

CARIBBEAN UNION CONFERENCE
OF SEVENTH-DAY ADVENTISTS

EDUCATION CODE

The Caribbean Union Conference Education Code is an organized compilation of policies and guidelines for the operation of a Pre-school, Primary and Secondary systems of education within the Union.



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THE CARIBBEAN UNION _____ CONFERENCE EDUCATION CODE

The Caribbean Union Conference Education Code is an organized compilation of policies and guidelines for the operation of a Pre-school, Primary and Secondary systems of education within the Union. It includes policies enshrined in the Inter-American Division Working Policies and Caribbean Union Conference Employees Handbook and other practices and procedures that will guide the effective operation of the education system. The policies are categorized under four broad headings; Management and Administration, Human Resource, Curriculum and Finance.

Each Conference/Mission Director should be familiar with the Education Code and be able to explain its application to the local School Boards so that their relationship to the Education Code can be clearly understood and properly applied.

The local Conferences/Mission is expected to follow the voted Education Code in the operation of their schools. Should a Conference/Mission desire to clarify or supplement the Education Code, they should have such additions or supplements voted by their Conference/Mission Boards of Education, ratified by their Conference/Mission Executive committee, and have all employment issues reviewed by legal counsel.

GENERAL STATEMENT OF SDA EDUCATIONAL PHILOSOPHY

The Seventh-day Adventist Church recognizes that God, the Creator and Sustainer of the earth and the entire universe, is the source of knowledge and wisdom. In His image, God created man perfect. Because of sin, man lost his original state, and Christian education, by promoting faith in Christ, seeks to restore in man the image of his Maker, to nurture in man an intelligent dedication to the work of God on earth, and to develop in man a practical preparation for conscientious service to his fellowman.

Seventh-day Adventists believe that knowledge of this personal God can never be derived by human reason alone, but that God has communicated His nature, purposes, and plans through the divine revelation. The Holy Scriptures of the Old and New Testaments were given by inspiration of God and contain a revelation of His will to men, and they constitute for the church the only unerring rule of faith and practice. The church membership accepts the gift of prophecy as manifested through special revelation to the Seventh-day Adventist Church in the life and ministry of Ellen G. White. In this respect, Seventh-day Adventists accept divine revelation as the guiding principle in their philosophy of education. They believe that their teachers are servants of God and their students, children of God.

The church operates a school system to ensure that its youth may receive a balanced physical, mental, moral, social, spiritual, and vocational education in harmony with denominational standards and ideals with God as the Source of all moral value and truth. His revealed mind and will are the criteria for right and wrong. The stated interest of the church is in the optimum development of the whole child for both this life and for the life hereafter. Seventh-day Adventists conduct their own schools, Early Childhood Centres/Pre-schools, elementary through university, for the purpose of transmitting to their children their own ideals, beliefs, attitudes, values, habits and customs.

The government maintains a highly developed public school system for making citizens; but in addition to being patriotic, law-abiding citizens, Seventh-day Adventists want their children to be loyal, conscientious Christians. There is peculiar to the church a body of knowledge, values, and ideals that must be transmitted to the younger generation in order for the church to continue to exist. In this process the Biblical principle of social transmission is recognized. Tell your children of it, and let your children tell their children, and their children, another generation (Joel 1:3).

A true knowledge of God, fellowship and companionship with Him in study and service, and likeness to Him in character development are to be the source, the means, and the aim of Seventh-day Adventist education.

The educational programme of the church gives primary emphasis to character building and to the spiritual foundations in the lives of its children and youth. Moreover, it makes abundant provision for the acquisition and interpretation of that which is appropriate from the store of common secular knowledge and skills for mental, social, vocational, and physical development. (IAD Working Policy, F10 10 and F10 15)



SCHOOL ORGANISATION

SECTION 1

Scool Organisation

IMPORTANCE OF ORGANIZATION

A successful school must have the benefit of a Board which has an interest in and which understands education as set forth in the writings and policies of the Seventh-day Adventist denomination. Board members should be willing to give sufficient time and attention to study and to outline wise and long range plans and policies for the institution. A capable and well-organized School Board that functions efficiently and works in harmony with the Conference Office of Education will result in a successful school.

STRUCTURE OF SCHOOL ORGANIZATION

Approved Seventh-day Adventist schools are operated according to the basic policies adopted by the General Conference Office of Education, which is the central coordinating office for all Seventh-day Adventist church operated schools throughout the world.

In the Inter-American Division, the coordination, supervision, and promotion of education are divided among 24 Union Conferences, each with its own Office of Education and Director of Education.

The Caribbean Union Conference is one of these 24 Unions. Through its Director of Education and the Caribbean Union Board of Education, it coordinates and directs the work of Seventh-day Adventist church operated schools in ten Fields accordingly:

- **South Leeward Conference** - Antigua & Barbuda, Montserrat, St. Kitts and Nevis
- **North Caribbean Conference** - St. Thomas, St. Croix, St. Maarten, St. Eustatius, Tortola
- **St. Lucia Mission** – St. Lucia
- **Grenada Conference** - Grenada,
- **St. Vincent and the Grenadines Mission** - St. Vincent and the Grenadines,
- **East Caribbean Conference** – Dominica, Barbados
- **Guyana Conference** - Guyana
- **Suriname Mission** – Suriname
- **South Caribbean Conference** - Trinidad
- **Tobago Conference** – Tobago

IAD Board of Education

The IAD Board of Education serves as the central planning body and policy voting council for Adventist education throughout the Division. It provides general direction and guidance for the system and is responsible for major initiatives.

IAD Office of Education (IADOE)

The IADOE provides leadership and direction to the school system in the Caribbean Union Conference. Some examples of their responsibilities include, but are not limited to the following:

- Arrange for and plan regular meetings of the Union Directors in order to coordinate education throughout the division
- Coordinate all major curriculum initiatives
- Direct the school accreditation process
- Recommend all additions, deletions, and revisions concerning education to the IAD for inclusion in the **IAD Working Policy**

Caribbean Union Conference

Caribbean Union Conference Board of Education (CUCOE)

The CUCBOE is the policy formulating body for the education programme within the Caribbean Union Conference. It derives its authority from the Caribbean Union Conference Executive committee. The CUCBOE is an administrative entity operating within a structure authorized by the Union Executive Committee.

Conference Board of Education. The President of the Union or his designee serves as the chairman, and the Union Education Director serves as the secretary.

Composition of the Union Board of Education

1. The Board is to be composed of the following:
2. From the Union: the secretary and the treasurer.
3. From the Union College/University: the President, Provost, Dean of Education
4. From the Conferences/Mission: the Presidents, Directors of Education,
5. Three (3) principals of secondary schools, up to three (3) principals of primary schools and up to three (3) lay representatives (non-denominationally employed educators).

Five members shall constitute a quorum for the transaction of business, providing the chair or his designee and the secretary are present (IAD Working Policy, F 7).

The Caribbean Union Conference Office of Education (CUCOE)

The CUCOE is an administrative entity operating within a structure authorized by the Union Executive Committee. A list of functions for the CUCOE includes the following:

1. Administrative and Supervisory
2. Acting as the denominational certifying agency for education personnel
3. Advising the CUCBOE on educational policies, standards, practices, and problems
4. Developing and maintaining a cohesive Pre-school, Primary and Secondary programme of education involving school and Conference Education personnel
5. Developing and maintaining effective working relationships with local and state offices of education and with regional accrediting associations
6. Developing a systematic plan by which local Conferences are to keep accurate records of all students and education personnel within all schools whether private or government assisted.
7. Establishing and maintaining regularly scheduled education boards
8. Maintaining effective working relationships with the union college in the preparation of Elementary and Secondary school personnel
9. Participating in the program of on-site school evaluations
10. Participating in the local Conference/Mission Office of Education in service education programs
11. Preparing and submitting statistical and financial reports as required by the IADOE
12. Processing applications for the establishment of new junior and senior academies
13. Providing assistance in the supervision of instruction
14. Providing leadership in acquainting the constituency with the imperatives of Adventist Christian Education
15. Providing leadership in the development and maintenance of a Union Education Strategic Plan
16. Serving as ex officio member of the local Conference/Mission Board of Education and School Board.
17. Serving as a member and/or consultant to Union subcommittees in matters pertaining to education Financial

Financial

1. Preparing a wage scale for education personnel to be submitted for union and local Conference/Mission Board of Education for approval
2. Providing leadership in the development and maintenance of up to date remuneration information in harmony with IAD and local Union policies.

Curricular

1. Exploring and identifying ways of organizing resources for the purpose of improving learning opportunities
2. Evaluating and authorizing proposals for experimental or pilot programs that may be initiated by individual schools
3. Providing orientation leadership for materials developed under the auspices of the IADOE and the individual unions
4. Structuring an effective program of pupil evaluation and reporting
5. Supporting the concept of independent study for enrichment purposes through the medium of extension and/or correspondence courses and to develop details regarding procedures for applications and acceptance of credit for such courses
6. Strengthening the concept of the school as an agency of the church preparing youth for active participation in the total church programme

Appointment of the Union Director of Education

In consultation with the Inter-American Division administrators, the Union Executive Committee, at its first meeting after a Union Session, shall appoint the Union Education Director. Such appointment shall be among:

- A. Personnel prepared by the Adventist Educational system.
- B. Personnel preferably who have served as an educator in the Adventist system
- C. Personnel who have educational experience, preferably in administration.
- D. Personnel whose children are or have studied in Adventist institutions. (IAD Working Policy, F22 08)

Functions of the Union Director of Education

The functions of the director include, but are not limited to, the following:

1. Develop and maintain a cohesive Pre-school, Primary and Secondary education, involving school and Conference/Mission personnel.
2. Write job descriptions for Union education personnel within the Structure authorized by the Union Executive Committee.
3. Provide leadership in promoting the imperatives of Seventh-day Adventist Christian education to the constituency.
4. Foster a climate of inquiry and research in which surveys, reports, plans, and other educational areas are seen as critical ingredients of the educational administrative programmes.
5. Advise the union board of education on educational policies, standards, practices, and problems.
6. Cooperate with the department of education of the Inter-American Division In developing and coordinating educational activities for Pre-school, Primary and Secondary schools.

7. Provide assistance in the supervision of instructions as needed.
8. Participate in the on-site evaluation of schools.
9. Cooperate with conference/mission offices of education in initiating, conducting, and/or coordinating in-service education programs.
10. Act as the denominational certification agent for educational personnel.
11. Provide leadership in the development and maintenance of an Educational Code.
12. Approve applications for the establishment of new schools.
13. Prepare and submit statistical and financial reports as required by the Inter-American Division Department of Education and require the necessary reports from the local conferences/mission and academies.
14. Submit copies of minutes of the union board of education and other Major councils and committees to the Inter-American Division Department of Education.
15. Assume responsibility for the development and annual publication of a list of approved textbooks and other curriculum materials.
16. Establish and maintain an on-going program of curriculum and Development with emphasis on the individual and his/her needs. This may be accomplished through a system of establishing Curriculum committees representing all levels, disciplines, and institutions.

Local Conference/Mission

Local Board of Education

Each Conference/Mission in the Caribbean Union shall organize a Conference/Mission Board of Education which is the administrative authority for the Conference/Mission Educational System. Educational policies are determined by the Union Board of Education. Policies and standards adopted by the Conference/Mission Board of Education must be in accordance with those of the Union Board of Education. This Board shall meet at least two times annually.

The Board of Education is the body authorized by the Local Conference Executive committee to oversee the Conference pre-school, Primary and Secondary school system. The Conference/Mission Board of Education derives its employment authority from the Conference/Mission Executive Committee. To ensure the effective and orderly operation of schools within the Conference/Mission, the Conference/Mission Office of Education will communicate on a regular basis with the School Board

The chairman shall be the President of the Conference/Mission and the Director of Education shall serve as the secretary.

Composition of the Conference/Mission Board of Education

- a. The President - Chairman
- b. Education Director - Secretary

- c. Conference/Mission secretary
- d. Conference/Mission treasurer
- e. Representatives from all levels of education institutions in the Conference/Mission, pastors and Lay members
- f. The Union Director of Education shall be a member ex officio.

The functions and responsibilities of this committee shall be advisory to the Conference/Mission Executive Committee in educational policies, practices, standards and problems.

All actions must be in harmony with the educational policies of the Union, Division and General Conference. Five members present shall constitute quorum (IAD Working Policy 2022/23, p.327).

Functions of the Conference/Mission Board of Education

- To assume general administrative authority for long-range planning of the Conference/Mission educational system.
- To approve an adequate, balanced, annual budget.
- To consider and act on the recommendation of the local Director of Education in the employment, confirmation, transfer, and dismissal of educational personnel.
- To review wage and salary rates for educational personnel within the wage scale of the Union Conference.
- To support the general and Union conference programmes of school evaluation/accreditation.
- To approve the school calendar with a minimum of 180 instructional days or as applicable in the territory.
- To arbitrate appeals and grievances.
- To evaluate facility needs in terms of student population projections and to develop an over-all long-range plan for erecting new facilities, renovating, and/or remodelling existing facilities.
- To receive and process applications from schools desiring to teach secondary subjects.
- To evaluate recommendations of the Director of Education regarding new schools, and/or consolidation of existing schools.

The Local Conference/Mission Office of Education (LC/MOE)

The LC/MOE is the administrative office for the Conference's Pre-school, Primary and Secondary school system. It operates within a structure authorized by the Conference's Executive Committee and is based on the IAD Working Policy, and the School Board and Church Manual. The LC/MOE provides educational leadership and supervision through the Director. The Director is the chief executive officer of the school system with responsibilities generally in the areas of:

- Administration

- Curriculum and instruction
- Financial management
- Personnel

Responsibilities of the Education Director

The supervisory responsibilities of the local Education Director shall be:

- a. Professional and advisory supervision of home schools.
- b. Operational supervision of all Church, Conference, and Mission-operated schools.
- c. Professional supervision of schools, in counsel with the Union Director of Education.
- d. To assist the principals in training and the Union Director of Education in the professional supervision of the schools.
- e. To serve as ex-officio member of all School boards within the local field.

LOCAL SCHOOL CONSTITUENCY

Definition

The constituency that operates a school consists of the local churches where the school is located.

Membership

The constituency of the school shall include members of the church or churches operating the school and the local and Union and Conference/Mission representatives.

Meetings

The constituency should meet annually or as specified in the schools' constitutions. Special meetings may be called as needed.

Functions

The functions of the constituency are:

1. To receive reports of the school's operation
2. To provide adequate financing for the general operating costs of the school
3. To approve financial plans for major capital improvements as recommended by the school board
4. To consider plans and policies for the operation of the school
5. To encourage the organization and maintenance of a Home and School Association
6. To establish and adopt a constitution in harmony with denominational policies, which defines the

principles and guidelines by which the school shall be operated

7. To approve the school operating budget and capital budget
8. Approve major capital improvements as recommended by the School Board
9. Establish, adopt, and revise the constitution in harmony with denominational policies
10. Recommend the members of the School Board to the Conference/Mission Executive Committee.

THE SCHOOL BOARD

In each school, there is a local School Board of Management elected as specified by the school's constitution. The Board is responsible for the operation of the school within the guidelines and policies found in the IAD School Board Manual, the policies adopted by the School Board, the provisions of the school's constitution and any other policies already voted by the School Board. The School Board has authority only when meeting in official session. The School Board acts as a group, and no individual member or committee can act in place of the School Board except by School Board action. All actions of the School Board are implemented through its Executive Secretary, the principal. The principal, as Executive Secretary, is also responsible for recording the official minutes of each School Board meeting. A copy of the minutes is to be sent to the Conference and Union offices of Education regularly, with the originals kept at the school and archived according to accepted policy.

Membership of School Board

The School's Board of Management must be composed of members of the Adventist Church who represent a cross section of the school's constituency and who support Adventist Education. The officers of the School Board include the Chairperson, vice Chairperson, and Executive Secretary (the principal). In addition, the President of the Home and School Association, the local Conference/Mission and the Union's Directors of Education and in the case of the secondary schools, the Conference's President and Treasurer as ex officio voting members. No members with a close relative working at the school should serve as a member of the School Board. Policies and guidelines regarding the eligibility of School Board membership are outlined in the Inter American Division School board policies. School Board members, other than ex officio members, are elected based on the provisions of the school constitution.

Qualifications for Board Members

1. Must be a member of the Seventh-day Adventist Church in good and regular standing.
2. Must be supportive of Seventh-day Adventist Christian Education in a wholehearted, positive way by having his/her own school-age children enrolled in Adventist schools.
3. Must be discreet in handling privileged information.
4. Must be opened minded and willing to become acquainted with the School Board Manual and be aware of the duties of the office.
5. Must be willing to follow appropriate procedures in dealing with school and/or personnel concerns.
6. Must be willing to support the school program by attending duly called board meetings, Home

and School functions, and other school related activities.

7. Must be open minded and objective in his/her dealings with school and/or personnel concerns. Therefore, it is recommended that spouses and immediate relatives of staff members not be elected to serve as School board members. It is also recommended that not more than one member from the same immediate family be elected to serve in the School Board.
8. Must be willing to become acquainted with the School Board Manual and be aware of the duties of the office.

School Board Members Code of Ethics

1. I will support denominational policies pertaining to Seventh-day Adventist Christian Education. Desired changes should be brought about only through appropriate and ethical procedures.
2. I will endeavor to make decisions in terms of the educational welfare of children and seek to develop and maintain Seventh-day Adventist schools that meet the individual needs of all children regardless of their ability, race, sex, or social standing.
3. I will confine my committee action to policy making, planning, decisions, and appraisal, and I will help to frame policies and plans only after the committee has consulted those who will be affected by them.
4. I will carry out my responsibility, not to administer the school, but, together with my fellow board members, to see that it is well run.
5. I will recognize that authority rests with the school board and will make no personal promises nor take any private action that may compromise the committee.
6. I will refuse to surrender my independent judgement to special interest of partisan groups or to use the school for personal gain or for the personal gain of friends.
7. I will hold confidential all matters pertaining to the school which, if disclosed, would needlessly injure individuals or the school. But in all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the constituency for its school.
8. I will vote to recommend the best qualified personnel available after consideration of the recommendation of the administration.
9. I will support and protect school personnel in proper performances of their duties.
10. I will refer all complaints to the principal/head teacher and will act on such complaints only after failure of an administrative solution. (IAD Secondary school Board Manual, p. 12)

Principles for Good School Board Management

To recognize the following:

- a. That fellow members have entrusted them with the educational development of the children and youth of the Conference/Mission.

- b. That the future welfare of the denomination depends in the largest measure upon the quality of education provided in Adventist church schools to fit the needs of every learner.
- c. That they and fellow board members must take the initiative in helping all the members of the constituent churches to have all the necessary facts about their school, to the end that they will readily provide the finest possible school program, school staff, and school facilities.
- d. That the authority of the School Board is derived from the Conference/Mission Executive committee that ultimately controls the organization and operation of the school and determines the degree of discretionary power left with the board as defined by the constitution.

To endeavour to do the following:

- a. To devote time and study to the duties and responsibilities of the School Board member in order to render effective and creditable service.
- b. To work with fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion.
- c. To base personal decisions upon all available facts, to vote with honest conviction in every case; thereafter, to abide by and uphold the final majority decision of the board.
- d. To keep inviolate all confidential committee business for protection of students, teachers and God's principles.
- e. To remember at all times that each board member has no individual legal authority outside the meetings of the School Board, and to conduct relationships with the School staff, the local members, and all media of communication on the basis of this fact.
- f. To resist every temptation and outside pressure to use the position of School Board member to benefit either self or any individual or agency apart from the local interest of the school.
- g. To recognize that it is as important for the School Board to understand the educational program of the school as it is to plan for the business of school operation.
- h. To bear in mind, under all circumstances, that the primary function of the School Board is to operate in accordance with policies determined by the Inter-American Division, the Caribbean Union Conference, and the local Conference/Mission for the administration of SDA schools and to delegate to the principal and his staff the administration of the educational programme and the routine conduct of school business.
- i. To welcome and encourage active cooperation by the church members, the Home and School Association, and other agencies of the church.
- j. To strive, step by step, toward ideal conditions for the most effective school committee service to the church in a spirit of teamwork and devotion to Seventh-day Adventist education.
- k. To work with the Conference/Mission Director of Education in support of the policies of the Conference/Mission

Personal Liability of School Board Members

A school board member may be held personally liable for loss or damage which results from his/her own negligent acts, as well as for the negligent acts of an employee who is acting under his/her direct supervision. Board members may be held personally liable for their wilful, wanton, or malicious acts. Defamation of character involves statements to third parties which may reduce esteem, respect, confidence, or good will in which a person is held. Defamatory statements may injure a person's reputation or good name and involve an element of personal disgrace.

Board members are immune for liability from statements made at School Board meetings under the doctrine of the law known as "Qualified Privilege" applicable when it is reasonably necessary that certain information be communicated for the protection of one's interest, the interest of a third party or the interest of the public. This information should be communicated only during regular meetings of the board.

Any communication of information other than during a regular meeting may constitute defamation and the board member or members may be held individually and/or collectively liable.

The School Board acts officially only through its recorded minutes. Also, it is the responsibility of the school board to become acquainted with and to enforce the operational policies as set forth in the Conference/ Mission policy and the Caribbean Union Conference Education Code.

