

**Southern Union Conference of
Seventh-day Adventists
Office of Education**



**Tennessee Department of Education
Renewal Application for
Non-Public School Accrediting Agency**

2014/15 – 2018/19



TENNESSEE DEPARTMENT OF
EDUCATION
 FIRST TO THE TOP

APPLICATION FOR NON-PUBLIC SCHOOL ACCREDITING AGENCY

_____ Initial Application

_____ x _____ Renewal Application

Instructions:

1. All applications must be typed.
2. Applying agencies may refer to a specific regulation of the Tennessee State Board of Education if the agency plans to adopt that regulation as it is written.
3. The applicant agency may use additional sheets to answer any section of this application.

Please Note: Information from our Southern Union Code Book is being quoted to respond to the requested information in this application. A number to the far right of each response in Sections VIII through XII denotes the code that addresses that particular question. A complete copy of our Education Code is on our website at www.adventistedge.com. Additionally, a copy of the North American Division (NAD) K-12 Educators' Certification Manual is included to provide further information regarding our overall certification process.

Section I (Demographics)

A. Name of Agency: Southern Union Conference of Seventh-day Adventists

B. Physical Address: 3978 Memorial Drive

C. City: Decatur State: GA Zip: 30032

D. Phone Number: (404) 299.1832

E. Website: www.adventistedge.com / www.southernunion.com

F. Chief Operating Officer: Debra C. Fryson, Director of Education

G. National, regional, or professional affiliations:

Accrediting Association of Seventh-day Adventists Schools, Colleges & Universities, Inc.

National Council of Private Schools Accreditation

Middle States Association of Colleges and Schools

Section II (Member Schools)

- A. Number of member schools at the time of this application: 31
- B. Please provide names, addresses, and telephone numbers of member schools which have at least ten (10) full-time students. Make additional copies of this page as needed.

1. Name **A.W. Spalding Elementary School**
Address 4820 University Drive – Collegedale, TN 37315
Phone (423) 396-2122
Number of full-time students 250

2. Name **Adventist Christian School of Maryville**
Address 2921 Sevierville Road - Maryville, TN 37804-2305
Phone (865) 982-7584
Number of full-time students 17

3. Name **Alcy Junior Academy**
Address 1325 Alcy Road – Memphis, TN 38106
Phone (901) 775-3960
Number of full-time students 48

4. Name **Algood Christian Elementary School**
Address 2660 Highway 111 N – Cookeville, TN 38506
Phone (931) 537-3561
Number of full-time students 27

5. Name Avondale Seventh-day Adventist School
 Address 1201 N. Orchard Knob Avenue – Chattanooga, TN 37406
 Phone (423) 698-5028
 Number of full-time students 27
6. Name Bill Egly Elementary School
 Address 11 Valley Road – Lawrenceburg, TN 38464
 Phone (931) 762-6297
 Number of full-time students 14
7. Name Bowman Hills Seventh-day Adventist School
 Address 300 Westview Dr., N.E. – Cleveland, TN 37312
 Phone (423) 476-6014
 Number of full-time students 70
8. Name Collegedale Academy
 Address 4855 College Drive, E. – Collegedale, TN 37315
 Phone (423) 396-2124
 Number of full-time students 322
9. Name Collegedale Adventist Middle School
 Address 4856 Collegedale Drive E – Collegedale, TN 37315
 Phone (423) 396-3020
 Number of full-time students 203

10. Name Dunlap Adventist School
Address 105 Appache Ln – Dunlap, TN 37327-7713
Phone (423) 949-2920
Number of full-time students 25
11. Name Faulkner Springs Christian School
Address 201 Bluff Springs Rd. – McMinnville, TN 37110
Phone (931) 668-4092
Number of full-time students 17
12. Name F.H. Jenkins School
Address 814 Youngs Lane – Nashville, TN 37207
Phone (615) 227-8992
Number of full-time students 60
13. Name Greeneville Adventist Academy
Address 305 Takoma Avenue – Greeneville, TN 37743
Phone (423) 639-2011
Number of full-time students 62
14. Name Highland Academy
Address 211 Highland Circle Drive – Portland, TN 37148
Phone (615) 325-2036
Number of full-time students 69

15. Name Highland Elementary School
Address 234 Highland Circle Drive – Portland, TN 37148
Phone (615) 325-3184
Number of full-time students 70
16. Name Jasper Adventist School
Address 513 Tracy City Highway – Jasper, TN 37347-2537
Phone (423) 94201819
Number of full-time students 31
17. Name Jellico SDA School
Address 170 Adventist Lane – Jellico, TN 37762-3859
Phone (423) 784-9355
Number of full-time students 14
18. Name Knoxville Adventist School
Address 3615 Kingston Pike – Knoxville, TN 37919
Phone (865) 522-9929
Number of full-time students 27
19. Name Lester Coon Adventist School
Address 11429 Bates Road – Apison, TN 37302-9772
Phone (423) 236-4926
Number of full-time students 41

20. Name Madison Academy
 Address 100 Academy Road – Madison, TN 37115
 Phone (615) 865-4055
 Number of full-time students 106
21. Name Madison Campus Elementary School
 Address 1515 Sutherland Drive – Madison, TN 37115
 Phone (615) 865-4575
 Number of full-time students 166
22. Name Meister Memorial SDA School
 Address 1145 Meister Hills Rd. – Deer Lodge, TN 37726
 Phone (931) 863-4944
 Number of full-time students 11
23. Name Memphis Junior Academy
 Address 50 N. Mendenhall Rd. – Memphis, TN 38117
 Phone (901) 683-1061
 Number of full-time students 57
24. Name Morristown SDA School
 Address 360 W. Economy Rd. – Morristown, TN 37813
 Phone (423) 586-4198
 Number of full-time students 14

25. Name Ooltewah Adventist School
Address 9209 Amos Rd. – Ooltewah, TN 37363
Phone (423) 238-4449
Number of full-time students 96
26. Name Ridgetop Adventist Elementary School
Address POBox 829/102 King St. (no mail) – Ridgetop, TN 37152
Phone (615) 859-0259
Number of full-time students 32
27. Name Standifer Gap SDA School
Address 8255 Standifer Gap Rd. – Chattanooga, TN 37421
Phone (423) 892-6013
Number of full-time students 64
28. Name Tri-City SDA School
Address 314 Delber Salts Rd. – Gray, TN 37615-3243
Phone (423) 477-8421
Number of full-time students 19
29. Name Tullahoma SDA Elementary School
Address 231 Turkey Creek – Tullahoma, TN 37388
Phone (931) 455-1924
Number of full-time students 16

30. Name University SDA School
Address 1837 Brandau Street – Knoxville, TN 37921
Phone (865) 524-1424
Number of full-time students 27
31. Name Woodbury SDA Elementary School
Address POB 290/1434 Hollow Springs Rd – Woodbury, TN 37190
Phone (615) 765-5330
Number of full-time students 13

Section III (Objectives and Philosophy) -- List the administrative objectives and state the educational philosophy for your agency.

OBJECTIVES OF SEVENTH-DAY ADVENTIST EDUCATION

Elementary and Secondary Education: The Seventh-day Adventist Church desires to provide for all its youth a general education within the framework of the science of salvation. The fundamentals and common branches of knowledge are to be studied so that proficiency is achieved and a high quality of teaching is maintained.

The church-related elementary school will assist each child to develop (1) a love and appreciation for the privileges, rights, and responsibilities guaranteed each individual and social group and (2) a wholesome respect and attitude for each unit of society - home, church, school, and government. The elementary school will offer an organized program to ensure adequate development leading toward total spiritual, physical, mental, and emotional health and a basic core of skills and knowledge for everyday living.

The church-related secondary school, predicated on the results obtained through the elementary school, with character building as an undergirding structure, will endeavor to operate realistically for each student in the upgrading and maintenance of health, in the command of fundamental learning processes, in the teaching of worthy home membership, vocational skills, civic education, worthy use of leisure, and ethical maturity. The secondary school implementing the Church philosophy will seek for objectives of spiritual dedication, self-realization, social adjustment, civic responsibility, and economic efficiency.

SEVENTH-DAY ADVENTIST PHILOSOPHY OF EDUCATION

The Seventh-day Adventist philosophy of education is Christ-centered. Adventists believe that, under the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in the *Bible, in Jesus Christ, and in nature*. The distinctive characteristics of Adventist education are derived from the Bible and the writings of Ellen G. White that point to the redemptive aim of true education: to restore human beings into the image of their Maker.

Seventh-day Adventists believe that God is infinitely loving, wise, and powerful. He relates to human beings on a personal level, presenting His character as the ultimate norm for human conduct and His grace as the means of restoration.

Adventists recognize that human motives, thinking, and behavior have fallen short of God's ideal. Education, in its broadest sense, is a means of restoring human beings to their original relationship with God. 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.

Adventist education imparts more than academic knowledge. It fosters a balanced development of the whole person - spiritually, intellectually, physically, and socially. Its time dimensions span eternity. It 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.

Section IV (Agency Employment Standards) -- List educational and experience qualifications for the professional personnel employed by the agency.

<u>Position</u>	<u>Qualifications</u>
1. Director of Education, SUC* – Debra Fryson	M.A.
2. Associate Director/Secondary, SUC – Jim Ingersoll	Ed.S
3. Associate Director/Elementary Education, SUC- Diane Ruff	M.A.
4. Associate Director/Early Childhood Education, SUC – Tamara Libonati	M.A.
5. Staff Development Specialist, SUC – W. Eugene Brewer	Ph.D.
6. Certification Registrar, SUC – Luberta Biggs	M.A.
7. Vice President of Education, Georgia-Cumberland Conf. - Kevin Kossick	M.A.
8. Superintendent of Education, Kentucky-Tennessee Conf. – Chris Juhl	M.A.
9. Superintendent of Education, South Central Conf. – Eunice Warfield	Ed.D.

*SUC – Southern Union Conference

Section V (Agency Professional Employees) -- List names of full-time agency professional employees, position title, and brief job description. Attach additional information as necessary.

<u>Name</u>	<u>Position/Title</u>	<u>Job Description</u>
1. <u>Debra C. Fryson</u>	<u>Director, Office of Education Southern Union Conference/SUC*</u>	<u>See attached</u>
2. <u>Jim Ingersoll</u>	<u>Associate Director, SUC Secondary Education</u>	<u>See attached</u>
3. <u>Diane Ruff</u>	<u>Associate Director, SUC Elementary Education</u>	<u>See attached</u>
4. <u>Tamara Libonati</u>	<u>Associate Director, SUC Early Childhood Education</u>	<u>See attached</u>
5. <u>W. Eugene Brewer</u>	<u>Staff Development Speciliast, SUC</u>	<u>See attached</u>
6. <u>Luberta Biggs</u>	<u>Certification Registrar, SUC</u>	<u>See attached</u>
7. <u>Kevin Kossick</u>	<u>Vice President for Education Georgia-Cumberland Conference</u>	<u>See attached</u>
8. <u>Chris Juhl</u>	<u>Superintendent for Education Kentucky-Tennessee Conference</u>	<u>See attached</u>
9. <u>Eunice Warfield</u>	<u>Superintendent for Education South Central Conference</u>	<u>See attached</u>

*SUC – Southern Union Conference

Southern Union Conference Office of Education
Director of Education
Debra C. Fryson, M.Ed.

