to be administered regarding parental permission, travel, insurance, student conduct, and emergency treatment.

## **Curriculum-Aligned Trip**

A curriculum-aligned field trip typically launches or culminates an instructional unit under current study. Meaningful preparatory and follow-up activities are to be implemented, and established policies for field trips are to be administered regarding parental permission, travel, insurance, meals, student conduct, and emergency treatment. One curriculum-aligned field trip per semester is recommended.

## **Student Enrichment/Educational Trip**

A student enrichment field trip has a clear educational purpose although it may not necessarily align with current curriculum. Such a trip may occasionally involve specialists in strengthening student proficiency in art production, musical performance, gymnastics, swimming, skiing, or other areas of desired enrichment. Meaningful preparatory and follow-up activities are to be implemented, and established policies for field trips are to be administered regarding parental permission, travel, insurance, meals, student conduct, and emergency treatment. Student enrichment trips are experienced on a non-regular schedule. Parks designed primarily for amusement or entertainment are unacceptable field trip options unless the class also participates in an educational activity specifically designed for school groups.

Refer the Pacific Union Conference Education Code for further guidance in this area.

## **Student Leadership Camp**

Leadership camp offers an annual weekend of Christian leadership training for qualifying secondary student leaders. Meaningful preparatory and follow-up activities are to be implemented, and established policies for overnight trips are to be administered.

## **School Picnic Day**

A picnic day is a school day used to support the physical, recreational, and social objectives of Adventist education. Meaningful preparatory and follow-up activities are to be implemented, established policies for field trips are to be administered, and attendance is to be taken. One picnic day per semester is recommended.

## **Trip Requirements**

The teacher is to consult with the principal prior to finalizing trip arrangements or discussing trip plans with students or their parents. Arrangements are to be made well in advance of the actual trip.

Conference policy is to govern parental permission, financial arrangements, travel, insurance, meals, student conduct, and emergency treatment.

No student may be denied a class opportunity for learning based on financial need or student discipline unless the student is already on at-home suspension. Otherwise, a parent or adult family member is required to chaperone the difficult student as a requirement for that student to participate in the trip.

Signed parental permission slips, including a consent for medical treatment form, are to be received before the student participates in the trip. Permission slips are to be in the teacher's possession on the trip with copies retained in the school office.

### **Student Transportation**

Schools using parent vehicles for student transportation must:

- Verify that parents carry a minimum of \$100,000 of bodily injury liability protection per person and \$300,000 bodily injury insurance per accident
- Require drivers to fill out, to be placed on file at the school, the "Insurance Verification Form and Volunteer Transportation Agreement."
- Approve drivers prior to each event.

### **Overnight Trips**

Policies concerning overnight, out-of-conference, and extended trips or tours are to be according to the *Pacific Union Conference Education Code Items A24-104 to 146*. All trips must have SCC Board of Education approval.

## **Class Trip Policy**

- Trips for elementary and secondary graduating classes shall be planned within the United States and must be approved by the Office of Education and the SCC Board of Education. Refer to *PUC Education Code Item A24-104 to 146*.
- Every member of the group shall have the opportunity to go on the trip, and no student shall be excluded due to lack of finances. Family members are required to chaperone difficult students.
- Cost shall not exceed a maximum of ten percent (10%) of annual student tuition. This restriction does not include meals or personal incidentals, such as souvenirs. Special donations, car washes, or other class fundraisers are encouraged to reduce individual student cost.
- Trips and tours requiring Conference and/or Union Board of Education approval shall be planned far enough in advance to accommodate school board and Board of Education schedules.
- All overnight trips must have a detailed daily agenda of activities, worship, and meals. This must be turned in with request to be approved by the Office of Education.