Conflict of Interest

Each board member should sign a conflict of interest statement annually and carefully avoid any conflict of interest in dealings with the school. A Board member shall be ineligible to serve if a conflict of interest arises.

A conflict of interest arises when a board member has such a substantial personal interest in a transaction or in a party to a transaction that it reasonably might affect the judgment he exercises on behalf of the organization. He/She is to consider only the interests of the organization, always avoid sharp practices, and faithfully follow the established policies of the organization.

Board Members Participation in the School

The principal must maintain positive relations with the members of the School Board. As they fulfil their responsibilities. Members of the School Board should:

- Be invited to visit the school
- Be willing to speak and act positively about the school within the constituency
- Participate in the school's funding/fundraising activities
- Share concerns with the school's administrative team
- Be invited to school functions to include graduation

Board Committees

To operate effectively and efficiently, the School Board of Management may appoint both standing and ad

hoc committees. A standing committee serves for the tenure of an existing School Board. Based on the school's constitution, the standing committee may be:

- **Executive Committee:** This committee is sometimes empowered to act for the School Board between meetings of the full School Board.
- **Facilities Committee:** This committee plans and reviews building projects, land use, campus needs, etc.
- **Finance Committee:** This committee works closely with the administrative personnel to review and plan the fiscal program of the school.
- **Personnel Committee:** This committee works closely with the administrative personnel to review personnel needs, interview, and recommend the employment of new personnel.
- **Ad hoc committees** will be appointed by the School Board of Management (or chairperson) to address specific needs and concerns. The ad hoc committee is dissolved when its work assignment is completed and accepted by the School Board.

Terms of reference must be given to each committee, and the School Board may decide on the membership of each committee.

The principal, in conjunction with the chairperson and the Local Conference Office of Education (LCOE), should plan regular orientation programmes and in service for the members of the School Board.

The IAD School Board Manual gives more details about the School Board.

Quorum

The quorum should be established by the School Board at its first meeting. The quorum should exclude the chairman.

Board Agenda

The principal and the chairman are to mutually prepare an agenda prior to each meeting. The Education Director should be briefed on agenda items prior to the Board meeting. The agenda for any regular meeting of the Board shall include a brief spiritual message, invocation, reading for approval and amendments of the minutes of the previous meeting, report from the principal, and report from the Business Manager who is invited to the meeting to present the financial statement. Old business, committee reports, correspondence, new business (eg, curriculum policies, disciplinary issues, strategic focus) and adjournment should be reflected on the agenda. The principal (secretary of the board) should have copies of the agenda prepared and circulated to each board member prior to each meeting.

The Business Manager is not a voting member of the Board, but has voice.

Term of Office

The full term of service for non-ex-officio members of the board shall be for a minimum of one year according to the IAD Working Policy, p. At the end of each year, a review will be done of the members' participation and

contribution and adjustments will be made to the board accordingly. The recommendations will be made to the Executive Committee, who will appoint the new members.

Members whose term of service has expired are eligible for reappointment. It is desirable, for the sake of continuity, that not more than one-half of the membership be new members.

Vacancies in the non-ex-officio membership of the board, occurring during the year, shall be filled by vote of the Conference/Mission Executive committee. The person filling the vacancy shall hold office for the unexpired portion of the term.

Regular Sessions

The School Board should meet at least eight times per school year at a regular time and place determined by the chairman and as often as needed during the summer months. Meetings may be open to all constituent members except when the board is in a closed session. At such open meetings, agenda items may address strategic planning, fundraising projects, school improvement efforts, and general school reports. During an open session, non-members may be granted voice, but are not permitted to vote.

Special meetings may be called when necessary by the chairman in consultation with the principal. At the regular sessions, school reports should be given by the Board secretary and the school Business Manager/ treasurer depending on the purpose of the meeting.

At the first meeting of a new Board of Management, the School Board should establish the regular meeting dates. It is important that School Board officers develop the habit of beginning and ending the meetings on time. It is seldom essential that meetings last more than two hours.

Extra ordinary meetings may be called by the chairman in consultation with the principal.

Notices should be sent out at least one week before the meeting and reminders given accordingly.

Closed Sessions

Closed sessions may be called to discuss issues which might be sensitive to any student or adult. Only regular board members shall be permitted to attend these sessions. Guidelines should be developed for the procedures to be followed when an individual or a group asks for a hearing or appeal before the school board.

The Executive Committee

The School Board shall appoint annually, where needed, an Executive Committee to consist of three to five members: the local field president or his designee, chairman; the principal, secretary; the local field Education Director; and one to two others.

The work of the Executive Committee shall be to carry out the policies of the School Board. The functions of the Executive Committee are

1. To care for and safeguard the resources and finances of the school, review at regular teachers' and students' accounts and control the expenditures as authorized by the board.

2. To approve and submit to the School Board for adoption, a complete operating budget for the ensuing year.
3. To fill vacancies on the school staff in the interim when the School Board is not in session.
4. To arrange for the promotion of school interests throughout the territory it serves.
5. Not to exceed for any item the maximum amount specified by the School
6. Board for each of the following: new equipment, improvements, alterations, and stock inventories. For the transaction of business by the Executive Committee.
7. A quorum shall be a majority of members, including the chairperson.

Functions of the School Board

The School Board is responsible for the development of policies for the operation of the school within the guidelines and policies adopted by the IAD, the Union Conference, and the Local Conference Education Department. For a detailed listing of the duties and functions of the School's Board of Management, and the responsibilities of the chairperson, refer to the IAD School Board Manual, the School Board's constitution and the Inter American Division Working Policy Handbook.

The Role of the School Board Chairperson

The primary role of the school board chairperson is to work with the school board and school principal to see that the school is operated in accordance with the wishes of the constituency which is financing the school. The chairperson provides leadership to the school board in establishing policies and the principal is responsible for applying the policies in the daily operation of the school.

The chairperson should work with the church(s) on providing strong support for the school in terms of the church budget, attendance of every school-age child, a welcome for new school staff members, and providing for an orientation of new members to the ministry of being a School Board member.

Time Commitment

In addition to preparing for and chairing school board meetings which take place about once a month, the Board chairperson should visit the school on a periodic basis. Such visits are to provide support for the principal and teachers. The chairperson should also be present at major school functions such as Home and School Association meetings, musical programmes, field trips as required, graduation, and other school activities. In addition, the chairperson needs to be a visible representative of the school at church functions such as Church Board and Finance Committee meetings, Church Business sessions, and Church socials.

The chairperson should maintain on a regular basis open communication with the principal. Previous to the new school year, the chairperson may have to spend additional time on school business, especially if new teachers need to be found. In locating new teachers, the Board chairperson is to work closely with the principal and Conference/Mission Director of Education in identifying qualified personnel. While the Conference/Mission is responsible for the employment of teachers for the school, it takes into careful consideration input of the local School Board.

Resource

Many resources exist for helping a Board chairperson function more effectively. A chairperson should become familiar with the Union Education code and Conference/Mission educational policies. In the development of a philosophy of Christian education the following are available: Education by Ellen G. White, Myths In Adventism by George Knight, and the Journal of Adventist Education, a publication of the General Conference of Seventh-day Adventists. A Board chairperson should attempt to keep current with developments in education. To assist the chairperson in understanding parliamentary procedure, the book Robert's Rules of Order can serve as a useful guide.

Functions of the Principal

The principal is the chief administrative officer of the school and as such serves as the Executive Secretary of the School Board. The principal has delegated responsibilities and authority as well as prerogatives of discretionary and independent judgment in administering the school within the provisions of the IAD, Union and Conference policies adopted by the School's Board of Management. If a situation is not specifically addressed by these policies, it is advisable to contact the Local Conference's Office of Education. A job description for the principal is available from the Office of Education and includes responsibilities in administration, curriculum and instruction, personnel, and finance.

Functions of the Treasurer/Financial officer

Functions of the school treasurer include, but is not limited to the following:

- Keeping all financial records
- Issuing school bills to parents/guardians.
- Collecting tuition.
- Paying authorized bills.
- Presenting a complete written financial report at each board meeting.
- Preparing an annual budget in collaboration with the principal/head teacher and finance committee.
- Preparing the financial books/documents of the school(s) for auditing.
- Presenting and analysing the School Audit report as obtained from the auditor.

GENERIC SCHOOL CONSTITUTION

All schools are to have a constitution which reflects their operational policies. Below is the outline of a generic constitution as presented in the IAD Working policy, 202/ 23

Article I—Name

The name of this school shall be the official name under which it is registered with the ministry of education.

Article II—Objective

The objective of ____ shall be to provide Seventh-day Adventist education for the young people of its defined territory, and to prepare them for further study in one of the advanced training centres of the Union and/or to prepare them for life.

Article III—Constituency

____ shall serve the Seventh-day Adventist youth of the ____ Union, conference, mission, community of churches, etc.

Article IV—Board of Directors

Section 1.

The governance of this School shall be under the control of a Board of Directors, appointed by the organization operating the school, and its composition shall be determined by the size of the school's constituency, and shall include the president of the local field, treasurer of the local field, the director of the School, the Union and Local field Director of Education, representatives from churches directly served, pastors, Home and School Association President and other members from within the local field territory. Only Seventh-day Adventists in good and regular standing are eligible for membership on the Board of Directors.

The Conference/Mission Executive Committee appoints the chairman of the School Boards on the recommendation of the Conference/Mission President.

Section 2.

The president of the ____ Conference/Mission shall be chairman of the School at the secondary school.

The chairman of the primary school and secondary schools is appointed by the Executive Committee on recommendation of the Conference/Mission President.

Section 3.

The School principal shall be secretary of the School Board.

Section 4.

The duties of the School Board shall be:

1. To outline and control the policy of the School, including the general principles of government, and the curriculum.
2. To recommend for appointment by the Conference/Mission Executive Committee the officers, the teaching staff, other departmental heads.
3. To approve and monitor all financial operations (This includes setting of tuition and fees and the annual operating budget).
4. To set and audit, in harmony with the established wage scale, the salaries and expenses of its employees not set and audited by the higher organization.
5. To require a complete annual inventory of all assets of the school.
6. To request an annual audit of the school finances by the assigned auditor according to policy.
7. To approve the school's annual budget.
8. To require of the Business Manager/school treasurer or Board appointee monthly statements, copies of which shall be sent to all members of the Board. Copies of the current monthly financial statement shall be submitted at the regular meeting of the Board.
9. To specify the maximum amount of money that the school Committee may expend for any item of the following: New Equipment, Improvements, alterations, and Stock Inventories.
10. To recommend to the Executive committee the authorization of operating of bank accounts for the School.
11. To recommend for employment and termination of personnel of the institution (where it is legally required, such employments will be recommended by the respective committee).
12. To spearhead the school's Strategic Plan and to monitor it.
13. To participate in the accreditation of the school.

Section 5.

Meetings of the School Board shall be held at least eight times a year. At such time and place as may be determined by the chairman of the board/School Board.

The chairman of the Board may call extraordinary meetings when deemed necessary.

Consensus of decisions taken electronically, must be recorded by the Board secretary as minutes.

Section 6.

In the meetings of the School Board a majority of the Board, including the chairman, shall constitute a quorum for the transaction of business. The Quorum must be voted by the board.

Section 7.

The full term of service for non-ex officio members of the Board of Directors shall be for at least two years to allow the board the time to complete some goals. Members whose term of service has expired are eligible for reappointment.

Section 8.

Vacancies in the non-ex officio membership of the Board of Directors, occurring during the year, shall be filled by vote of the _____Conference/Mission Conference (Mission) Executive Committee, and shall hold office for the unexpired portion of the term.

Section 9.

All the actions of the School Board and the duties outlined herein shall be in harmony with the educational and general policies of the Union and the Inter-American Division and National laws that do no conflict with denominational standards.

Article V—Administration**Section 1.**

The work of the Executive Committee shall be to carry out the policies of the School Board.

Section 2.

The School administration shall care for and safeguard the school's resources and finances, review at regular intervals students' and teachers' accounts, and control the expenditures as authorized by the School Board.

Section 3.

It shall approve and submit to the School Board for adoption at its annual meeting, a complete operating budget for the ensuing year.

Section 4.

It shall fill vacancies on the School staff in the interim when the School Board is not in session.

Section 5.

It shall arrange for the promotion of School interests throughout the territory it serves.

Section 6.

It shall not exceed for any item the maximum amount specified by the School Board for each of the following: New Equipment, Improvements, Alterations, and Stock Inventories.

Article VI—Duties of Officers of the Board

Section 1.

The duties of the Chairperson of the Board shall include the following:

1. To call and preside over board meetings.
2. To serve as a consultant to the principal/head teacher (secretary) in preparing an agenda for board meetings
3. To become acquainted with and follow parliamentary procedures at board meetings.
4. To become acquainted with the school program and confer with the principal/head teacher on items pertaining to the school's operation
5. To support the principal/head teacher in the administration of the school.
6. To act as liaison by communicating with individual churches and presenting school items pertinent to each church constituency.
7. To assist in implementing board actions in small schools where a principal is a full-time teacher.
8. To inform the Director of Education of the progress of the school programme and its special problems and needs, especially finances and personnel.
9. To be chairperson for the Executive Committee
10. To be chairperson for the Personnel Committee
11. To be ex-officio of all committees of the Board
12. To be chairperson of constituency meetings for primary schools
13. To perform the duties that would naturally be the responsibility of the Board chairperson

NOTE: In the absence of the chair, the vice-chair shall serve as chair

Section 2.

1. The duties of the Secretary of the Board shall be:
2. To prepare the agenda for Board meetings in consultation with the board chair.
3. To keep written minutes of each meeting.
4. To maintain a permanent record file.
5. To send a copy of Board meeting minutes to the Conference Office of Education within ten days following each meeting. (If school is a senior academy/secondary school, a copy of the minutes must also be sent to the Local Education Director for primary schools and for secondary schools the local and Union Offices of Education.
6. To carry on necessary correspondence for the Board. A recording secretary may be appointed to serve under the Board secretary.

7. To keep a full and complete record of the proceedings of all meetings of the School Board and of the Executive Committee, and to send promptly to each board member the minutes of these meetings.

Article VII

Officers of the School and their duties are outlined in the IAD Working Policy Manual.

Section 1. The officers of the School shall be:

1. A Principal or Director
2. Vice-Principal or Academic coordinator
3. Business Manager
4. Institution pastor/chaplain
5. With the approval of the Conference/Mission/Union Board of Education in schools with 300 students:
 - a. Other officers may be appointed
 - b. Principals may be chosen for the secondary and elementary levels

The principal is responsible for the over-all operation of the school. As chief administrator, all personnel respond to this person. IAD Working Policy, p. 377

Section 2.

The principal is responsible for the over-all operation of the school. As chief administrator, all personnel respond to this person. Major responsibilities are to:

1. Serve as secretary of the Board
2. Provide leadership in the spiritual programme of the school
3. Provide leadership for the instructional programme
4. Provide leadership in preparation for the school evaluation process
5. Fulfill other duties and responsibilities as outlined in the IAD School Board Manual.

Section 3.

The Business Manager shall have charge of the funds of the School, and shall receive and disburse them at the request of the director in harmony with the policies and actions of the Board of Directors. He/She shall keep proper books of accounts of the finances of the School, and shall prepare monthly and annual operating statements.

Section 4

Article VIII—The Staff

Section 1. The staff of the School shall include:

1. Teachers
2. Librarian members
3. Office personnel

Auxiliary staff as deemed needed by the administration of the School and appointed by the Executive committee

Article IX—Duties of Teaching Staff

Section 1.

The teaching staff shall work in harmony with the policies and curriculum adopted by the Board of Directors.

Section 2.

The teaching Staff shall be responsible, under rules and regulations adopted by the Board of Directors, for the internal government of the School, for the teaching, and for the extra-curricular activities.

Section 3.

It shall endeavour to promote and maintain in the School a deep spiritual tone by an example of faithful cooperation in all the religious activities of the School and the Church.

Section 4.

Members of the teaching staff shall not undertake outside teaching, or other employment during the school year, without authorization of the School Board.

Section 5.

The Principal shall have charge of the general operation of the School. He/She shall have supervision of the teaching staff, and shall call frequent staff meetings and supervise all classroom activities. The director shall act as counselor to other members of the School staff.

Section 6.

The term of appointment of members of the teaching staff and other regular employees shall be for the school year, unless otherwise specified by the Board of Directors at the time of their employment. Staff members and other employees may be re-appointed for an indefinite number of terms.

Section 7.

The duties of the other officers of the school are outlined in their job description or staff manual.

Article X—Students

Section 1.

In as much as the major object of the School is to train young people in the principles of the Seventh-day Adventist Church, it shall be the policy of the School to recruit students from the youth of the Seventh-day Adventist denomination.

Section 2.

Non-Adventist students shall be limited to a maximum of ten percent of the student enrollment, and must be of good character and willing to enter into the work and spirit of the School. At no time shall the student body include those students who are out of sympathy with the principles of the School.

Section 3.

Students shall be admitted to the School by the admissions committee of the School in harmony with the admission requirements adopted by the Board of Directors.

Section 4.

Applications of non-Adventist students are subject to review by the Executive Committee.

Article XI—Income

The income of this institution shall be:

1. Registration fees, tuition and dormitory rates, and other charges
2. Grants, gifts, donations
3. Denominational appropriations
4. Revenue from subsidiaries and services
5. Fund raising
6. Endowment and investments

Article XII—Standing Committees

Standing Committees may be appointed to serve for specific assignments by the Board.

Section 1.

Finance Committee

a. The Finance Committee Composition

1. The treasurer or designee of the local field, who will preside over the committee.
2. The Chairman of the School Board
3. The Conference/Mission Director of Education or his designee
4. The school Principal
5. The school Business Manager
6. Members elected by the school Board for their expertise. The size of the committee shall be based on the school size. Their terms of service shall be based on the number of years the Board is appointed to serve.
7. Committee member election shall be such as to give due consideration to proportional representation of constituent members.

b. Duties of the Finance Committee

The committee shall consult with, and shall counsel the administration in the financial matters of the school, and shall bring financial recommendations to the School Board.

Section 2.

Personnel Committee

a. The composition of the Personnel Committee

1. The Conference Director of Education, or his designee, Chairman
2. The Chairman of the Board of Directors
3. The School Principal/Manager
4. Two members shall be elected from the School Board and their term of service will be for the duration of the School board.
5. Committee member election shall be such as to give due consideration to proportional representation of constituent members.

b. Duties of the Personnel Committee

The Committee shall consult with, and shall counsel the administration in the personnel matters of the school, and shall bring personnel recommendations to the School Board.

Article XIII

Executive School Board Committee

Section 1.

The work of the Executive School Board shall be to carry out the policies of the School Board.

Section 2.

The Executive Board shall care for and safeguard the resources and finances of the School, review at regular intervals students' and teachers' accounts, and control the expenditures as authorized by the School Board.

Section 3.

It shall approve and submit to the School Board for adoption at its annual meeting, a complete operating budget for the ensuing year.

Section 4.

It shall fill vacancies on the School staff in the interim before the School Board meets.

Section 5.

It shall arrange for the promotion of School interests throughout the territory it serves.

Section 6.

It shall not exceed for any item the maximum amount specified by the School Board for each of the following: New Equipment, Improvements, Alterations, and Stock Inventories.

Article XIV

Section 1.

The treasurer shall have charge of the funds of the School, and shall receive and disburse them at the request of the principal in harmony with the policies and actions of the School Board. He/she shall keep proper books of accounts of the finances of the School, and shall prepare monthly and annual operating statements.

Article XV

Section 1.

Meetings of the School Board shall be held at least eight times annually at such time and place as may be determined by the chairman in consultation with the principal. The chairman of the Board in consultation

with the principal may call extraordinary meetings when deemed necessary.

Section 2.

At the first meeting of a newly established Board, a quorum should be agreed as guided by the school's constitution. A majority of Board members, including the chairman, shall constitute a quorum for the transaction of business.

Section 3.

The full term of service for non-ex officio members of the Board of Directors shall be for a minimum of two years. Members whose term of service has expired are eligible for reappointment.

Section 4.

Vacancies in the non-ex officio membership of the Board of Directors, occurring during the year, shall be filled by vote of the ____ Union, Conference (Mission) Executive Committee, and shall hold office for the unexpired portion of the term.

Section 5.

All the actions of the School Board and the duties outlined herein shall be in harmony with the educational and general policies of the Union and the Inter-American Division.

Section 6.

For the transaction of business by the Executive Committee, a quorum shall be a majority of members, including the chairperson.

The image features a solid blue background with several large, bright yellow rectangular blocks. On the left, a tall yellow rectangle extends from the top to just above the text. To its right, a vertical column of four smaller yellow rectangles is stacked, with the bottom one partially overlapping the text. The text 'SCHOOL ADMINISTRATION' is positioned in the lower-left area, overlapping the bottom of the tall yellow block and the left side of the bottom-most yellow rectangle in the column.

SCHOOL ADMINISTRATION

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SECTION 2 :

School Administration

Religious Programme

The religious programme with its broad concepts is the central factor justifying the existence of Seventh-day Adventist schools. This religious program is an essential part of the educational process, contributing vitally to the all-around development of the individual, and should therefore be made an integral part of the schedule for each school. Religious activities should be so organized as to ensure opportunity for participation by each student.