I. General Responsibilities

The Southern Union Conference Office of Education is responsible for the oversight of the K-12 system of schools, coordination of the early childhood education program, and serving as liaison with institutions of higher learning.

The director of education is the executive secretary of the Southern Union Board of Education and is responsible for coordinating, evaluating, monitoring and developing the K-12 education program in the Southern Union, and representing the Southern Union in the implementation of the NAD educational system.

The director assists local conference offices of education by establishing administrative policies and coordinating the consistent implementation of those policies. The director is also responsible for maintaining and implementing certification standards for all instructional personnel, coordinating the school accreditation process, and promoting sound curriculum development.

II. Role and Function

The general responsibilities are implemented through chairmanship and membership on decision making boards and committees, and participation in development projects and innovative programs. Being primarily an administrative service function, the director's ministry is detailed as follows:

Service to North American Division

- NAD Executive Committee
- NAD K-12 Board of Education
- NAD Union Directors of Education Council
- NAD Education Advisory Council
- NAD Curriculum Committee
- NAD Ad Hoc and Steering Committees
- Chair senior academy accreditation evaluations outside the union

Service on Union Boards/Committees

- SUC Executive Committee (invitee)
- SUC K-12 Board of Education (executive secretary)
- SUC Education Council (chair)
- SUC Superintendents' Council (chair)
- SUC Certification Review Committee (chair)
- SUC Accreditation Review Committee (chair)
- SUC Early Childhood, Elementary, and Secondary Curriculum Advisories
- SUC Education Wage Scale Review Committee (chair)
- SUC K-16 Advisory Council (secretary)
- SUC Education Code Review Committee (chair)
- SUC Technology Application Study Committee
- SUC Junior Academy Review Committee (co-chair)
- SUC Curriculum, Instruction, Assessment Committee (chair)
- Standing and Ad Hoc committees, as called
- Southern Adventist University Board
- Florida Hospital College of Health Sciences Board

***Southern Union Conference Office of Education
Associate Director, Secondary Education
Jim Ingersol, Ed.S.***

I. General Responsibilities

The Secondary Associate Director of Education provides leadership in the development, implementation and monitoring of secondary (grades 9-12) curriculum, instructional delivery methods, materials and innovative programs and the development of secondary standards for all subjects.

II. Role and Function:

The general responsibilities are implemented through chairmanship and membership on decision-making boards and committees, and participation in developmental projects and twenty-first century programs. Being primarily an administrative motivator and facilitator, the Associate Director's service ministry is detailed as follows:

Service to North American Division

- NAD Ad Hoc and Steering Committees (as assigned)
- NAD Curriculum Committee
- NAD Secondary Advisory Council
- NAD Senior Academy Evaluation and Accreditation
(Chair senior academy evaluations outside our union)

Service on Union Boards/Committees

- SUC Ad Hoc and Steering Committees (as assigned)
- SUC Accreditation Review Committee (co-chair)
- SUC Certification Review Committee
- SUC Curriculum, Instruction, Assessment Committee
- SUC Education Code K-12 Review Committee
- SUC Education Council (co-chair)
- SUC Executive Committee (invitee)
- SUC Junior Academy Registrar
- SUC Junior Academy Review Committee (co-chair)
- SUC K-12 Board of Education and K-16 Advisory
- SUC Secondary Advisory (chair)
- SUC Southern Union Education Technology Association – SUETA (co-chair)
- SUC Wage Scale Review Committee

Service to Local Conference Offices of Education

- Academy board member (every academy)
- Advise/consult in the selection of K-10 personnel
- AE21 Distance Education Consortium
- Assist with K-12 professional conventions
- Coordinate the K-10 evaluation and accreditation process
- Promote Adventist Education in churches, and communities
- Serve as resource person for secondary associates
- Serve on LCOE K-12 Boards as assigned by director (invitee)

***Southern Union Conference Office of Education
Associate Director, Elementary Education
V. Diane Ruff, M.Ed.***

I. General Responsibilities

Provide leadership in the development and implementation of a correlated and integrated K-8 program of instruction for the Union's elementary schools and teachers; give support to the local conference education superintendents and associates within the Union's territory.

II. Role and Function

- Coordinate, implement, assess, and evaluate elementary curriculum in all content areas as recommended by the Southern Union Conference Office of Education (SUCOE) and the North American Division Office of Education (NADOE).
- Study, evaluate, and recommend adoption of instructional materials, methods, and programs for grades K-8.
- Develop and coordinate curriculum materials for the Small Schools' Program.
- Assist conferences with professional development, classroom observations, and teacher evaluations, especially those conferences without associate superintendents.
- Coordinate, implement, and monitor the union-wide testing program, analyzing and interpreting results for developing and improving curriculum, specifically grades K-8.
- Participate in the evaluation of elementary and secondary schools.
- Prepare, coordinate, and publish the Union's K-8 Curriculum Resource Guide.
- Assume responsibility for previewing and recommending curriculum and/or resource materials.
- Perform other tasks and responsibilities as may be assigned by SUCOE and NADOE.

Service to North American Division

NAD Ad Hoc and Steering Committees (as assigned)
NAD Curriculum Committee
NAD Elementary Advisory Council

Service on Union Boards/Committees

SUC Ad Hoc and Steering Committees (as assigned)
SUC Curriculum, Instruction, Assessment Committee
SUC Education Council
SUC Board of Education

***Southern Union Conference Office of Education
Associate Director, Early Childhood Education
Tamara L. Libonati, M.Ed.***

I. General Responsibilities

Provide Christ-like mission and service leadership throughout the Southern Union Conference for quality early childhood education and care centers and classrooms owned and operated by Seventh-day Adventist churches and schools.

II. Role and Function

The general responsibilities are to provide leadership for quality early childhood education and care in church and school operated programs for children birth through pre-kindergarten/five years of age and to respond to inquiries from the Southern Union and NAD (North American Division Headquarters) field regarding early childhood education and care, and guide conference, church and school administrations through the process for starting early education programs. Responsibilities include:

- Collaboration with local Conference Education Department Early Childhood associates/liasons, Risk Managers and Human Resource Directors in the supervision of health, safety and education, and in the development of standards, guidelines and policies for early childhood education and care.
- Organizing and/or presenting seminars, in-service training, informational mailings, etc. various times throughout the year for early childhood teachers and program directors that foster professional growth and development in early childhood education and care.
- Serve on the NAD Early Childhood Education and Care Advisory, each Conference Early Childhood Education Advisory and various additional Conference, Union and Division educational committees as appointed
- Chair the Southern Union Early Childhood Advisory
- Serve on University Early Childhood committees as requested
- Direct an accreditation process for early childhood education that is recognized by the National Council for Private School Accreditation (NCPA) and serve on its Council and Commission for Infant and Early Childhood representing the Adventist Accrediting Association as requested by NADOE
- Direct an early childhood education teacher/caregiver certification program
- Provide Bible and research-based developmentally appropriate curriculum with recommended implementation/instructional strategies and progress tracking tools
- Keep ongoing count, record, licensing status, and location information of programs/facilities, as well as enrollments, directors, constituent churches/pastors, board chairs, etc. and support conference' contacts/relations with state departments regulating early childhood education and care.
- Promote Christ-like mission and service, and the development of positive relationships between early childhood program staff, parents/families, church and community.

***Southern Union Conference Office of Education
Staff Development Specialist
W. Eugene Brewer, Ph.D.***

I. General Responsibilities

The development specialist is a position mandated in the North American Division ***Journey to Excellence***. It is an integral part of the Southern Union Adventist EDGE/Comprehensive School Reform Plan and the Southern Union Education Marketing initiatives. Its purpose is to strengthen the quality of education in the Southern Union schools by contributing to the upgrading of knowledge and skills of teachers, school administrators and school boards. It is to support the development of a quality assurance approach addressing the main issues of quality at all levels of the education system.

II. Role and Function

- On-going staff development for the teachers of the Southern Union Conference leading to improved instructional strategies
- Help local conferences of the Southern Union to get their staff development plans on track
- Work with two Universities in the Southern Union conference (Oakwood University in Huntsville, AL and the Education/Psychology department at Southern Adventist University located in Collegedale, TN for training teachers/prospective teachers in the elements of the Adventist EDGE
- Parent seminars
- School Board seminars
- Work with and assist the Early Childhood, Elementary, and Secondary Associates

**Southern Union Conference
Certification Registrar
Luberta M. Biggs. M.A.**

I. General

Oversee the registrar functions and educational reports to the Southern Union Education Department for all teachers, educators, and administrators in the Union.

II. Role and Functions:

- Maintain current teacher data base with name, address, phone number, grades taught, and certification information
- Evaluate and record transcripts for teachers and issue appropriate certification
- Record academic and non-academic credits to teachers' files
- Maintain teacher certification status information
- Produce statistical reports, including opening and closing reports, to Southern Union offices of education and to the North American Division Headquarters office
- Chair and produce agenda for Certification Review Committee; verify committee votes to teachers and/or conference
- Serve on Junior Academy Authorization Committee

Georgia-Cumberland Conference
Vice President/Superintendent, Office of Education
Kevin Kossick

I. General Responsibilities:

Responsibilities include all facets of educational administration, teacher supervision, office staff director, and administrative committee (ADCOM) duties as a Conference officer.

II. Role and Function:

- Administer to the needs of all Conference schools including school boards, child development centers, teachers, and other educational personnel within the Conference PreK-12 program
- Hire competent, qualified teachers and administrators to fill open positions within the PreK-12 system
- Promote and maintain Christ-centered school curriculum in the PreK-12 system
- Coordinate the work of all conference associate superintendents and school administrators in the PreK-12 educational system
- Oversee adherence by all educational personnel and management boards to Conference educational policies
- Serve on ADCOM to represent Education
- Organize and direct the Office of Education including the assignment of duties and responsibilities to associate superintendents and secretarial staff
- Serve as secretary and vice-chairperson of the Conference Board of Education
- Serve as an ex-officio member on elementary, junior academy, and secondary school boards (per policy)
- Plan and coordinate all conference-wide teachers' meetings and conventions
- Administer the Southern Union Wage Scale for elementary and secondary teachers
Coordinate and direct communication to all educational personnel in the field
- Keep abreast of and apply the directions, constraints, mandates, etc. of legislation and law to the PreK-12 school system
- Direct and monitor all records, record keeping, documentation, correspondence, etc.
- Keep the Conference President, Conference Executive Committee, and Conference Board of Education fully abreast of all pertinent developments in the field of education in the Conference
- Serve as liaison to Home Schools in the Conference
- Serve as representative on Southern Union Code Book Review Committee
- Member of the Southern Union Board of Education and Education Council
- Develop annual school calendar
 - +monitor school calendar change requests/approvals
 - +Coordinate Conference, Southern Union, interdepartmental calendar events
- Supervise secondary curriculum
- Supervise elementary curriculum

**South Central Conference
Superintendent, Office of Education
Eunice Warfield, Ed.D.**

I. General Responsibilities:

Provide leadership for the office of education including administration, supervision, finance, and curriculum for office staff and educational team throughout the conference.

