



Pacific Union Conference
EDUCATION CODE REVISIONS

Approved by the Union Board of Education
on April 3, 2024

A11-108 General Statement of Seventh-day Adventist Educational Philosophy [Revised 4/2016]

~~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 in preparing learners for citizenship here in this world and for eternity.~~

~~[NAD Working Policy FEA 05-01]~~

~~**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. Jesus came to earth to redeem fallen humanity and begin the work of restoring humans to God's image. Adventist education seeks, through the power of the Holy Spirit, to restore human beings into the image of God as revealed by the life of Jesus Christ.**~~

~~**The distinctive characteristics of the Adventist worldview, built around creation, the fall, redemption, and re-creation, are derived from the Bible and the inspired writings of Ellen G. White, and point to the redemptive aim of true education: to restore human beings into the image of their Maker. Adventist education seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.**~~

~~**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 in preparing learners for responsible citizenship in this world and in the world to come.**~~

A11-112 Goals for Curriculum in Seventh-day Adventist Schools

~~The following goal statements have been established to support the unique philosophy of Seventh-day Adventist education. **The goals for curriculum in Seventh-day Adventist schools are included in the Journey to Excellence framework developed by the NAD.**~~

- 56 1. ~~Acceptance of God~~— Each student will surrender one's whole life to God; develop
- 57 a relationship with Jesus Christ; and allow the Holy Spirit to work in one's life.
- 58 2. ~~Commitment to the Church~~— Each student will desire to know, live, and share the
- 59 message and mission of the Seventh-day Adventist Church.
- 60 3. ~~Interpersonal Relationships~~— Each student will develop a sense of self-worth, skills
- 61 in interpersonal relationships, an understanding of the responsibilities of family
- 62 membership, and the ability to respond with sensitivity to the needs of others.
- 63 4. ~~Responsible Citizenship~~— Each student will develop an understanding of cultural
- 64 and historical heritages, affirm a belief in the dignity and worth of others, and
- 65 accept responsibility for local, national, and global environments.
- 66 5. ~~Healthy Balanced Living~~— Each student will accept personal responsibility for
- 67 achieving and maintaining optimum physical, mental, and spiritual health.
- 68 6. ~~Intellectual Development~~— Each student will adopt a systematic, logical, and
- 69 biblically based approach to decision-making and problem-solving when applied
- 70 to a developing body of knowledge.
- 71 7. ~~Communication Skills~~— Each student will recognize the importance of effective
- 72 communication and develop the requisite skills.
- 73 8. ~~Personal Management~~— Each student will function responsibly in the everyday
- 74 world, using Christian principles of stewardship, economy, and personal
- 75 management.
- 76 9. ~~Aesthetic Appreciation~~— Each student will develop an appreciation of the beautiful,
- 77 both in God's creation and in human expression, while nurturing individual ability
- 78 in the fine arts.
- 79 10. ~~Career and Service~~— Each student will develop a Christian work ethic with an
- 80 appreciation for the dignity of service.

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82 *[Journey to Excellence, p. 6]*

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- 84 1. ***Followers of Jesus and sharers of His love, grace, and the hope of His***
- 85 ***second coming.***
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- 87 2. ***Reflective thinkers and creative problem-solvers.***
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- 89 3. ***Effective communicators.***
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- 91 4. ***Caring and compassionate people.***
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- 93 5. ***Responsible and contributing citizens.***
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- 95 6. ***Healthy and resilient individuals.***
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- 97 7. ***Self-directed and lifelong learners.***

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100 A23-112 Exceptional Students

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102 Seventh-day Adventist schools usually do not have the equipment or staff for special
103 education and may not be able to accept students who have exceptional mental, physical, or social
104 needs which would require the school to provide special staff or equipment.

105
106 ***All students should be interviewed by school administration to determine whether***
107 ***the school can provide the most appropriate academic placement. The school administrator,***
108 ***in consultation with the local conference office of education and appropriate faculty***
109 ***members must determine if the school has the resources to serve a student with exceptional***
110 ***mental, physical, or social needs. When exceptional students are accepted, there must be a***
111 ***waiver/contract signed by the school and the parents/guardian which outlines the academic***

112 **expectations for the student. Ongoing assessment will determine whether the academic**
113 **placement continues to be appropriate and if the school can continue to serve the needs of**
114 **the student.**
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117 C10-104 Definition of Curriculum
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119 Curriculum taught in NAD Seventh-day Adventist schools is based on the Word of God, is
120 rooted in the belief that God created us with minds that can grasp spiritual and intellectual truths,
121 and places first leading the student to accept Christ as personal Lord and Savior. With some
122 common learning as a core, it is a dynamic, evolving, emerging plan for the education of children
123 and youth in terms of physical, mental, spiritual, and social needs, in a continuously changing local,
124 national, and world community. The curriculum stresses educating students for life of worship,
125 growth and service, places a high estimate on the worth of the individual student, and dictates that
126 Seventh-day Adventist Christian values be developed in every subject at all grade levels.
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128 The Seventh-day Adventist system of education defines curriculum as all learning
129 experiences, both formal and informal, recognizing the value of integrating the home, school, and
130 church. The Adventist curriculum is developed by integrating spiritual values with rigorous
131 academic standards for all content areas.
132

133 The goals for curriculum in Seventh-day Adventist schools are included in the *Journey to*
134 *Excellence* framework developed by the NAD.
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- 136 1. ~~Acceptance of God—Each student will surrender one's whole life to God; develop~~
137 ~~a relationship with Jesus Christ; and allow the Holy Spirit to work in one's life.~~
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- 139 2. ~~Commitment to the Church—Each student will desire to know, live, and share the~~
140 ~~message and mission of the Seventh-day Adventist Church.~~
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- 142 3. ~~Interpersonal Relationship—Each student will develop a sense of self-worth, skills~~
143 ~~in interpersonal relationships, an understanding of the responsibilities of family~~
144 ~~membership, and the ability to respond with sensitivity to the needs of others.~~
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- 146 4. ~~Responsible Citizenship—Each student will develop an understanding of cultural~~
147 ~~and historical heritages, affirm a belief in the dignity and worth of others, and~~
148 ~~accept responsibility for local, national, and global environments.~~
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- 150 5. ~~Healthy Balanced Living—Each student will accept personal responsibility for~~
151 ~~achieving and maintaining optimum physical, mental, and spiritual health.~~
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- 153 6. ~~Intellectual Development—Each student will adopt a systematic, logical, and~~
154 ~~biblically based approach to decision making and problem solving when applied~~
155 ~~to a developing body of knowledge.~~
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- 157 7. ~~Communication Skills—Each student will recognize the importance of effective~~
158 ~~communication and develop the requisite skills.~~
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- 160 8. ~~Personal Management—Each student will function responsibly in the everyday~~
161 ~~world, using Christian principles of stewardship, economy, and personal~~
162 ~~management.~~
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- 164 9. ~~Aesthetic Appreciation—Each student will develop an appreciation of the beautiful,~~
165 ~~both in God's creation and in human expression, while nurturing individual ability~~
166 ~~in the fine arts.~~
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- ~~10. Career and Service— Each student will develop a Christian work ethic with an appreciation for the dignity of service.~~
1. ***Followers of Jesus and sharers of His love, grace, and the hope of His second coming.***
 2. ***Reflective thinkers and creative problem-solvers.***
 3. ***Effective communicators.***
 4. ***Caring and compassionate people.***
 5. ***Responsible and contributing citizens.***
 6. ***Healthy and resilient individuals.***
 7. ***Self-directed and lifelong learners.***