The tone of the entire school day should give evidence of the religious objectives of the school. Not only will the Bible classes have a prominent place in the daily schedule, but all classes and activities will emphasize Christian character building through the integration of faith and learning.

Worship Periods

The school day should begin with a devotional period and close with a devotional activity including prayer.

Student Prayer Groups

Organized student prayer groups with voluntary attendance should be encouraged as an integral part of the school program.

Weeks of Prayer

Three weeks of prayer or spiritual emphasis shall be planned for every school year—one in each term. These should be followed as needed by the organization of baptismal classes. Day of prayer should be organized according to the Inter America Division calendar.

Chapel Services/Junior Adventist Youth Meeting

Time should be set aside in the primary and secondary schools' programme for weekly scheduled chapel services/Junior Adventist Youth Programme. Chapel/AJY services shall be planned to create a positive spiritual atmosphere. All chapel/AJY programmes, regardless of subject, shall be opened with a devotional period. The chapel session can be counted as a Bible period.

Service Activity

Witnessing and service is a vital part of every Adventist school. It is a major goal of Adventist education to instil into students the concept that witnessing and service is a way of life for Seventh-day Adventists. Each school will provide a variety of activities that will allow students to choose an activity of personal interest. By

teaching and example, the staff shall encourage the students to participate in service activities both within the church structure and in the community.

Public Functions

Public functions, such as student rallies, entertainments, class night, graduation, and all programs for which the school bears direct or indirect responsibility shall:

1. Be conducted in harmony with the recognized principles of proper decorum.
2. Conform to the standards and principles of Seventh-day Adventist Christian schools.
3. Be free from all coarse and objectionable features in subject and presentation.

Integration of Faith and Learning

Seventh-day Adventist teachers have the responsibility of presenting biblical truth in all aspects of the school. This should be evident while knowledge is being attained, all with the intention of transforming the heart and mind of the learners so that they reflect Christ's character. The general environment, classrooms, process of discipline, personal relationships, narratives during lesson delivery and preparation, illustrations, the visual display the teachers attitude should reflect the philosophy of Seventh-day Adventist education.

Holiday and Room Decorations

In recognizing holidays, room decorations and activities should be chosen which are in keeping with the principles of SDA Christian education.

COMPETITIVE CONTEST AND INTERSCHOOL SPORTS

Caribbean Union Conference Education Department will adhere to the Seventh-day Adventists guidelines relating to interschool sports and competitive contests.

The Seventh-day Adventist Church and its various organizations, in their concern about competition and rivalries, wish to clarify their position and to recommend certain guidelines for activities which may involve competition. These proposals are intended to give direction and guidance to individual members, churches, conferences, and institutions of the Church from the perspective of the Bible and the Spirit of Prophecy.

God's Plan

- A Better Way. The ideal is cooperation and unity in God's Church, as illustrated in I Cor 12:12-31, where the parts of the Church, as symbolized by the parts of the body, work together for the good of the whole. There is sympathetic cooperation; there is no rivalry.
- God's Plan for His Work. "Character-building is the most important work ever entrusted to human beings; and never before was its diligent study so important as now . . . Never before were young men and young women confronted by perils so great as confront them today . . . God's plan of life

has a place for every human being. Each is to improve his talents to the utmost; and faithfulness in doing this, be the gifts few or many, entitles one to honor. In God's plan there is no place for selfish rivalry" (Ed 225, 226).

A Balanced Approach to Life

Seventh-day Adventists believe that man is an integrated being whose physical, mental, spiritual, and social needs are interrelated and interdependent. They are concerned with the total development of each individual, feeling that every person needs consistent and appropriately planned physical exercise. To meet this need, at the turn of the century, Seventh-day Adventist institutions, generally located in rural areas, offered ample opportunities for physical exercise.

Today institutions operate in ever more crowded environs with shrinking opportunities for useful work as a means of recreation. In addition to this shift from a rural to an urban society, occupations demanding physical activity have decreased, tensions have multiplied, and leisure time is increasingly dominated by sedentary entertainment such as radio, television, and movies. In order to compensate for these changes, a carefully balanced approach to physical activity must be encouraged in the Church's schools, churches, and other institutions.

In any church or school situation involving organized physical activities, the results can be beneficial if the following ideals prevail: cooperativeness, helpfulness, selflessness, a cordial spirit, playing for enjoyment rather than only to win, and observing the rules in spirit and not merely in letter.

"Recreation, when true to its name, re-creation, tends to strengthen and build up" (Ed 207). It will not foster selfishness, rivalry, hostility, strife, love of dominance, love of pleasure, or unwholesome excitement.

Effective leadership will take the responsibility for achieving these objectives.

Purpose and Goal of Church Activities

All the programs and activities of the Church should contribute to the development of a Christ-like character and effective witnessing. They shall foster the attainment of the following:

1. The full development of Christian love and unselfish consideration of others (1 Cor 13).
2. Mutual respect and fellowship among believers, as illustrated in the figure of the church body as a unit (1 Cor 12).
3. Emancipation from selfish rivalry and the development of the higher experience of cooperative endeavor.
4. The development of a healthy body, mind, and spirit.
5. Provision for and implementation of wholesome social relationships.
6. Inspiration for and direction toward the acceptable worship of God.
7. The encouragement of individuals to work toward the highest and best of which they are capable in all worthy pursuits.

8. Activation of the enormous human resources of the Church for soul-winning.
9. Any activities which frustrate these basic goals shall be rejected.

Specific Situations

In keeping with the foregoing statements of purpose, the following are recommended to minimize the use of rivalrous competition as a motivational tool within the Church:

1. Exposure to commercialized, highly competitive activities shall not be encouraged.
2. Satisfying alternative activities which avoid unwholesome competitive involvement shall be sought.
3. In the development of incentives for individual action, participation, and personal advancement in the work of the Church, the program shall be so structured that individuals will relate to a standard of performance rather than to a system which involves interpersonal, interchurch, and interinstitutional rivalry.
4. While giving recognition to the efforts or achievements of individuals or groups, it is important that it shall be done in such a manner as to give God the glory for the success of the endeavor rather than to foster glorification of individuals.
5. A program or activity shall be arranged to provide some level of success for every individual, helping to preserve individuality, identity, personality, and constant dependence on God. Each participant shall receive some degree of recognition. Any such recognition shall avoid extravagance and extreme differences.
6. In recognizing achievement, consideration shall be given to improving the recipient's efficiency and effectiveness in the work of the Lord.
7. Statistical reporting involving growth in membership or financial matters shall be used to encourage good works and not as tools expressive of rivalrous attitudes which are created to facilitate the efficiency of organizations.
8. Internal school grading procedures shall reflect the personal growth and development of the individual student and his mastery of the essential requirements of his discipline rather than his relative standing alongside peers.
9. Any activity that restricts potential success to the few shall
 - a. Be discontinued, or
 - b. Be limited to temporary combinations in recreational settings, or
 - c. Be used as necessary aids to help identify basic skills needed for entry into a particular profession, e.g., aptitude tests or requirements for entrance to a professional school.
10. The construction and the expansion of church buildings and institutional plants shall be for the purposes of need and function, with due consideration for good taste, aesthetic requirements, and simplicity of architectural beauty. All attempts to erect buildings which will excel or rival buildings of sister institutions and conferences shall be considered as incompatible with Seventh-day Adventist ideals.

11. “Never are we to rely upon worldly recognition and rank. Never are we, in the establishment of institutions, to try to compete with worldly institutions in size or splendor. We shall gain the victory, not by erecting massive buildings, in rivalry . . . but by cherishing a Christlike spirit—a spirit of meekness and lowliness” (7T 100). Since rivalry and many selfish attitudes can originate in the home, it is imperative that parents cultivate in their children attitudes which will avoid a pattern of selfish rivalry in later life.

Church Sponsored Activities With Elements of Competition

Standards of achievement and the pressures resulting therefrom shall not be confused with destructive rivalry. It is recognized that in all areas of church activity there may be standards of achievement set by organizations and controlling committees. The above guidelines shall be applied to all the activities and programs of the Church, conferences, and institutions, such as the following:

1. Campaigns
2. Contests: College Bowl, Pathfinder, oratorical, Bible quiz, debates
3. Recreation, including athletic programs
4. Grading systems*
5. Scholarships, academic honors
6. Striving after position
7. Design, style, and dimensions of buildings
8. Achieving church goals.

Controlling Motivational Programs

Because enlightened leadership is essential in implementing and controlling motivational programs, the following observations are apropos:

- Leadership. In selecting leaders for church programs, the following qualifications shall be emphasized:
- Spirituality, dedication, experience, and ability to organize.
- The capability of commanding the respect of students and other leaders and maintaining the proper authority and discipline.
- Commitment to the purpose and goals stated in this statement.
- The ability to challenge and inspire participants to take part enthusiastically in realizing the goals projected herein.
- Knowledge about activities in which they are involved and of the implications thereof—physical, mental, spiritual, and social.

Safeguards and Controls

Experience has demonstrated the necessity of establishing adequate safeguards and controls in church activity. Implementation includes the following:

- Obtaining and using acceptable equipment and facilities with all appropriate safety precautions.
- Planning for the transportation of church groups under the guidance and direction of responsible adults.
- Respecting the Sabbath by refraining from travel related to secular activities and, so far as possible, religious activities.
- Securing sufficient insurance protection for participants and equipment including transportation.
- Safeguarding the health and safety of touring groups by refraining, as far as possible, from night-time travel, irregular meals, and poor housing arrangements.
- Organized Physical and Recreational Activities
- Objectives of Physical Activities.
- To improve the physical development and the body function of the participant.
- To develop the individual's neuromuscular control in the fundamental movements, overall body mechanics, and basic skill in activities which harmonize with the principles outlined in this statement.
- To eliminate defects that can be corrected and improve the general physical condition of the person insofar as these may be influenced by a properly designed exercise program.
- To achieve mental and intellectual development by the use of strategy, decision under pressure, and organization of thought necessary to function successfully.
- To develop the character to include self-discipline, self-reliance, emotional control, respect for the rights of others, and moral and ethical conduct based on Christian ideals.
- To provide proper physical experiences and recognition of achievement that will contribute to self-discovery, emotional stability, and cooperative social relationships.
- To develop the spiritual qualities and social traits that make up a good citizen with Christian morals and ethics to guide in human relationships.
- To develop recreational skills that have a beneficial function as activities for leisure time throughout life.
- To develop safety and self-defense skills that will increase the capacity for protecting oneself and assisting others in daily activities and in emergencies. Training in the martial arts and physical activities, including games like boxing, which emphasize aggressiveness and competitiveness are to be avoided.
- To develop an awareness of the aesthetic values inherent in physical and recreational activities.
- To promote a love for nature and the out-of-doors and a realization of the contributions one can make toward living a happier, more abundant life.

- To aid in the development of a philosophy of life that includes proper attitudes and practices in regard to the care of one's body. This balanced approach to physical, mental, spiritual, and social development has been and may be promoted through such activities as the following: Outdoor recreation and nature activities such as swimming, cycling, horsemanship, skiing, canoeing, gymnastics, gardening, hiking, camping, rock collecting, scuba diving, spelunking, and other recreations.

Avocations such as ceramics, rock-cutting, auto mechanics, agriculture, woodwork, leather craft, sculpture, and photography can be encouraged.

Formally organized and properly directed intramural programmes involving participation of all team members desiring to take part is encouraged.

Intramural and recreational Activities

Intramural means "within walls," and such activities are confined to and among individuals of each specific church, school, or institution. When properly conducted, they will develop character, physical fitness, and wholesome group interaction. To ensure the wholesome benefits that may be derived from an organized program of intramural and recreational activities, the following objectives are recommended:

- A committee of representative leaders and participants should be established to plan and control organized recreational activities in any church, school, or institution.
- Directors of physical activities should be aware of the participants' need for a balanced program which should include recreation from sources other than organized sports.
- Appropriate classification of participants should be established on such factors as physical size, age, and skills, and provision should be made to include all who wish to participate.
- Care should be taken to provide adequate equipment and facilities in the interest of health and safety.
- Participant and spectator orientation to the philosophy and objectives stated in this statement should be requisite to organized physical activities.
- Excesses in team and crowd reaction should be avoided and qualified officials should be in charge to ensure a wholesome spirit of participation.
- Team participants should be rotated periodically to de-emphasize rivalry.

Interschool Sports

The Seventh-day Adventist Church is opposed to interschool league play (commonly known as varsity athletics) in its educational system. The major rationale for this is:

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

Conclusion

Christians should function with the highest motives in their quest for athletic excellence.

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

It is recognized that in many educational systems, promotion from one level of education to another is based on scoring high marks in competitive examinations. Admission to professional and graduate schools, necessary in preparation for certain vocations, is granted to those who excel above their peers in such examinations or by the achievement of high grades in classes. Also success in many crowded vocations can be achieved only by performing at a higher level than others. Since some aspects of competition are inherent to modern life, the genuine Christian will minimize these as much as possible. It is hoped that the guidelines herein stated will be helpful in eradicating the selfish rivalry or unwholesome competition which is detrimental to the development of Christian character.

This statement was approved and voted by the General Conference of Seventh-day Adventists Executive Committee at the Annual Council session in Nairobi, Kenya, October 7, 1988

Recreational Activities

The teacher(s) should plan and supervise the recreation period, uniting with the students in their games and pursuits, and becoming one of them in these refreshing periods. Games of rough or sensual character, games that tend to arouse resentment or anger, or that lead to dishonesty, or that require the use of combative equipment or attitudes are not to be permitted.

ACCREDITATION

All church schools are evaluated according to a plan outlined by the Inter-American Division and Caribbean 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.

The Secondary schools of the Caribbean Union are accredited through the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA), in affiliation with the National Council for Private School Accreditation.

AAA is the denominational accrediting authority for education programmes operated under the auspices of

the Seventh-day Adventist Church. Failure to maintain denominational accreditation may result in sanctions, up to and including closure of the school.

The Primary schools are accredited by the Caribbean Union conference of Seventh-day Adventists.

Schools seeking additional accreditation through other accrediting bodies should consult with both the local Conference and Caribbean Union Offices of Education.

Due to the rising cost of living and the negative economic impact on the schools, hybrid accreditation visits will become necessary. All schools should have access to the assigned virtual platform for uploading documents, and equip their schools appropriately to facilitate team members' online participation.

School Accreditation Report

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 is reviewed by the Caribbean Union Accreditation Review Committee. Secondary/High Senior academies are reviewed by the IAD Commission on Accreditation.

Annual primary and secondary schools' Progress reports must be sent to the Education Director of the local field by the end of each Academic Year, The secondary Schools reports must be forwarded to the Caribbean Union Conference Education Director.

Accreditation Certification

The Inter American Division will issue an Accreditation Certificate to primary and secondary schools which have been accredited, indicating the term of approval, ranging from one (1) to five (5) years. This certificate should be posted in the Principals' office or other public secured space.

Details of the Accreditation process is available in the AAA handbook and the Caribbean Union Conference Accreditation Manual for Elementary schools.

School Improvement Plan

Caribbean Union Primary and Secondary Schools are to submit an annual School Improvement Plan. This plan will be electronically submitted to the Local Office of education. Reports from the secondary schools should also be submitted to the Caribbean Union Office of Education.

1. Responses to the major recommendations and action plans from the most recent evaluation visit.
2. Information on the implementation, communication, and review process of the school's mission and vision statements.
3. Any additional action plans developed by the School/School Board.
4. An evaluation of the impact of the School Improvement Plan on student learning.

5. Information on the school's Campus Safety Plans, including updates, implementation, and communication to constituents.

Each School Improvement Plan will be peer-reviewed by principals or Education Directors as necessary at each September Education Council. .

Accreditation Committee (Non Educators)

Personnel on the evaluation committee may include non-educators. The non-educator shall serve the team only in a non-academic area of the evaluation process.

Accreditation Team Expenses

The travel expenses for members of visiting teams that evaluate denominational schools shall be paid by the team members' employing organization. The employing Conference/Mission/school shall pay the following expenses that may be incurred:

- a. Travel expenses to the school being accredited
 - b. Per diem
 - c. Travel insurance
 - d. Substitute teacher's pay
 - e. Ground transportation in country of residence
2. The inviting Conference/Mission shall pay for the following:
 - a. Meals
 - b. Accommodation
 - c. Ground Transport

ICT/COMPUTER POLICY

All schools shall develop and implement a Computer Use Policy that each employee signs at the time of employment. A recommended model is available from the General Conference Chief Information Officer. At minimum, such policy shall cover the following items, in compliance with local regulations:

1. Definition of terms.
2. Compliance with licensing, copyright, and intellectual property laws.
3. Restriction of use of Church-owned equipment for non-official functions.
4. Security of confidential and sensitive information.
5. Consequences for the storage, use, transmission, or creation of illegal, stolen, inappropriate, harassing, or offensive material.

6. Employer right to monitor employee use of school resources.
7. Anti-virus and malware protection strategies.
8. Password policy.
9. Use of employer internet for personal entertainment and communication.
10. Social media use by students
11. Students and employee education protocols.
12. Disposal of storage devices.
13. Use of personal devices.
14. Hosting of Sites and Web Services with Personal Information and Other Non-public Data
15. Classification of data into categories such as public, private, and personal.
16. Appropriate hosting facilities for sensitive data.
17. Disaster recovery and business continuity.
18. Information technology audit policies, such as information technology audit schedules, systems and source code, minimum levels of security, and remedies for security deficiencies.
19. Security monitoring appropriate for sensitive data.
20. A privacy policy.
21. Legal and compliance requirements.
22. Guidelines for the use of Artificial Intelligence

(Inter American Division Working Policy p.)

SCHOOL SAFETY MANAGEMENT

SAFETY OFFICER

A school safety officer shall be appointed or reappointed by the School Board at its first meeting for the academic year. The Safety officer functions include the following:

1. With the school administrators, inspect school plant and equipment to ensure that they comply with safety standards
2. Give thorough orientation to all school personnel on safety and emergency procedures.
3. Monitor safety issues and report same to the School Board.
4. Review the school Disaster/Crisis Management plan.

5. Ensure the school conducts regular Emergency drills
6. Ensure the school has a Child Protection policy.

Proper precautions shall be taken to protect students and employed personnel from injuries in laboratories, shops, gymnasiums, on stairways, and in all other parts of the plant where accidents are likely to occur.

An adequate number of fire extinguishers which are frequently and regularly inspected shall be readily accessible throughout the building and fire exits shall be clearly designated. There shall be quarterly comprehensive inspections for fire safety, cooperation with the official fire and police inspectors. Fire drills shall be held at least once a term at unannounced times. There should be full participation of students and staff in these drills. All power machinery shall be equipped with protective guards.

Other safety measures should include, but not limited to the following inspections:

- Approved drinking water supply
- Sanitary drinking facilities - one fountain for each 30 pupils
- Fire protection: Exits (all doors shall open outward), fire escapes (doors to fire escapes equipped with panic hardware), extinguishers and/or hose or bucket, and alarm bells. All local fire code requirements for school should be met
- Handrails on all stairways
- Non-skidding floor or floor coverings at base of stair or other landings

STUDENTS' HEALTH SERVICES, RETENTION AND SAFEKEEPING RECORDS

A comprehensive program of school health services, including annual vision and hearing screening.

- The care of emergency sickness and injury.
- The prevention and control of communicable diseases, to include required vaccinations and immunizations.
- A periodical safety (audit) inspection.
- Canteen products should be examined to ensure that what is sold is compliant with SDA Health standards.

As far as possible, each school should arrange for the services of a professional nurse and provide facilities for administering first aid and emergency care when needed. Parents should be contacted at the earliest opportunity, and where needed and if permissible, students should be transported to a medical facility for further assistance. A report of what medical emergencies, including the steps taken should be recorded in the student's personal file.

The school should keep complete health records, including medical examinations of students as necessary. These records should be kept to preserve confidentially kept.

CHILD PROTECTION POLICY

Schools in the Caribbean Union Conference are committed to providing a safe, secure, and nurturing environment for all students. The school maintains zero tolerance for any form of abuse, neglect, or harm inflicted upon children, and is dedicated to upholding the highest standards of child protection and safeguarding.

Definition of Child Abuse

According to the World Health Organisation, “child abuse” or maltreatment” constitutes ‘all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power’.

Definition of Child Protection Policy

A child protection plan is a comprehensive strategy designed to safeguard and promote the welfare of children who may be at risk of harm or neglect. It is a proactive and preventive approach that involves the coordination of various professionals and agencies to ensure the safety and well-being of vulnerable children.

Purpose of the Child Protection Policy

- To protect children and young people who receive education at schools in Caribbean Union Conference from harm. This includes the children of adults who use our services.
- To provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of school, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students

Supporting Documents for Child Safety Policy

The policy statement should be read alongside the organizational and state policies, procedures, guidance and other related documents and must include:

- a. Internet Safety policy
- b. The Policy and Procedure manual to guide regulations on supervision on field trips.
- c. The students’ handbook that speaks of zero tolerance to bullying
- d. The regulations regarding the storage of students’ data
- e. The standards for the implementation of a variety of emergency drills
- f. Sexual Harassment policy
- g. Guidance/School Counsellor, social worker and attendance officers’ services
- h. Proper filing, storage and retention of Students’ Records

- i. Procedure for managing Conflict among Staff and Students
- j. Crisis Management Plan
- k. Organization Accreditation process that require safety and health checks
- l. Workplace and Wellness Policy
- m. Food and Beverage policy
- n. Management policies that oversees the operation of the school
- o. All students are covered with a Health insurance.