## **Student Transportation Policy**

Refer to *PUC Education Code Item A24-132 to A24-144*

## **Pathfinder Activities**

Many of the youth involved in local Pathfinder Clubs are also enrolled in conference schools. It is therefore encouraged that each school administrator cultivate a positive working relationship with the local club director in order to minimize activity conflicts between club and school calendars. Pathfinder Camporee schedules are pre-approved by the office of education to allow schools and parents adequate time for planning. It is still important for these and other dates to be cleared as early as possible.

- The Pathfinder leader is to consult with the principal not less than two weeks prior to the planned activity and obtain school approval for the pre-arranged absence of students.

Notification is to include names of Pathfinders to be excused, nature of the activity, and the time students are to be dismissed.

Slips for obtaining parental permission for student participation in club events are to be supplied by the Pathfinder leader.

Copies of signed parental permission slips, including consent for medical treatment forms, are to be filed in the school office before students participate in the trip, and originals are to remain in the leader's possession during the trip.

- The Pathfinder leader is to remind students of their responsibility to make proper arrangements with teachers for early dismissal even when events are conference-sponsored.

Students who make proper arrangements will be excused from attending school on Friday for the Pathfinder Camporee to facilitate club arrival at the camp site well ahead of Sabbath hours.

Students who make proper arrangements are not to be penalized for their absence.

A one-page report on the Pathfinder activity may be required, but make-up work is not intended to be assigned.

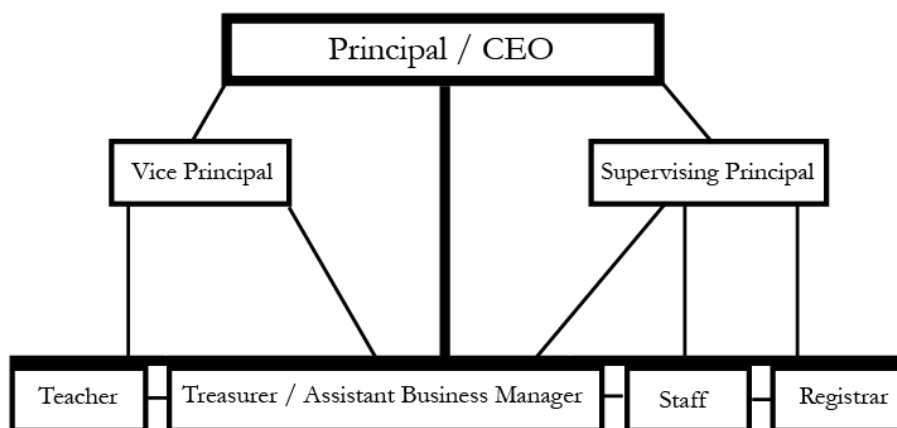
Clubs are encouraged to request dismissal of Pathfinders for weekend activities only. It is further encouraged that one-day activities be conducted on Sundays or other non-school days.

Teachers are expected to promote 100 percent student participation in Pathfinder events.



# **Administrative Policies**

# Administrative Flow Chart for K – 12 Schools



The above administrative flow chart represents the leadership structure to assist all employees in understanding the leadership model for the K – 12 schools in the Southern California Conference.

## Teacher Employment Procedures

The Board of Education of the Southern California Conference is responsible for the annual employment of teachers for all elementary schools, junior academies, and senior academies within the conference. A local personnel committee may serve in an advisory capacity to recommend instructional personnel for a school, if so directed by the local school constitution. This committee acts as a total body, and individual members do not act or speak with third parties on behalf of the committee.

The following procedures are designed to maintain a consistent and equitable method of considering present or prospective personnel. These procedures are based on *Pacific Union Conference Education Code* policies and are to be followed whenever personnel placement is considered for schools in the Southern California Conference.

- The Superintendent of Education or his/her designee according to the Pacific Union Education code chairs Personnel Committees at the local school levels.
- Personnel employment issues may be channeled through the personnel committee of the local school board unless the total board also functions as the personnel committee.
- The Superintendent of Schools or his/her designee is required to be present at any meeting of the personnel committee or school board where personnel issues are discussed. Any decisions reached without the superintendent or authorized designee in attendance may not be recognized as official by the Board of Education. In such cases, the conference may not assume financial responsibility for the personnel involved.
- The local board is to authorize the personnel committee or the principal, in consultation with the conference representative, to make final recommendations concerning positions to be filled in the event that timing becomes a concern.