186 Curriculum materials prepared under the sponsorship of and adopted by the NAD and
187 ~~union offices of education~~ are basic to the structure for learning experiences.
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190 ~~C11-104~~ ~~Patriotic Activities~~

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192 Each school is to include patriotic activities as an integral part of the school program. This
193 includes the flag salute, singing of the national anthem at appropriate times and the
194 commemoration of national holidays.
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197 ~~C11-108~~ ~~Home Visitation~~

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199 Administrators should encourage and make provision for home visitation of students and
200 parents by school staff.
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203 C11-112 Student Organizations, ***Clubs and Special Groups***

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205 All student organizations and student-conducted cultural, social, and recreational activities
206 shall be under direct supervision of the school staff. ~~A faculty sponsor must be appointed for each~~
207 ~~organization or activity.~~ ***Student organizations, clubs and special groups at schools should***
208 ***exist to enhance the learning environment.***
209

210 ***Academic clubs, sports clubs and other clubs that are related to extracurricular***
211 ***activities of the school may be organized as student and staff interests, needs, and abilities***
212 ***may warrant.***
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214 ***Social and political issue clubs must be avoided where the social or political issue***
215 ***is in conflict with the values and philosophy of the Seventh-day Adventist Church or where***
216 ***the social issue is in conflict with the values the schools seeks to inculcate as a Seventh-***
217 ***day Adventist school.***
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219 ***To obtain authorization for any organization:***

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221 ***A. School board, administration and staff approval must be acquired.***
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223 **B. Purposes, objectives, or goals must be clearly stated, and these purposes**
224 **must be in harmony with the philosophy and objectives of the school.**

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226 **C. Officers must meet the standards required of student body officers or class**
227 **officers.**

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229 **D. Must be assigned faculty sponsor.**

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232 C11-124 Annual School Calendar

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234 A. Union Model School Calendar

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236 The union model school calendar is adopted annually by the union board of
237 education and consists of the following:

238
239 1. Teacher-Student Contact Days

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241 A total of 180 student-teacher contact days is the basic requirement. [See
242 Section C11-128.A. for the definition of “student-teacher contact days”.]
243 Instructional activities and tours that may be counted as teacher-student
244 contact days are listed in Section C11-128.B.

245
246 2. Related Activity Days

247
248 Related activity days as approved by the local conference office of
249 education may be scheduled for the following: registration (one day);
250 teachers' convention and/or in-service; ~~teacher visitation~~; parent-teacher
251 conferences. (Parent-teacher conferences may be scheduled in
252 connection with a minimum school day.)

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255 C11-132 ~~Guidelines for Activities with Elements of Competition~~

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257 ~~Schools may be provided opportunities to develop potential in students for physical,~~
258 ~~mental, and spiritual acuity through activities with elements of competition. While these activities,~~
259 ~~when carefully planned and activated, may accentuate the highest Christian principles and~~
260 ~~standards, there is potential for the development of rivalry and ill-will. Contests, athletic activities,~~
261 ~~and competition for grades and honors, all are susceptible to misuse.~~

262
263 ~~For guidelines in planning competitive activities, see: *Guidelines for Activities with*~~
264 ~~*Elements of Competition*, General Conference of Seventh-day Adventist, 1976 and/or *Guidelines*~~
265 ~~*for Seventh-day Adventist Athletics*, SDA-HPERA, 2003. Both publications are available from the~~
266 ~~union office of education.~~

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269 C11-136 ~~Statement on the Teaching of Literature in Seventh-day Adventist Schools~~

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271 ~~Literature in general sets forth impressions of the world, as well as aspirations, deeds,~~
272 ~~thoughts, and accomplishments, whether good or bad. Literature selected, in particular for Seventh-~~
273 ~~day Adventist schools, should lead to the development of the whole person. It may be expressed~~
274 ~~through poetry or prose; it may be factual or non-factual; it may be drawn from secular or spiritual~~
275 ~~sources. It will give a comprehensive view of the universe, help solve fundamental problems, and~~
276 ~~answer questions on the origin, nature, and destiny of man while emphasizing the true, the honest,~~
277 ~~and the beautiful.~~

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~~The teaching of literature in Seventh-day Adventist schools should give primary emphasis to character building. It should transmit the spiritual ideals, beliefs, attitudes, and values of the church, and furthermore should encourage thoughtfulness, exemplary citizenship and loyal, conscientious Christianity.~~

C11-140 ~~Statement on Seventh-day Adventist Philosophy of Music~~

~~God has woven music into the very fabric of creation. Because God made humans in His image, we share a love and appreciation for music with all created beings. It is one of the most effective means of impressing the human heart and soul.~~

~~Tastes in music vary greatly from individual to individual and from culture to culture. Melodies, rhythms, instruments, harmonies, lyrics and styles may vary greatly, yet the focus of the Christian should be on choosing music that is noble, uplifting, and wholesome and which appeals to both the intellect and emotions and impacts the body in a positive way.~~

~~Seventh-day Adventist music making means to choose the best and above all to draw close to our Creator and Lord and glorify him.~~

C11-144 Procedure for Establishing Innovative Programs

A written request must be submitted by the school to the local superintendent of schools for authorization to pursue innovative programs involving such activities as are listed in Section C11-152. For permission to institute innovative programs as listed in Section C11-152, teachers must receive authorization from the school administrator. Progress reports are to be prepared and submitted to the local superintendent of schools for evaluation.

The written request must include definitive plans outlining basic factors such as:

- A. Rationale.
- B. Objectives.
- C. ~~Materials.~~
- D. ~~Budget.~~
- E. **C.** Time Factor (length of trial period).
- F. **D.** Description of Course or Activity.
- G. **E.** ~~Evaluation~~ Plans **for assessing the innovative program.**

C11-148 ~~Distance Education~~

~~All educational entities that provide elementary and secondary school programs and desire to offer distance education courses are required to follow the procedures as outlined by the NAD office of education.~~

C11-152 Approval of Innovative and/or Alternative Programs [Revised 4/2020]

332 Proposed innovative and/or alternative activities and programs are to be approved prior to
333 implementation. [See Section C11-144 for the procedure for establishing innovative or alternative
334 programs.]
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336 A. The following are activities which require approval of the school administration:
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- 338 1. Adjustments in schedules in which the basic time requirements are not
339 altered.
- 340 2. Adoption and use of supplementary materials.
- 341 3. ~~Adoption of special teaching methods.~~
- 342 4. ~~3.~~ School in-service sessions for staff members.