Reporting Mechanisms

All staff, volunteers and interns should be alert to signs that may suggest a child is in need of help. Deciding whether to report can be a very difficult responsibility. The reporting procedure is made widely available to ensure that everyone is clear what steps to take regarding the safety of children and other witnesses.

If the concern arises internally, specifically concerning the conduct of staff, volunteers, interns, or Board members, it is in the interest of the school to report all cases to the local or national authorities and allow them to determine the validity of the case. This action will safeguard the school against preferential treatment, underestimating the gravity of a case in the absence of all the required information to make a decision. Subsequently, the case should be documented.

In the case of an external concern, indicating potential abuse occurring outside the organization, it is crucial to evaluate whether the concern is linked to the organization's operations. If it is determined that reporting to local or national authorities is imperative, such measures must be promptly executed. Following this, the standard procedure for addressing internal concerns should be applied in accordance with the school's established safeguarding protocol.

Confidentiality and discretion will be maintained at all times, and no individual will face repercussions for reporting genuine concerns in good faith.

Training and Education

All staff members are required to undergo training in orientation on how children should be protected.

Students will receive age-appropriate education on personal safety, rights, and the importance of speaking up if they feel unsafe or uncomfortable.

Risk Assessment and Management

Regular risk assessments of the school premises and activities will be conducted to identify potential hazards and implement preventive measures.

Prior to any off-site activities, appropriate risk assessments will be carried out, and suitable supervision ratios will be maintained.

The Risk Management unit in the higher organization is available to give guidance as required.

Support Systems

Caribbean Union Conference (CARU) schools should have an assigned counsellor who provides emotional support and guidance to students in need. Referrals to external support services will be made as necessary.

The school will facilitate a safe environment where students feel comfortable expressing their concerns and seeking help.

Conducting Interviews

Interviewing children demands specific skills, and it is essential to adhere to certain fundamental principles to ensure the preservation of their dignity and rights.

- a. **Informed Consent:** In the context of interviews, obtaining informed consent involves clearly outlining the topics likely to be discussed and emphasizing the child's right to retract their consent at any stage. It is crucial for the interviewer to assess the child's comprehension of consent at the outset of the interview.
- b. **Provision of Support:** During the interview, there should be a familiar individual present to support the child. Whenever feasible, the child should be given the opportunity to choose who provides this support.
- c. **Respecting the Right to Refuse:** Prior to commencing the interview, it is essential to communicate clearly to the child that they are under no obligation to speak if they feel uncomfortable, and they can halt the interview and withdraw their consent at any point.
- d. **Consideration of Gender:** Account for the distinct needs of both boys and girls, taking into consideration whether they would feel more at ease speaking with a male or female interviewer. Gender sensitivity must inform decisions regarding the interview topics to be broached.
- e. **Respecting the Right to Information:** If note-taking or recording is to be conducted during the interview, it is imperative to inform the child of this practice and seek their verbal consent explicitly before proceeding.

Photographs

Ensure careful consideration when arranging visits for external photographers, filming crews, journalists, or visitors within the framework of children projects, activities, and publications.

Provide comprehensive information to journalists, photographers, and film crews regarding child protection policy before any interaction with the children slated for interviews, photography, or filming. They are required to endorse their commitment to uphold this policy.

Supervision is mandatory for photographers and filmmakers during any interaction with children, and they must be accompanied by staff at all times.

Prior to any filming, photography, or storytelling, children, parents, and guardians should be informed about the purpose of the content and their consent obtained. This consent is separate from the one given for the usage of materials by the child or the relevant national/local organization.

To ensure the protection of children's confidentiality and privacy, the child must be informed about the intended use of images or stories by the photographer or filmmaker. The child reserves the right to deny usage if it is deemed contrary to the child protection policy and media and communication principles.

If any image or material is to be used by another organization, it must be credited to the child/Photographer's Name along with an appropriate caption.

Review and Monitoring

The Child Protection Plan is reviewed annually by the Pastoral Committee to ensure its effectiveness and compliance with relevant legislation. Incident records and case files are maintained and regularly reviewed for continuous improvement and learning.

Legal Compliance

The school is committed to fully complying with all legal requirements outlined in National laws and regulations relating to children.

The school maintains a close working relationship with local authorities and child protection agencies to ensure the highest standards of safeguarding.

This Child Protection Plan is a living document and will be subject to regular review and modification to meet the evolving needs and challenges of child protection within our school community.

EMERGENCY SAFETY PLAN

Schools are responsible for formulating an Emergency Operational Plan and Safety Manual that is appropriate for the school. Risk Management procedures and Emergency Operational Plan should form the basis of the school's manual. All schools should have a crisis Management Plan.

Emergency Drill

Schools must elect a team responsible for the emergency drills. These drills should include Shelter-in-Place, bomb threat, bomb threat, fire, evacuation, missing person, medical emergency, and hostage. Process and procedures must be explained to all stakeholders. However, every form or class teacher/subject teacher must cooperate with the emergency team. Teachers must move students from the classroom, laboratory, library or inn the order indicated by the school's policies. Form/class teachers MUST stand by their forms and the register taken. Any student missing must be reported to the designated member of the emergency team. All ancillary staff, volunteers and other visitors on the compound are expected to participate in the emergency drill. For each school term there are scheduled and unscheduled drills which give students and teachers the opportunity to walk through designed school evacuation procedures. A report of the drill must be filed at the end of every drill.

Drills should be conducted at least once a term.

Evacuation Procedures

The following should be an example of the procedures carried out in the event of a fire:

- Three blasts from the whistle will be given
- The supervising teacher should bring the class to an end
- Students should leave the class quickly, but orderly, each person holding one person's hand. The teacher should ensure that no one remains in the class
- The appointed wardens should ensure that all rooms to include wash rooms are vacated.
- Everyone should gather at the muster point
- Teachers should take a head count of students in their classes and report any missing person.

Security of Premises

Security of school premises will be maintained and visitors to the school should be required to check in upon entry.

To avoid distractions or interruptions to student learning, and for the students' safety, every effort will be made to mitigate painting, repairs or construction to buildings while school is in session.

The school's premises should be fenced to mitigate unwelcomes incidents on the school's compound.

CRISIS MANAGEMENT PLAN

All schools must have a Crisis Management Plan. A crisis management plan outlines how the school will react if a crisis occurs. The goal of a crisis management plan is to minimize damage and restore business operations as quickly as possible. The plan should identify who will take action and what their roles will be.

In setting up a Crisis Management team, the team leaders must first be identified. Your team should include the people who will take action during a crisis. Put this team together at the very beginning of crisis management planning so everyone knows the ins and outs of your crisis strategy

The plan should reflect the following five management phases:

Phase 1: Identify possible crisis and early warning and signal detection.

Phase 2: Determine possible risks on the school. Each risk can cause different outcomes, so it's important to analyse them separately. Potential impacts may include employees' attrition, damaged reputation, enrolment impact, lost income, or statutory fines.

Phase 3: Preparation and Prevention - Take each risk identified and determine what actions the team would need to take to respond to the threat, if it does happen

Phase 3: Damage Containment

Phase 4: Recovery

Phase 5: Learning and Reflection/Review and Update

The Composition of a Crisis Management Plan should include, but not limited to the following:

- **Activation protocol:** This is the set of factors that need to happen before the team decides to initiate the crisis response plan. Think of the activation protocols as a set of dependencies that need to occur before your response plan begins.
- **Risk analysis:** This is research that outlines any potential risks your company may encounter. Depending on the potential crisis that you're planning for, a risk analysis can help you determine the likelihood of this event occurring. A good example of this type of research is a risk management plan or a risk register.
- **Emergency contact list:** This includes relevant contact information for both members of the crisis management team within your organization, but also with local emergency responders such as the fire department, poison control, or other important authorities.
- **Response procedures:** These are the steps that your team takes during a crisis once the activation protocol is met.
- **Communication strategy:** This is the communication plan your team develops to standardize communication during and after an emergency. This includes both internal and external communication with to external and internal stakeholders.

SCHOOL INSPECTION CHECK LIST

Hazardous Material

- Material Safety Data Sheet Indicating the hazards of chemicals or other product ingredients, made accessible to employees or students using such materials.
- Training provided in safe use of all chemicals. Indicating the hazards of chemicals or other product ingredients, made accessible to employees or students using such materials.
- Personal protective equipment provided as required.
- Hazardous materials disposed of legally.
- Indicating the hazards of chemicals or other product ingredients, made accessible to employees or students using such materials.
- Containment procedure drills for hazardous material spills.
- Hazardous materials locked up if in lower-grade classrooms.

Walking and working Surfaces

- Uniform stair step height.
- All stairs equipped with properly secured handrails and mid rails on open sides.
- Mid rails and toe boards for balconies.
- Floors free of tripping hazards and slippery surfaces.

- Carpets free of tears and wrinkles.
- Floor openings and overhead storage areas are equipped with railings
- Adequate lighting, inside and out.
- Full-length glass doors and windows properly marked with decals

General Safety Measures

- Fire alarm tested during drills.
- Fire extinguishers serviced yearly by a licensed technician.
- School personnel conduct a monthly inspection of each extinguisher to ensure adequate pressure.
- Combustibles kept to a minimum and stored safely in a separate building (not in the main school building).
- Flammables kept away from open flame, hot surfaces, and electrical exposure. No combustibles stored in furnace rooms.
- Exit lights inspected regularly.
- Large trash containers equipped with flip-top lids.
- Oily rags and mops stored in approved metal containers.
- Compressed gas cylinders properly secured.
- Emergency lighting provided.
- Exit doors open in the direction of exit travel.
- Building evacuation plans are posted.
- Doors on boiler and furnace rooms are self-closing and latched.
- Meeting room capacity signs are posted.
- Panic hardware on main exit doors.
- Corridors, exits, and stairs not used for storage

Transportation

- All drivers, staff, and volunteers have good driving records and safe driving habits.
- School-owned vehicles maintained on a regular basis and checked often for safety hazards—bald tires, malfunctioning lights, worn brakes, etc.
- Transporting students with safety in mind, including adhering to seating capacity of vehicles. Seatbelts fastened by all drivers and riders.
- Non-owned vehicles used for field trips and various activities insured per church working policy.

First Aid

- An area set aside specifically for medical aid. All medicines and equipment kept under lock and key.
- Adult supervisors who are certified in first aid present at all times.
- First-aid kits located throughout the school facilities main office, etc.
- Emergency numbers posted in prominent locations (fire, ambulance, poison control).
- Emergency eyewash and emergency shower equipment in science classrooms.
- Fire blankets in labs and maintenance areas

Security

- Safe combination changed on a periodic basis or whenever a change in personnel occurs.
- Locks re-keyed on a periodic basis.
- Up-to-date records maintained for keys assigned to staff.
- Campus fenced to limit access.
- Policies in place to prevent and deal with trespassers and persons carrying weapons
- Windows at the floor level equipped with locks and screens.

Miscellaneous Safety check list

- Main electrical switches and shut-off valves labelled.
- Sturdy shelving in storage areas.
- Broken or cracked glass removed and new glass installed.
- Proper guards on machinery and equipment.
- Safety goggles, earplugs, and other protective equipment available where needed.
- Ladders are in good condition.
- Lockout-tag out procedures in place

SCHOOL INSURANCE PLAN

The School is not be held liable for injuries sustained by a student while he or she is at school or on a school sponsored activity, hence students should be covered with an insurance plan.

At the beginning of each academic year, each student is given the opportunity to purchase a student insurance policy. The general purpose of the insurance is to provide supplemental coverage for accidents or injuries that occur on any school related activity, at school or on their way to and from school. A brochure explaining the specific policy and its benefits should be available for each student.

The Principal **MUST** ensure that students are covered by the plan before they are accepted in class. Only students who can present proof that they are part of a family insurance plan will be exempted from participating in the school's insurance plan.

If a student is injured during school hours he is asked to report to the school office. A claim form will be collected from the Business Manager or Principal. All medical receipts must be attached to the claim form. Parents must return the same to the Principal or Insurance Company based on the school's established procedures.

Each student is expected to pay the required insurance premium at the beginning of the first term of the Academic year.

SCHOOL ACCIDENTS

All schools are expected to have a safety plan and a team.

It is the responsibility of the staff and students to promote safety on the school's plant. If one discovers an unsafe condition, he or she should report the same to the office immediately.

If a student receives minor cuts or bruises, he or she must be taken to the office for first aid treatment. If the injury is serious, the student should not be moved, and the Principal or Vice Principal should be contacted.

Parents/guardians should be notified forthwith and the established school procedure should be followed thereafter.

This stresses the importance of having the emergency numbers, the telephone numbers and addresses of parents readily available

STUDENTS' HYGIENE

Students who come to school without being personally clean or neat in dress may be sent home to be properly prepared for school, or they may be required to prepare themselves for school before entering the classroom. Every school building shall be adequately equipped to provide for personal cleanliness.

COMMUNICABLE DISEASES

When a child is suspected or found to have a communicable disease the following procedure will be implemented:

The child will be isolated and picked up as soon as possible by the parent/guardian. The child may return to school the following day provided he/she receives necessary treatment and passes a head check by school authorized personnel or nurse. Otherwise, the child should remain home until clearance is given by a medical personnel. The local school should develop a policy that complies with state guidelines.

ADMINISTERING MEDICATIONS

The health of each student is an important factor in the learning process. Cooperation among the health department, the private medical sector, the home, and the school is essential. In general, the administration of medication to students while in the schools is to be avoided.

Medications should be given at home when possible. Treatment schedules which allow doses to be given at times other than during school hours are preferred and encouraged. When, however, a parent, physician, or health officer directs that medication should be administered to a student during school hours and certified health personnel are unavailable, the principal should arrange for the administration of the medication(s). Medications given to students under these non-preferred circumstances must be administered as per written protocol, approved and signed by a physician and/or health officer and parent(s). The principal, with the advice of health department personnel, will be responsible for the establishment of a safe method of storage for medication(s) (See Medication Administration Form)

Procedures requiring invasion of the skin are to be performed only by a licensed practitioner.

This policy does not supersede local county or state governmental policies.

Individual protocols are needed to address those students with a history of systemic reaction to known allergens. Schools should develop emergency plans of action to address allergic reactions occurring in students with no previous history of anaphylaxis.

In the event the administering of medication to a student during school hours is necessary, the school must provide control and supervision of the administration of the medication as detailed below:

The principal/head teacher or a staff member (having informed and secured approval by the principal) shall be responsible for administering medication to students and storing all medication. All medications must be stored in a secure, locked, clean container or cabinet accessible only to the responsible authorized school personnel.

- All medications to be taken by under-aged students must be brought to the principal or staff person responsible for administering them in the original pharmaceutical containers, clearly labelled as to the name of the student, the name of the medication, the appropriate dosage, and the time for each dose.
- Any student who must have medication administered during school hours as a condition of being able to attend school without endangering his health or who is taking medication for a period of time exceeding 20 school days, shall file with the principal of the school a medication authorization, signed by the parents or legal guardians of the student, and in a form prescribed and made available by the Union or Conference Office of Education..
- The form shall provide clear instructions from the prescribing physician as to the method or manner such medication is to be administered, including the quantity or dosage to be administered and frequency, together with any potential reaction or other cautioning instructions in connection with the usage of the drug.

- The medication will be administered only in accordance with the written instructions from the child's physician. The parents or guardians shall authorize the staff member administering the medication to correspond directly with the child's physician in the event the staff member deems it appropriate or necessary.
- The staff member administering the medication shall be responsible for maintaining a log for each student specifying the name of the student, the name of the medication, the date, time and amount of each dosage and any reaction by the student to the medication.

Medication Related Emergencies

- An allergic reaction to medication can happen at any time, no matter how long the child has taken the medication. The most common symptoms are rash, itching, swelling, breathing problems, nausea, diarrhoea or bluish colour of skin.
- Call the parent and/or school nurse immediately. If the situation is life threatening,
- Never leave a child who is suspected of having an allergic reaction unattended.

Non-prescription medications such as aspirin, cough medications, over-the-counter allergy medications, etc. may NOT be administered to students by school staff. Only a licensed practitioner or school nurse may dispense non-prescription medications. Students may self-administer non-prescription medicines provided they bring only one or two days' dosage rather than a whole bottle. However, the medication should be given to the school authority by the parent until the child needs it. The parent should also complete an "Over-the-Counter Medication Permission" form..

This policy does not supersede local county or state governmental policies.

Samples of the specified forms can be found in the appendix.

HOME AND SCHOOL ASSOCIATION

Home and School Association (HASA) is a formal organization composed of parents and teachers that is intended to facilitate parental participation in a school. Its role is to encourage closer links between home and school.

The Association should formulate a Constitution to guide the operations of the Home and School Association.

HASA should host their annual general meeting in September, at the start of the school year. At this meeting a committee is elected to run the HASA – usually consisting of a chair, a vice-chair, a treasurer, a secretary and floor members. These floor members include at least one, and often two, parents from each class as class representative. Their job is to pass on information from the HASA to other parents in their child's class. At least one teacher should be assigned to the HASA Executive committee.

HASA Executive committees should meet as stipulated by the constitution, and smaller working groups should be set up to organise individual event. General meetings of HASA should be conducted based on the association's constitution.

The chairman of the PTA must be carefully selected, as that person is a member of the School's Board of Management.

Below is a generic sample of a Home and School Association constitution.

GENERIC HOME AND SCHOOL ASSOCIATION CONSTITUTION

ARTICLE I

Name and Definition

1. The name of this association shall be “ _____ School, Home and School Association”, hereinafter referred to as “HASA”.
2. The HASA will welcome families to the _____ School (hereinafter called _____ community and plan events for students, parents and teachers that foster cultural diversity, academic excellence, mutual respect and friendship.

ARTICLE II

Objectives and Purposes

3. The main aim of the HASA is to advance the education and well-being of the students by providing or assisting in the provision of facilities, for education at the School and to promote the best interests of the students, parents, and teachers. To this end it shall:
 - i. Augment the moral, academic, and physical growth and development of the school and its students.
 - ii. Build greater understanding and cooperation among students, parents, and teachers in particular.
 - iii. Establish strong mutually beneficial relationships between parents/guardians, and the community at large.
 - iv. Advise the President and Administration of _____ of any observed needs of the general school community and in particular the students.
 - v. Mobilize resources to support and advance the welfare and education of the pupils attending the school.
 - vi. Engage in activities which supports and advances the education of the pupils attending the school.
 - vii. Promote fundraising and after school extra curriculum activities that would add to the student’s school experience.

ARTICLE III

Non-Profit, Non-Political, Non-Partisan Character

4. The HASA shall:
 - i. Be exclusively educational in character as delineated in Article II.
 - ii. Not be conducted or operated for its profit, and no part of the net earnings of the HASA shall benefit any individual.
 - iii. In its aims and activities, be politically neutral.
 - iv. Recognize the diversity of nationalities that constitutes BSDASEC, and shall act to foster harmony by recognizing common concerns.

ARTICLE IV

Membership

5. Eligibility:

Parents or legal guardians of students presently enrolled at _____ are automatic members of the HASA, as are the present _____ management, teachers and staff members.
6. Term of Membership:
 - i. Membership will continue for parents, or legal guardians, for as long as their son or daughter is enrolled at _____.
 - ii. Membership for administration, teachers, and staff members will be for as long as they are employed by _____

ARTICLE V

Committee and Officers

7. The _____ HASA shall be administered by an Executive Committee of Officers and Members.
8. The officers of the HASA shall be a committee consisting of:
 1. President
 2. Vice President
 3. Secretary
 4. Assistant Secretary
 5. Treasurer
 6. Principal of the Secondary School

7. Teacher's Representative Secondary School
8. Ancillary Staff Representative
9. Five (5) floor members selected for different expertise
10. Sub-Committees will be utilized for greater efficiencies and effectiveness in implementing plans, programmes and projects.
11. The normal term of office for all Officers and Committee Members shall be two (2) academic years, serving from September to September (to accommodate election of new parents/guardians in the news school year).
12. Any HASA member or officer is eligible for re-election.

ARTICLE VI

Vacancies

9. Matter relating to vacancies will be dealt with as follows:
 - If a parent no longer has a child/ward enrolled at the school, the position held by that parent will be filled by the Executive and HASA at the general meeting.
 - If a vacancy occurs during a school term, or vacation, that vacancy can be refilled by the Executive, however that position will become vacant at the next Annual General Meeting (AGM).
 - A vacancy occurring in the office of the President shall be filled temporarily by the remaining Executive Committee by way of vote.
 - The general membership shall be immediately notified of any vacant Executive Committee position.
 - Members interested in vacant Executive positions shall do so in writing.
 - In the event that an office is vacated the Executive Committee may recommend to the an individual to fill such by invitation, until the election at the next AGM.
 - All books, records or materials pertaining to the HASA Executive shall be surrendered forthwith upon exiting the position.

ARTICLE VII

Nominations and Elections

10. Matters relating to election and nominations shall be dealt with as follows:
 - k. Any member of the HASA, management or teaching staff may nominate a candidate for election at the HASA meeting designated to hold elections.
 - l. Due consideration shall be given to creating a multicultural committee that represents the diversity of the Secondary School.