- Candidates for conference employment are to submit résumés and make application through the Office of Education or the senior academy principal. Prior to local school consideration, the Superintendent/designee, or senior academy principal is to verify character and employment references and review candidate files to determine candidate suitability and availability to meet local school needs.
- A minimum of three recommendations from reliable references is to be obtained. Because recommendations are given in confidence, it may not be possible to report to the school board specific comments made by those giving recommendations. However, an oral summary of pertinent facts may be shared with the personnel committee.
- Candidates are to be screened and ranked by the Office of Education or senior academy principal. Only one candidate per opening is eligible for reimbursement of travel expenses.
- The principal and conference representative are to plan together for local school personnel committee meetings, chaired by the conference representative, as specified in the education code.
- The personnel committee is to receive recommendations from the principal or to identify desired qualities and qualifications of one needed to fill a school vacancy. Factors such as job description, certification, specialized talents, years of experience, and performance history may be considered.
- Once the local board has ratified personnel committee actions, the conference representative or senior academy principal is to contact the prospective teacher to inform the candidate of the board's recommendation.
- Grade level or departmentalized assignments are to be the responsibility of the on-site administrator in consultation with the conference representative.
- Permission is to be obtained from the superintendent of the local conference and the administrator of the local school before personnel can be contacted regarding a transfer from one conference to another or from one school to another.
- Although the local school board is limited to voting recommendations regarding personnel receiving employment contracts from the Southern California Conference, the local administration and board may take an action to hire or release personnel for whom the local school fully funds an employment contract, only if education code policies are followed.
- Full-time principals are typically assigned one-year terms during their first three years of service and may thereafter be recommended for up to a three-year term of office.
- Since all conference-employed personnel receive their contracts from the office of education, the local board's recommendation must be approved by the Southern California Conference Board of Education in order for employment contracts to be official.
- Personnel employment actions reported in local school board minutes are to be stated as follows: "VOTED to recommend to the Southern California Conference Board of Education that xxx be issued an employment contract for the xxx-xxx school year to teach xxx at xxx School."
- Teachers on *regular employment status* are not subject to annual evaluation although they may be reviewed annually in the personnel committee. Teachers on *non-regular employment status* are to be evaluated and reviewed annually. Principals may be called upon to provide any of the following information when meeting with the personnel committee.

**The principal may present teacher evaluation summaries orally** to the personnel committee in a manner that respects teacher privacy. (Members are to be reminded that no teacher can be released without formal evaluations identifying specific areas of need, prescribed improvement plans, and deadlines for progress review. These evaluations become official when co-signed by the teacher)

**Correspondence to the teacher** may be presented by means of oral summary. (If negative, areas of need are identified with prescriptions for improvement along with a time when the next discussion of the problem is to occur).

**Personnel recommendations** may be presented to the committee by the principal following consultation with the conference office of education representative. (These recommendations are based on the needs of the school and the teacher's ability to fill those needs).

- All deliberations of the personnel committee and the school board in executive session are to be held in strictest confidence. Any résumés or other materials regarding new personnel are to be collected at the close of committee proceedings, as the personnel committee and the school board have authority only when meeting in official session.

### **Teacher Retirement Process**

Teachers should contact the Southern California Conference Office of Education and Human Resources Department no less than 6 months prior to their intended retirement date. In recognizing retiring teachers/principals the Office of Education will gift the retiree a Visa gift card with the following amounts:

- Less than 10 years of service: \$100
- Less than 20 years of service: \$200
- More than 20 years of service: \$300

### **Teacher-Initiated Transfers Within the Conference**

- Credentialed teachers are to discuss with their principal a desire to transfer to another school within the conference.
- Credentialed teachers are to indicate on the Teacher Intent form in January their desire to transfer to another school within the conference.
- Conference representatives for both schools are to collaborate before the Office of Education staff determines whether a transfer is to be implemented.