343 B. The following are types of activities or proposals which require local conference
344 and/or union approval:
345

- 346 1. Major tours and extended field trips.
- 347 2. Outdoor classes or nature classes in which school is conducted at a
348 location other than the school campus.
- 349 3. Schedules that alter the basic time requirements.
- 350 4. ~~Adoption of special pupil progress reports.~~
- 351 5. ~~Use of mini-courses designed to take the place of the prescribed~~
352 ~~curriculum.~~
- 353 6. ~~Individual school-based minimum performance levels.~~
- 354 7. ~~4.~~ Adoption of a curriculum plan involving the entire school or a significant
355 segment of the school program.
- 356 8. ~~Adoption of any endeavor calling for extraordinary expenditures.~~
- 357 5. **Adoption of hybrid curriculum delivery.**

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371 C11-156 Classification of Curriculum Materials [Revised 11/2015]

372 Curriculum materials ~~recommended~~ **adopted** by the **NAD** curriculum advisory and ~~adopted~~
373 ~~by the union board of education~~ are placed in classification levels. The general guidelines and a
374 description of the classification levels for these materials are listed below.
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379 C11-160 ~~Integration of Technology Into the Classroom — Definition~~

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381 ~~Integration of technology into the classroom is a tool for teaching and learning rather than~~
382 ~~the focus of teaching and learning. It is not merely a set of technical skills or competencies but is a~~
383 ~~constantly growing set of instructional strategies built upon learning principles. Developing this set~~
384 ~~of instructional skills will be the subject of lifelong learning for educators as technology rapidly~~
385 ~~changes and new possibilities for curriculum integration emerge.~~
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C12 Title Change

**LIBRARY AND INSTRUCTIONAL MEDIA CENTER | C12
INSTRUCTIONAL RESOURCES, LIBRARY, AND TECHNOLOGY**

C12-104 ~~Library and/or Media Center Facilities~~ **Definition and Selection of Instructional Technology Resources**

~~Each school shall have a library and/or media center which provides a collection of appropriate instructional materials selected, organized and furnished for service to students and teachers. Space allotted for the library should be large enough to accommodate an entire class. If necessary a school may need to house the library in individual classrooms.~~

Instructional technology is the use of digital resources to support and enhance student learning opportunities. Technology resources are tools that should be integrated into the instructional program to innovatively maximize student learning appropriate to the age/grade level of the student. Instructional technology is not a subject to be taught. Rather, it is developing competency and skills to integrate technology into teaching and learning. The instructional technologies are varied and abundant and are constantly changing and evolving based on the latest technological discoveries. Each school should only implement instructional technologies that are aligned with the principles and values of Adventist Education.

To achieve the purpose of Adventist education and support quality student learning, educators will use a variety of instructional resources that align with Seventh-day Adventist beliefs and values. From denominational standards, approved textbooks and supplementary curriculum materials to media and technology in the school, it is the responsibility of every Adventist educator and each curriculum committee to evaluate and select rigorous faith-aligned resources for implementation.

C12-108 ~~The Librarian~~ **Library/Media Center**

Each school should provide a collection of appropriate instructional resources selected and organized to see student learning needs. The materials should be available in an accessible library/media center either in a central location or in individual classrooms and organized utilizing a standardized classification system and technology-based library management program.

- A. ~~Schools are to provide library services appropriate to the needs of the students.~~
- B. ~~A school shall provide professional growth opportunities for the librarian. Resources may include but not be limited to:~~
 - 1. ~~American Association of School Librarians (AASL) website: www.al.org/aasl.~~
 - 2. ~~School Library Journal.~~
 - 3. ~~Annual state convention for school librarians.~~
- C. ~~The position of librarian may include the following tasks:~~
 - 1. ~~Keep the holdings of the library current.~~

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- ~~2. Be knowledgeable about the curriculum in order to provide a spectrum of materials to support classroom instruction.~~
- ~~3. Be viewed as a teacher-librarian, categorized as a professional.~~
- ~~4. Teach students on a regular basis about good literature by reading to students, doing book talks, etc.~~
- ~~5. Teach students library skills.~~
- ~~6. Teach students research techniques and research resources including print material and online databases.~~
- ~~7. Teach students how to be information literate.~~
- ~~8. Work in tandem in all of the above areas with the faculty and administration.~~

C12-112 Library and Instructional Media Budget ***Library/Media Budget***

Each school should annually provide an appropriate budgetary allocation for the acquisition of library books and media. Media should not be confused with instructional software. The amount budgeted per student will be left at the discretion and needs of the school.

~~An annual budget is to provide for a set expenditure for each student enrolled for library resources as listed below:~~

- ~~A. Elementary~~
 - ~~A minimum of \$30.00 per student.~~
- ~~B. Junior Academy~~
 - ~~1. Grades TK-9 should have a minimum annual expenditure of \$750.00 or \$30.00 per student if the enrollment exceeds 25 students.~~
 - ~~2. Grades TK-10 should have a minimum annual expenditure of \$1,500.00 or \$30.00 per student if the enrollment exceeds 50 students.~~
- ~~C. A school which provides extension or affiliated classes above grade 10 is to meet the minimum expenditures as specified for secondary schools.~~
- ~~D. Secondary School~~
 - ~~A minimum of \$1,500.00 under 50 students or \$30.00 per student.~~

C12-116 Library Collection ***Library/Media Center Resource Materials***

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The resources in the library/media center holdings include print, non-print, and electronic/digital materials. These should cover a range of topics, support the curriculum of the grade/age and reading abilities of students enrolled in the school. Library/media center materials should meet the academic, cultural, and spiritual interests and needs of the students.

A. General Works

A minimum number of titles as listed below including paperbacks and exclusive of textbook duplicates shall be provided to meet the scholastic, cultural and spiritual needs of the school.

1. Elementary

a. One to two teacher school — 500 titles.

b. Three or more teacher school — 50 titles per classroom.

2. Junior Academy

A minimum of 1,250 titles.

3. Secondary School

A minimum of 5,000 titles.

B. Reference Materials

Current print and/or online reference materials shall be provided, including but not limited to, dictionaries, encyclopedias, almanacs, atlases, and journal articles. Emphasis shall be placed on research resources in religion: Bible dictionaries, Bible atlases, Ellen G. White writings, the *Index to the Writings of E. G. White* and the *Seventh-day Adventist Bible Commentary*.

C. Periodicals

Periodicals shall be provided to meet devotional, instructional and general information interests and needs of students and teachers.

D. Newspapers

The number and types of newspapers shall be determined by the needs of teachers and students for adequate coverage of local, state, national and international events and issues.

E. Instructional Materials and Equipment

Computers and software shall be provided for librarian and student use.

Equipment and materials shall be catalogued the same as print material and shall be checked out through the circulation system.

553 The library holdings shall be organized using standardized cataloging procedures. The
554 system shall include a standard card catalog combined with a shelf list or a computerized online
555 public access catalog (OPAC) with a barcode system.
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557
558 C13 Merge with C12 to become one section.

559 **GRADES TK-12**
560 **INSTRUCTIONAL TECHNOLOGY | C13**

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563 C13-104 ——— Definition and Resources of Instructional Technology

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565 Instructional technology is the knowledge and use of electronic and digital resources as
566 tools to enhance the teaching and learning process.
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568 Resources must be current and may include:
569

- 570 A. ——— Digital Cameras
- 571 B. ——— Internet
- 572 C. ——— Webcasts
- 573 D. ——— Podcasts
- 574 E. ——— Video
 - 575 1. ——— Tapes/DVDs
 - 576 2. ——— Streaming video
 - 577 3. ——— Video on demand
- 578
- 579 F. ——— Audio
- 580 G. ——— PDAs
- 581 H. ——— Computers
- 582 I. ——— Printers
- 583 J. ——— Scanners
- 584 K. ——— Application Software
- 585 L. ——— Teleconferencing
- 586 M. ——— Videoconferencing
- 587 N. ——— Virtual Field Trips
- 588 O. ——— Blogs
- 589 P. ——— Multimedia Presentations
- 590 Q. ——— email
- 591 R. ——— eBooks
- 592 S. ——— Tutorials
- 593 T. ——— Projectors

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597 ~~C13-108~~ **C12-120** Instructional Technology Coordinator