- m. At the (AGM) in September, the slate prepared shall be read, and those candidates nominated from the floor shall be added to the list.
- n. Candidates will be voted on by a secret ballot by the membership present to fill the elected offices.
- o. The candidate who receives the greatest number of votes for each office shall be elected.
- p. The Teacher and the Ancillary Staff Representative shall be appointed by the school administration/management, in consultation with the staff.
- q. No elected member can hold the same position for three consecutive terms, but can hold another position on the Committee.

ARTICLE VIII

Responsibilities of the Executive Committee

- 11. The Executive Committee shall:
 - a. Be responsible and accountable to the Board of Management/Administration for the running of HASA's affairs.
 - b. Check the minutes of the Executive Committee for accuracy, which will then be circulated via email.
 - c. Form sub-committees for specific purposes as deemed necessary.
 - d. Fill any vacancies on the Committee during the term; the position then becomes vacant at the next AGM.
- 12. **President** – (must be a Seventh-day Adventist Christian who demonstrates respect for the Church School's policies and standards.)
 - a. Function as the Chairman of the HASA.
 - b. Attend all HASA Committee meetings as ex-officio member.
 - c. Organize and call the Executive Committee Officers, AGM and HASA meetings and see that Committee procedures are followed.
 - d. Give notice of all meetings in accordance with the Constitution.
 - e. Receive and present to the HASA all incoming correspondence.
 - f. Act as representative of the HASA to the Board of Management.
 - g. Guides in the formation of sub-committees of excellence in service delivery.
 - h. Attend Board of Management meetings, or parts thereof, as and when requested by the BIS.
- 13. **Vice-President** – (must support the school's Mission and Vision and demonstrate respect for the school's policies and standards.)
 - a. Performs the duties of the President in their absence and works in concert with the President in building up the HASA.

- b. Functions as a connecting link to Non-SDA parents and guardians.
- c. Support the President in the building up of the HASA.
- d. Helps President in unify the Executive Committee and Membership for greater effectiveness.

14. Secretary

- a. Prepares the correspondence stemming from the HASA meetings.
- b. Keep an up-to date record of the Constitution/By-Laws of the HASA.
- c. Make available up-to-date copies of the Constitution/By-Laws to the President for distribution to parents of new students and the Executive Committee and School Board.
- d. Keep accurate minutes of all HASA meetings, including meetings of the Executive Committee.
- e. Have minutes in readiness by the latest one (1) week prior to the monthly meeting, Executive Committee meeting, or (AGM).
- f. Publicize all minutes of special member's meetings to parents via the Principal.

15. Assistant Secretary

Performs the duties of the Secretary in their absence and lends support to the Secretary, Executive and Membership during meetings.

16. Treasurer

- a. Record and keep the financial transactions of the HASA in accordance with normal financial practice.
- b. Prepare quarterly and annual financial statements for tabling at Committee and members meetings.
- c. Furnish the auditors with a complete financial statement and all financial records and information as required by the said auditor in sufficient time for the auditor to present her/his report to the AGM.
- d. Undertake all financial transactions of the HASA.

17. Principal of the School

- a. Keeps the Executive Committee aware of any issues and changes affecting the school.
- b. Brings awareness to the President, any offers made to assist the school financially or otherwise.
- c. Helps the Executive Committee in guiding the vision of the school towards accomplishing its mission.
- d. Serves as the Ministry of Education's/Conference representative to the Executive Committee.
- e. Provides the required updated reports to the various HASA bodies at meetings.

18. Teacher's Representative Secondary School

- a. Functions as the representative of teachers causes, concerns and issues.
- b. Seeks feedback from faculty members and communicates such to the President for discussion at Executive meetings.

19. Ancillary Staff Representative

- a. Functions as the representative of ancillary staff causes, concerns and issues.
- b. Seeks feedback from other ancillary staff and communicates such to the President or Vice President for discussion at Executive meetings

20. Floor Members (5)

- a. Supports the Executive in carrying out its function through utilizing their different expertise.
- b. Assist in the development of the school's vision.
- c. May also be selected to lead sub-committees as needs be.

21. Other Appointments

1. The President of _____his/her designee: shall serve as a direct liaison between the HASA members and the _____ Board of Management and Administration.
2. The Teacher's Representative(s): shall serve as a direct liaison between the HASA members and the _____faculty.
3. The Committee may form other positions as it requires up to a voting membership no greater than _____

ARTICLE IX**22. Meetings**

1. HASA Members' Meetings
 2. HASA Executive Committee Meetings
 3. HASA Annual General Meeting (AGM)
 4. Special meeting of members may be called at any time.
- Meetings can be called by the Chairman giving written request to the Secretary, or by a written request to the Secretary signed by a least fifteen (15) parents and/or teachers stating the purpose of the meeting, or
 - The Secretary within one week advise, by way of notice sent from the school, giving two weeks' notice, the time, place and purpose of the meeting;
 - Special meetings of members may only discuss such items as are included on the notice.

23. HASA Executive Committee Meeting

- The Committee regularly meets at least quarterly.
- Extraordinary meetings may be organized as and when necessary.
- Committee meetings are open for all interested parents.
- A special meeting of the Committee may be called at any time by the Chairman. The Secretary will give adequate notice to all Committee members of such a meeting.

24. HASA Members' Meetings

Members' meetings are normally to be held during school term time.

ARTICLE X**Funds**

25. The funds of the organization will be deposited with the school for use as directed by the Home and School Association.

26. Distribution of Funds or Assets:

- Distributions of funds should be voted upon at a special or monthly HASA membership meeting. Advance notice should be given at least two weeks prior to the meeting at which the vote is to take place.
- No part of the net income, revenue, or donations to the HASA shall benefit any member, officer, or any other private individual (except that reasonable compensation may be paid for services rendered in connection with one or more of the HASA's purposes).
- No member, officer, or any private individual shall be entitled to share in the distribution of any part of the assets of the HASA.

ARTICLE XI**27. Authority:**

The Home and School Association shall be responsible to, and operate under the authority granted to it by the school board.

ARTICLE XII**Standing Committees**

28. There may all be seven Standing Committees of the HASA, namely: New Comers, Big-Hearted, Fundraising, Parents Appreciation, Staff Appreciation, School Improvement and Service Committee. **The Standing Committee chairperson(s) should be filled at the AGM.**

1. The New Comers Committee shall organize activities to welcome new parents.

2. The Big-Hearted Committee shall arrange a resource mobilization event to help children in need.
3. The Fundraising Committee shall organize an events to assist the students and families with where necessary.
4. The Parents Appreciation Committee shall organize a family friendly resource mobilization before the end of the first school term.
5. The Staff Appreciation Committee shall organize a traditional coffee ceremony for the BIS Staff and Administration.
6. The School Improvement Committee shall organize activities for improving the quality of the learning-teaching process.
7. The Service Committee shall be the link between the various charitable and community clubs and the HASA.

ARTICLE XIII

Liabilities of Members

29. No member of the HASA or its officers shall have any personal obligation in respect to HASA liabilities.

ARTICLE XIV

Dissolution or Liquidation

30. Upon liquidation, dissolution, no part of the net income, revenue, or donations to the HASA shall benefit any member, officer, or any other private individual (except that reasonable compensation may be paid for services rendered in connection with one or more of the HASA's purposes), and no member, officer, or any private individual shall be entitled to share in the distribution of any part of the assets of the HASA, on its dissolution or liquidation. In the event of such a dissolution or liquidation, the assets shall be transferred to a charity working with orphans and or vulnerable children.

ARTICLE XV

Amendments

31. A majority at any business meeting may amend these articles and or the accompanying bylaws during the academic year, provided that there is a quorum present and that copies of such amendments have been distributed to the members previously.

ARTICLE XVI

32. BY-LAWS

- i. **Address:** The business address of the HASA shall be the address of the _____.

- ii. **Meetings:** An AGM shall be held in May with other meetings called once per month during the year at times determined by the Committee. The agenda for the May AGM shall include election of officers and financial reports. Except in cases of urgent business, notification of the time and place of HASA meetings shall be published in the school calendar, social media group chat, or written, and/or email notification shall be sent to members at least two weeks prior to the meeting date.
- iii. **Quorum:** A quorum for voting purposes shall exist when _____ members are present.
- iv. **Procedures:** General meetings will be conducted in the national language.
- v. **Dues and Special Fees:** Parents/Guardians will be required to pay a fee as dictated by the membership.

ARTICLE XVII

33. Constitutional Interpretation:

This constitution shall be given such fair interpretation required to best achieve the objectives set out herein. If there is a constitutional interpretation disagreement between school board members, the school board shall qualify an interpretation by a two-thirds (2/3) school board voted action. Any unresolved interpretation issue shall be rewritten for clarity and submitted to the constituency for a constitutional amendment/update at the annual or called constituency meeting.

Pending review and approval

Updated _____ (Date)

PARENT TEACHER CONFERENCE

To effectively communicate students' progress to the parents, regular parent-teacher conferences should be held during appropriate times during the Academic year. Effort must be made to encourage the parents' comfort and privacy during the conference.

During the conference share with parents the students' academic progress and growth based on classroom observations, testing data, assessments, portfolios, and assignments. Talk about the student's strengths and areas for improvements in general school life. Teachers must use positive language throughout the discussion.

Teachers must also create the opportunity to learn from parents or guardians so they can be better informed about students' strengths, needs, behaviours, and learning styles

FOOD AND BEVERAGE POLICY

Preamble

The Seventh-day Adventists Schools in the Caribbean Union Conference of SDA follows the council of Ellen G. White. "I was instructed that the students in our schools are not to be served with flesh foods or with food preparations that are known to be harmful." Counsels on Diet and Foods, page 403.

Introduction

The Caribbean Union Conference of SDA is committed to making schools healthier places for students in order to establish the conditions needed to realize the potential of all students. A healthy school environment enhances student learning and success, and enhances students' social and emotional well-being. Schools have an important role to play in helping students lead healthier lives, including teaching students the skills to make healthy choices and reinforcing those lessons through school practices.

Rationale

The school food and beverage policy contributes to improved education and health outcomes for all students. In Ministry of Healing p. 306, Ellen G. White reminds us that "the stomach is closely related to the brain". Research shows that health and education success are intertwined: schools cannot achieve their primary mission of education if students are not healthy and that healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development.

The school environment profoundly influences students' attitudes, preferences, and behaviours. Research also shows that when unhealthy food and beverages are available and promoted at school every day, even along with healthier food and beverages, it becomes increasingly difficult for students to have a healthy diet.

The implementation of the school food and beverage policy will contribute to reducing students' risk of developing serious chronic diseases, such as heart disease, type 2 diabetes, and certain types of cancer.

The school food and beverage policy is based on the principles of healthy eating and is intended to ensure that the food and beverages sold in schools contribute to students' healthy growth and development. The implementation of this policy is an important step in creating healthier schools.

General Standards

Boards and schools should take into consideration the following when food or beverages are sold or provided in schools:

Food should always be prepared in a healthy way – that is, using cooking methods that require little or no added fat or sodium, such as baking, boiling, broiling, grilling, poaching, roasting, steaming, or stir-frying.

- Soft drinks and sugary foods should not be sold.
- Junk foods should not be allowed on the compound.
- Roasted/Baked foods should be prepared as opposed to deep-fried foods.
- Whole grains should be used instead of refined products such as white flour.
- Students must have access to drinking sufficient water during the school day.
- All School Board approved activities shall comply as closely as possible with the Food and Beverage Policy.
- The Principal shall be responsible for the control of the sale of food and beverages.

In keeping with good health practices and due to the potential damage to floors, furniture, uniform and personal property, gum chewing is not allowed in the school building. Candy, gum or lollipop should not be brought to school. Students' chewing gum or eating candy in the building will be subject to disciplinary actions.

Some Foods Not Permitted for Sale

Products not permitted for sale generally contain few or no essential nutrients and/or contain high amounts of fat, sugar, and/or sodium. These food and beverages may not be sold in the schools. Examples are:

Not Permitted for Sale:

- Candy and chewing gum
- Chocolate
- Creamy bars
- Gum
- Gummies

- Popsicles and icicles, if not prepared with 100% juice
- Most frozen desserts high in fat and sugar,
- Pretzel
- Cheese curls
- Corn curls
- White bread/bakes
- Flesh foods (meat & fish)
- Vegetarian products high in sodium and unhealthy additives Fried foods should be minimized and healthier options should be made available

This policy governs students' life. School administrators are required to ensure that all food and beverages sold at school to students meet the requirements of this policy.

Implementation and Monitoring OF Food and Beverage policy

Any existing school Board policies or guidelines related to food and beverages sold in schools must be in accordance with this policy. The department recognizes that there may be differences in individual's appreciation to health principles and practices. School boards and School administrators are expected to continue to work with students, parents, school staff, community members, public health professionals to ensure that appropriate strategies are in place to implement this policy. Management and administration are responsible for monitoring the implementation of this policy.

VOLUNTEER POLICY

Definition

A volunteer is (1) a person who voluntarily (freely) offers himself or herself for a service or undertaking. (2). a person who performs a service willingly and without pay.

Activity which is described as 'frequent' is carried out once a week or more often on an ongoing basis; and 'intensive' may be defined as three or more occasions in a 30 day period. Volunteering on a "one off" basis refers to participating in a one off activity such as a field trip. Overnight activities are those which involve activities anywhere from 6p.m and last through the evening or part of the evening.

School Volunteer Policy

The school's volunteer policy is part of the school's approach to maintain safety at schools, and is based on Risk Management policy. Introduction of volunteers at our schools bring with them a range of skills and experience that can enhance the learning opportunities of students. Volunteers can assist with classroom and school specific tasks that would otherwise not be completed. The school being an integral part of the wider society welcomes and encourages volunteers. Our volunteers may include:

- Members of the School Board of Management
- Parents of students
- Former students
- Students on work experience from tertiary and secondary institutions
- College students on practicum or job training
- Former members of staff
- Family members of staff
- Members of volunteer organizations

Volunteer Activities

The types of activities that volunteers engage in, on behalf of the school, include:

- Assisting in the classroom in specific areas assigned and supervised by the teacher
- Assisting in teaching co-curricular areas where expertise is not available at the school
- Assisting in teaching extracurricular activities
- Working with Special Needs Students
- Working with small groups of students to assist them with classroom tasks
- Working alongside individual students, as an additional tutor
- Offering counselling services
- Accompanying school visits and field trips
- Assisting with non-academic areas like library and kitchen.
- Any other activities deemed important by the school's management and administration

Becoming a Volunteer

Anyone wishing to become a volunteer on a one off basis, should be endorsed by the principal before proceeding to the field trip or one off activity. All persons who desire to volunteer on a regular basis must complete the Volunteer Application Form (see attached) with their contact details, types of activities they would like to help with, and the times they are available to help. All forms should reach the Principal for approval by the Board of Management. An interview and background check must be done prior to the approval by the Board.

- Process for recruiting Volunteer
- Identify the need and role
- Attract candidates by recruiting from PTA, churches or community members who are known to

possess good traits of character.

- The candidate(s) attend the school for an informal discussion to ensure the applicant is suitable for the role.
- A referral from the church pastor is required.
- The volunteer will be made aware of the role and responsibilities they will be undertaking
- If appropriate two (2) references should be sought where the volunteer arrangement will continue on a regular basis.
- Induction- Give the candidate a brief rundown of school policy as it pertains to dress and deportment, health and diet, as well as the general school rules.
- Volunteer records must be kept in a central place within the school.

Remuneration

Volunteers do not receive a stipend. Paying a stipend will have Risk Management issues.

Transportation

Volunteers are responsible for organizing their own transport to and from the schools.

Confidentiality

Volunteers in school are bound by a code of confidentiality. Any concerns that volunteers have about the pupils they work with/come into contact with should be voiced with the designated supervisor and NOT with the parents of the child. Volunteers who are concerned about anything in the school, which may affect their work, should raise the matter with the principal, or supervising teacher, or member of staff designated by the principal. Any information gained at the school about a child or adult should remain confidential.

Supervision

The principal is responsible for the total school operation; thus, the principal supervises all who serve in any capacity in the school.

All volunteers work under the supervision of a teacher or full time member of staff or School Administration. The School Administration retain ultimate responsibility for students at all times, including the students' behaviour and the activity they are undertaking. Volunteers should have clear guidance from the designated supervisor as to how an activity is carried out and what the expected outcome of an activity is. In the event of any query, or problem regarding the pupil's understanding of a task, behaviour or their welfare, volunteers must seek further advice/guidance from their designated supervisor. All Volunteers should receive the school's Health and Safety Plan and be familiar with it in order to safeguard him or her as well as others on the compound.

Complaints Procedure

Any complaints made about a volunteer will be referred to the Principal or designee for investigation. Any complaints made by a volunteer will be dealt with in the same way. The principal or designated member of staff reserves the right to take the following action-

- To speak with a volunteer about a breach of the Volunteer Agreement and seek reassurance that this will not happen again
- Offer an alternative placement for a volunteer, e.g. helping with another activity or in another class
- Based upon the facts identified in the investigation it may be necessary for the School's Administration to inform the volunteer that the school no longer wishes to engage him/her.

Volunteer Rights

- The volunteer has the right to be treated with the respect due to any staff member.
- The volunteer has the right to worship with us.
- The volunteer has a right to the tools and information necessary to perform assigned tasks.
- The volunteer has the right to ask questions.
- The volunteer has a right to be treated as a member of our school community, being made aware of rules and regulations, as well as safety procedures

Volunteer Responsibilities

- The volunteer treats all students the way Jesus would treat them, if He were the volunteer.
- The volunteer arrives on time, reports to the school office, sign-in/out, wears the printed name tag, and performs the assigned tasks.
- The volunteer respects and enforces the school rules, and works in a manner which keeps the safety, education, and rights of the students as a focus.
- The volunteer asks for instructions and assistance, when needed.

Recognizing Volunteers

It is recommended that every school recognizes their volunteers.

- Every contribution is encouraged, acknowledged and celebrated
- School staff has a culture of appreciation
- Schools create the atmosphere where volunteers' skills and talents are recognized by allowing them latitude in how they participate and complete tasks

EDUCATION SECRETARY

Definition of Education Secretary

Responsibilities of Education Secretaries

Although the program varies from church to church depending on the size of the congregation, the ministry of the Education Secretary will include the following:

1. **Keep records of children.** Compile a written record of all the children and young people in the church families. A card file of the church membership by household needs to be developed. The church clerk could assist in this responsibility. After the name of each school-age child, a notation should be made on the card as to where the child is attending school. If there are any special problems relating to finance, or a parent who is not a church member etc., a notation should also be made. No information of a confidential nature should be made public. This file is to help facilitate an accurate report to the Conference Education Director.
2. **Assistance to families with children in public schools.** Communicate to the pastor the obstacles that may have kept a student from attending our church school. Work with the family and the school personnel to see if the problem can be resolved.
3. **Promote Christian Education.** Cooperate with the pastor and other educational personnel in your church in helping to educate church members concerning the benefits of Christian education with its distinctive Adventist component. Coordinate periodic reports to the church featuring the church school. Help to plan the yearly Education Day program.
4. **Help the parents of the infants.** Christian Education begins at infancy in the home. If plans for education in a Christian school begin at the time a new baby arrives in the home, and parents have planned ahead, the financial burden of a church school does not bring on a sudden drain in the family budget.
5. **Special care for the children of new converts.** Special care needs to be shown in communicating the opportunities available in the Adventist schools to new converts and their children. Appropriate brochures and handbooks from the various schools they could attend should be given to them. Arrangements could be made for the new family to visit the schools along with another church member who is familiar with the educational institution and program.
6. **Stand as the liaison person between the school and the church.** Represent the interest of the school to the church. Promote activities of the school, and assist in fundraising initiatives in support of the operational budget. Bring to the attention of the church any newsletters relating to achievements or any other news item that highlights the school.
7. **Assist in recruiting students to enroll at SDA schools.** All SDA children have a right to Adventist education.
8. **Be responsible for Back to School Empowerment day.** This is normally held on the Sabbath immediately before the commencement of the new school year.

9. ***Be a firm believer and supporter of Adventist Education.*** This is done by speaking well of our School system, giving financial support and enrolling of child/children at the church school.
10. ***Be responsible for the 10 minute feature every 4th Sabbath in the month.*** This can be done by interviewing parents of school children or students, who attend a church school, or presenting prepared material for this particular occasion, or highlighting school activities.
11. ***Assist in organizing informal educational training opportunities in the church.*** The church is a training ground for that which promotes discipleship to advance health and Godly living.
12. ***Organize a church library and promote the value of reading in the church.*** Reading expands the mind and broadens the intellect.
13. ***Promote and start a Needy Student Fund in each church.*** Vigorously promote giving toward financial aid for needy and worthy students. All the children of the church belong to the spiritual parents/guardians of the church. It s their Christian duty to assist with the educational pursuits of the needy.
14. ***Savor the success of Teachers' performance and Students achievement.*** Talk about them and communicate success in the media and the church. Affirm Teachers and compliment performance. Sometimes our schools perform exceptionally well, but remain the best kept secrets. Success breeds success.
15. ***Source Educational Videos for promotional, inspirational and motivational purposes.*** Help to organize educational conferences within the church setting. Invite professional speakers from our schools, Mission or churches.