### **School-Initiated Transfers Within the Conference**

- Principals are to discuss with the conference representative their desire to transfer a credentialed teacher from another school to their campus.
- The conference representative is to arrange for the credentialed teacher's principal to be informed of the request to transfer the teacher to another campus within the conference.
- The teacher's principal is to counsel the credentialed teacher to indicate on the Teacher Intent form in January an intent to transfer to another school within the conference.
- Conference representatives for both schools are to collaborate before the Office of Education staff determines whether a transfer is to be implemented.

## **“Locally-Funded” School Personnel**

All employees must be **members of a local Seventh-day Adventist church**. Exceptions must be consistent with the hiring guidelines of SCC. Please consult with SCC Human Resources Department for the protocol and for authorization to hire a non-member.

All employees in the Conference are conference employees, i.e., there are **no “locally hired” employees** any longer.

All employees will have **comparable employee benefits** which will depend on their status as part-time/full-time, number of hours worked (38 hours/week is full time), temporary/regular and exempt/non-exempt, not on what entity they are assigned to. (Exception is made for all employees of ECEC [pre-

school] facilities.)

All non-exempt (hourly) employees will be paid according to a **community-based remuneration scale** (as determined by ERI and SCC).

**Annual increases** will be based upon qualifications, complexity of work and tasks, job description, education and training, and experience. The wages and increases will be at the discretion of the local entity.

**Job descriptions** will be consistent, with provisions for local “customization”.

All employees will be **paid through the SCC Payroll Department**, which will comply with all applicable laws and withholding requirements.

For more information about locally funded personnel, please refer to the Southern California Conference Human Resources Department

## Classroom Instructional Aide

### Position Description

A classroom instructional aide is a paraprofessional who assumes responsibilities for overseeing classes for a teaching principal, thus providing time for the administrator to supervise instruction and to complete other duties necessary for the smooth operation of the school.

### Financial Support

In order to receive financial support for elementary classroom instructional aides, qualifying schools are to apply in writing to the superintendent of schools, stating the name of the classroom instructional aide and the date hired. The conference allocation will be deducted from the school’s monthly teacher billing.

- For schools with **two teachers**, the conference will pay the cost of a classroom instructional aide for one day per month to relieve the teaching principal for instructional supervision and other administrative duties.
- For schools with **three to four teachers**, the conference will provide funds per month for nine months for a classroom instructional aide to relieve the teaching principal for instructional supervision and administrative duties.
- For schools with **five teachers**, the conference will provide funds per month for nine months for a classroom instructional aide to relieve the teaching principal for instructional supervision and administrative duties.
- For schools with **six or more teachers**, including the principal, and an enrollment of at least 100 students, the conference will support a full-time principal on regular billing.

### Qualifications

- Is an active member of the Seventh-day Adventist Church who models its unique values
- Has adequate preparation for job responsibilities as outlined by the principal
- Gives evidence of the physical and emotional health required for working with students
- Completes the following with appropriate documentation prior to reporting for work:
  - Employment eligibility verification
  - Criminal record clearance
  - Child abuse reporting statement
  - Physical examination and TB clearance
  - W-4 certificate for processing payroll

## **Typical Duties and Responsibilities**

- Serving as a classroom instructional aide for a half or a full day
- Teaching art, music, computers, or physical education
- Teaching other classes in areas of specific preparation
- Supervising the recess and lunch periods
- Correcting papers and recording grades
- Assisting students in specific instructional areas assigned by the principal

## **Denominational Membership and Hiring of Non-Adventists Protocol**

The Southern California Conference of Seventh-day Adventists (“SCC”) is a religious organization, formed and existing to share the Gospel and exemplify the Seventh-day Adventist message as embodied in the SCC mission statement, in the SCC territory. Therefore, it is the policy of SCC to hire only members of the Seventh-day Adventist church.