II. Role and Function

- Serve as executive secretary and agent of the conference board of education in administering and supervising the conference Pre-k-12 system of education in accordance with educational policies of the board of education.
- Serve as the agent of the conference board of education in recruitment, placement, evaluation, transfer, and dismissal of educational personnel in consultation with school administration, committees, or boards.
- Develop and implement a plan of classroom supervision and instruction.
- Prepare job descriptions and establish areas of responsibility for each member of the office of education staff.
- Provide leadership in the development of long-range plans for educational growth in areas such as budgeting, school evaluation, curriculum, facilities, personnel, establishment of new schools or consolidation of existing schools.
- Provide leadership for in-service education programs.
- Ensure that all education personnel are properly certificated.
- Maintain a liaison between the office of education, the conference administration, and the constituency.
 1. To prepare a master calendar providing for activities such as:
 - a. School visitation
 - b. Teacher counseling
 - c. In-service meetings such as conventions, workshops, and drive-in conferences
 - d. Board meetings
 - e. Weeks of spiritual emphasis
 - f. Weeks of Spirit of Prophecy emphasis
 - g. Parent-teacher conferences
 2. To acquaint the constituency with the imperatives of Seventh-day Adventist Christian education.
 3. To assume responsibility for the maintenance and safekeeping of attendance and scholarship records.
 4. To be responsible for the preservation of all records of discontinued schools.
 5. To place the union and North American Division offices of education and college department(s) of education on the mailing list for bulletins and other professional materials.
 6. To assume responsibility for the development and maintenance of an adequate school health program.
To assume responsibility for the maintenance and safekeeping of up-to-date service records for educational personnel.
 7. To compile and present to the union office of education requests for permission to teach secondary subjects in junior academies (by June 1 of the school year).
 8. To supply each school with essential record keeping materials.

Kentucky-Tennessee Conference
Superintendent, Office of Education
Chris Juhl

I. General Responsibilities:

Provide leadership for the office of education including administration, supervision, finance, and curriculum for office staff and educational team throughout the conference.

II. Role and Function

- Serve as executive secretary and agent of the conference board of education in administering and supervising the conference Pre-k-12 system of education in accordance with educational policies of the board of education.
- Serve as the agent of the conference board of education in recruitment, placement, evaluation, transfer, and dismissal of educational personnel in consultation with school administration, committees, or boards.
- Develop and implement a plan of classroom supervision and instruction.
- Prepare job descriptions and establish areas of responsibility for each member of the office of education staff.
- Provide leadership in the development of long-range plans for educational growth in areas such as budgeting, school evaluation, curriculum, facilities, personnel, establishment of new schools or consolidation of existing schools.
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 2. To acquaint the constituency with the imperatives of Seventh-day Adventist Christian education.
 3. To assume responsibility for the maintenance and safekeeping of attendance and scholarship records.
 4. To be responsible for the preservation of all records of discontinued schools.
 5. To place the union and North American Division offices of education and college department(s) of education on the mailing list for bulletins and other professional materials.
 6. To assume responsibility for the development and maintenance of an adequate school health program.
To assume responsibility for the maintenance and safekeeping of up-to-date service records for educational personnel.
 7. To compile and present to the union office of education requests for permission to teach secondary subjects in junior academies (by June 1 of the school year).
 8. To supply each school with essential record keeping materials.

Section VI (Types of Membership)

A. Does your agency allow member schools to operate satellite home schools as defined in T.C.A. 49-6-3050(a)(2)?

Yes _____

No X _____

B. Describe the levels or types of membership granted to schools in your agency.

	<u>Type of Membership</u>	<u>Description</u>
1.	Full Accreditation <u>6 years with a written progress report</u>	<u>See attached Terms of Accreditation</u>
2.	Full Accreditation <u>6 years with an interim review</u>	<u>See attached Terms of Accreditation</u>
3.	Partial Accreditation <u>with a Revisit in 2 or 3 years</u>	<u>See attached Terms of Accreditation</u>
4.	<u>Probationary Status</u>	<u>See attached Terms of Accreditation</u>
5.	<u>Accreditation Denied</u>	<u>See attached Terms of Accreditation</u>

THE TERM OF ACCREDITATION

The chair will assist the committee in determining the term of accreditation that will be recommended to the North American Division Commission on Accreditation. This includes reaching consensus on the term to be recommended, developing the justification statement and completing the forms to be submitted to the North American Division Office of Education. The following procedure will assist the committee in developing the recommendation.

1. Review the Terms of Accreditation options (See below).
2. Review the Criteria for Accreditation.
3. Reach consensus on the recommended term of accreditation and record this on the form, "Recommendation for a Term of Accreditation". Identify the committee members by name and have each member sign their name on the form.
4. Develop a justification statement with input from the committee and incorporate this statement on the page immediately following the recommendation.

TERMS OF ACCREDITATION

The full term of accreditation is six years. This means that generally a full-scale evaluation with the preparation of a complete self-study will occur no more than once every six years. However, one or more interim visits or revisits could be scheduled during the six year term.

NOTE: When the evaluation is a joint effort including the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities Inc. and a regional accrediting association or government agency, the term of accreditation may be coterminous with that granted by the regional association or governmental agency. When the coterminous period of accreditation is longer than six years, a committee of two or more persons will visit the campus during the mid-term year, and submit a written report to the Executive Secretary of the North American Division Commission on Accreditation at least two months before the scheduled meeting of the North American Division Commission on Accreditation.

All reports should be submitted to the following entities:

Academies (K-12 & 9-12)	North American Division
Junior Academies (K-10)	Local Union Office of Education
Elementary Schools (Small Schools and K-8)	Local Conference Office of Education

One of the following options is to be used in recommending terms of accreditation:

- a. Six years with a written progress report (6 Clear)—A term of six years with a written progress report on implementation of the school-wide improvement action plans and major recommendations to be submitted during the third year.
- b. Six years with an interim review (6IR)—A term of six years with annual written progress reports on implementation of the school-wide improvement action plans and major recommendations *AND* an on-site review by two or more (elementary) or three or more (secondary) members in the second or third year of the six-year term chaired by local union personnel (secondary) or local conference personnel (elementary). If the committee finds additional deficiencies in an action plan and/or response to major recommendations, it may create new recommendations. One of the following term recommendations is to be made:

1. *Continuation* of accreditation up to the end of the six-year term as granted by the original on-site committee.
 2. *Continuation* of accreditation with another interim review in one or two years covering all recommendations.
 3. Placing the school on probation.
- c. Partial six-year term with a revisit in two or three years (PR-2 or PR-3)—A revisit is scheduled when a full six-year term of accreditation is not recommended. A term of two or three years with annual written progress reports (with a copy to the local union office of education) on implementation of the school-wide improvement action plans, ALL recommendations AND an on-site revisit by a team of two or more (elementary) and three or more (secondary) persons. The chair of the original onsite team should chair the revisit (academies). If the committee finds additional deficiencies in an action plan and/or response to major recommendations, they may create new recommendations. One of the following recommendations is to be made:
1. *Extension* of accreditation up to the end of the six-year term with annual written progress reports continuing.
 2. *Extension* of accreditation for less than the six-year term, indicating that the next visit would be another Revisit.
 3. Placing the school on probation.
- d. Probation—A school may be placed on probation until there is reasonable compliance with the Criteria for Accreditation and adequate progress on the school-wide improvement action plans and recommendations. Probationary status would be for one year with a revisit in the spring of the probationary year.
- e. Accreditation denied—Denial of accreditation would be based on conditions detailed in the Visiting Committee Report showing that the school did not or could not reasonably meet the Criteria for Accreditation. This action terminates the school's official standing within the Adventist school system.

Section VII (General Policy for Accepting Member Schools) -- Describe the general policy of the agency for accepting member schools. (Examples: funding source, denominational ties, meeting agency standards, etc.)

There are three (3) sources of funding for each school and the system:

1. Parents'/guardians' portion of the total school expense (tuition)
 2. Churches' portion of the total expense (church subsidy)
 3. Conference portion of the total expense (conference subsidy)
- The agency accepts only those schools which are supported by the churches whose members are Seventh-day Adventists and who fund the school by two or more of the above methods.
 - Schools are evaluated once every 6 years with interim visits and reports as the visiting team feels necessary. The decisions are seldom appealed, as the entire report is previewed with the administration and staff prior to the report to the school board.
 - This process must be applied if a school is to be accepted by this agency for accreditation. The agency may not evaluate a school until the instrument has been completed.
 - Schools must submit yearly budgets and turn in opening and closing enrollment reports.

For more detailed explanations regarding the above, please refer to the following codes and the Southern Union Education Code presented in its entirety at www.adventistedge.com:

Codes 1411 – 1482 -- Criteria for Establishing and Operating Schools

Codes 1700 – 1772 -- Academics

Codes 3010 – 3190 -- Finances

Section VIII (Agency's Member School Approval Process)

- A. Explain the agency's school approval procedure by listing the steps in these processes.
1. Initial approval process for a member school;
 2. Annual re-evaluation process for a member school;
 3. Revocation of approval/appeals procedures;
 4. Technical assistance provided to address a member school's deficiencies;
 5. Internal agency review process for school approval procedure;
 6. Other process as appropriate.
- B. Attach all documents which directly affect this item, including an application form and a current copy of your approval procedure.

Criteria for Establishing and Operating Schools

Elementary Schools

NEW SCHOOL ORGANIZATION AND STRUCTURE

5002

Concern for the individual is basic to the Seventh-day Adventist philosophy of education. The organization of a given school should be designed to meet this objective and the needs of the church community it serves.

It is the responsibility of the local school to determine specific goals and objectives in terms of the needs and interests of its constituency and in harmony with policies of the Southern Union Board of Education. Basic to all other requirements for the establishment of a school, the church shall:

1. Give evidence of commitment to Seventh-day Adventist beliefs and educational philosophy.
2. Indicate a willingness to assume responsibility for the educational process.
3. Indicate a willingness to cooperate with other denominational agencies in the achievement of broad objectives of the school and the Seventh-day Adventist Church.
4. Assume the financial responsibility for the support of professionally qualified educational personnel appropriate to their position.

SCHOOL REGISTER (K-10)

1253, 6012)

The school register should be used in every school. Attendance records must be maintained on a daily basis. It is recommended that schools use the electronic register. A hard copy of student and parent contact information must be retained in a confidential file for emergency purposes. In schools that don't use the electronic register the following should be followed. All entries should be recorded in ink. Computer-generated information required for the school register (i.e. grades, parent information, etc.) must be printed and permanently attached to the appropriate section of the school register.

- A. Attendance records shall be recorded daily in the register. Names of pre-K and kindergarten students should be recorded in the register for attendance purposes. (See Education Code 6012)

- B. Pupil progress shall be entered in the register and pupil progress reports shall be distributed promptly each nine-week period.
- C. The school register and scholastic record should remain in the classroom except in case of fire drills or fire. Scholarship records should be recorded in the register before they are placed on the progress report.
- D. In presenting the register to visitors, open it to the visitor's page. Do not leave the book with parents or other visitors to examine grades and reports. This information is available only to superintendents and supervisors.
- E. The register is to be sent to the conference office of education at the close of the school year where it is to be retained on a permanent basis in lockable fire proof storage. (Microfilm storage is acceptable.).