PROMOTING SEVENTH-DAY ADVENTIST EDUCATION

Since the trend among Adventist parents has shifted away from church school being the “default model,” marketing now requires 100% effort and intentional planning. With such a wide range of educational opportunities available to families, Adventist schools must compete to attract students.

It is therefore of supreme importance for every Seventh-day Adventist employees in the school system to promote Seventh-day Adventist Education. It is imperative that all employees and school board members intensify their effort to make clear to church members and new converts alike the fact that SDA education is an essential belief of the Seventh-day Adventist Church. School and Conference/Mission employees promote this belief more effectively when their own children are enrolled in Seventh-day Adventist schools.

1. Education Day programs in all churches
2. Pictures and articles od schools' activities in Adventist publications and local newspapers
3. Use of publicity materials such as:
 - a. Educational and marketing leaflets prepared by the school, local field, Union and Inter-American Division Office of Education

- b. Educational brochures, posters, bulletin inserts and marketing materials
 - c. Special educational church bulletins in all churches during Education Week
 - d. Distribution of Journal of Adventist Education, Insight, Adventist Review
 - e. Encourage reading of the books Education; Counsels to Parents Teachers, and Students; Fundamentals of Christian Education; Counsels on Education; and Volume Six (6) of Testimonies for the Church, all by Mrs. E. G. White
 - f. Wide distribution of the book, Education (Available in a paperback edition)
4. The use of social media platforms
 5. Displays of selected pictures of Christian education activities, posters, charts, and graphs in churches, camp meetings, camps, etc.
 6. The showing of videos, on Christian education
 7. The presentation of high-quality religious programs given by students of SDA schools
 8. Public and group meetings:
 - a. **Church Service** At least two sermons on Seventh-day Adventist education should be preached in every church each year.
 - b. **Education Rallies** A weekend convention or rally on Christian education should be held once each year in the larger churches and in a convenient location for groups of smaller churches.
 - c. **Camp Meetings and District Meetings**—Sermons and or workshops on Christian education should be given at camp meetings and district meetings.
 - d. **Worker's meetings** The urgency of enrolling our children in our own schools should be laid on the hearts of all who attend church officers' meetings and other worker's meetings.
 - e. **Conference youth camps** Educational workers should visit senior and junior youth camps to become acquainted with the youth and to encourage them to be in our schools.
 - f. **Special programmes** The schools can make effective use of special programs for the promotion of Christian education. They can profitably sponsor "Christian Education Week" or "Know Your School Week," etc.
 - g. **Frequent public appearances** Frequent opportunities may be found in Sabbath services for the pupils to give short talks, poems, songs, or Bible memory work which will constantly keep before the members of the church the contribution which Christian education is making to the youth of the church.
 - h. **Students home on leave** Students from our schools should be given recognition by their local church when they are home on vacation.
 9. Personal visitation - The most effective method of gathering our children into our schools is the personal visitation by teachers, pastors, educational leaders, church officers, and lay members, with parents and others entrusted with the education of boys and girls.

10. Student recruiting plan - A well-organized student recruitment plan should be a part of activities of the teacher and the School Board. The essential elements of the programme are as follows:
 - a. Organization of volunteer members—Groups of volunteers be organized in the church to visit every family with children of school age, following up these visits from time to time until every child possible is enrolled in our own schools.
 - b. Meetings for counsel and prayer—Student recruitment workers should meet once each week during the campaign, possibly at the close of the weekly prayer meeting, for counselling, praying, and planning.
 - c. Coping with financial difficulties—Working through the church and school boards, provision should be made so that every school age student will be given the opportunity to attend the school regardless of the financial abilities of the parents.
 - d. Support of workers—All workers should give strong moral support to the local church in the work of Adventist Christian education by enrolling their school age children.
 - e. Work conducted continuously— The work of recruiting students should be conducted continuously, but especially during the vacation periods.
11. A complete, up-to-date census, which can be used for enrolling all Seventh-day Adventist young people in SDA schools should be kept on file in the local church as well as in the conference office of education. The census should include the following for all children of Seventh-day Adventist parents.
 - a. Name and address of parents
 - b. Church membership of parents
 - c. Name of child
 - d. Birth date of child
 - e. Date of first enrolment in school
 - f. Grade when first enrolled
12. Vacation Bible Schools - Besides fulfilling the fundamental purposes for which Vacation Bible Schools are organized and conducted, they can be an effective means of promoting attendance at the church school during the regular sessions.
13. A school website should be developed and made available to all members. It should outline in detail the school philosophy, mission, and program.

MARKETING/RECRUITMENT

Definition

Marketing is the act of presenting products or services in such a way that as to make them desirable. Marketers develop strategies that are designed to educate consumers about a product's most important features, persuade them to buy it, and then enhance their satisfaction with the product so consumers will become lifelong customers. In the case of Christian education marketing's major component is recruiting and retention of students. It requires school leadership to ask the question "How can we become more competitive socially, spiritually, environmentally, financially, and academically?" Schools must define their customer profiles and develop strategies that will target each group.

1. Marketing: Responsibility

Since the trend among Adventist parents has shifted away from church school being the "default model," marketing now requires 100% effort and intentional planning. With such a wide range of educational opportunities available to families, Adventist schools must compete to attract students. A committed team, comprised of the principal, board members, pastors and teachers, must work together to successfully promote the school. All Adventist schools should have a marketing plan and committee to ensure that continual school recruitment efforts are in place which are consistent with the school's mission and vision.

2. Marketing: Suggestions that work

a. Marketing/recruiting includes building relationships by delivering a quality product/service through:

1. A program of continuous school improvement
2. Developing an integrated curriculum
3. Using current technology in both administration and instruction
4. Providing a safe, clean, and orderly environment
5. Suggestions that should be considered for any marketing plan:
6. Remember that home visitation is the most effective method to build school enrolment
7. Develop a data base with names of prospective students

3. Make personal telephone calls, send e-mails, letters

4. Return calls within the same day, E-mails within 48 hours

5. Send handwritten notes, greeting cards

6. Prepare weekly progress report

7. Solicit pastor(s) support and involvement

8. Have students present Christian Education Day, Sabbath school, and vesper programs
9. Provide after school supervision/tutoring
10. Conduct preregistration with financial Incentives.

SCHOOL DAY

Definition

A regular school day shall be defined as a period of instruction time which includes no less than four (4) hours for Early Childhood Education Centers/Pre-Kindergarten and Kindergarten, and no less than five (5) hours for Year primary schools. A regular school day for secondary/high school shall be a minimum of four 45-minute class periods or 180 minutes of instruction. The state requirement shall supersede this only when the state requirement is higher. Each conference may have a Friday dismissal policy. Additional hours cannot be accumulated to make additional days. State requirements may dictate that a certain number of hours be covered even though a Friday early dismissal is in practised.

A minimum school day shall consist of five (5) hours of instructional time and may be counted as a full day with Local Conference approval. Certain types of activities may also be counted as a school day providing that attendance is required and taken, and that the listed stipulations are met as follows:

SCHOOL CALENDAR

Opening of School

The school should begin on the date set by the Union Board of Education/Local Conference for the schools of the Caribbean Union or by the state in which the school operates.

School Academic Year

The school year shall consist of 180 days plus holidays, vacation periods, and teacher work days, except otherwise mandated by the state. Where permitted by the state, up to five (5) conference-approved professional development days may be applied toward meeting the 180 instruction day (or equivalent net instructional hour) requirement. The principal/head teacher is to obtain approval from the Conference Office of Education for any deviations from the stipulations.

REPORTS

Schools must submit Opening and Closing reports to the Local Conference Office of Education. The schedule for denominational reports is as follows:

1. Opening reports are to be sent to the Conference/Mission Office of Education immediately following the end of the second week of school. The Conference Office of Education must submit their report to the Union Office of Education by the end of the fourth week of school.

2. Schools should submit Closing reports to the Conference Office of Education two weeks after the school year ends. These reports must be submitted to the Union Office of Education no later than four weeks after school ends.
3. All schools will submit annual Progress reports, Based on the Accreditation report, to the Local Conference Office of Education by August 31st of each year. All Progress reports for the Secondary schools must be submitted to the Union Office of Education by September 15 of each year.
4. From time to time, the Offices of Education may require data. Efforts must be made submit the data promptly.
5. Secondary and Primary schools state and regional Examinations results must be analysed and submitted to the Local Education Director no later than one week after receiving the results. The Local Education Directors must submit the Examination results to the Caribbean Union Office of Education no later two week after the national or regional release of examinations results.

Where required, reports to the state Ministry/Department of Education should be sent within the stipulated requirement.

SCHOOLS' TELEPHONE REQUIREMENT

All schools must have a telephone on the school premises so that students and staff have ready access in case of emergency. If an answering machine is installed, messages should be checked frequently, several times throughout the day. If the answering machine is used during school hours, the message must give the name and telephone number of a pager or someone who is immediately available in case of emergency.

GENERAL ADMISSION POLICY

Preamble

The Caribbean Union Conference of Seventh-day Adventists through the Department of Education provides primary and secondary school level education within a distinctly Seventh-day Adventist context for its children of school age. The schools intentionally provide an excellent educational product and a Christ-centred atmosphere that aids in the development of the child. The schools are committed to preparing every child for citizenship in this world and to attain eternal life. While the schools aim at educating its children in the fear of the Lord, they extend their services to Non Seventh-day Adventist (SDA) students who are committed to uphold the philosophy of the SDA Education system.

Seventh-day Adventist Schools are religiously oriented private schools that have regulations to direct students' behaviour and conduct. Parents/Guardians seeking admission for their children into the school must therefore be willing to cooperate with the policies of the school. Each student enrolled is expected to practice and uphold the established school's standards. Any student who disregards the basic principles of the school is subject to disciplinary action.

Objective

The Admission policy aims at ensuring fair and consistent approach to admission within the schools in the Conference

Admission Policies

Seventh-day Adventist schools are open primarily to young people of the Seventh-day Adventist Church who enroll for the purpose of doing earnest, faithful work, and who have a desire to develop a Christian character. Schools may not be equipped to handle certain types of special needs students. Efforts should be made by the school board, in close cooperation with the pastor, the church, and the Home and School Association, to see that these young people are enrolled in the school.

All students who present themselves for admission to the school thereby pledge to willingly observe all its regulations, to uphold the Christian principles upon which the school is operated and, to the best of their ability, perform all school duties assigned to them. It is also understood that should they break their pledge, they forfeit their right to attend the school. If they are retained in the school, it is at the discretion of the faculty and of the school board.

Seventh-day Adventist schools accept students in accordance with state compulsory attendance laws. It is the responsibility of the Union and Conference Offices of Education to be informed regarding these laws and to interpret them to the church constituency.

Admission Committee

All schools should appoint an Admission Committee that may comprise of 3-7 members based on the size of the school and will have the responsibility to advise on matters related to admission of students, after application forms and other documents are presented. The Principal is the chair of the Committee.

Non-discriminatory Policy

The Schools in the Caribbean Union conference of Seventh-day Adventists are part of the worldwide Seventh-day Adventist Educational system. It is the policy of the Seventh-day Adventist Church in all church-operated schools to admit students of any race, colour, sex, or national origin to all rights, privileges, programmes, and activities made available to students at its school, and make no discrimination in administration of its educational policies or programs. (adapted from the GC Department of Education).

The schools are operated primarily as a service to the members of the Seventh-day Adventists Church. As such all schools must strive to have at least 65% of its population from the Seventh-day Adventist faith. Other students who desire to flourish in this environment, to develop a Christian character, and who can support the philosophy and policies established by the schools are welcome. The SDA Schools are not equipped to meet the needs of students with serious behavioural or academic challenges. Special Needs students are accepted on a case-by-case basis, depending on whether their needs can be adequately met by the schools.

Qualifications for Admission – Primary Schools

Here are the guidelines for gaining admission:

- The student should be five years old by March of the School year in which he/she is seeking acceptance into the Kindergarten/Reception class. Government regulations may supersede this guideline.
- Parents should fill Registration Forms during the months of January to June of the year in which the student is seeking acceptance. This application should be accompanied by two passport sized photos, a copy of the child's birth certificate, and Health Card or other unique requirement of the school.
- Parent and Child should submit to an interview by the principal or the admissions committee. All information pertinent to the child's education, including relevant medical, behavioural, and academic challenges must be disclosed.
- The prospective student is required to go through a kindergarten/Reception Readiness Assessment if the school has a planned process or is required.
- Upon acceptance of the child, registration fees should be paid as stipulated by the school.
- Schools have the parameters to determine if the first school term fees for new students should be paid prior to August 31st of the calendar year
- All financial arrangements (payment plan) approved by the school must be made for the payments of tuition during the time that the child is registered at the school.

Qualifications for Admission Secondary School

The Secondary Schools welcome any student who desires to develop high moral principles and aims at respecting God, His laws and their fellow men.

- Prospective students must write the National primary school exit examinations.
- Prospective students who do not gain a score at or above the National mean or do not sit the National Primary School exit examination, may be admitted by the school on terms set by the school.
- Students who attend SDA Schools may be admitted based on the cumulative performance from Grades year 5-7 without taking National Primary School exit examinations. .
- The school reserves the right to grant conditional admittance based on its assessment.
- Prospective parents/guardians must fill an application form by the date designated by the school.
- All questionable or transferred prospective students must have two character references, one of which must be a former teacher or principal.
- Prospective transferred students and parents must submit to an interview by the principal/ admissions committee.
- The school reserves the right to apply regulations based the school's practice that relates to registration for CXC for Students who transfer into Form Three or higher.

Any misleading or inaccurate information, including omission of pertinent information, may nullify a student's acceptance and enrolment in our schools.

Special Needs Students

Most schools in the Caribbean Union Conference of Seventh-day Adventists have the capacity to facilitate the development of all children who progress through normal development. Students who exhibit mild to moderate issues of development and or learning can be accommodated in our inclusive environment, where as much as possible differentiated learning is practiced. The acceptance of moderate to severely challenged Special Needs or Behaviourally Challenged Students is based on our capacity to provide the care, nurture and environment needed to facilitate their learning and development.

Exceptional Students

Seventh-day Adventist schools have not generally been established for the purpose of offering special education and they are, therefore, generally unable to accept students who have serious physical, scholastic, or behavioural problems. However, with the increase of these conditions even within the Seventh-day Adventist church schools may need to be more flexible in catering for special education students.

It is recommended that schools exercise caution in accepting special needs children if they are unable to cater for them. Parents must submit full disclosure of all diagnostic/medical/psycho-educational reports to appropriate school personnel before registration in order to determine if the student's education needs can be met. The admissions committee should screen all such applications and inform the parents that the educational goals expected of the average student may not be met by their child. Parents of such students should be encouraged to explore all local resources and support services that may be provided to special needs students if the school is unable to offer the required services.

Adventist school personnel are encouraged to become aware of the local resources and services that could assist special needs children, and, where possible, dual enrollment and/or collaborative resources are encouraged.

Non-Adventist Students

Seventh-day Adventist education has a two-fold mission. The school's primary role is to educate and to spiritually strengthen Seventh-day Adventist youth. In addition, the school is to serve as a mission outreach to the community. Schools must ensure that at least 65% of the intake represents students from the Seventh-day Adventist community.

Transfer Students

Students who are being transferred into our schools from other institutions must submit to the same policies above. Additionally, they must have:

- A letter of transfer from their former school
- A transcript or report book from former school

- A character reference from a former teacher, pastor or community official
- The principal must contact the previous school to review relevant information (academic, behavioural, medical challenges)
- Student and parent(s)/guardian(s)/sponsor(s) must agree to abide by the principles and ideals of the schools.
- A placement evaluation and assessment will be administered, if necessary. Incoming international students or students transferring from home schools will be given grade placement screening tests if necessary.
- A completed registration form

All transferred students are subject to a one-year probationary period. The performance and/or behaviour of students who have been placed on probation will be reviewed at the end of each term. Students, who fail to comply with school rules and maintain academic standards, may be asked to withdraw and may not be considered for re-acceptance for the following term.

Re-acceptance

Re-acceptance is based on the following:

- Receipt of the signed re-registration form indicating intention to return.
- Review and approval of the student's general attitude, and academic and behaviour performance.
- Placement on one-year probation
- Financial clearance.

In addition, the school reserves the right to refuse admittance at any time.

School Entrance Age

To be eligible for admission, children must be physically, mentally, emotionally, and socially mature to do work at the prescribed level. Prior to accepting any applicant, the following age criteria must be met:

Schools are required to adhere to the state recommended stipulations regarding the acceptable age to enter pre-primary and elementary schools. Any case considered for exception must receive prior approval by the local Conference Office of Education or the local Conference Board of Education/Executive Committee. .

Secondary Age Maximum

Enrollment in secondary schools of the Caribbean Union Conference will not be granted to anyone beyond the age of 19 years. Any appeal for exception must be in writing to the Local Conference Office of Education.

Delayed Entrance Age

Given the physical and emotional differences among children and socioeconomic circumstances of parents, the church has not mandated a specific age at which children should enter school. Because of their

conscientious convictions, or their child's lack of readiness to enter school, some parents may wish to postpone their children's entrance into a formal educational program. In such cases the following guidelines are recommended:

1. Parents are responsible for complying with state school attendance laws.
2. Educational personnel should assist parents and students in making social adjustments and by offering testing and evaluative services to determine proper grade placement when the student enters school.

STUDENTS' STANDARD OF CONDUCT

School standards shall be in harmony with the principles accepted by the Seventh-day Adventist Church, as set forth in the Bible and the writings of the Spirit of Prophecy, and clearly enunciated in the student's handbook or calendar of the school. It is expected that all students shall live in harmony with these standards, whether on or off campus. The student's habits and attitudes in such matters as honesty, reverence, Christian courtesy, dress, language, reading, music, amusements, recreation, and association shall be in harmony with the principles of Christian education.

Code of students' Behaviour

Every child enrolled in a Seventh-day Adventist school, whether from a Seventh-day Adventist family or not, is expected to do the following:

- Attend school punctually and regularly. For each case of absence or tardiness, the pupil shall bring, on his/her return to school, an excuse in writing from parents or guardian, unless satisfactory arrangements have been made previously.
- Leave the school premises during the day only with the permission of the head teacher or principal and by the request or approval of the parent or guardian.
- Go to and from school in an orderly manner.
- Respect the Bible as the inspired Word of God.
- Practice acceptable principles of Christian morals, ethics, fair play, and courtesy in all school relationships, abstaining from rough and uncouth behaviour.
- Keep language above reproach, refraining from the use of profanity and smutty conversation.
- Maintain a constructive and cooperative attitude.
- Care properly for all school properties.
- Replace damaged property for which the student is responsible.
- Dress in a modest, healthful, and becoming manner.
- Exhibit moderation in the use of lipstick, eyebrow pencil, eye shadow, mascara, and nail colouring.

- Refrain from the use of tobacco, liquor, marijuana, and other addictive drugs.
- Refrain from inappropriate hair styles.
- Attend all religious and other school planned activities.

DISCIPLINE

Definition

The root word for discipline is Latin word “discara” which means “to learn.” The word disciple comes from the same root. A disciple follows a teacher in order to learn from him. Transferring that idea to the classroom, students learn to behave by watching and imitating the teacher. When they think about discipline, teachers tend to focus on misbehaviour. However, the concept of discipline is much broader than this. It is the training that makes people more willing to obey or more able to control themselves. The Cambridge English Dictionary defines discipline as training that makes people more willing to obey or more able to control themselves, often. Nevertheless, dealing with misbehaviour is important for both the student and the teacher, hence punishment will become necessary.

The Purpose of Discipline

The purpose of discipline is not just to promote a safe and orderly environment, but also to teach self-control. This perspective is uniquely Christian and quite different from the secular view. Thus, whatever a Christian teacher does should be seen in the context of the overall aim of discipline. Teachers’ practice and example should assist the students in their conversion, and they should encourage them to allow God to control their thoughts and behaviours. Seventh-day Adventists schools have the solemn responsibility of ensuring that every effort is made to maintain a Christocentric environment that will foster the basic tenets of SDA Education.

The basic purpose of discipline is the training of the student for self-government. True discipline is not punitive and it should result in mutual trust between student and teacher. Discipline is designed to be redemptive, remedial, and corrective rather than punitive.

Discipline Policy Guidelines

Caribbean Union Conference of Seventh- day Adventist Education Department is committed to providing a school environment in which all students can learn and achieve success. It is important for each school to have a consistent and united approach to behaviour, which is clearly understood by the whole school community

Goal of Discipline

The goal of this discipline policy is to enable the students to become self-governed, young citizens who value the things of God, care for each other, the wider community and the environment. Therefore, this policy will focus on preventing and correcting misconduct in the school. The objectives of the policy will be

fulfilled by teaching and modelling the necessary skills and strategies and providing sufficient opportunities for students to practice, and then hold them accountable for making appropriate decisions about their behaviours throughout the school day.

Good discipline is the foundation for efficient and effective implementation of the school's programme. We wish to provide the students with a safe and secure learning environment, where respect for self, others and authority exists. Students are therefore responsible for abiding by the rules and regulations, since these provide guidelines for the smooth operation of the school.