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599 The instructional technology coordinator is primarily concerned with the development,
600 implementation, operation, monitoring and evaluation of the technology program for the school.
601 Schools are to provide instructional technology services appropriate to the needs of the students.
602 The responsibilities of this position may include:
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- 604 A. Provide leadership and implementation in a school technology plan.
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- 606 B. Provide leadership in instructional technology purchasing.
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- 608 C. Assist in coordination of staff development.
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- 610 D. Promote and implement special activities to promote technology.
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- 613 E. Share information on trends, research and effective practices in instructional
- 614 integration.
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- 616 F. Be knowledgeable about infrastructure requirements and components of
- 617 networking, the Internet, intranets and distributed learning.
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- 619 G. ~~Be knowledgeable about hardware configurations and computer related items.~~ **Be**
- 620 **knowledgeable about software and hardware configurations for technology**
- 621 **devices.**
- 622
- 623 H. Supervise the inventory of technology assets.
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626 ~~C13-112~~ **C12-124** Instructional Technology Budget

627 *Schools should annually budget appropriate funds that provide for maintaining*

628 *licenses, subscriptions, instructional software, and internet connectivity as well as regular*

629 *updates of device software and hardware according to the needs of the school. The annual*

630 *budgetary allocation amount will be left to the discretion and needs of each school.*

631 ~~An annual budget should provide for replacing one-third to one-fourth of the hardware~~

632 ~~annually, maintaining licenses and equipment, renewing annual subscription fees, updating~~

633 ~~software, and hiring off-site assistance as needed.~~

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638 ~~C13-116~~ Hardware

639 ~~Hardware should be no more than one generation behind current market standards. The~~

640 ~~student/hardware ratio should be as low a ratio as affordable.~~

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644 ~~C13-120~~ Software

- 645
- 646 A. ~~Operating system software should be no more than one generation behind current~~
- 647 ~~market standard.~~
- 648
- 649 B. ~~Application software should be compatible with hardware and the operating~~
- 650 ~~system.~~
- 651
- 652 C. ~~Application software should include an office suite with word processing,~~
- 653 ~~multimedia presentation, spread sheet, database and desktop publishing~~
- 654 ~~components and a keyboarding program.~~
- 655
- 656 D. ~~Application software should promote higher level thinking skills rather than drill and~~
- 657 ~~practice.~~
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662 ~~C13-124~~ **C12-128** Network

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664 A. The school should contract with an Internet service provider for Internet service
665 and select the fastest affordable connection with appropriate screening
666 technology.

667
668 B. A local area network with a server can expand resources, centralize information,
669 streamline routine tasks and reduce costs.

670
671
672 ~~C13-128~~ Integration

673
674 ~~The use of all technology resources should be innovatively maximized to enhance teaching~~
675 ~~and learning across the curriculum and at all grade levels.~~

676
677
678 ~~C13-132~~ **C12-132** Technology Plan

679
680 ***The instructional technology coordinator, the principal and additional***
681 ***knowledgeable individuals should revise the school technology plan annually. The plan***
682 ***should focus on applications for student learning as well as equipment.***

683
684 ~~The instructional technology coordinator, the principal and additional knowledgeable~~
685 ~~people should revise the school technology plan annually. The plan should focus on applications,~~
686 ~~not technology, i.e., focus student outcomes rather than pieces of equipment.~~

687
688
689 ~~C13-136~~ **C12-136** Acceptable Use Policy

690
691 All students and parents must annually sign the acceptable use policy.

692
693
694 ~~C13-140~~ **C12-140** Staff Development

695
696 The school should provide opportunities, funding, and time for teachers to participate in
697 continuing education in the field of instructional technology preferably annually.

698
699
700 ~~C13-144~~ Distance Education

701
702 ~~This emerging frontier of instructional technology should be studied, evaluated and~~
703 ~~implemented as it evolves in the near future. Attention should be given to research showing student~~
704 ~~achievement in distance education courses and an overall enhanced educational experience.~~

705
706
707 ~~C13-148~~ Outreach

708
709 ~~Instructional technology resources provide opportunities for students to interact globally in~~
710 ~~faith sharing activities. The school should research, present, and encourage frequent student~~
711 ~~participation in a variety of activities.~~

712
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714

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716
717 **C14-104** Subject Areas [Revised 4/2017; 10/2018]

718

719 ***The teacher in a Seventh-day Adventist school will be expected to incorporate the***
720 ***Adventist world view in all areas of curriculum and provide for a proper balance of physical,***
721 ***mental, spiritual, social development, including the practical elements.***
722

723 The adopted course of study for grades TK-8 shall include learning opportunities in the
724 following areas:
725

- 726 A. Bible/Religion: Instruction which has as its basic purpose the revelation of the truth
727 about God and the development of a saving relationship with Christ. This implies
728 the necessity of helping students to recognize and accept individual responsibility
729 for personal choices. Opportunities will be provided for students to acquire Biblical
730 literacy, including knowledge of Bible stories and events, understanding and
731 commitment to memory of selected Bible passages and knowledge of the
732 organization of the Bible. Activities for students to participate in community
733 witnessing/service is an integral part of the instruction. The denominational
734 textbooks together with the Bible and the writings of Ellen G. White are the basic
735 materials to be used.

736
737 ***The focus of Bible curriculum and instruction is to lead students to***
738 ***encounter God and accept the saving relationship provided through Jesus***
739 ***Christ. Instruction will provide opportunity for students to acquire Biblical***
740 ***literacy, including knowledge of Bible stories, events, and memorable Bible***
741 ***verses. Instruction shall be from denominationally adopted curriculum***
742 ***sources.***
743

- 744 B. Fine Arts: A program of fine arts which includes opportunities for the development
745 of aesthetic appreciation, skills of creative expression, and use of creative
746 imagination within the context of Adventist principles.

747
748 ***The purpose of Fine Arts is the development of aesthetic appreciation and***
749 ***skills of creative expression through the domains of media arts, visual arts,***
750 ***music and drama, within the context of Adventist principles.***
751

- 752 C. Mathematics: Instruction in values; problem-solving; number systems, operations
753 and arithmetic; measurements; geometric concepts; logic and reasoning; relations
754 and functions; estimation; probability and statistics.

755
756 ***Mathematics curriculum is focused on content in the domains of numbers***
757 ***and operations, algebraic thinking, measurements, geometry, data analysis,***
758 ***and statistics and probability. Instruction will equip students with essential***
759 ***concepts and skills for analytical thinking and problem-solving.***
760

- 761 D. Physical Education: A program of activities designed to promote optimal physical
762 development, motor skills, attitudes, and habits of sportsmanlike conduct.

763
764 ***The purpose of physical education curriculum is to develop students in the***
765 ***areas of motor skills, performance application, physical fitness, responsible***
766 ***behavior, and health values.***
767

- 768 E. Reading/Language Arts: Instruction in reading; the skills of listening, speaking,
769 spelling, handwriting, reference and study; study of the English language;
770 composition; critical evaluation of media forms; study of and appreciation for
771 literature in its various forms which provides opportunity to develop discrimination
772 in selection, preference for the beautiful and the true, and acceptance of
773 responsibility for individual choices within the context of the Adventist philosophy
774 of literature selection.

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Curriculum includes foundations of reading, reading literature and informational text, writing, listening and speaking, and language. Instruction includes opportunities to evaluate various media and to study literature in its various forms within the context of the Adventist philosophy and worldview should lead students to develop discrimination in literature selection, preference for the beautiful and true, and accepting personal responsibility for the individual choices.