CLASS RECORD/GRADE BOOK **1254**
 The class record/grade book is a legal document and is the property of the school.

Pre-School Education **7000**

Early Childhood Program (formerly referred to as Child Care Center, Child Development Center, Nursery School, Pre-Kindergarten Programs, Preschool, etc.): A purposefully organized entity providing an educational venue and approach for young children, before they enter formal elementary school, under the direction of trained personnel, who adhere to state regulations for licensing purposes. In an Early Childhood Program (ECP) provision is made for child care and education that stimulates the growth and development of intellect and positive social/emotional behaviors for children 0-4 years of age.

An ECP should be licensed for any combination of ages from infants six weeks and older through age 5 and may include before and after school-care through age 12. It may offer a part-time and/or full-time schedule. The age of the children served and the service rendered should be determined by the facility in which the program is maintained, program type, personnel, and state regulations.

A facility which accepts children that are not four years old by August 15 of the year they are enrolled must be classified as an early childhood program and will need to acquire and maintain a valid state license to operate said program.

Kindergarten **6000**

The North American Division office of education has made provisions for the development of a kindergarten curriculum in order to provide a Christian education for young children of the Seventh-day Adventist Church. The Southern Union office of education in conjunction with the local conference office of education has established standards for kindergarten facilities, equipment, curriculum and instruction. Kindergarten is a unit within the birth to grade 12 system operated by the conference office of education.

ELEMENTARY SCHOOLS **5000**

The elementary school is a unit within the system operated by the conference office of education. It offers an organized educational program for children from the beginning level to the secondary level.

Authorization to operate as an elementary school is granted by the conference board of education based on the following criteria.

1. A demonstrated educational need not currently met by presently established schools
2. An adequate physical plant and equipment for an elementary school
3. Proof of ability to provide adequate financial support
4. Adequate budget control
5. Curricular offerings approved by the Southern Union Board of Education
6. A denominationally certificated faculty of sufficient number to provide effective instruction
7. Adequate curricular materials for the proposed offerings
8. A prospective continuing enrollment adequate for the financial and curricular needs of an effective educational program
9. A principal whose teaching assignment is in proportion to his/her administrative duties
10. Teacher load in accordance with the policy of the union board of education
11. Subject offerings and class period time allotments in agreement with policies of the Southern Union Board of Education.
12. Specific policies regarding organization, administration, finance, curriculum and personnel in agreement with the conference and union offices of education.

APPLICATION/REGISTRATION FORM (K-10)

1804

Application/registration forms are available from the conference office of education and should be completed by all students applying for admission to a Seventh-day Adventist elementary school. Applications for admissions are reviewed and passed upon by the full school board or by a smaller admissions committee appointed by the school board. The group may be composed of the pastor or elder, treasurer, and the head teacher or the principal. Acceptance and classification are subject to receipt of an official transcript of credits and acceptable recommendations.

Junior Academies

5100

Within the Seventh-day Adventist educational structure the junior academy is a local unit of the conference system of education. It offers an organized educational program that can include a combination of the last two years of the elementary level and the first or first and second years of the secondary level. Authorization to operate a junior academy is granted by the Local Conference and Southern Union Conference Boards of Education.

Types of Programs

The Southern Union has five standard programs for junior academies:

- 7 - 9 Multi-grade Classroom Program
- 9 Grade Program
- 9 - 10 Grade Program
- 9 - 10 Alternation Program
- Approved Distance Education Programs

Student Transcripts

Official transcripts are issued by the Southern Union Conference Office of Education when the general and basic standards have been met.

General Standards

Schools making application for junior academy status must meet the following general eligibility standards:

1. A current K-8 certificate of accreditation issued by the Southern Union Conference Office of Education.
2. A demonstrated educational need not currently met by geographically accessible established schools.
3. An adequate physical plant and equipment for a junior academy program.
4. Demonstrated financial support for secondary course offerings without weakening the elementary program.
5. Adequate budget control.
6. Secondary course offerings approved by the Southern Union Conference Board of Education.
7. A faculty of sufficient size, training, and certification to provide effective instruction.
8. Adequate curricular materials and proposed schedule for the proposed courses.
9. A prospective continuing enrollment adequate for the financial and curricular needs of a strong educational program.
10. Students permanent records kept in accordance with policies of the Southern Union Conference Board of Education.
11. The maximum teaching load is five subject preparations (see 5212 "secondary").

Application to Teach Secondary Subjects

A school requesting permission to teach secondary subjects will follow these procedures each year.

1. Meet the eligibility standards as indicated in the requested program.
2. Make application through the local conference office of education and/or board of education. The conference will process the application to the Southern Union Office of Education.
3. The Southern Union Junior Academy Application Review Committee will review each application at the May superintendent's meeting after which a written response will be sent to both the conference and the school.
4. If an application is unapproved, a re-application can be submitted as outlined in the re-application process.
5. Credit will not be granted without prior approval through this application process.

Approval of Secondary Credit for Elementary Students

A junior academy requesting permission to grant high school credit to 8th grade students for any courses such as Algebra I should include but not be limited to the following:

1. Pre-approval for a junior academy offering high school to 8th grade elementary students on their campus must be granted by the local conference office of education and a conference senior academy.

2. The junior academy should submit their request in writing, giving course(s), rationale, qualifications of instructional personnel, instructional class load, standards required for granting a Carnegie unit of credit, and criteria for the acceptance of students to the conference for approval prior to submitting their junior academy application.
3. The conference will examine the request and communicate their approval or disapproval in writing to the junior academy.
4. The junior academy, if authorized, will attach all correspondence to their junior academy application and submit it to the conference for approval and to be forwarded to the local academy for approval.
5. The conference senior academy will grant high school credit and transcripts for the 8th grade students whose schools have properly completed this application process and received approval prior to teaching such courses.
6. The conference will monitor this innovative curriculum and instruction through such means as a course outline, textbook selection, lesson plans, evaluation procedures, and review each program annually.

Re-application

All deficiencies are to be rectified and all re-applications **MUST ARRIVE** at the **local conference office of education by July 1**. The local conference office of education will bring the application to the **Southern Union Office of Education by July 10**. **NO RE-APPLICATIONS WILL BE CONSIDERED AFTER JULY 10 FOR THE FOLLOWING SCHOOL YEAR**. The Southern Union Conference Junior Academy Review Committee will study all re-applications and a written response will be forwarded to both the conference and the school by **August 5**.

The following classifications are available:

APPROVED	All facets of the program are satisfactory
UNAPPROVED	Unacceptable program. Do not teach classes. Credit unavailable!

CRITERIA FOR THE AUTHORIZATION OF AN ACADEMY

5201

Should a school decide to become a senior academy an application can be downloaded from the NAD website and thoroughly studied so all of the requirements, financial and otherwise, are clearly understood **BEFORE** actually beginning the application process. Application shall be made by the local school board to the Conference office of education for consideration by the conference board of education and the conference Executive Committee.

1. If approved, the application will be presented to the Southern Union Office of Education for consideration by the Board of Education **and** the Executive Committee of the Southern Union. The Union office of education **shall request of the North American Division office of education an on-site evaluation committee that shall include the following:**
 - a. The North American Division Board of Education K-12, executive secretary, or designee, as chair.

- b. The union director of education, as secretary.
 - c. The president of the local conference.
 - d. The conference superintendent of schools.
 - e. A representative of the administrative staff of the nearest Seventh-day Adventist college or university.
2. This committee shall report its findings to the Southern Union Executive Committee.
 3. Southern Union endorsement of the report shall be granted only upon assurance by the conference that the proposed school will, within two years, meet the requirements of minimum standards established by the Board of Regents.
 4. The approved application, with supporting data, will then be forwarded to the North American Division K-12 Board of Education for final consideration.
 5. Initial approval to operate a twelve-grade school shall be for a two-year probationary period. Within the two-year probationary period, the administrative officers of the school will request evaluation by the Board of Regents, which should be conducted during the third year of operation.

The procedure for expanding a junior academy to a senior academy will follow those outlined in points 1-5 above. Permission to teach the 11th grade will be granted only when plans are approved for offering the 12th grade the following year.

SCHOOL ACCREDITATION EVALUATION

1701 (1705)

All church schools are evaluated according to a plan outlined by the North American Division and Southern Union offices of education. The evaluation process will determine to what extent the school is achieving its objectives and meeting expected school improvement standards. Members of the board and faculty participate in the self-study program prior to a final evaluation by the visiting committee.

A report of the evaluation will be presented to the school accompanied by recommendations and action plans for school improvements that must be completed.

The site visit report of the evaluation visiting committee for elementary schools and junior academies is reviewed by the Southern Union Accreditation Review Committee. Senior academies are reviewed by the NAD Commission on Accreditation. Southern Association of Colleges and Schools (SACS) co-accreditation is available to all schools that meet the Southern Union criteria. (See Supplement S)

Section IX (Course Title Approved by the Agency)

- A. List or attach a list of all subject and/or course titles which the agency approves for grades K-12 and the grade level(s) at which each course is taught.

ELEMENTARY CURRICULUM (TEACHER RESPONSIBILITY)

5050

The teacher in a Seventh-day Adventist school will be expected to incorporate the distinctive philosophy and heritage of the church in all areas of curriculum, and to serve as a spiritual guide to his students. The educational program is to provide for a proper balance of physical, mental, spiritual, social development, including the practical elements. The teacher, as facilitator of learning, is expected to encourage excellence by inspiring their students to strive for optimum achievement through their personal example.

The following courses are offered at each grade level 1 - 8.

1. **Art:**
Appropriate art experiences in the Seventh-day Adventist school will enable the student to appreciate the God of beauty through aesthetic growth and creativity. Art is an avenue of self-expression in physical, mental, spiritual, and social advancement. It is a means of strengthening the student's abilities and interpreting his thoughts. The study of art results in a fuller and better life for the student and for others.
2. **Bible**
The systematic study of the Bible with the Spirit of Prophecy is the core of Seventh-day Adventist education. Its influence will permeate every subject and every school activity. While the religion curriculum is primarily concerned with the affective rather than the cognitive domain, it will develop independent thinkers and not mere thought reflectors.
Thus, individual opinions and questions will be respected while leading students to form Biblically sound conclusions. Bible principles will be applied in the lives of the students as they develop a love for the Word of God through personal experience.
3. **Computer Education**
A curriculum guide has been developed for grades K-8 and 9-12. It has been designed to assist teachers in computer literacy as well as to give the students "hands-on" experience.
4. **Language Arts**
The correct study of English in the Seventh-day Adventist school will help students cultivate self-expression and develop communication skills necessary for service to God, country, and fellow man. The use of literature and poetry will provide aesthetic enrichment and opportunities for developing character-building skills in discriminating between the uplifting and the degrading. A thorough knowledge of grammar will enable students to develop proficiency in language usage. Adventures in creative writing and composition, as well as oral experiences, will provide opportunity for developing fluency.