SCC also recognizes that it is not always possible to hire a member of the Seventh-day Adventist church, so this protocol has been established to ensure that as much as possible, all employment positions are filled by a member of the Seventh-day Adventist church.

It is important to note this protocol will not apply to ecclesiastical positions which can only be filled by workers who understand and have committed themselves to the Gospel and the message of the Seventh-day Adventist Church as evidenced by their membership. These include, but are not limited to, pastors, associate pastors, assistants in pastoral care, Bible workers, intern pastors, ministry directors and conference office workers. Hiring of education personnel will comply with the Pacific Union Conference Education Code and the SCC Education Department Information and Policies book.

To establish that an entity of SCC has made a good faith effort to find a member of a Seventh-day Adventist church before recommending a non-Seventh-day Adventist applicant, the following protocol must be followed:

- 1) A job description must be developed and adopted by the local entity, then submitted for approval to the SCC Human Resources Department;
- 2) A notice of an open position (“job posting”) must be prepared and submitted for approval to the SCC Human Resources Department;
- 3) The job posting must be distributed to other SCC churches, schools and entities in the local area with a request to place the job posting in a public area and placed in the publications (bulletin, newsletter, website, etc.) of those entities;
- 4) The job posting must be sent to the SCC Human Resources Department for posting on the SCC website;
- 5) The job posting must be “posted” for a minimum of two months unless an emergency status has been granted by the SCC HR Department; and
- 6) If a qualified member of the Seventh-day Adventist church is not found, then the SCC HR Department must be contacted for permission to hire a non-Seventh-day Adventist.

This protocol may be modified for special circumstances or emergencies. Please consult with the SCC HR Department to apply for a modification.

## **Financial Policies**

## **Personnel Employment Plan**

A classroom teacher is a full-time employee who spends at least two-thirds of the school day engaged in classroom instruction while the other one-third of the day is spent in functions directly related to the educational process. Employment contracts are annually issued to conference-funded education personnel whose schools receive financial clearance from the Southern California Conference not later than June 1. Educators are paid on an annual employment plan with a ten-month working assignment, and paychecks are issued each school year beginning July and ending June. The annual salary for educational personnel on ten-month assignment is equal to 95 percent of the annual twelve-month employment salary. An additional stipend is paid for summer employment in cases where the employing organization requests the services of a teacher for a special assignment prior to the report-for-duty date. The ten-month employment plan applies to classroom teachers and generally does not include administrative or auxiliary personnel.

### **Allowances and Benefits**

In addition to the annual salary, certain allowances and benefits are granted by the conference to qualifying personnel. Included are benefits such as moving allowance, duplicate housing allowance, special rent assistance, healthcare assistance, tuition assistance for children, and continuing education for personnel. Denominationally-employed educational personnel, except for ordained ministers who opted out, are covered by Social Security through their respective organizations. Employees and employing organizations contribute to the Social Security Fund according to percentages established by government regulations. The North American Division (NAD) retirement program also involves the financial participation of employees.

### **Payroll Advances**

The Southern California Conference discourages regular requests from personnel for salary advances. In cases of emergency, however, an elementary or junior academy teacher needing a payroll advance should contact the Southern California Conference Treasury Office for approval.

### **Salary Scales**

Salary placement for full-time certificated personnel is determined by the credential held at the time of issuance of the employment contract combined with the years of experience in a position that requires a certificate. Salary scale charts in the index indicate percentage levels for both ten-month and twelve-month assignments. Cost-of-living areas' information, established by the Southern California Conference Executive Committee, is available upon request from the Office of Education or SCC Treasury.