- F. ~~Science and Health: Instruction in natural science and health which leads students to a knowledge of and respect for God as Designer, Creator, and Sustainer of an orderly universe. Focus of the instruction is on problem-solving and application rather than on mere acquisition of facts of science and health. The denominational textbooks together with related resource materials include the Bible and the writings of Ellen G. White as basic materials at each level.~~

Science curriculum is based on the concepts of God as Creator and Sustainer of life and focuses on life science, health science, earth and space science, physical science, and engineering, technology and application of sciences. Instruction incorporates strategies such as inquiry, research, investigations, hands-on activities, etc. and shall utilize denominationally adopted curriculum sources.

- G. ~~Social Studies: Instruction in the social studies which will enable students to develop an awareness of God's hand in the affairs of men; to evaluate and preserve national and Christian heritage while developing an understanding of and an appreciation for cultural diversity; to understand and promote Christian principles of justice; to understand the forces of good and evil as related to men and nations; to develop social, ethnic and cultural values consistent with Seventh-day Adventist beliefs. Career awareness is developed as an integral part of the social studies instruction.~~

Curriculum focuses on developing an understanding of the world from multiple perspectives, local to global, through an Adventist world view. Content is organized by concept and covers culture; time, continuity and change; people, places and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science technology and society; global connections; and civic ideals and practices. Instruction will lead students to understand the forces of good and evil in the story of nations, learn of one's Christian heritage, understand and appreciate the diversity of populations, learn and promote Christian principles while developing social, ethical, and cultural values aligned with Adventist beliefs.

- H. ~~Technology Education: Instruction which includes opportunities for development in the competent use of technology with an emphasis on keyboard, device literacy, digital citizenship, and digital learning ensuring that a developmentally appropriate approach is provided throughout all grade levels beginning no later than fourth grade.~~

Note: Technology experiences are integrated across subject areas that provide opportunity for students to develop age-appropriate competency in the use of digital devices, software applications that support learning, and the responsibilities of ethical digital citizenship.

831 The Small Schools guides, handbooks and correlations adopted by the union curriculum
832 advisory on Level 1 are to be used in one and three teacher schools.
833

834
835 ~~G14-112 Secondary Correspondence Courses Supervised by an Elementary Teacher~~
836

837 An elementary school that proposes to permit students who have graduated from grade 8
838 to attend school and enroll in Griggs University/Griggs International Academy courses to be
839 supervised by the elementary teacher must receive authorization as follows:
840

841 A. A request for authorization to implement the plan is to be submitted to the local
842 conference office of education. [See Section C18-108 for the authorization
843 procedure.]
844

845 B. Factors such as, but not limited to the following will be considered:
846

847 1. Teacher qualifications.

848 2. Teacher load.

849 3. A demonstrated need for the plan.
850

851 C. If initial authorization is granted the school must receive annual approval based on
852 the provisions of Section C18-108.B.
853
854
855

856
857 C15-104 Admission Policies [Revised 4/2015; 4/2016; 10/2018]
858

859 C. Special Education **Exceptional Students**
860

861 Seventh-day Adventist schools usually do not have the equipment or staff
862 necessary for special education. A school may be unable to accept students who
863 have exceptional mental, physical or social needs which would require special staff
864 or equipment. If a student is accepted, a waiver is to be signed by parents
865 acknowledging that the school may be unable to meet the identified needs of
866 special education students.
867

868 **All students should be interviewed by school administration to determine**
869 **whether the school can provide the most appropriate academic placement.**
870 **The school administrator, in consultation with the local conference office of**
871 **education and appropriate faculty members must determine if the school has**
872 **the resources to serve a student with exceptional mental, physical, or social**
873 **needs. When exceptional students are accepted, there must be a**
874 **waiver/contract signed by the school and the parents/guardian which**
875 **outlines the academic expectations for the student. Ongoing assessment**
876 **will determine whether the academic placement continues to be appropriate**
877 **and if the school can continue to serve the needs of the student.**
878

879 D. Admission of Non-Adventist Students
880

881 Seventh-day Adventist education as a two-fold mission. The school's primary role
882 is to educate and to spiritually strengthen Seventh-day Adventist students. In
883 addition, the school is to serve as a mission outreach to the community. When a
884 school and its constituency recognize its potential ministry to the community, non-
885 Adventist students may be enrolled.
886

887 See the following section for the stipulations on admission of non-Adventist
888 students.
889

890 Section A11-120.E. "The Seventh-day Adventist School as an Integral Part
891 of the Seventh-day Adventist Church".
892

893 E. Age of School Entrance [Revised 4/2015; 10/2018]
894

895 Students are recommended for admission to kindergarten when reaching the age
896 of five years on or before September 1 of the current year. The entrance age
897 requirement for transitional kindergarten is defined by the state law.
898

899 ~~Admission to kindergarten and grade one will be defined by the local conference~~
900 ~~board of education.~~
901

902
903 C15-112 Acceleration of a Student [Revised 4/2020]
904

905 Criteria for acceleration of a student are to be based on the following minimal requirements:
906

907 A. On the most recent standardized achievement test a student is expected to score
908 at the 90th percentile or above on all subtests.
909

910 **B. Seek parental/guardian involvement and approval as early in the school year**
911 **as is possible.**
912

913 ~~B. C.~~ The student must demonstrate satisfactory evidence of academic, emotional, and
914 social readiness for acceleration to the school staff and to the parents.
915

916 ~~C. D.~~ Prior written requests for acceleration of the student in elementary education (i.e.
917 two years in one, or three years in two) must be submitted to the local conference
918 office of education. Written approval from the local conference office of education
919 must be on file at the school.
920

921 ~~D. E.~~ The student must maintain an average or above average level of achievement on
922 the accelerated program.
923

924
925 C15-116 Approval Procedure for Acceleration of a Student
926

927 Procedures for the acceleration of a student are as follows:
928

929 A. To initiate this program the faculty and principal must submit a form/letter of
930 **request application** to the local conference office of education. This **request**
931 ~~application~~ must include the written consent of the parent/s.
932

933 B. An implementation plan showing how the student will demonstrate mastery of the
934 subject areas in the grade levels being accelerated shall accompany the
935 application.
936

937 C. The **request application** must be approved by the local conference office of
938 education and made a matter of record before a student is permitted to accelerate.
939

940 C15-124 Eighth Grade Completion Requirements
941

The required subject areas for the completion of the eighth grade are:

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- A. Bible/~~Religion~~.
- B. ~~Computer Education~~.
- C. Fine Arts.
- D. Mathematics.
- E. Physical Education.
- F. ~~Reading/Language Arts (English, handwriting, spelling, composition)~~. **Reading, Writing, Speaking and Listening, and Language.**
- G. Science and ~~Health~~.
- H. Social Studies.

~~In the event that a course in United States History and Civics is required by state law and is not available to an eighth grade student, the school is to provide for the fulfillment of this requirement by correspondence work.~~

C16-104 Student Progress Reports

Elementary schools are to use a student progress report form approved by the local conference office of education. Information is to be provided regarding the student's subject-area progress, attendance, **and social development/work ethic** ~~citizenship, and social relationships~~.

The student progress reports are to be distributed at the close of each nine-week period. There should be provision for at least two parent-teacher conferences during the school year.