Handwriting: Handwriting experiences in the Seventh-day Adventist school will provide the student with skills for self-expression and communication. Emphasis on forming letters correctly using graceful strokes will enhance legibility and beauty of style.

Reading: In the Seventh-day Adventist school, reading is of primary importance in the student not only as the basis for successful academic experiences but also, as a means of learning for himself God's will as expressed in the Bible and the Spirit of Prophecy. The student's success in learning to read well affects his total educational experiences. Through oral reading experiences the student will develop the ability to read with expression, enabling him to thus give the thoughts to others. Proficiency in the use of reading skills will promote successful progress in acquiring knowledge.

Spelling : The instructional program of the Seventh-day Adventist school emphasizes excellence as evidenced by correctness in spelling. An effective approach to the learning of spelling will encourage correct spelling in all written work, in addition to concentration on specified spelling lists. Habits of carefulness and accuracy will be reflected in the Christian character.

5. Mathematics

The relevant study of mathematics in the Seventh-day Adventist school will promote not only proficiency in basic mathematical skills but also the instilling of such values as accuracy, honesty, thriftiness, and Christian stewardship. In order to be a good steward of his time and money and to carry out his responsibilities as a member of the church and a citizen of his country, the student must have a thorough understanding of mathematics and the ability to apply its principles to everyday life.

6. Music

Music experiences in the Seventh-day Adventist school will enrich the student's life and enhance his expression of love for his Creator. As a means of self-expression, music is an integral part of life, appealing to both the emotions and the intellect. Students will have the opportunity to learn to employ acceptable Adventist principles in the choice of music for both performing and listening. Fundamental to musical development will be an understanding of the rudiments of music and opportunities for performance experiences that bless others. A growing appreciation for musical masterpieces and the wealth of Christian musical heritage will provide cultural enrichment.

7. Physical Education

To promote the development of body, mind and soul is the work of redemption and the object of education. Directed work and play experiences in the Physical Education program of the Seventh-day Adventist school will enable the student to develop physical, spiritual, mental and social qualities as reflected through physical activities. The recognition that the body is the temple of God will lead to a unique respect for the physical being.

8. Science and Health

The accurate study of science and health in the Seventh-day Adventist school will lead to the understanding that God, the Creator and Sustainer of the universe, is the originator of all true scientific knowledge. Awareness that the laws of nature are the laws of God will develop an appreciation of the study of science as a means of learning about His character. Findings from scientific investigations will be interpreted in the light of divine revelation rather than in counterfeit theories of man.

The relationship of creation to the Sabbath and other distinctive Seventh-day Adventist beliefs will be emphasized. An appreciation of the human body as the temple of God provides the basis for practicing divinely-given health principles.

9. Social Studies

The relevant study of social studies in the Seventh-day Adventist school will lead to an understanding of the working out of God's purpose in the history of nations and of the great brotherhood of society. The scope of the Seventh-day Adventist social studies program should include geography, the history of God's leading among nations, and the mission program of God's people. It will give broad, comprehensive views of life. The study of facts of history along with current events will prepare the student for life in a constantly changing social environment. It will not only present facts but will also enable the student to form meaningful concepts and values.

DAILY SCHEDULES

A daily schedule should be firm enough to provide a pattern for the day's activities and yet flexible enough to allow for unexpected instructional needs and opportunities. Activities should be alternated between active and quiet work and varied to include research and study, drill, creative expression and self-directed activity. The following time allotments suggest a range within which a daily or weekly schedule is to be developed.:

5060

Subject	Grades 1-4	Grades 5-8
Worship	15 minutes daily	15 minutes daily
Bible	30-45 minutes daily	45-50 minutes daily
Reading	75-90 minutes daily	45-60 minutes daily
English	30-45 minutes daily	30-45 minutes daily
Spelling	10-20 minutes daily	20-30 minutes daily
Handwriting	10-20 minutes daily	15-20 minutes daily
Mathematics	30-45 minutes daily	45-60 minutes daily
P.E.	20-30 minutes daily	20-30 minutes daily

Health-Science	60-120 minutes weekly	150-200 minutes weekly
Social Studies	60-120 minutes weekly	150-200 minutes weekly
Art	60 minutes weekly	60 minutes weekly
Music	60 minutes weekly	60 minutes weekly
Practical Arts		60 minutes weekly

SECONDARY CURRICULUM AND GRADUATION REQUIREMENTS (9-12)

5215

Each school is expected to offer a curriculum which will adequately meet and serve the needs of the students admitted as stated in the purposes of the school. Board of Regents accreditation standards require that all secondary schools offer a minimum of 40 different courses. The Southern Union requires a minimum of 205 semester periods (s.p.) for graduation.

The following is a detailed outline of the various disciplines:

1. **Communication Arts**—Including instruction in the skills of reading, listening, speaking and composition, and a knowledge of and appreciation for literature and the English language. The teaching of literature will be within the context of the Adventist philosophy of literature selection, i.e., opportunity to develop discrimination in selection, preference for the beautiful and the true, and acceptance of responsibility for the individual's own choices. (See Supplement I, *Guide to the Teaching Literature in Seventh-day Adventist Schools.*) *Requirements: General & College Prep 40 s.p.*
2. **Social Studies**—Including instruction in local, state, and national government, U. S. History, and World History with consideration of the mission of the church, the fulfillment of Bible prophecy, contemporary social issues, contributions of ethnic groups, the American legal system including the rights of the Seventh-day Adventist Christian and his duties and responsibilities as a citizen. *Requirements: General 15 s.p., College Prep 25 s.p.*
3. **Foreign Languages**—Including instruction designed to develop facility for understanding, speaking, reading, and writing the particular language. The study shall also be concerned with the social and cultural backgrounds of the people. (*elective*)
4. **Health and Physical Education**—Including instruction and participation in activities designed to promote physical development, motor skills, healthful living, desirable attitudes, and habits. Health and physical education will be taught as separate courses. Health and physical education will be taught each year. *Requirements: General and College Prep 10 s.p.*

5. **Sciences**—Including instruction in physical and biological aspects with emphasis on basic concepts, theories, and processes of scientific investigation, and with appropriate application of the relationships and inter-dependence of the sciences. Basic to this approach is an understanding of the relationship of scientific methods and theories to Biblical concepts and principles. *Requirements: General and College Prep 20 s.p.*
6. **Mathematics**—Including instruction designed to develop mathematical understanding, operational proficiency, insight into problem-solving procedures, and development of basic skills relevant to the world of work. *Requirements: General and College Prep 20 s.p.*
7. **Arts (Fine)**—Including instruction and participation in art and music with emphasis upon development of aesthetic appreciation and skills of creative expression within the context of Adventist principles. (Consult the *Guide to the Teaching of Music in Seventh-day Adventist Schools*, available from the conference office of education.) *Requirements: General and College Prep 5 s.p.*
8. **Arts (Practical)**—Including instruction in the areas of home arts, industrial arts, business education, or agriculture, for general education or pre-vocational or occupational training. *Requirements: General and College Prep 10 s.p.*
9. **Religion**—Including instruction which provides opportunities for the student to know God, His church, His word, and His world. This instruction will provide opportunities for the student to develop a relationship with God as a person utterly worthy of his love, trust, and admiration, an understanding of the meaning of the Good News of the Gospel and the ability to articulate the fundamental beliefs of the Seventh-day Adventist Church. Such instruction provides a climate conducive to individual commitment to the goal of becoming a loving person. (10 s.p. for each year in attendance)
10. **Computer Science**—Including courses in literacy and basic programming. *Requirements: General and College Prep 5 s.p.*
11. **Other studies and requirements**—Schools accredited by states and/or the Southern Association of Colleges and Schools may need to require a larger number of courses for graduation. Instruction may be offered in such studies as authorized by the governing board in counsel with the conference board of education.

Section X (Licensure and Evaluation System)

A. Explain the agency's professional licensure procedures. Include:

1. The process for obtaining a license;
2. The educational and/or experience requirements for obtaining a license.

Attach all documents which directly affect this item, including pamphlets and other descriptive information.

3. The system by which the agency maintains licensure records for all individuals licensed by the agency.
4. Assurance that all professional personnel are properly licensed.

B. Describe the teacher evaluation system.

CREDENTIALS AND LICENSES

4114

Credentials and licenses are issued to workers of experience or those carrying major responsibilities including elementary and secondary teachers. The following criteria and procedures are used in issuing credentials and licenses:

A. Criteria

1. Commissioned Ministry of Teaching Credential -- To teachers with a life-long commitment to and significant experience in the Seventh-day Adventist system of education, usually not fewer than six years, with demonstrated proficiency in assigned responsibilities. Such teachers will also exhibit a keen sense of Christian responsibility for nurturing and leading souls to Christ, for consistently upholding Christ as the focal point of all curriculum and instruction, and for demonstrating positive interpersonal relationships, thus providing an environment of social, spiritual, and emotional stability.
2. Commissioned Ministry of Teaching License -- To licensed/certificated teachers with not fewer than three years of satisfactory service who have demonstrated a commitment to long-term service in the Seventh-day Adventist system of education, who support the fundamental beliefs of the Church, and whose lifestyle is consistent with acceptable Adventist Christian behavior.
3. Ministry of Teaching License -- To entry level teachers or teachers initiating their work into the Seventh-day Adventist education system. This is a provisional status for all newly employed teachers.

B. Procedures

1. Candidates eligible for Ministry of Teaching credentials and licenses shall be reviewed and recommended by their respective employing boards to the appropriate issuing authority.
2. Employees holding a Commissioned Ministry of Teaching license, after an appropriate period of service, may be eligible for the Commissioned Ministry of Teaching credential.
3. It is recommended that an appropriate commissioning service be conducted when an employee is granted a Commissioned Ministry of Teaching Credential.

C. Renewal

After the initial period of approval, renewal of such credentials and licenses shall be in harmony with the NAD policy.

The following types of certificates for teachers are provided by the General Conference Office of Education:

1. Regular Certificates:
 - a. Basic Elementary Certificate: The Basic Teaching Certificate shall be valid for three years of teaching within five years from the date when the Verification of Eligibility Certificate was issued or the certification requirements for the Basic Teaching Certificate were met.
 - b. Standard Elementary Certificate with Endorsement for Early Childhood Education, Elementary, and Secondary subject areas
 - c. Professional Elementary Certificate with Endorsement for Elementary Education
 - d. Professional Certificate for Secondary subject areas
 - e. Administrator Certificate with Endorsement in one of the following areas:
 - i. Principal
 - ii. Supervisor
 - iii. Superintendent of Schools
2. Other Certificates:
 - a. Conditional Certificate
 - b. Designated Subject/Services Certificate

NOTE: Please refer to NAD K-12 Educators' Certification Manual (Tab # 13) for more details.

Section XI (Administration)

Attach documentation that each member school meets minimum standards as stated in Rule 0520-07-2-.03 (c) 9.