### **Education Salary Step Placement**

The Education Salary Step Placement Schedule, which is found in the index, designates the salary percentage factor for six years of experience for all elementary and secondary certificated personnel, including Bible teachers. At year seven and beyond, experience no longer factors into salary placement. In addition to the annual salary, certain allowances and benefits are granted to qualifying personnel. Included are benefits such as moving allowance, duplicate housing allowance, special rent assistance, healthcare assistance, tuition assistance for qualifying children, and continuing education for personnel. Employees and employing organizations contribute to the Social Security Fund according to percentages established by government regulations.



**Salary-Step Placement Schedule – Elementary and Secondary Certificated  
Administrative Personnel and Salaried Classified Administrative Personnel  
[Revised – 04-2010]**

Position/ Degree	Certificate	Year of Experience and Percentage Factor					
		1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5th	6th or More
I. Principal	None or Conditional	77%	79%	79%	79%	79%	79%
	Standard				91%	93%	95%
	Professional				97%	99%	102%*
	Administrator				98%	100%	102%*
II. Other Certificated Administrators							
No Degree	Designated Subjects	68%	69%	70%	71%	72%	73%
Bachelors	None or Conditional	77%	79%	79%	79%	79%	79%
Bachelors	Designated Subjects	77%	80%	83%	86%	89%	93%
Bachelors	Basic	83%	85%	87%			
Bachelors	Standard				89%	92%	95%
5 <sup>th</sup> Year or 60 Qtr. Hours	None or Conditional	78%	80%	80%	80%	80%	80%
	Designated Subjects	78%	81%	84%	87%	90%	93%
	Basic	83%	85%	87%			
	Standard				89%	92%	95%
	Professional				95%	97%	102%*
Masters	None or Conditional	77%	79%	79%	79%	79%	79%
	Designated Subjects	83%	86%	89%	92%	95%	99%
	Basic	84%	86%	88%			
	Standard				90%	93%	95%
	Professional				96%	98%	102%*
	Administrator				97%	99%	102%*
EdS, PhD, EdD	None or Conditional	77%	79%	79%	79%	79%	79%
	Designated Subjects				92%	95%	99%
	Basic	85%	87%	89%			
	Standard				91%	93%	95%
	Professional				97%	99%	102%*
	Administrator				98%	100%	102%*
III. Salaried Classified Administrators/ Managers		68-80%	70-84%	72-88%	74-92%	77-96%	80-99%
	Professional Certificate/ Preparation				96%	98%	102%

\* Equivalent certification for the job where employed.

Degree	Certificate	Year of Experience and Percentage Factor					
		1st	2nd	3rd	4th	5th	6th or More
None	None (a)	67%	67%	67%	67%	67%	67%
None	Designated Subject	68%	69%	70%	71%	72%	73%
Bachelors	None (a)	72%	72%	72%	72%	72%	72%
Bachelors	Conditional (a)	77%	79%(d)	79%	79%	79%	79%
Bachelors	Designated Subject	77%	80%	83%	86%	89%	93%
Bachelors	Basic (a)(b)	83%	85%	87%			
Bachelors	Standard (a)(b)				89%	92%	95%
5th Yr or 60 qtr. hrs.	None (a)	74%	74%	74%	74%	74%	74%
5th Yr or 60 qtr. hrs.	Conditional (a)(c)	77%	79%(d)	79%	79%	79%	79%
5th Yr or 60 qtr. hrs.	Designated Subject	78%	81%	84%	87%	90%	93%
5th Yr or 60 qtr. hrs.	Basic (a)(b)	83%	85%	87%			
5th Yr or 60 qtr. hrs.	Standard (a)(b)				89%	92%	95%
5th Yr or 60 qtr. hrs.	Professional (a)(b)				95%	97%	102%
Masters	None (a)	74%	74%	74%	74%	74%	74%
Masters	Conditional (a)(c)	77%	79%(d)	79%	79%	79%	79%
Masters	Designated Subjects	83%	86%	89%	92%	95%	99%
Masters	Basic (a)(b)	84%	86%	88%			
Masters	Standard (a)(b)				90%	93%	95%
Masters	Professional (a)(b)				96%	98%	102%
EdS, PhD, EdD	None (a)	74%	74%	74%	74%	74%	74%
EdS, PhD, EdD	Conditional (a)(c)	77%	79%(d)	79%	79%	79%	79%
EdS, PhD, EdD	Designated Subject	83%	86%	89%	92%	95%	99%
EdS, PhD, EdD	Basic (a)(b)	85%	87%	89%			
EdS, PhD, EdD	Standard (a)(b)				91%	93%	95%
EdS, PhD, EdD	Professional (a)(b)				96%	98%	102%