C16-108 Forms for Reporting Student Progress

The following factors shall be included in the development of forms for reporting student progress ~~prior to requesting approval~~ [See Sections C16-104 and C16-112.]:

- A. The name of the student, age, year in school, date of the report, name of school, local conference, and teacher.
- B. An attendance record including both absences and tardinesses.
- C. An evaluation of growth in all subject areas as currently prescribed by ~~union and/or NAD curriculum~~.
- D. Information regarding **social development/work ethic** ~~citizenship or social relationships~~.
- E. Appropriate explanations for all symbols.

~~C16-112 Alternate Forms Procedures for Approval~~

996 ~~The following procedures shall be followed in securing approval for the use of alternate~~
997 ~~forms for reporting student progress.~~

998
999 ~~A. — A written request must be submitted to the local conference office of education~~
1000 ~~pointing out the reasons for the proposed departure from the adopted program of~~
1001 ~~student evaluation. This must include definite plans outlining basic factors, such~~
1002 ~~as: rationale, objectives, form, and date for initiating the program.~~

1003
1004 ~~B. — The request must be submitted to the local conference office of education at least~~
1005 ~~three months prior to the beginning of the school year for which it is proposed.~~

1006
1007 ~~C. — Written approval from the local conference office of education must be received~~
1008 ~~before the proposed alternate program of student evaluation may be used.~~

1009
1010
1011 C16-114 Grade Reporting [New Policy 4/2016]

1012 When reporting the progress of students, the following definitions must be
1013 considered:

1014
1015 A. Accommodations are any variation in the educational environment or process that
1016 does not fundamentally alter the content of the course based on voted content
1017 standards.

1018
1019 Examples of accommodations include using alternative forms of textbooks
1020 (Braille, audio, etc.), allowing a student a different seat in the classroom,
1021 oral examinations, extra time for examinations, etc.

1022
1023 Students for whom accommodations are made will receive grades and credit in the
1024 same manner as students without accommodations.

1025
1026 B. Modifications are any variation in the educational environment or process that
1027 fundamentally alters the content of the course based on voted content standards.

1028
1029 Examples of modifications include changing the learning expectations,
1030 reducing the number standards to be mastered, use of aides that interfere
1031 with the independent work of the student, etc.

1032
1033 Students for whom modifications are made may receive reports ~~cards~~ which
1034 indicate progress of the student toward the goals outlined in the IEP/ISP (if one
1035 exists). However, permanent school records may not indicate that a student
1036 received special education, has a disability, or received related services. Schools
1037 may, however, indicate that the student was enrolled in a different course.

1038
1039 For example, at a secondary school, the US History course may be listed
1040 on the transcript as a college-prep US History course for students with no
1041 modifications. For a student with modifications, the course may be listed
1042 as an Intro to US History. Difference in grading systems (letter grade vs.
1043 pass/fail) may not be based on a student's need for special services.

1044
1045 ~~If a school wishes to use symbols or codes on student report cards to indicate modified~~
1046 ~~learning expectations, a policy must be developed (and approved by the local conference office of~~
1047 ~~education) applying the use of symbols or codes for all students and should not be used solely for~~
1048 ~~students with an IEP/ISP, learning disability or modified programs.~~

1049
1050

1051
1052 C16-116 Parent-Teacher Conferences
1053
1054 The school is to schedule a minimum of two parent-teacher conferences in grades **TK-8**
1055 each school year. Among the purposes of the parent-teacher conferences are the following:
1056
1057 A. To report the progress of the student's in the various aspects of school experience.
1058
1059 B. To gain insights from the parents which may assist the school in furthering the
1060 progress of the student.
1061
1062
1063 C16-120 Standardized Achievement Tests [Revised 11/2016; 4/2020]
1064
1065 Each school is to use the union adopted standardized achievement tests **with the voted**
1066 **frequency.**
1067
1068
1069 ~~C16-128 Recommended Summer Remediation~~
1070
1071 ~~When summer remediation is recommended for a student written documentation shall be~~
1072 ~~recorded as follows:~~
1073
1074 ~~A. In the student's cumulative record.~~
1075
1076 ~~B. In the classroom register.~~
1077
1078 ~~C. Included with the end-of-the-year progress report.~~
1079
1080 ~~D. In the principal's office.~~
1081
1082 ~~E. In written communication to the parent(s) or guardian.~~
1083
1084
1085 ~~C17-104 Daily Class Schedule [Revised 5/2012]~~
1086
1087 ~~Each teacher is to prepare and display a daily class schedule.~~
1088
1089
1090 C17-108 Weekly Time Requirements
1091
1092 The elementary school instructional schedule is to meet the following minimum time
1093 requirements: ~~unless state regulations exceed these requirements in which case the state~~
1094 ~~requirements will supersede:~~
1095
1096 **Grades TK/K: 20 hours per five-day week including lunch, recesses and passing**
1097 **time.***
1098
1099 Grades 1 and 2: 24 hours per five-day week ~~not including~~ **excluding** lunch,
1100 **including** recesses and passing time*
1101
1102 ~~Grades 3 and 4: 26.5 hours per five-day week not including lunch, recesses and~~
1103 ~~passing time~~
1104
1105 Grades ~~3 5~~ through 8: **29 25** hours per five-day week ~~not including~~ **excluding** lunch,
1106 recesses and passing time*

1107
1108 The Friday schedule may be shortened provided the weekly time requirements are met.

1109
1110 ***Passing time is defined as the minutes expended when students change learning**
1111 **locations.**

1112
1113
1114 C17-112 Minimum School Day

1115
1116 A minimum school day must include four clock hours of instruction exclusive of the lunch
1117 period. Minimum school days must be approved by the local conference office of education.

1118
1119
1120 C17-116 Subject Alternation Schedule

1121
1122 Designated subjects in the elementary school may be taught on a two-grade alternating
1123 basis. These include religion 5-8, social studies 1-8, health/science 1-8, and spelling 3-8. The
1124 pattern of alternation is indicated by the term "odd year" which designates a school year ending in
1125 an odd number and "even year" which designates a school year ending in an even number. Schools
1126 with enrollments which make it unnecessary to combine two grades are not required to follow the
1127 alteration schedule. An **For an** outline of the alternation plan **refer to the** is provided in the current
1128 **NAD Elementary Textbook List.**

1129
1130
1131
1132 C17-120 Opening and Closing Reports

1133
1134 School opening reports are **considered official at the** to be completed and sent to the
1135 local conference office of education by the close of the third week of school.

1136
1137 School closing reports are due at the local conference office of education within
1138 **considered official** five days after the close of the school year.

1139
1140 In one-teacher schools the teacher is to send the report directly to the local conference office of
1141 education. In all other schools the teacher is to submit the report to the principal, or head teacher, who
1142 will in turn send it to the local conference office of education.

1143
1144
1145 C18-104 Specific Provisions for the Junior Academy [Revised 4/2016]

1146
1147 Sections C18-108 to C20-148 contain those policies which pertain directly to grades 7-10
1148 in a junior academy organization. It is expected that junior academies will use the NAD approved
1149 curriculum. For specific policies concerning grades K-8, see Sections C14-104 to C17-132. For
1150 specific policies for grades 9-12, see Sections C21-104 to C29-120. For general policies which
1151 apply for grades TK-12 see Sections C10-104 to C13-148.

1152
1153
1154 C18-108 Authorization for Curriculum

1155
1156 A. Initial Authorization

1157
1158 Initial Authorization to offer secondary subjects in grades 9 and 10 **[See Section**
1159 **A14-122]**, or in a secondary school extension program is granted by the union
1160 office of education.