Curriculum

CURRICULUM PHILOSOPHY

2000

A comprehensive curriculum for the Seventh-day Adventist Church educational system is defined as all the learning opportunities, both formal and informal, planned and guided cooperatively by the home, school, and church. With some common learning as a core, it is a dynamic, evolving plan for the education of children and youth in terms of their physical, spiritual, mental, and world community. It implies experience, which is internalization of activities engaged in by the learner. It attempts to provide learning experiences that meet not only the general needs but also the specialized needs related to the unique abilities, interests, and expectations of each learner.

The curriculum at all levels reflects the philosophy and objectives of Seventh-day Adventist education; an awareness of the principles of human growth and development; and the process of encouraging, guiding, and sustaining the learner as he seeks to understand himself, and to relate to his fellow human beings, and to his Creator.

The effective Seventh-day Adventist curriculum includes plans developed by groups of qualified individuals, including representation from local, union, and division levels of educational leadership. However, when the dynamic nature of curriculum is understood, it becomes apparent that the role of the teacher is vital, not only in terms of methodology, but also in the selection, revision, and evaluation of learning opportunities appropriate for a particular group of students in a specific setting, and compatible with the teacher's own personality and teaching style.

To achieve a balanced and appropriate curriculum, satisfactory answers must be found for questions such as the following:

1. Do the educational goals and objectives reflect the beliefs framework and values which are contained in the philosophy of Seventh-day Adventist education?
2. Are current issues and events studied and assessed in terms of their implications for the Christian and his church?
3. Has the local community of parents, patrons, and others been considered with respect to the opportunities it provides, the special needs it has, and the values and goals that are unique to that setting?
4. Has the individual learner been considered to the extent that provision is made to meet his/her interests, needs, and capabilities?
5. What arrangements exist for the diagnosis and remediation of learning disabilities?

It is the responsibility of everyone involved in the educational process to endeavor to make each aspect of the curriculum consistent with the goals of Seventh-day Adventist education. If the administrators and teachers are dedicated to the principle of respect for the uniqueness and worth of each individual and to the presentation of the truth about God, then materials, methods, and content will be flexibly designed and executed in an effort to promote the divergent, specialized potential of every learner.

It is the responsibility of each union office of education to prepare a statement of policies and procedures for curriculum planning and development and specific requirements for grades K-12. Basic to all such efforts is an understanding of, and commitment to, principles delineated in the writings of Ellen G. White, such as *Education; Fundamentals of Christian Education; Counsels to Parents, Teachers, and Students*; and *Counsels on Education*.

Broad areas of curriculum generally shall include religion, communication skills/balanced literacy, physical and life sciences, mathematics, social studies, health-safety and physical education, technology, practical applied arts and fine arts. These areas shall be presented within the context and relationships of character building, witnessing-service, physical-spiritual-social development, career education, and a work ethic.

Subject matter offerings specific enough to fulfill college entrance requirements should be determined by the needs and interests of students and the community. Curriculum guidelines prepared under the sponsorship of the union and North American Division offices of education are based on those needs and interests. Textbooks, teachers' editions, and curriculum guides prepared by the North American Division and union curriculum committee are basic tools of the curriculum.

NORTH AMERICAN DIVISION CURRICULUM COMMITTEE

2010

The North American Division curriculum committee, a standing committee appointed by the North American Division K-12 Board of Education, studies and plans for curriculum needs for Kindergarten through twelfth grade. Its purpose is to develop and update curriculum to ensure that each discipline is taught in such a way as to be distinctly Seventh-day Adventist.

The North American Division curriculum committee does its detailed work through annual summer workshops staffed with specialized teaching personnel who are supplied by the unions according to a formula based on membership and tithe. Lodging, meals, per-diem, and transportation during the workshops are funded by the North American Division office of education.

The members of the North American Division curriculum committee are nominated by the North American Division office of education staff and may consist of the following:

1. Representation from all unions.
2. Curriculum leaders (conference superintendents, associates, college teacher education personnel, union directors of education) who will serve as links with union curriculum committees, both for input and for output.

CLASSIFICATION LEVELS FOR MATERIALS REVIEWED BY THE NADCC

2020

General Guidelines

1. Materials are considered for classification only if recommended by NADOE or union curriculum committees.
2. Materials classified in level #1 are to be adopted by each union conference and are required for use in the NAD Seventh-day Adventist school system.

3. Materials classified in levels #2 through #5 by the NADCC may be reclassified by a union curriculum committee for use in that territory.
4. Adaptations or revisions of any curriculum materials may be made only with the permission of the author(s) or other entities responsible for their development.

Classification Levels

Level #1	<p>Required Materials placed in level #1 are required and must be used throughout the NAD Seventh-day Adventist school system. Only instructional materials produced and/or published by NADOE are considered for this classification. All textbooks published by NADOE are automatically placed in this classification.</p>
Level #2	<p>Recommended Materials placed in level #2 are recommended for basic, supplementary, or enrichment purposes.</p>
Level #3	<p>Acceptable Materials placed in level #3 have been reviewed and are considered acceptable for use.</p>
Level #4	<p>Experimental Materials placed in level #4 are those which require field testing and/or use in pilot or experimental programs. They may be returned to the NADCC for reclassification when testing is complete.</p>
Level #5	<p>Referred Materials placed in level #5 require revision or additional editing prior to reclassification and use.</p>
Level #6	<p>Not Approved Materials placed in level #6 are not approved for use in NAD schools.</p>

NAD PROCEDURES FOR IMPLEMENTATION

2028

When curriculum materials have been developed, they will be submitted to the North American Division curriculum committee for approval. Should the North American Division curriculum committee approve the materials submitted, it will pass on the recommendation to the North American Division K-12 Board of Education.

When the NAD K-12 Board of Education has adopted the curriculum materials, the materials become policy and are voted as Level 1 (Required), Level 2 (Recommended) or Level 3 (Approved as Resource), Level 4 (Experimental), Level 5 (Referred), Level 6 (Not Approved).

Once adopted, the union offices of education are responsible for implementation.

CURRICULUM DEFINITION AND GOALS

2040

The curriculum of a Seventh-day Adventist school is defined as all the formal and informal learning experiences available to students. It attempts to meet not only the general but also the specialized needs related to the unique abilities, interests, and expectations of each learner. It is designed to reflect the philosophy and objectives of Seventh-day Adventist Christian education.

It is the responsibility of the Southern Union Curriculum Committee, operating within the framework of denominational curriculum structure, to make each aspect of the curriculum consistent with the goals of Seventh-day Adventist education.

To achieve a balanced and appropriate curriculum, the following goals must be met:

1. Assure that the objectives reflect the beliefs and values of Seventh-day education and that these objectives are demonstrated through effective witnessing/service programs.
2. Study and assess current issues and events in terms of their implication for the Seventh-day Adventist Christian and his church.
3. Give consideration to the special needs, values, and goals of the parents and constituents.
4. Make provision for the interests, special learning needs, and abilities of individual learners, including diagnosis, remediation and/or enrichment.
5. Provide career awareness objectives and work experience programs that will assure valuable learning which will lead to future satisfactory employment.

DEFINITION OF CURRICULUM COMMITTEES

2050

Curriculum committees give direction and guidance regarding curricula within the educational system. They are functional at each level of the educational system: school, local conference, union, and division. They are organized to address the various needs of each entity.

PHILOSOPHY - SOUTHERN UNION CURRICULUM COMMITTEE

2060

The Southern Union Education Council shall also function as the Southern Union Curriculum Committee. The Curriculum Committee's purpose is to oversee the development and implementation of all areas of curriculum. It specifically studies students' ongoing needs, interests, and progress, and develops curriculum based on these findings.

The role of the Curriculum Committee shall consist of screening, implementing, evaluating, and classifying of all curriculum materials. The Curriculum Committee shall perform the following functions:

1. **Assess and prioritize** needs and approve curriculum materials, innovations, and pilot programs.
2. Act as the **steering committee** in making appropriate assignments to conference curriculum committees, and to CIAC and other special study groups and ad hoc committees.
3. **Evaluate reports and recommendations** received from conference curriculum committees, CIAC and other special study groups, and ad hoc committees.

4. **Make appropriate recommendations** to NADCC.

SOUTHERN UNION CURRICULUM COMMITTEE MEMBERSHIP

2112

The Southern Union Education Council shall also function as the Southern Union Curriculum Committee. All items within the Education Council agenda pertaining to curriculum development, innovation, evaluation, and adoption are identified and listed as the Curriculum Committee agenda. The Superintendents' Advisory, and the Early Childhood, Elementary, and Secondary Advisory Councils are standing sub-committees which are responsible for developing, piloting, evaluating, implementing, and classifying curriculum.

The Curriculum, Instruction, and Assessment Committee (CIAC), and other specialty sub-committees, are designated to perform specific tasks in curriculum development, research, innovation, experimentation, and revision. These sub-committees are composed of teachers, administrators, and other professionals who are experts in the areas under study.

SOUTHERN UNION CIAC SUB-COMMITTEE (Curriculum, Instruction, and Assessment Committee)

2114

The Southern Union CIAC serves as a standing specialty sub-committee of the Southern Union Curriculum Committee for the development and ongoing implementation of the *Adventist EDGE* comprehensive school improvement initiative. Special areas of CIAC responsibilities are to:

1. Direct an ongoing needs assessment based on the goals of the *Adventist EDGE* initiatives.
2. Recommend follow-through steps based on needs assessment.
3. Receive and evaluate reports outlining the implementation of *Adventist EDGE* initiatives from various conferences.
4. Develop, refine, and synthesize Southern Union standards for all subject areas and grade levels.
5. Make recommendations on proposed workshops, in-service programs, and professional meetings for educational personnel that match *Adventist EDGE* goals.
6. Make recommendations on standardized and other testing programs and the use of the testing results.
7. Make recommendations regarding needs for improving teacher preparation in higher education.
8. Recommend the establishment of ad hoc committees for special projects.

ADVENTIST EDGE

2120

The *Adventist EDGE* is a Southern Union initiative for the ongoing improvement of Adventist education, and sets the course for excellence in all areas. The framework and components of the *Adventist EDGE* comprehensive school improvement initiative have been developed by CIAC. This initiative is aligned with the North American Division *Journey to Excellence (J2E)* and focuses on the essential core elements that identify the high expectations of what students should know and be able to do. It identifies preferred practices and best practices that support an effective ongoing school improvement process.

The *Adventist EDGE* is about change, innovative change that will result in *Educators Delivering GREAT Education (EDGE)*.

The goal of the *Adventist EDGE* is to ensure that Curriculum, Instruction, and Assessment work together to achieve a balanced *Adventist EDGE* program, as outlined in the acronym *GREAT*:

- God-centered
- Results-oriented
- Environment that nurtures
- Aligned with Adventist and national standards
- Team effort

(Code 2150 represents current practice as of this publication. However, it will be rewritten in its entirety upon the completion of the innovative configuration research.)

In the Southern Union, the local conference Curriculum, Instruction, and Assessment Committee (CIAC) often serves as a curriculum committee, or as a sub-committee of the curriculum committee, with additional emphasis on instruction and assessment in harmony with the *Adventist EDGE* comprehensive school improvement initiative.