# INDEX A

Southern California Conference  
Office of Education

*Southern California Conference*  
Office of Education

## I-20/SEVIS International Student Guidelines

The Southern California Conference Office of Education seeks to foster through all its schools positive life-long relationships with students. The goal is to mentor Jesus Christ to all who attend. With respect to our international students it is our global responsibility to treat each, who chooses our Adventist institutions for their immersive education experience, as our own. Our school system considers it a privileged opportunity to provide all students a quality Adventist Christian education – one that prepares them for this life and the life to come.

In an effort to help our schools provide a full service, quality education to our international students, the following guidelines should be followed:

1. **Policy Handbook** – All schools servicing international students must have a board voted policy handbook that specifically details their international student program. Handbooks must be made available to all international students and their guardians in hardcopy or electronic form.
2. **Day Student Housing** – All schools must verify all off-campus housing for international students. Such verification includes students living with responsible guardians, preferably relatives, who have been legally cleared locally and approved by the student's parent/guardian. Personal interviews are expected like any other parent interviews of students being enrolled in school.
3. **Boarding Student Housing** – Schools that board international students, whether in the dorm or in faculty homes must be approved by the local school board and then the Office of Education. All international students must have adequate supervision at all times. Supervisory personnel must have background and fingerprint clearances. Weekend activities, including home leaves, must be supervised and framed within the Adventist model.
4. **Travel and Transport** – International students are not permitted to ride in vehicles driven by those under the age of 21. The student's legal guardian must approve all transportation not provided by the school. The school is responsible for overseeing that appropriate transport of all students is provided during school breaks and vacations.
5. **Meals** – Schools are responsible for ensuring that students have a minimum of three meals per day.
6. **Academic Qualifications** – Schools must establish minimum academic requirements for not only admitting international students, but also graduating international students. It is highly recommended by both the Pacific Union Office of Education and our office that schools use grade placement exams, such as the International Test of English Proficiency (ITEP), or the Test of English as a Foreign Language (TOEFL) to determine the potential success of the student as he/she matriculates toward graduation. Schools that provide only a total immersion program must consider modifying instructional demands and grading of students. Schools that promote an English as a Second Language (ESL) program must have qualified instructional personnel on staff instructing the program.
7. **Medical Coverage** – International students must carry sufficient and comprehensive medical coverage. The school should establish minimums that protect the institution from exorbitant medical costs. It is recommended that schools direct international students to an international medical broker service that will meet the minimum medical coverage.

8. **Payments and Costs** – Schools are to establish reasonable and justifiable tuition and fee costs for international students. In case a student is unable to finish a semester or full school year, a policy for refunding tuition and fees must be voted by the local school board.

9. **Emergency Contacts** – Schools are to insist on and verify a minimum of one, preferably two, United States emergency contacts for each international student.

10. **Agents and Agencies** – For schools that contract with agents/agencies that provide international students, thorough vetting, with the help of an international law attorney is highly recommended prior to the signing of any contractual agreement. Final contract agreement is subject to conference attorney approval.

11. **School Budget** – Schools should not include more than 50% of its I-20/SEVIS student income as part of their proposed or actual budget. The remaining 50% should be set-aside as reserves.