1161
1162 See the sections indicated below for the authorization procedure for establishing
1163 and operating a junior academy or a secondary school extension program:

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1. ~~Junior Academy — Sections A14-122~~
2. ~~Secondary School Extension Program — Section A14-148~~

B. ~~Authorization for Curriculum~~

~~Each junior academy is to submit annually a report of all secondary subjects offered during the current school year including qualifications of teachers and proposed credit to be granted and a request for authorization for those subjects proposed for the following school year, including teacher qualifications and credit to be granted. This is to be submitted to the local conference office of education on the form provided for review and consideration by the Secondary Curriculum Review Committee. Local conference approval for all secondary subjects offered is a requirement for:~~

1. ~~Secondary credit for students enrolled in the courses.~~
2. ~~Conference subsidy.~~

C. ~~Annual Authorization for Secondary Subjects — Secondary School Extension Programs~~

~~[See Section A14-148 for details regarding authorization for courses for the Secondary School Extension Program.]~~

~~C18-112 — Junior Academy Curriculum — Interim Reports~~

~~Authorization for a course may be granted by the local conference office of education in counsel with the union associate director of secondary education when circumstances develop that could not be anticipated prior to the meeting of the Secondary Curriculum Review Committee and the request meets the criteria for course offerings. A request based on a school board action is to be submitted in writing to the local conference office of education.~~

C18-120 Subject Alternation Schedule Grades 9 and 10 [Revised 4/2016]

Certain subjects in grades 9 and 10 may be taught on a yearly alternation basis. These include mathematics, religion, social studies, science, practical arts, first aid and safety. The pattern of alternation is indicated by the term “odd year” which designates a year ending in an odd number and “even year” which designates a school year ending in an even number. Larger Schools may not need to alternate classes. Schools using the subject alternation plan should place a statement in the bulletin indicating that. However, if classes are alternated the subject alternation schedule must be followed.

A. Odd year (the school year ending with an odd number)

- Religion I
- English I
- Social Studies
- Mathematics
- Grade 9: General Math

1218			Algebra I
1219		Grade 10:	Algebra II
1220			Geometry
1221		Combined 9 th & 10 th :	Algebra I
1222		Typing / Keyboarding	
1223		Computer Literacy	
1224		Physical Education	
1225		Elective(s):	Applied Arts, Fine Arts, Computer
1226			Science, Career Education
1227			

1228

1229 C19-108 Reporting Periods

1230

1231 The nine-week reporting period plan is to be followed **with semester grades being**

1232 **recorded as permanent.**

1233

1234

1235 ~~C19-112 Scholarship Reports~~

1236

1237 ~~Teachers in junior academies are to report to the local conference office of education final~~

1238 ~~grades, amount of credit earned, and achievement test results using the forms provided.~~

1239

1240

1241 C19-114 Grade Reporting [New Policy 4/2017]

1242

1243 When reporting the progress of students, the following definitions must be considered:

- 1244
- 1245 A. Accommodations are any variation in the educational environment or process that
- 1246 does not fundamentally alter the content of the course based on voted content
- 1247 standards.

1248

1249 Examples of accommodations include using alternative forms of textbooks

1250 (Braille, audio, etc.), allowing a student a different seat in the classroom,

1251 oral examinations, extra time for examinations, etc.

1252

1253 Students for whom accommodations are made will receive grades and credit in the

1254 same manner as students without accommodations.

- 1255
- 1256 B. Modifications are any variation in the educational environment or process that
- 1257 fundamentally alters the content of the course based on voted content standards.

1258

1259 Examples of modifications include changing the learning expectations,

1260 reducing the number standards to be mastered, use of aides that interfere

1261 with the independent work of the student, etc.

1262

1263 Students for whom modifications are made may receive reports cards which

1264 indicate progress of the student toward the goals outlined in the IEP/ISP (if one

1265 exists). However, permanent school records may not indicate that a student

1266 received special education, has a disability, or received related services. Schools

1267 may, however, indicate that the student was enrolled in a different course.

1268

1269 For example, at a secondary school, the US History course may be listed

1270 on the transcript as a college-prep US History course for students with no

1271 modifications. For a student with modifications, the course may be listed

1272 as an Intro to US History. Difference in grading systems (letter grade vs.
1273 pass/fail) may not be based on a student's need for special services.
1274

1275 ~~If a school wishes to use symbols or codes on student report cards to indicate modified~~
1276 ~~learning expectations, a policy must be developed (and approved by the local conference office of~~
1277 ~~education) applying the use of symbols or codes for all students and should not be used solely for~~
1278 ~~students with an IEP/ISP, learning disability or modified programs.~~
1279

1280
1281 C19-116 ~~Transcripts~~
1282

1283 ~~Transcripts for secondary credit courses taken at a junior academy are issued by the local~~
1284 ~~conference office of education.~~
1285

1286 ~~Transcripts for secondary credit courses taken at an affiliate campus or an extension~~
1287 ~~school of a secondary school, are issued by the sponsoring secondary school.~~
1288

1289
1290 C19-120 Standardized Achievement Tests [Revised 11/2016; 4/2020]
1291

1292 Each school is to use the union adopted standardized achievement tests **with the voted**
1293 **frequency.**
1294

1295
1296 C19-124 ~~Purposes of Standardized Tests [Revised 4/2020]~~
1297

1298 ~~Standardized tests are to be employed for the following purposes:~~
1299

1300 ~~A. To assist in diagnosing or pre-assessing student needs.~~
1301

1302 ~~B. To provide one of the means for prescribing appropriate learning activities for the~~
1303 ~~students.~~
1304

1305 ~~C. To assist in identifying student achievement and in providing appropriate~~
1306 ~~placement of the student.~~
1307

1308 ~~D. To provide a means of comparing individual and class achievement with the~~
1309 ~~national norms.~~
1310

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1312 C20-112 ~~Length of School Week~~
1313

1314 ~~The school week for grades 9 and 10 shall include a minimum of 29 clock hours of~~
1315 ~~classroom instruction each five-day week, exclusive of the lunch period and passing time.~~
1316

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1318 C20-116 ~~Minimum School Day~~
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1320 ~~A minimum school day is to include four clock hours of instruction exclusive of the lunch~~
1321 ~~period.~~
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1325 C20-120 ~~Biological Science~~ **Specific Curriculum Requirements**
1326

1327 Courses in the biological sciences are to be taught as laboratory courses and are to be
1328 offered only when there is a qualified teacher, with a biology endorsement, and adequate laboratory
1329 facilities and equipment are available.

1330
1331 **Secondary courses provided at a junior academy must align with the descriptions**
1332 **of courses required for graduation found in Section C25.**

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1335 C20-124 Earth Science

1336
1337 Earth science is to be taught as a full year laboratory course. It is to be offered in those
1338 schools that do not have facilities and equipment for biology.

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1341 C20-128 Modern Language Courses – Teacher Endorsement Requirements

1342
1343 Modern languages, such as Spanish I and II, are to be taught by teachers with full
1344 secondary school credential endorsements regardless of the grade levels at which those courses
1345 are offered.

1346
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1348 C21-116 Flight Training Programs **High Risk Curricular Programs** [Revised 11/2009]

1349
1350 TK-12 schools considering a flight training program shall consult the *NAD Working Policy*
1351 C 75.