A. Curriculum Committee

The conference curriculum committee is an appointed organization for the purpose of giving guidance and direction regarding curricula within the local conference educational system. It forms a link in the process of curriculum implementation between the North American Division curriculum committee, the union curriculum committee, the conference curriculum committee, and the school curriculum committee. Its major role is to provide leadership in the implementation of a Seventh-day Adventist oriented curriculum at the local school level.

Members of the conference K-12 curriculum committee shall be appointed by the conference K-12 board of education and may consist of representatives from the following:

1. Conference office of education.
2. School principals or designees.
3. K-12 cross section of conference-employed teachers selected from geographical areas of K-12 school curriculum committees.
4. Curriculum-oriented layman (optional).
5. To select personnel from geographical areas of the K-12 school curriculum committees from which representatives will be chosen to serve on the conference curriculum committee. (Optional)

It is suggested that the term of office be on a staggered rotation basis of one to three years. The curriculum committee should meet a minimum of twice a year. This committee should establish sub-committees and ad hoc committees to study curriculum needs.

B. General Goals

It is the responsibility of a conference curriculum committee, operating within the framework of denominational curriculum structure, to make each aspect of the curriculum consistent with the goals of Seventh-day Adventist education. In order to achieve a balanced harmonious and appropriate curriculum, the following goals should be met:

1. Ensure that the objectives of curricular plans and activities reflect the beliefs and values of Seventh-day Adventist education and that they are demonstrated through a representative lifestyle and effective witnessing and Christian service activities.
2. Study and assess current issues and events in terms of their implications for the Christian and his church.

3. Give consideration to the special needs, values, and goals of the parents and constituents.
4. Develop recommendations concerning the making of provision for the interests, special learning needs and abilities of students.
5. Promote career awareness objectives and work experience programs which will instill positive work attitudes desirable for future satisfactory employment.
6. Develop recommendations concerning the making of provision for the interests, special learning needs and abilities of students.
7. Promote career awareness objectives and work experience programs which will instill positive work attitudes desirable for future satisfactory employment.

C. **Areas of Responsibility**

The conference curriculum committee has no administrative authority except as may be delegated to it by the administration. Its role is to provide leadership and guidance, expressed in the form of recommendations to the administration and to the union curriculum committee as well as to make assignments to school curriculum committees.

The functions of the conference curriculum committee may include the following:

1. Study the total curriculum in light of generally accepted learning theory and current issues in accordance with Adventist educational philosophy to ensure the integration of faith and learning.
2. Establish ad hoc committees and sub-committees to study specific curriculum needs for enrichment and/or remediation using achievement test results.
3. Provide leadership for and maintenance of an ongoing program of curriculum development in cooperation with the union conference curriculum committee with extensive teacher and local constituent involvement.
4. Explore and identify ways of organizing resources including K-12 personnel for the purpose of achieving an articulated curriculum and improving learning opportunities.
5. Evaluate, authorize, and report results or proposals for innovative programs which may be initiated by local school curriculum committees.
6. Adopt a K-12 testing program and study results for curriculum planning.
7. Assess teacher needs and make recommendations to the Southern Union office of education of personnel and programs for in-service education and teachers' conventions.
8. Implement curriculum policies of the NAD and union boards of education.
9. Submit a report of their yearly activities to the local board.
10. Initiate, conduct, evaluate, and report results of research projects and surveys as needed.
11. Conduct pilot studies in cooperation with the NAD and union boards of education.
12. Make assignments to school curriculum committees.
13. Review proposals for innovations and special projects submitted by the school curriculum committees. To grant requests of proposal as submitted or to make suggestions necessary to receive approval.

A. **Academy Curriculum Committee**

The academy curriculum committee forms a link in the process of the curriculum implementation which emanates from the North American Division curriculum committee, the Southern Union K-12 curriculum committee, and the conference curriculum committee, through the academy curriculum committee to the faculty. Its major role is to provide leadership in the implementation of a Seventh-day Adventist curriculum.

Appointed by the principal/administration on an annual basis, the membership of this working committee should be selected carefully in order to ensure that it is representative of several of the major curricular and co-curricular facets of the school program. It should be comprised of effective, experienced, and dedicated members of the faculty and staff, together with some constituent and responsible student representatives. These members should have a keen desire to see that the philosophy and objectives of the school are in harmony with Seventh-day Adventist principles and standards, and that all the learning experiences made available to students are, in fact, in harmony with the stated Seventh-day Adventist philosophy and objectives.

The membership of the academy curriculum committee should vary from five to nine members (depending upon the size of the school) selected from both the academic and classified staff, with the principal or his designee as chair. It should meet on a regularly scheduled basis, with a minimum of six meetings per school year.

This committee should cooperate with other related standing committees authorized to deal directly with routine operations delegated to them. These standing committees may include the following:

1. **Academic Standards/Affairs Committee**, with the responsibility of implementing established policy pertaining to academic standards and the meeting of course offering and graduation requirements, indicating how best to meet Oakwood/ Southern Adventist University and other post high school entrance requirements and provide leadership in implementing approved grading/reporting procedures.
2. **Guidance and Testing Committee**, with the responsibility of implementing the *Southern Union approved testing program and making effective use of test results in order* to recommend curriculum changes/adaptation which will meet the needs of students.
3. **Library/Media Center Committee**, with the responsibility of dealing with the acquisition, cataloging, storage, culling, administration, and use of library/media center materials in harmony with the curriculum needs of the school.
4. **Ad Hoc Committees**, appointed by the principal upon the recommendation of the curriculum committee or faculty in order to deal with specific areas requiring study/attention.

In smaller schools the entire academy curriculum committee may assume all or some of these functions.

B. General Goals

The academy curriculum committee, operates within the framework of denominational curriculum structure, to make each aspect of the curriculum consistent with the goals of Seventh-day Adventist education. The following goals should be met:

1. Ensure that the curriculum reflects and supports the beliefs and values of the Seventh-day Adventist church, including effective witnessing and Christian service activities.
2. Study and assess current issues and events in terms of their implications for Christian education.
3. Give consideration to the special needs, values, and goals of the parents and constituents.
4. Develop recommendations to the administration concerning the making of provision for the interests, special learning needs and abilities of individual learners admitted to the school, including diagnosis, remediation, and/or special equipment and facility needs.
5. Provide career awareness objectives and work experience opportunities.

C. Areas of Responsibility

The academy curriculum committee provides leadership and guidance in the curricular program of the school, and may include the following:

1. Study and evaluate the philosophy and purposes of all campus activities.
2. Assist the administration in fostering a spirit of cooperation between the various instructional and supporting departments of the school.
3. Study and approve specific course offerings in harmony with Southern Union and conference policy.
4. Recommend graduation requirements to the administration and faculty (for consideration by the operating board) in harmony with North American Division, Southern Union, local conference, regional accreditation agencies, and state and local requirements.
5. Recommend procedures that will encourage college-bound students to meet college entrance requirements set by Oakwood University and Southern Adventist University and other post high school entrance requirements
6. Implement an appropriate standardized testing program.
7. Implement national and Adventist standards.
8. Establish and maintain a coordinated grading and reporting system.
9. Implement curriculum policies, approved textbooks, and materials approved by the North American Division, Southern Union, and conference offices of education.
10. Evaluate departmental goals and objectives.
11. Provide leadership in the development and effective use of course outlines.
12. Cooperate with the principal in developing and implementing a program of staff/teacher in-service development.
13. Cooperate with the principal in developing and implementing a program of instructional supervision.

14. Seek ways to provide remedial and/or enrichment educational opportunities for all learners.
15. Serve on Southern Union and local conference curriculum committees as requested.

Section XII (Facilities)

Describe or provide a copy of the standards for the following:

1. Approval of plans and specifications regarding planning of new buildings and/or alterations
2. Health and safety
3. Classrooms
4. Facilities for handicap
5. Laboratories
6. Library/Media
7. Physical education/playground
8. School fire safety codes

ELEMENTARY SCHOOL PLANT

5020

This section contains a brief resume of minimum requirements for the school plant and equipment.

APPEARANCE OF SCHOOL PLANT

5024

Every Seventh-day Adventist school plant should be attractive. Ill-constructed, run-down, unkempt, poorly planned or poorly located school plants cannot properly fulfill this function for either Adventist or non-Adventist children of the community. The quality, efficiency, attractiveness, and practicality of our school plants should be on the highest standard within the capability of the church or churches operating the school. Insofar as possible the statement, "Operated by Seventh-day Adventists" should appear on the signs advertising our schools.

Experience indicates that the building should be painted and decorated to contribute to pupil and teacher morale. Ceilings should be of flat white perforated board or acoustic plaster, the walls of light or pastel shades, and the floors should be finished in light colors. The floors should be resilient, comfortably warm, and finished so as not to soil the clothes of the children who play on the floor. Carpet, waxed hardwood, and rubber or asphalt tile in light colors have proven satisfactory.

SIZE OF PLOT

5025

The ideal plot for the church school will contain a minimum of five acres for enrollments up to 100 pupils, with additional acreage for enrollments above 100. A good rule to follow is one additional acre for each 100 pupils above 100. Plots of this size provide area of expansion, playgrounds, parking areas, adequate gymnasiums, and sufficient isolation from neighbors of the school to avoid annoyance. In crowded urban areas where land is extremely high-priced and almost unobtainable, some modification of the above standards may be necessary.

MAINTENANCE

5026

Provision should be made to maintain classrooms, halls, rest rooms, service rooms, and grounds, in a clean, orderly, and attractive condition at all times.

CLASSROOMS, SIZE & NUMBER

5027

Classrooms shall be sufficient in number to house adequately all the pupils enrolled for the courses offered. Each classroom shall have at least 35 square feet of floor space per pupil with a minimum of 875 square feet.

ELEMENTARY, LIGHTING

5028

Natural and/or artificial lighting shall meet the following standards:

1. Minimum: 50 foot candles at the desk level without glare in all parts of the room.
2. Even distribution.
3. No cross light.
4. Absence of glare or excessive heating in any area; light controlled at all times by shades operated from center of window, or Venetian blinds, or other effective means.

VENTILATING AND HEATING

5029

The temperature of the schoolroom shall be maintained at the floor level in cold weather at 68-70 degrees F; evenly distributed, and fresh air shall be admitted through deflectors, air vents, or air-conditioning equipment.

CLOAKROOMS, WARDROBES, LOCKERS

5030

Adequate space should be provided on the inside of the classroom or other convenient place for the care of the personal effects of pupils and teachers (books, clothing, lunches, etc.). Wardrobes recessed into the rear or corridor sides of the classroom are preferred to lockers in the halls. Storage and supply cupboards should be built into the room unless provision is adequately and conveniently provided elsewhere.

RESTROOMS

5031

There should be separate rest rooms for boys and girls, each plainly labeled, well-ventilated, and deodorized. For children in grades 1-3 a single toilet may be acceptable if entrance is from the classroom. The floors and lower walls should be finished in ceramic tile. There should be doors on the toilet stalls, and the partitions should be sturdy and sanitary.

Other standards to be met include:

1.	Number of fixtures:	Enrollment	Boys'	Stools	Lavatories		
			Urinals	G	B	G	B
		1- 50	1	2	1	1	1
		51-100	2	4	2	2	2
		101-150	3	6	3	3	3
		151-200	4	8	4	4	4
2.	One or more large mirrors in each rest room.						
3.	Proper lighting, ventilation, and disinfection.						
4.	Hot and cold running water.						
5.	Paper towels, soap, and toilet tissue.						