In keeping with this philosophy, we expect appropriate behaviour, and expect parents to play a significant role in partnership with our staff to support the administration in maintenance of discipline in the school. The rules which are outlined in the Students' Handbook, are revised as the need arises.

Discipline should be progressive and redemptive. Clear communication between the teachers, students and parents will ensure that discipline is effective.

School rules are available to parents and students at the time of registration to indicate their willingness to adhere to the school's regulations. Both parents and students are required to sign a contract and return it to the Principal/Vice Principal.

Disciplinary Authority

The principal and the teachers are responsible for establishing disciplinary procedures. All members of the school staff share in the responsibility for supervision of student conduct. Minor irregularities are handled by the individual staff members. Repeated offenses or major infractions of school rules are to be handled by the principal/school discipline committee.

Preventing misconduct in the classroom

Discipline is generally considered the number-one problem facing the classroom today. Teachers have the mammoth responsibility of preventing misconduct in the classroom and to maintain control in the midst of concerns about the decline of morals in society. While discipline at school poses a serious problem, there are some measures that can be taken to prevent misconduct in the classroom.

1. Show genuine love and concern for each child.
2. Listen carefully when students speak.
3. Respect the students
4. Use friendly gestures, not aggressive one.
5. Use preferred name.
6. Operate on students' level.
7. Ask questions rather than make accusations.
8. Address problem behaviours privately.
9. Communicate classroom rules clearly.

10. Be objective, not judgmental.
11. Show that you are human; be prepared to admit your mistake.
12. Affirm the students frequently.
13. Address problem behaviour directly and immediately.
14. Adopt a collaborative approach.
15. Help students understand the relevance of their classwork.
16. Make learning exciting and interesting.
17. Search for new ways to motivate students and enrich the learning enrichment.
18. Establish a healthy regard for democratic procedures and majority rule while respecting the rights of the majority.
19. Use the Bible, not only in religion and literature classes, but also to teach universal values and concepts and encourage self-discipline.
20. Develop an official set of guidelines and procedures for disruptive behaviour and a sequence of steps to use in dealing with infractions.
21. Utilize peer counselling and discipline.
22. Set a good example; model the Master Teacher
23. Supervise the students

General Supervision

General supervision is the duty of every staff member. Supervision must help students to develop good disciplinary habits so essential, not merely for the smooth functioning of the school, but also for society. The objective of all disciplinary measures must not be retributive, but corrective- self- control is the goal. Students must not be sent out of class except in extreme cases. If they are to be sent outside, they should be accompanied to the Principal's or the Disciplinary committee's office. Both teacher and student should be aware of misdemeanour when disciplinary referral becomes necessary.

Expectation of Students

Disciplinary measures, when carried out successfully by teachers earn them the respect of students. Staff should avoid sending pupils to the vice principal, Discipline dean or principal for trivialities.

Remember these are the positive, acceptable behaviour we are expecting from students as noted below:

Be responsible

- Attend all classes daily and on time
- Come to class with appropriate materials
- Be responsible for their learning
- Conduct themselves in a safe and responsible manner

- Be well groomed
- Keep all areas of the school clean and tidy

Communicate well

- Refrain from profane or inflammatory statement
- Inform parents of school accomplishment and needs and promptly transmit written communication from school to the home and from the home to school
- Seek change in an orderly and approved manner

Be respectful and caring

- Be respectful of all individuals and school's property
- Show respect to fellow students and all authority figures
- Abide by the rules and regulations set forth by the school and individual class teacher.

Reinforcing Positive Behaviour

We believe that positive behaviour should be promoted and to this end offer rewards for good behaviour/work as follows:

- Verbal Affirmation
- Tokens
- Awards
- Notes to students and or parents

Awards

Weekly Award given to one student who promotes good behaviour. A weekly award given out on Mondays/Fridays to one student in each class for something "Fabulous" they accomplished during the past week. "Fabulous" accomplishments include acts of kindness, special achievements or positive behaviour the teacher would like to promote. (This could be a class decision led by the Form teacher)

Attendance /Punctuality Award

Attendance and punctuality for each class is posted weekly by the Discipline Committee/Class teacher. The class with the best monthly attendance and punctuality records wins a prize. At the end of the term, students with perfect attendance/punctuality receive awards.

Keep Your Class Clean Award

The principal or designee will examine the classrooms every week and award marks for the best kept classroom. Some of the things that will be examined are neatly arranged furniture, posters and walls kept tidy, and no defacing of furniture, clean floor, no vandalism or graffiti. At the end of the month, the class which has the highest marks will be given a principal's treat.

Awards Chapel

Every term there will be an awards assembly where students are recognised for academics, spiritual acuity, and valuable contributions to school life and best efforts for that term. Special names can be given to the awards. The parents of the awardees can be specially invited to the ceremony.

MAJOR FORMS OF PUNISHMENT

Student Detention

Students should not be detained after school for any reason without the previous knowledge of the parent. If the parent cannot be notified prior to detention, it is better to keep the child the next day. Students should not be deprived of entire rest periods but should be with their group during the play period.

Student Suspension

A student may be suspended for repeated offenses when other procedures have not been effective.

Evidence of prior corrective measures and parent notification should be on file in the student's folder. In the case of a serious, overt act violating school regulations, the principal may suspend a student from school even if there has been no prior deviant behaviour. A suspension should be effective until the parents appear at the school to discuss the conditions for readmission. The suspension period will not ordinarily exceed ten school days or as dictated by the territory's Education Act. A teacher may temporarily suspend a student from class with the principal's authorization. Suspension from school should be made by the principal. The principal will notify the School Board chair in the event of suspension.

Student Expulsion

The School Board is the final authority in the dismissal or expulsion of a student upon the recommendation of the principal. The school administration and Board should develop policies pertaining to the dismissal of students in harmony with the Union's guided policies and the Ministry of Education in the territory

Seventh-day Adventist schools will not knowingly admit or retain students who violate the basic principles of the school. Students who do violate these basic principles even on the first offense may be liable for dismissal from school.

A student whose progress or conduct is unsatisfactory, or whose spirit and attitude is out of harmony with

the standards and principles of the school, or whose influence is found to be detrimental, may be dismissed at any time although there may have been no specific violation of any regulations.

Violations:

1. Using harmful drugs, narcotics, or tobacco in any form or having them in one's possession.
2. Drinking alcoholic beverages, handling or possessing them, or furnishing them to others.
3. Gambling, betting, and possessing playing cards, dice, and other devices with the intention to gamble. or other gambling devices.
4. Using profane language, indulging in lewd conduct or suggestions, possessing or displaying obscene literature or pictures.
5. Any harassment and/or sexual misconduct
6. Any threats that would lead to bodily harm
7. Dishonesty, including theft; willful deception regarding violation of school regulations; cheating in examinations, class work, or any phase of school or business.
8. Willful destruction of any school property or vandalism.
9. Disseminating atheistic ideas or undermining the religious ideals of the school.
10. Immoral conduct.
11. Attending questionable amusements.
12. Conspiracy or participation in hazing, initiations, or committing any act that injures, degrades, or disgraces a fellow student.
13. Continuous bullying

Dismissal Procedures

1. Teachers should inform the principal of the alleged offense.
2. The principal should consult with the Discipline Committee/Local Conference/Mission Director of Education and the School Board chairman accordingly.
3. The principal should suspend the offending student indefinitely or according to state standards until a thorough investigation can be completed.
4. In case sexual contact or threat of bodily harm local law enforcement should be contacted immediately.
5. In other cases the School Board/Discipline Committee should meet and appraise the evidence. Final decision regarding dismissal rests with the School Board.
6. Consideration regarding dismissal should include the following:
 - a. Age of student
 - b. Seriousness of the offense

- c. Past performance history
- d. Potential of rehabilitation
- e. Potential physical emotional harm to staff or student
- f. Impact on the school's ability to perform its mission

Post Student Withdrawal from School

Following the withdrawal of any student who is required by state law to be enrolled in school, the school principal is to notify the attendance officer of the Ministry of Education.

Corporal Punishment

Corporal punishment is not to be used as a disciplinary measure in schools within the Caribbean Union Conference.

Discipline Committee

A Discipline Committee should be elected to be responsible to deal with the matters of discipline at the school. The Principal should be a member of the committee. A Discipline Dean may be selected among the staff.

One or two students, as deemed necessary, may be recommended by the chairperson to sit on this committee when measures are formulated related to the types of discipline to be administered to students.

The Discipline Policy must be given to all students during orientation. Schools should have a Discipline Code, which will provide a framework to develop a Discipline code unique to its operation.

Below is a generic outline for disciplinary infractions.

DISCIPLINARY INFRACTIONS, PROCEDURES & CONSEQUENCES

It is important that schools have clear guidelines as it relates to the individuals who will be directly responsible for discipline and the chain of command. Schools may appoint deans of discipline, Discipline committees or a Vice Principal with responsibility for discipline.

Schools should also have standard notes to send to the parents for commendable and inappropriate behaviours. This will facilitate the preparation of the notes. The teachers and the discipline deans should have appropriate documents to record incidents involving the students.

Disciplinary infractions are divided into three levels.

Level 1 infractions- Subject/Form teacher is responsible

Level 2 infractions- Referral to the Disciplinary committee /Vice Principal

Level 3 infractions- Referral to the Principal

Level I Infractions

Any *misbehaviour* that is minor and occurs infrequently is considered a Level 1 infraction. These must be dealt with by the Subject/Form teacher. Teachers must be beforehand, establish clear, understandable class procedures with students. They must remember to show students respect, accentuate the positive, set tasks that give students a feeling of success, be fair, caring and consistent.

Disciplinary Procedures for Level I:

Staff member immediately intervenes and applies the most appropriate disciplinary option. In cases of repetitive misbehaviour, the staff member shall refer student to the Disciplinary committee. Since the frequency of occurrence determines subsequent response to the same infraction, a record of infractions and the disciplinary response to each will be kept for the student in the teacher's record books which is ruled according to the school's regulations.

Schools are to provide clear guidelines for documentation, and teachers must have in their possession referral and reporting blanks. Effort must be made to update students' file. This is critical for reference.

Teachers are encouraged to use prayer and counselling as the centre of disciplinary actions.

INFRACTIONS	RANGE OF DISCIPLINARY CONSEQUENCES
<p>MINOR DISORDERLY CONDUCT</p> <ul style="list-style-type: none"> ● Persistent talking/failure to participate in class activity ● Bringing or chewing gum ● Leaving the class/seat without permission 	<p>FIRST OFFENCE- teacher counsels student/gentle rule reminder/seat change/loss of privilege/proximity control</p> <p>SECOND OFFENCE- conference with student/removal of privileges/think sheet, lunch time detention/written apology</p> <p>THIRD OFFENCE - Inform parents/recommend detention/Removal of additional privileges/peer mediation/referral to Disciplinary committee</p>
<p>ATTENDANCE AND PUNCTUALITY</p> <ul style="list-style-type: none"> ● Late to school/class ● Missing school/class 	<p>FIRST OFFENCE- teacher counsels student (complete undone task at break or Lunch)</p> <p>SECOND OFFENCE- teacher counsels to determine cause /calls parents/record in discipline book, remove privileges</p> <p>THIRD OFFENCE - send to Discipline dean/record in students' personal file, parent conference/ write essay/ refer to counsellor accordingly/report to the Discipline Dean or the Principal if the problem persists.</p>

<p>DRESS AND GROOMING</p> <ul style="list-style-type: none"> • Dress code infraction 	<p>FIRST OFFENCE - teacher counsels/students purchase ribbon, collar, belts, socks etc /verbal warning</p> <p>SECOND OFFENCE- Removal of privileges/teacher counsels/calls parents</p> <p>THIRD OFFENCE - Removal of privilege, report to Discipline dean/parent conference/detention depending if it is carelessness and not parents not able to afford.</p>
<p>INTEGRITY</p> <ul style="list-style-type: none"> • Copying on a test • Abuse of water or bathroom privileges • Use of profane languages 	<p>FIRST OFFENCE - teacher counsels student (complete undone task at break or Lunch)/subtract points from test/ awarded zero/remove privileges/verbal warning</p> <p>SECOND OFFENCE - teacher counsels/removal of privileges/ awards zero for the test/ write a speech that emphasizes the need to avoid certain behaviours.</p> <p>THIRD OFFENCE - Awarded zero/record in students' personal file/refer to counsellor/parent conference/ read to class speech on "The sin of Profanity/cheating"</p>
<p>POLICY VIOLATIONS</p> <ul style="list-style-type: none"> • Coming to class unprepared (no textbook, pencil, pen or books etc) • Providing no or incomplete homework • Littering • Bringing electronic games, cellular phones etc. to school without permission • Careless or unauthorized use of school property (or others), facilities 	<p>FIRST OFFENCE - teacher counsels student (complete undone task before leaving the class or at break or lunch time)/warning/cleans a pick up litter, confiscate items, pay to replace damaged property/Send a note home.</p> <p>SECOND OFFENCE - teacher counsels/calls parents/ repeat punishment for first/referral may be made depending on the extent of the damage warning/ recommendation for detention</p> <p>THIRD OFFENCE- parent conference/refer to Discipline Dean/Principal/recommend suspension</p>

The Disciplinary committee reserves the right to order a detention, suspension etc.

Level II Infractions:

Any misbehaviour whose frequency or seriousness tends to disrupt the learning climate of the school and to seriously affect the student's own education is considered Level II misbehaviour.

Disciplinary Procedures for Level II:

The staff member writes a referral and hands it over to the Dean for Discipline for appropriate disciplinary action. The Disciplinary committee meets with the student and determines the most appropriate disciplinary response, and the parent will be notified. The offence and the disciplinary action will be recorded and placed in the disciplinary folder. A copy of this record will be placed in the student's file.

INFRACTIONS	RECOMMENDED CONSEQUENCES
<p>DISORDERLY CONDUCT/DISRUPTIVE BEHAVIOUR</p> <ul style="list-style-type: none"> ● verbal abuse or making rude signs, or body language ● Failure to respond appropriately to written or verbal directions ● Skipping detention ● Truancy ● Leaving class or school without permission ● Gross disrespect ● Misuse of the internet ● Inappropriate bus behavior 	<p>Warning/removal of privileges Parental Conference Referral to School counsellor Out-of-school suspension (2-5 days) Double detention School Community Service School improvement programme Behaviour contract Referral to outside agencies</p>
<p>REPEATED BEHAVIOUR</p> <ul style="list-style-type: none"> ● Chronic Level 1 behaviour 	<p>Suspension 2-10 days Referral to school counselling School Community Service School Improvement Programme Behaviour contract Suspension Expulsion</p>
<p>VIOLENCE</p> <ul style="list-style-type: none"> ● Bullying ● Fighting ● Theft 	<p>Parental Conference with the Disciplinary committee School-community service/suspension 2-10 days/ restoration of stolen item/essay writing/School improvement programme Detention Suspension Expulsion</p>

Level III Infractions:

Any misbehaviour whose consequences may pose a threat to the health and safety of others in school; has a lasting effect on the individual or reflects criminal tendencies is considered Level III misbehaviour.

Disciplinary Procedures for Level III:

The staff member writes a referral to the Disciplinary committee. Then the Disciplinary committee will discuss the matter with the Vice Principal for appropriate disciplinary action. The Disciplinary committee meets with the student, determines the most appropriate disciplinary response with the Vice Principal's input.

INFRACTIONS	RECOMMENDED CONSEQUENCES
<p>LEVEL III INFRACTIONS</p> <ul style="list-style-type: none"> ● Continuation of Level II misbehaviour ● Chronic tardiness 	Parental Conference School-Community Service Referral to counsellor Individual written plan of action for students Suspension 5-10 days Behaviour contract Expulsion
<p>DISORDERLY CONDUCT/DISRUPTIVE BEHAVIOUR</p> <ul style="list-style-type: none"> ● Disrespect shown to the principal, teacher, any adult in authority, prefect, class monitor associated with the school ● Bullying, teasing, bribery, intimidation ● Bringing offensive or inappropriate literature to school ● Use or possession of any kind of offensive weapon, drug, tobacco or nicotine product at school ● Leaving school premises without permission ● Verbal abuse, including ethnic or racial slurs, lewd, obscene comments, cursing, foul language. ● Defiance of authority or school authority ● Use/possession of alcohol or illegal drugs ● Internet crime 	Parental Conference School-community service Removal of Privilege Referral to School counsellor Law enforcement Referral to external agency/confiscation of items out-of-school suspension (up to ten days) Letter of apology, public apology Report to police School improvement Programme Expulsion

<p>INTEGRITY</p> <ul style="list-style-type: none"> • Cheating (including giving, receiving and use) • Plagiarism • Falsification • Stealing • Wilful or malicious false accusation • Stealing or borrowing without authorization any item or property from another student, staff member or school itself 	<p>Refer to counsellor</p> <p>Parental Conference</p> <p>Student behavioural Contract</p> <p>Law enforcement</p> <p>Up to ten days suspension depending on the severity of the infraction</p> <p>Removal of privileges</p> <p>School Improvement Programme</p> <p>Expulsion</p>
<p>SEXUAL HARASSMENT</p> <ul style="list-style-type: none"> • Spreading sexual rumours • Unwelcome sexual slurs • Sexual misconduct • Inappropriate sexual behaviour • Display of possession of pornographic • Material 	<p>Refer to counsellor</p> <p>Parental Conference</p> <p>Student behavioural Contract</p> <p>Law enforcement</p> <p>Up to ten days suspension depending on the severity of the infraction</p> <p>Expulsion in severe cases or repeated offense (rape, buggery, etc)</p>
<p>VANDALISM</p> <ul style="list-style-type: none"> • Wilful marring, defacing or destruction of school property, including any employee's or other person's property. 	<p>Parental Conference</p> <p>Law enforcement</p> <p>Up to ten days suspension depending on the severity of the infraction</p> <p>School Improvement programme</p> <p>Replacement of vandalized item, cleaning property</p> <p>Expulsion depending on the intent</p>
<p>FIGHTING/ASSAULT/THREATS/BATTERY</p> <ul style="list-style-type: none"> • Actions, comments or messages intended to cause others to fight or which may result in a fight • Intentionally hitting, biting, kicking, blocking the passage of or throwing objects at school personnel 	<p>Parental Conference</p> <p>School-community service</p> <p>Referral to School counsellor</p> <p>Up to ten days suspension</p> <p>Referral to counsellor</p> <p>Law enforcement</p>

<ul style="list-style-type: none"> • Wilful use of physical violence • Fighting involving two or more parties • Assault and or Battery upon member of staff or school personnel • Display gang or mob related behaviour 	<ul style="list-style-type: none"> Student behavioural contract Expulsion School Improvement programme
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A student may be suspended from school for up to ten (10) days or as dictated by the state. This action is taken at the Disciplinary committee /Discipline Committee/Principal's discretion and may involve prior parental consultation. Consultation with the discipline committee is necessary when a student has to be suspended for an extended time. Always ensure that the laws of the land are observed.

A student who is suspended for an extended time may be sent home with a letter requesting parent to come in for a conference. The student may or may not be required to wear the uniform to the conference. The teacher shall provide a statement of the problem in writing (using referral blanks), following which a planning conference will be held which shall include the teacher, principal, counsellor and one or more of the Disciplinary Committee members. After the conference, the student should be served the letter of suspension or expulsion.

TARDINESS AND ABSENCE POLICY

Tardiness

Each school should formulate policies relating to tardiness.

Absences –Excused and Unexcused.

All students enrolled in the school are expected to be punctual and regular in attendance. Excused absences for medical appointments, emergencies, sickness, and/or death in the family are considered legitimate excuses for absences. Written excuses from a parent or guardian are required for all absences, and should be kept on file until the end of the school year. Unless the work missed is satisfactorily made up, a student absent more than 35 percent of the school days (including excused absences) in any period may impact promotion and grades. Attendance regulations should be in harmony with state codes.

Absences for Approved Functions

Absence caused by participation in an event specifically for a group to which the student regularly belongs shall be considered excused.

Attendance by students at functions organized by the Conference/Mission as an extension of the school programme (i.e., Academy Days, Music Festival, Bible Conference) shall not be considered as absences.

Attendance at Local Conference and Union Pathfinder camporees shall be considered excused absences, and shall not negatively impact the student in regards to attendance.

Leaving School Premises

No student shall be permitted to leave the school premises at recess or at any other time before the regular hour for dismissal except in case of emergency or with the approval of the principal of the school.

Attendance Exclusions -Medical

To safeguard the health and safety of all students, the school may temporarily exclude and require medical examination of any student who is suspected of having a communicable disease which would endanger the welfare of the students or school. In cases of positive diagnosis, the student may be suspended until a medical determination is made that the student no longer poses a threat of infection.

Students with a communicable disease should be referred to health authorities for recommendation on exclusion, return to the classroom, and life-threatening diseases. The Board shall determine whether any reasonable accommodation can be made to retain the student. Students who have been founded to have infectious and contagious diseases must be given a non-disciplinary suspension.

Non- Enrolled Students

Non-enrolled children or youth are not allowed at the school, except for school functions specifically designated for visitors. No part-time kindergartners or other children should be left at the kindergarten as a baby-sitting or day-care arrangement.

If children of volunteers must be at the school, they should be under the supervision of their parent and must provide evidence of medical insurance coverage. Children of employees are not permitted to be at the school unless they are enrolled as students.