1352
1353 **Schools considering high risk curricular programs, e.g. flight training must receive**
1354 **approval from the local conference office of education after consultation with Adventist Risk**
1355 **Management and the student accident insurance carrier.**

1356
1357
1358 C22-104 Admission Policies and Requirements for Secondary School Students

1359
1360 B. Most Seventh-day Adventist schools do not have the facilities or personnel
1361 available for special education. A school may be unable to accept students who
1362 have exceptional mental, physical or social needs which would require special staff
1363 or equipment.

1364
1365 **All students should be interviewed by school administration to determine**
1366 **whether the school can provide the most appropriate academic placement.**
1367 **The school administrator, in consultation with the local conference office of**
1368 **education and appropriate faculty members must determine if the school has**
1369 **the resources to serve a student with exceptional mental, physical, or social**
1370 **needs. When exceptional students are accepted, there must be a**
1371 **waiver/contract signed by the school and the parents/guardian which**
1372 **outlines the academic expectations for the student. Ongoing assessment**
1373 **will determine whether the academic placement continues to be appropriate**
1374 **and if the school can continue to serve the needs of the student.**

1375 C23-120 Graduating Class

1376
1377 The graduating class is composed of seniors who prior to graduation will have:

- 1378
1379 A. Met the school's graduation requirements.
1380
1381 B. Placed all credits from other schools on file in the registrar's office.

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- C. Removed all incompletes.
- D. Completed all correspondence work and submitted final grades to the school registrar.
- ~~E. Paid all school accounts.~~

C24-106 Grade Reporting [New Policy 7/1/2017]

When reporting the progress of students, the following definitions must be considered:

- A. Accommodations are any variation in the educational environment or process that does not fundamentally alter the content of the course based on voted content standards.

Examples of accommodations include using alternative forms of textbooks (Braille, audio, etc.), allowing a student a different seat in the classroom, oral examinations, extra time for examinations, etc.

Students for whom accommodations are made will receive grades and credit in the same manner as students without accommodations.

- B. Modifications are any variation in the educational environment or process that fundamentally alters the content of the course based on voted content standards.

Examples of modifications include changing the learning expectations, reducing the number standards to be mastered, use of aides that interfere with the independent work of the student, etc.

Students for whom modifications are made may receive reports ~~cards~~ which indicate progress of the student toward the goals outlined in the IEP/ISP (if one exists). However, permanent school records may not indicate that a student received special education, has a disability, or received related services. Schools may, however, indicate that the student was enrolled in a different course.

For example, at a secondary school, the US History course may be listed on the transcript as a college-prep US History course for students with no modifications. For a student with modifications, the course may be listed as an Intro to US History. Difference in grading systems (letter grade vs. pass/fail) may not be based on a student's need for special services.

~~If a school wishes to use symbols or codes on student report cards to indicate modified learning expectations, a policy must be developed (and approved by the local conference office of education) applying the use of symbols or codes for all students and should not be used solely for students with an IEP/ISP, learning disability or modified programs.~~

~~C24-112 Alternative Reporting Systems~~

- ~~A. If a school elects to employ another system of reporting student progress, a proposal should be submitted as outlined under "Guidelines for the Implementation of Innovative Programs." [See Sections C11-144 and C11-152.]~~

1437 B. ~~In adopting an alternative report form, consideration should be given to factors~~
1438 ~~such as the following:~~

1439
1440 1. ~~The report form should be correlated with the curriculum of the school, the~~
1441 ~~teaching strategies, and the learning objectives.~~

1442
1443 2. ~~The report form should be one that can be easily recorded and should be~~
1444 ~~translatable in the event that a student transfers to a school that uses~~
1445 ~~another recording system.~~

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1448 C24-136 Standardized Achievement Tests [Revised 11/2016; 4/2020]

1449 Each secondary school is to use the union adopted standardized achievement tests ***with***
1450 ***the voted frequency.***

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1454 C25-120 ~~Completion of Course Requirements~~

1455
1456 All course work required for graduation is to be completed before the student may receive
1457 a diploma.

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1459 C27-104 ~~The Twelfth-year Program~~

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1461 ~~Secondary schools are to accommodate students during the twelfth year with varying~~
1462 ~~abilities and educational objectives and thus provide a variety of learning experiences which allow~~
1463 ~~for appropriate educational placement and provide for the expanded role of the twelfth year, and,~~
1464 ~~in some instances, the other three years which will:~~

1465
1466 A. ~~Include a variety of major options, one of which will be the typical in-school course~~
1467 ~~work; and~~

1468
1469 B. ~~Assist the student to plan and constructively use the senior year as a period of~~
1470 ~~transition between secondary school and subsequent activities, academic and~~
1471 ~~otherwise; and~~

1472
1473 C. ~~Develop, coordinate, and supervise an array of options to which other individuals~~
1474 ~~or agencies contribute.~~

1475
1476 Opportunities to earn college/university credit and early graduation are options which are
1477 to be made available to twelfth-grade students, and sometimes to underclassmen, which will free
1478 the senior year from many of its traditional constraints.

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1480
1481 C27-112 ~~Extension Courses for College/University Credit~~

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1483 ~~Extension courses for college/university credit are offered under the following conditions:~~

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1485 A. ~~College/university extension courses may be offered and available to those~~
1486 ~~students who qualify.~~

1487
1488 B. ~~Only extension courses from Seventh-day Adventist colleges/universities are to be~~
1489 ~~offered on a secondary school campus.~~

1490

- 1491 ~~C. Adequate counseling is to be given to the student as to the nature of the extension~~
- 1492 ~~course being offered, the type of credit to be earned, whether the credit will apply~~
- 1493 ~~to the major or minor field of study and the amount of extension credit that a~~
- 1494 ~~particular college/university and/or department will accept.~~
- 1495
- 1496 ~~D. Extension courses which compete the currently offered school courses are not to~~
- 1497 ~~be offered.~~
- 1498
- 1499 ~~E. See Section C27-108 for guidelines and procedures relating to opportunities for~~
- 1500 ~~college/university credit.~~
- 1501
- 1502

C27-116 Early Graduation

Early graduation is an option available to a student who wishes to complete the secondary curriculum in less than four years and who meets the following guidelines for early graduation. Exceptions to these guidelines should be made in consultation with the local conference office of education.

A. Criteria for early graduation

1. The student has achieved a cumulative grade-point average of at least 3.5 and continues to maintain the grade-point average following approval as a candidate for early graduation.
2. The student has achieved the 85th percentile of all **required** subtests on the union adopted standardized achievement test.

C28-124 **Student Organizations**, Clubs and Special Groups [Revised 10/2018]

All student organizations and student-conducted cultural, social, and recreational activities shall be under direct supervision of the school staff. Student organizations, clubs Clubs and special groups at schools should exist to enhance the learning environment.

Academic clubs, sports clubs and other clubs that are related to extracurricular activities of the school may be organized as student and staff interests, needs, and abilities may warrant.

Social and political issue clubs must be avoided where the social or political issue is in conflict with the values and philosophy of the Seventh-day Adventist Church or where the social issue is in conflict with the values of the schools seeks to inculcate as a Seventh-day Adventist school.

To obtain authorization for any organization:

- A. School board, administration and staff approval must be acquired.
- B. Purposes, objectives, or goals must be clearly stated, and these purposes must be in harmony with the philosophy and objectives of the school.
- C. Officers must meet the standards required of student body officers or class officers.
- D. Must be assigned faculty sponsor.**

C29-108 ~~Minimum School Day~~

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~~A minimum school day must include four clock hours of instruction exclusive of the lunch period. Minimum school days must be approved by the local conference office of education.~~