ELEMENTARY, INSPECTION OF REST ROOMS 5032

Inspection of the school sanitary facilities should be made daily and all health precautions and sanitary procedures should be scrupulously observed.

INDOOR PHYSICAL EDUCATION AREA 5033

An indoor playroom should be provided for physical education so that in inclement weather the pupils and teachers may have a sheltered place for recreational activities.

PRACTICAL ARTS OR CRAFTS FACILITIES 5034

One or more rooms should be provided for the teaching of practical arts. A properly designed kitchen may be used for teaching cooking, as well as for the preparation of a hot meal or a dish for the noonday lunch.

SUPPLEMENTARY MATERIALS AND THE USE OF TECHNOLOGY 5035

Every teacher in the school requires an ample supply of supplementary material, equipment and supplies that the teacher will use to enhance the instructional program. Many items will be used to allow the student to view and experiment in order to receive a hands-on approach thus broadening the learning experience. Each department will have a budget which will allow the teachers to purchase these materials.

With the vast array of technology that is available it is recommended that teachers use such items as computers, video projectors, electronic overhead projectors, TV monitors, Interactive electronic boards and other appropriate equipment to significantly expand the learning experience.

Many textbooks provide CDs, websites and other visual aids that the teacher should use in conjunction with their class presentations. Teachers and administrators should be aware of companies and organizations including Internet websites that provide such material and use the department budgets to obtain and utilize these aids on an ongoing basis. Conference and school administrators have the responsibility of providing in-service programs to help teachers know how to use these aids and to provide lists of sources where materials may be found.

EQUIPMENT AND SUPPLIES 5036

The following is a list of vital materials/supplies that an elementary school must have in order to operate.

School Furnishings:

Movable, adjustable, and properly sized desks or tables and chairs for pupils

Teacher's desk and chair and visitor's chairs

A reading table

Chalkboard, dry erasable board, whiteboard, or electronic board

Height for lower grades: 24" to 28" from the floor

Height for upper grades: 28" to 32" from the floor

Length: At least 16 linear feet per classroom

Bulletin board sufficient to display students' work and classroom activities
 Adequate and secure storage space which may include shelving, closets and cabinets
 A lockable file cabinet
 Piano, keyboard, or other musical instrument
 Bell or suitable signal
 Outdoor and indoor US flags
 Projection screen
 Window shading devices
 Clock
 Pencil sharpener
 Wastebasket
 Small rug for reading corner
 Easel
 Chart hanger
 Teaching Equipment:
 Teacher editions and manuals
 Globe and maps for Bible, history, and social studies
 Charts for health and science
 Art supplies
 Paper cutter-12 minimum
 Stapler
 Classroom computers with internet access
 Copier
 Supplies for primary grades:
 Puzzles
 Construction toys
 Blocks
 Dominoes
 Soft modeling clay
 Paints and wide brushes
 Primary pencils
 Student writing paper (Story, ¾-1 in. Primary writing paper-1st Grade)
 Safety scissors
 Elementary science kit, including microscope and safety equipment
 Classroom library or book room: trade books, leveled readers, decodables, big books

HEALTH, PHYSICAL EDUCATION, AND RECREATION SUPPLIES

5037

1. Weight scales
2. Snellen E. Chart for vision testing in lower grades
3. Snellen Letter Chart for vision testing in upper grades
4. Cot for use by sick child
5. Recent copy of American Red Cross First Aid Textbook
6. Device for measuring light
7. First Aid Kit
8. First Aid Supplies as follows:
 - a. Snakebite kit
 - b. Tincture of green soap
 - c. Absorbent cotton, sterilized roll, box or, package
 - d. Dressings, large or small pads, sterilized in individual transparent envelopes

- ** e. Band-Aids, large and small
- f. Adhesive tape, roll -- one inch
- ** g. Scissors, bandage or blunt
- h. Toothpicks
- ** i. Alcohol, 70% (water 30%) or rubbing alcohol
- ** j. Merthiolate
- k. Mineral oil, bottle; or petroleum jelly, tube or jar, white or yellow, but not medicated
- l. Ice bag
- m. Two warm blankets
- n. Tourniquet (three feet of soft rubber tubing and a stick or pencil)
- o. Tweezers
- p. Thermometer with covered jar
- 9. Physical Education Equipment (consult P.E. Manual):
 - a. For younger pupils:
 - Swings with flexible seats
 - Slides
 - Bars
 - Jungle Gym
 - Kickball
 - Steps and Platforms
 - b. For older pupils:
 - Volleyball and Net
 - Softball and Bat
 - Basketball
 - Kickball
 - Tetherball

MEDIA CENTER

5038

Each school will have a media center which provides a collection of appropriate instructional materials selected, organized, and furnished for a service to students and teachers. A smaller school may choose to decentralize the library having a place in each classroom for books and other materials that are grade appropriate for the classroom.

1. Current reference materials:
 - Bible concordance
 - Bible dictionary
 - Bible reference books, including Spirit of Prophecy volumes
 - Children's encyclopedia or CD not more than five years old
 - World atlas not more than five years old
 - Internet access, filtering equipment and internet usage policy
2. Dictionaries
 - Grades 1-2: Picture dictionaries
 - Grades 2-3: Beginner's dictionaries
 - Grades 5-6: Junior dictionaries
 - Grades 7-8: Advanced dictionaries
 - General: An unabridged dictionary

3. Library Books: Contact ANGEL.
 - a. Minimum number of library books in one or two- teacher schools is 500
 - b. Minimum number of library books in schools with three or more teachers is 1,500
 - c. In junior academies, there shall be a minimum of 750 titles suitable for grades 7-9 in addition to reference books. There should be a minimum of 1,250 suitable titles for grades 7-10 in addition to reference books.
 - d. There should be a balanced distribution of library books as follows:
 - Biography
 - Character building stories
 - Child activity
 - Easy Books/ Picture books
 - Generalities (Computers, Library/Information Service, Publishing)
 - Geography and History
 - Inspirational and devotional
 - Health
 - Language
 - Natural Sciences and Mathematics
 - Literature and Rhetoric
 - Nature
 - Philosophy and Psychology
 - Poetry
 - Religion
 - Safety
 - Social Sciences
 - Social Studies
 - Technology (Applied Sciences, Handicrafts and Hobbies)
 - The Arts and Music
6. Minimum library expenditures: Allot the amount per student as voted by Southern Union Board of Education. (See 3240)
7. Periodic weeding (de-selection) of outdated materials should be done by a qualified librarian
8. All schools without the services of a full-time certified librarian are required to utilize the services of the ANGEL program from Southern Adventist University's McKee Library in Collegedale, TN.

Below is a chart that outlines the various resources that are to be found in each media center. The chart breaks down the number or quantity of resources found in various types of programs found in Adventist schools.

	Minimum	Average	Exemplary
Print Resources (books & periodicals)			
Content	At least 50% abide by ANGEL Guidelines for good reading	At least 75% abide by ANGEL Guidelines for good reading	At least 90% abide by ANGEL Guidelines for good reading
Reference	At least 25% of copyright dates are less than 10	At least 50% of copyright dates are less than 10	At least 75% of copyright dates are less than 10

	years old	years old	years old
Non-fiction	At least 25% of copyright dates are less than 15 years old	At least 50% of copyright dates are less than 15 years old	At least 75% of copyright dates are less than 15 years old
Fiction	8-10 books/student	11-19 books/student	20+ books/student
Classification System	Cataloged using the Dewey Decimal System	Cataloged using the Dewey Decimal System	Cataloged using the Dewey Decimal System
Periodicals (25% must be hard copy)	2-5 subscriptions	6-9 subscriptions	10+ subscriptions
Curriculum Integration	At least 5% of titles relate to NAD Pathways Reading Program Titles reflect the needs of the specific schools population	At least 7% of titles relate to NAD Pathways Reading Program Titles reflect the needs of the specific schools population	At least 10% of titles relate to NAD Pathways Reading Program Titles reflect the needs of the specific schools population
Non-Print Resources			
Card Catalog or Online Public Access Catalog (OPAC)	Access to electronic catalog in LMC	Access to electronic catalog in LMC and classrooms Automatic Circulation System	Access to electronic catalog on campus and/or at home Automatic Circulation System
Electronic Databases	1 multi-periodical database * See Appendix U Section 2	1 multi-periodical database 1 general encyclopedia * See Appendix U Section 2	1 multi-periodical database 1 general encyclopedia 1 full-text reference * See Appendix U Section 2
Electronic Resources	Access to online directories E.G.W. writings online or electronic database	Access to online directories E.G.W. writings online or electronic database Collection of audio books	Access to online directories E.G.W. writings online or electronic database Collection of audio books. Access to Pearson program or equivalent

Technology			
Computer Workstations	1 in LMC Teacher computer in each classroom	3-5 in LMC Computer lab or equivalent Teacher computer in each classroom	6-10 in LMC Computer lab or equivalent Teacher computer in each classroom
Internet Access	Networked	Networked	In each classroom
Software	Word Processing Typing tutor Instructional software to facilitate differentiated instruction	Word Processing Typing tutor Instructional software to facilitate differentiated instruction	Word Processing Typing tutor Instructional software to facilitate differentiated instruction
Digital Equipment (Projectors, cameras, video equipment, etc.)	Digital equipment for instructional classroom wide viewing in LMC	Digital equipment for instructional classroom wide viewing in LMC	Digital equipment for instructional classroom wide viewing in classrooms & LMC
Cataloging (Where there is no full-time Masters Librarian)	On ANGEL Program - At least 50% items cataloged	On ANGEL Program - At least 75% cataloged	On ANGEL Program – all items cataloged including classroom collections
Accessibility			
Electronic resources (catalog, periodical subscriptions, etc.)	In LMC	Building-wide access	Off-site access
Print resources	Centrally located library Rotating collection between classrooms	Centrally located library Rotating collection between classrooms	Centrally located library Rotating collection between classrooms
Professional Collection	1 subscription to professional journal	1 subscription to professional journal Copyright dates of books less than 10 years	2 subscriptions to professional journal – 1 non-SDA Copyright dates of books less than 10 years Professional collection books cataloged, inventoried, and circulated through LMC
Facility	Centrally located, easy access Shelving Computer	Centrally located, easy access Shelving Computer	Centrally located, easy access Shelving Computer

	workstation w/access to online catalog Print resources Displays	workstation w/access to online catalog Tables & chairs/study carrels Print resources Electronic circulation Displays	workstations w/access to online catalog Tables & chairs/study carrels Print resources Circulation desk/area Electronic circulation Displays
Management/Staffing – relative to size	1 volunteer dedicated to working in LMC 1 day/week	1 volunteer dedicated to working in LMC 2 days/week	1 volunteer dedicated to working in LMC 2- 3 days/week

See Appendix U for very helpful sections that include Dewey Decimal System categories for each grade level. It also includes electronic resources and references that will guide media center personnel in the search for material to keep the media center up to date.