12. **Vacation Guidelines** – Schools that house international students are responsible for their living arrangements throughout the duration of their enrollment. This includes those times of the school year when such students do not have options to visit family or approved family friends during short weekend breaks. It is expected that the students be allowed to stay at school-authorized housing with appropriate supervision, activities, and meals.

13. **Student & Exchange Visitor Information System (SEVIS)** – Schools listed under the Southern California Conference Office of Education, as well as those within the Southern California Conference, as a SEVIS approved school will be subject to quarterly audits by the Conference's Primary Designated School Official (PDSO). Such audits may include review of electronic records, local school screening processes, and international student enrollment numbers/attendance records. All schools that may have a PDSO on their campus, the conference's PDSO is to be included as a DSO of the school. The Office of Education reserves the right to suspend schools that violate SEVIS requirements.

The Office of Education reserves the right to add or modify the above guidelines as deemed necessary any time during the course of a school year.

Office of Education  
Southern California Conference  
October 2013

## INDEX B

### Recommended Protocols to Combat Pandemic Conditions

**“The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible.”**

The Southern California Conference Office of Education supports the above statement issued July 12, 2021, from the California Department of Public Health (CDPH). Below is a paraphrased description of the CDPH statement that can be found at <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>. The full statement provides guidance in managing school operations under current pandemic conditions known as COVID-19 and its variant known as The Delta Variant. Schools are strongly encouraged to adhere to guidelines as we all prepare for the start of the school year 2021–2022.

- **Masks:** Non-Vaccinated, Partially Vaccinated, and Fully Vaccinated persons are mandated to “mask up” while indoors. Recently, this mandate was implemented due to the rise of the virus identified as the “Delta Variant.” Please stress this with all who attend and all who visit your school. For those without masks, please provide one. Contact our office if supplies are needed.
- **Physical Distancing:** It is minimal. Six feet and three feet distancing is not required as long as other mitigating strategies (i.e., masking) are implemented.
- **Ventilation:** Optimize ventilation for indoor spaces to reduce long-range airborne transmission of the virus.
- **Stay Home When Sick and Get Tested:** Advise all staff members and students to stay home if suffering from virus symptoms. They must not return to school until they have met CDPH criteria to return to school for those with symptoms.
- **Screening/Testing:** Utilize local agencies and/or materials to meet screening and testing needs if there is a rise in infections at your school.
- **Case Reporting/Contact Tracing & Investigation:** Schools are required to report cases to their local public health department and cooperate with tracing and investigation protocols.
- **Quarantine/Isolation Recommendations:** Familiarize yourself with quarantine/isolation recommendations/protocols that apply to the vaccinated and unvaccinated at your school.
- **Hand Hygiene Recommendations:** Teach it, promote it, and reinforce it each and every day. Ensure adequate supplies to support it. Contact our office for assistance if supplies are needed.
- **General Cleaning Recommendations:** Should be done at least once everyday. Be thorough sanitizing surfaces that may be susceptible to having the virus on it. Use the appropriate chemicals that are environment safe.
- **Food Service Recommendations:** Maximize physical distancing during mealtime, using the outdoors as much as possible. Sanitize surfaces before and after meals.
- **COVID-19 Safety Planning Transparency:** Inform your school community of your safety plans. In fact, over inform! Post plans on the appropriate media platforms. Post them on your announcement boards. Use posters on your campus and throughout your buildings and classrooms that emphasize pandemic safety measures.

**Note: “COVID-19 vaccination is strongly recommended for all eligible people in California, including teachers, staff, students, and adults sharing homes with these members of our K-12 communities.”**

## **Office of Education Staff**

Vice President for Education	James P. Willis II
Associate Superintendent of Education	W.R. "Bob" Dennis
Associate Superintendent of Education	Nancy Garcilazo
Assistant Director of Early Childhood Education	TBD
Executive Administrative Assistant/Registrar	Nelly Martin
Administrative Assistant	TBD

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