OFF CAMPUS TRIPS

Definition of Off Campus Trips

Off-campus trips and activities can be an integral part of a well-rounded educational experience for students. Much learning can be gained from worthwhile off-campus field trips and activities that meet spiritual and educational objectives. Student groups who perform for audiences can be a powerful witness for Christ and the school. Care must be given, however, to consider the costs, time, and philosophical basis for such activities.

All off-campus trips and activities, including class trips, must meet the school's mission and fit the spiritual philosophy of education for Seventh-day Adventist schools. When a trip is being conceptualized, the teacher should consult with and receive approval from the school board through the principal before making promises or discussing details with students. Overseas and trips which require overnighing must be approved by the Conference Executive Committee. The drivers' permits and insurance documents must be inspected and copies kept on file.

Each school should have a Parental Approval Form that is signed by parents before a student can leave campus.

Supervision During Off Campus Trips

Safety and proper supervision of students is of utmost importance when planning and implementing off-campus trips and activities. While it is recognized that there will be a certain amount of risk in any off-campus activity, teachers and administrators must take reasonable precautions and use sound judgment to minimize such risks. Every effort should be made to develop guidelines that address all possible scenarios involving off-campus activities. Provision must be made for students to be under direct supervision at all times by an adult supervisor. (Example: Swimming requiring the presence of a certified lifeguard) **ABSOLUTELY NO RECREATIONAL BATHING.**

Adequate approved gender-appropriate chaperones should be provided as follows: a. PreK-21 for every 3 students

- a. Grades 3-4-- 1 for every 5 students
- b. Grades 5- Form 3, 1 for every 8 students.
- c. Overnight trips or activities for PreK-8 may require additional gender-appropriate chaperones.
- d. Grades 9-12/Form 4 - 5, 1 for every 12 students.
- e. Overnight trips and activities require 1 for every 10 students and may require additional gender-appropriate chaperones as determined by the local operating board.

Inclusion

Each trip or activity should be planned to include all class members without respect to financial status. All trips and activities should be planned with consideration to limiting the “three D’s”: Days (time) out of class, Distance to be travelled, and Dollars (cost).

Day Educational Trips

The trip must be educational and planned well in advance.

The itinerary must be prepared and presented to the School Board/ at least four weeks prior to date of event.

Funds are to be raised in accordance with local school policy.

Overnight Educational Trips

All schools who are planning overnight off-campus activities, must secure approval from the school board and conference executive committee. This includes trips that cover a Friday/Sabbath or a Sunday/Monday sequence.

- Elementary – Three (3) school days and two school nights.

- Secondary Schools – Three (3) school days and two school nights.
- Outdoor education programs are eligible for up to four (4) days; and should include plans for spiritual and educational activities, an outline of assignments and the program evaluation plan.
- Touring groups such as music, gymnastics, and others are limited to three (3) school days for any one organization during a school year.

Non-Educational Trips

Off-campus trips such as club activities, class picnics, student association outings, and other special activities shall be limited to one (1) school day.

Overseas Tips

Overseas trips are not generally encouraged. When considered, extra caution should be exercised.

GUIDELINES FOR DEALING WITH STUDENTS' PREGNANCY

The following suggestions are only to serve as guidelines for those that may have students facing parenthood while enrolled.

1. Prior to Delivery:
 - a. Confirm data in file with students and their parents.
 - b. If both of the potential new parents are enrolled in your school, be sure to apply similar or equal regulation.
 - c. Take action to avoid sensationalism or misunderstanding among students and parents.
 - d. Consider an appropriate exit date for involved students.
 - e. Where possible and if requested, assist parents in arranging off-campus or virtual education to complete work due to early exit.
2. After Delivery:
 - a. Upon receiving request for re-enrollment, require a conference with parents and students.
 - b. Limit baby's on-campus visits.
 - c. Outline expected programme if accepted for re-admissions.
 - d. It is recommended that a new parent who is a minors continue residence with parent/guardian

Hold returning students accountable to all school regulations.

NEW SCHOOL ORGANIZATION AND STRUCTURE

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

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 Local Conference/Mission and Caribbean 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. 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.

CRITERIA FOR THE ESTABLISHMENT AND CLOSING OF A SCHOOL

Secondary Schools

The approval of the Division Committee is required for the founding of senior secondary schools, the upgrading of a junior high school to a senior academy or high school status, or the reorganization of a day school to a residence operation.

Procedure for Establishing a New Secondary School

A local Conference or mission wishing to open a new secondary school or to upgrade an elementary school or junior academy to the status of an academy or high school or to make a boarding school from an existing day school, shall make application to the Union Conference/Mission Department of Education with supporting data indicating

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 local Conference/Mission
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 National policy
11. Subject offerings and class period time allotments in agreement with policies of the Caribbean Union Board of Education.

Specific policies regarding organization, administration, finance, curriculum and personnel in agreement with the Conference and Union Offices of Education

Union Conference/Mission approval shall be granted only after the local Conference/Mission has satisfied the Union Conference/Mission Board of Education and the Union Executive Committee that the proposed new school shall, within two years, satisfy the requirements of the minimum Education Department standards currently voted by the General Conference Adventist Accrediting Association for schools of the level for which the application is being made.

Upon approval of the Conference/Mission application for a new or existing school's elevation to academy or high school status by the Union Conference/Mission committee, the application with supporting documents and official request for the appointment of a survey committee shall be forwarded to the Division. The survey committee will conduct an on-the-spot inspection to determine the advisability of accepting or deferring action on the application.

The Division Committee, in counsel with its Department of Education, will appoint an inspection committee, including the Division Director of Education, representation from the General Conference Department of Education whenever possible, the Director of the Department of Education of the Union Conference/Mission initiating the request, a representative of the administrative staff of the nearest Seventh-day Adventist college or university, and the president and Director of Education of the Conference/Mission initiating the application.

After convening on the site of the proposed new or altered secondary school, the survey committee will forward the results of their study and recommendations to the Division Department of Education. After consideration by the Division Department of Education, official departmental recommendation for disposal of the application to establish or upgrade a school will be forwarded to the Division Committee for final action and notification of the conference/mission originating the Division executive Committee.

Approval of the application to operate an academy or high school, if given, shall be for a two-year probationary period. A junior academy applying for permission to offer eleventh grade (or equivalent) must be offering twelfth grade within a two-year period. At the end of the two year probationary period, application must be made for accreditation and recognition by the General Conference Adventist Accrediting Association through the Division Commission on Secondary Education.

F 82 11 Authorization to establish Early Childhood Centre and Primary schools

The approval of the Union Committee is required for the establishment of primary schools or the upgrading of a pre-school center to a complete primary school.

All the steps taken for the establishment of a secondary school is applicable except that the final decision rests with the Caribbean Union Conference and not the Inter American Division.

Closure of Schools

Secondary Schools

- The recommendation will be made by the institutional board to the Conference Committee which, if voted, will be forwarded to the Union Executive Committee.
- The Union Committee will appoint a Survey Committee to make an on-site visit and report. This survey committee shall include Division representation.
- The recommendation of this Survey Committee will be presented to the Union Committee and the Department of Education of the Division for presentation to the Board of Higher Education for final action.

Early childhood Centres Primary Schools

The steps taken for the closure of a primary school is the same as the secondary school except that the approval of the Division is not required.

MEDIA CENTRE

Each school will have a media centre 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:
 - a. Bible concordance
 - b. Bible dictionary
 - c. Bible reference books, including Spirit of Prophecy volumes
 - d. Children's encyclopaedia not more than five years old
 - e. World atlas not more than five years old
 - f. Availability of virtual library
 - g. Computers

Internet access, filtering equipment and internet usage policy must be available in the media centre.

SUPPLEMENTARY MATERIALS AND THE USE OF TECHNOLOGY

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 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.

PHYSICAL PLANT

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. The walls should have light or pastel shades, and the floors should be finished in light colours. The floors should be resilient, comfortably warm, and finished so as not to soil the clothes of the children who play on the floor.

Maintenance

Provision should be made to maintain classrooms, halls, rest rooms, service rooms, and grounds, in a clean, orderly, and attractive condition at all times. Schools must appoint a Maintenance and physical plant committee to oversee the upkeep of the plants and environment.

Classroom size and Number

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

Storage

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.). Storage and supply cupboards should be built into the room unless provision is adequately and conveniently provided elsewhere.

Restrooms

There should be separate rest rooms for boys and girls, each plainly labelled, well-ventilated, and deodorized. For children in Year 1-3 a single toilet may be acceptable if entrance is from the classroom. There should be doors on the toilet stalls, and the partitions should be sturdy and sanitary.

Safety

The Safety officer must evaluate the school regularly to ensure that the plant and its operation observe safety regulations. Schools should be equipped with smoke detectors, fire extinguishers, appropriate rails, signs and other equipment that will heighten precautionary measures.

DRESS AND HAIR POLICY

Acceptable Hair colours and styles

- Students shall maintain neat and clean hair at all times
- Hairstyles must not obstruct the normal view of other students due to their height or length.
- Locs, plats or designs in their hair are not allowed for male students except if granted exemptions.
- Locs or designs in their hair are prohibited for female students except if granted exemptions.
- Hair colours that do not naturally occur, wigs, weaves, and hair extensions are prohibited for students except if granted exemptions.
- Students suffering from any proven medical condition that causes hair loss, such as alopecia, scalp infections, lupus, or the effects of chemotherapy, will be granted exemptions to wear wigs or artificial hair coverings.
- For safety reasons, hair in females should not fall below the shoulders, especially in the laboratory or other practical subject workspaces.

Religious-Affiliated Hairstyles (Locs)

On the issue of locs for students, after examining the legal right and changing social positions of locs as a hairstyle, the committee agreed to the following:

- Students with a written religious request from an authorized leader of a recognized religious/spiritual body, such as the Rastafarians, will be granted an exemption to wear locs as hairstyles.

Boys

The locs must be covered at all times and worn so that they do not obstruct the normal view of other students.

Girls

The locs must be neat, well-groomed, and worn so that it doesn't obstruct the normal view of other students. For safety reasons, locs worn by females should not fall below the shoulders, especially in the laboratory or other such practical subject workspaces.

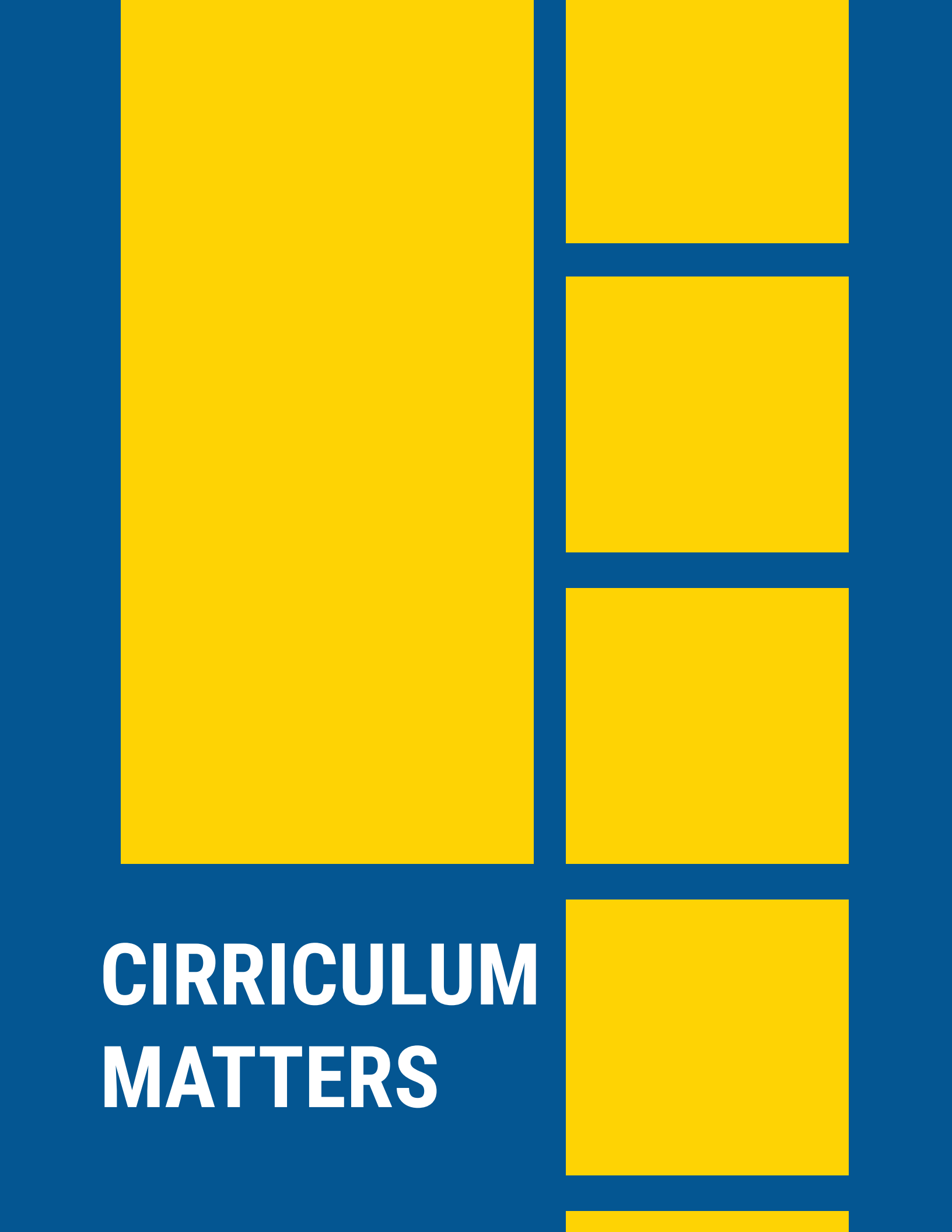
Religious-Affiliated Hair Covering (Hijab)

- Exemptions may be given to female students of the Muslim Faith to wear headscarves such as Hijabs. Headscarves must be the same colour as the school uniform and must not cover the face in the interest of public safety.
- Headscarves covering the face and/or obscuring school uniforms such as the Burqa, Niqab, Khimar and Chador are prohibited.



CONCLUSION

While change and adaptability are necessary to remain relevant in our changing society as a church, we must not lose the unique standards that we hold as a people and the world expects of us. All changes must be implemented while being cognizant of the stakeholders' tolerance in each territory and educating them on the necessary legal implications.



CURRICULUM MATTERS

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SECTION 3:

CURRICULUM MATTERS

CURRICULUM PHILOSOPHY

The Seventh-day Adventist Church educational system defines a Comprehensive Curriculum as 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 educating children and youth regarding their physical, spiritual, mental, and world community. It implies experience, which is the internalisation of activities engaged in by the learner. It attempts to provide learning experiences that meet the general and specialised needs related to each learner's unique abilities, interests, and expectations.

The Curriculum at all levels MUST reflect 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 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 the 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.

It is essential to address pertinent inquiries to develop a comprehensive and well-rounded curriculum such as the following:

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

Everyone involved in the educational process is responsible for making each aspect of the Curriculum consistent with the goals of Seventh-day Adventist education. If administrators and teachers are dedicated to respecting each individual's uniqueness and worth and presenting the truth about God, they can design and execute flexible materials, methods, and content to promote every learner's potential.

Each Union Office of Education is responsible for preparing a statement of policies and procedures for curriculum planning and development and specific requirements for the primary and secondary schools. Fundamental 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 curriculum areas generally shall include Religion, communication skills/balanced literacy, Physical and Life, Sciences, Mathematics, Social Science, Health-safety and Physical Education, Information Technology (robotics, coding), Technical Vocational subjects, Financial Education, practical Applied arts and fine arts. These areas shall be presented within the context and relationships of character building, witnessing service, physical, spiritual, and social development, career education, and a work ethic.

The needs and interests of students and the community should determine subject matter offerings specific enough to fulfil college entrance requirements.

Curriculum Definition

We define the Curriculum of a Seventh-day Adventist school as all the formal and informal learning experiences available to students. It attempts to meet the general and specialised needs related to each learner's unique abilities, interests, and expectations. The Curriculum's design reflects the philosophy and objectives of Seventh-day Adventist Christian education.

It is the responsibility of the Caribbean Union 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.

Definition of Curriculum Committee

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. The Committee organisation addresses the various needs of each entity.

Roles and Responsibilities of Curriculum Committee

The Curriculum Committee must meet the following goals to achieve a balanced and appropriate curriculum:

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 regarding their implication for the Seventh-day Adventist Christian and his church.
3. Consider the parents' and constituents' special needs, values, and goals.
4. Make provision for individual learners' interests, special learning needs, and abilities, including diagnosis, remediation and/or enrichment.
5. Provide career awareness objectives and work experience programs that will ensure valuable learning, leading to satisfactory employment in the future.

CARIBBEAN UNION CONFERENCE CURRICULUM COMMITTEE

The Caribbean Union Conference Curriculum Committee, a standing committee appointed by the Caribbean Union Conference Executive Committee, studies and plans for curriculum needs for elementary and secondary school education. Its purpose is to develop and update curriculum policies and develop Curriculum to ensure that teachers teach each discipline in such a way as to be distinctly Seventh-day Adventist.

Philosophy of Caribbean Union Conference Curriculum Committee

The Caribbean Union Curriculum Committee oversees the development and implementation of all curriculum areas. It studies explicitly students' ongoing needs, interests, and progress and develops a curriculum based on these findings.

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

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

All curriculum development, innovation, evaluation, and adoption agenda items are identified and listed as the Curriculum Committee agenda. The Curriculum committee is responsible for developing, piloting, evaluating, implementing, and classifying the Curriculum. Speciality 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.

CONFERENCE/MISSION CURRICULUM COMMITTEE

The Conference Curriculum Committee is an appointed organisation to give guidance and direction regarding curricula within the Local Conference educational system. It links the curriculum implementation process between the Inter-American Division the Union Curriculum Committee, the Conference Curriculum Committee, and the school Curriculum Committee. Its major role is to provide leadership in implementing a Seventh-day Adventist-oriented curriculum at the local Conference level.

- a. The Conference/Mission Board of Education appoints members of the conference curriculum committee, which may consist of representatives from the following:
- b. Conference Office of Education.
- c. School principals or designees.
- d. Cross section of conference-employed teachers selected from geographical areas of school curriculum committees.
- e. Curriculum-oriented layman (optional).

The term of office should 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.

Goals of Conference/Mission Curriculum Committee

It is the responsibility of a Conference/Mission 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. The Curriculum Committee should meet the following goals to achieve a balanced, harmonious, and appropriate curriculum:

- a. 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.
- b. Study and assess current issues and events regarding their implications for the Christian and his church.
- c. Consider the parents' and constituents' special needs, values, and goals.
- d. Develop recommendations concerning providing for students' interests, special learning needs and abilities.
- e. Promote career awareness objectives and work experience programs to instil positive work attitudes desirable for future satisfactory employment.

Areas or Responsibilities of Conference/Mission Curriculum Committee

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 as recommendations to the administration and the Union Curriculum Committee, and to make assignments to school curriculum committees.

The functions of the Conference Curriculum Committee may include the following:

- a. Study the total Curriculum considering generally accepted learning theory and current issues in accordance with Adventist educational philosophy to ensure the integration of faith and learning.
- b. Establish ad hoc committees and sub-committees to study specific curriculum needs for enrichment and/or remediation using achievement test results.
- c. Provide leadership for and maintenance of an ongoing curriculum development program in cooperation with the Union Conference Curriculum Committee with extensive teacher and local constituent involvement.
- d. Explore and identify ways of organising resources, including personnel, to achieve an articulated curriculum and improve learning opportunities.
- e. Evaluate, authorise, and report results or proposals for innovative programs which local school curriculum committees may initiate.
- f. Adopt a testing programme and study results for curriculum planning.
- g. Assess teacher needs and make recommendations to the Caribbean Union Office of Education regarding personnel and programs for in-service education and teachers' conventions.
- h. Implement curriculum policies of the IAD and Union Boards of Education.
- i. Submit a report of their yearly activities to the local board.
- j. Initiate, conduct, evaluate, and report results of research projects and surveys as needed.
- k. Conduct pilot studies in cooperation with the IAD and Union Boards of Education.
- l. Make assignments to school curriculum committees.
- m. Review proposals for innovations and special projects submitted by the school curriculum committees. To grant proposal requests as submitted or make suggestions necessary to receive approval.

Modus Operandi

The role of the Conference Curriculum Committee is to assess needs, identify problems, and develop programmes and materials for use in the Conference school system. The Curriculum Committee's broad functions expand in the preceding list. For example, the principal and teachers should study standardised test results to determine patterns of ability and achievement in the conference school system and to recommend programmes given the findings. Conference-wide educational projects, such as environmental schools, science fairs, and music festivals, are legitimate areas for the Conference Curriculum Committee's involvement.

The Union' Education Department expects the Conference Curriculum Committee to operate within the framework of denominational curriculum guidelines as defined for each organisational level in the Education Code. The Conference Curriculum Committee oversees school learning activities and ensures compliance with adoptions and policies. Requests for deviations from the Conference programme are studied, and where appropriate, proper recommendations are made to the Caribbean Union Curriculum Committee.

SECONDARY SCHOOL CURRICULUM COMMITTEE

The Secondary School Curriculum Committee forms a link in the curriculum implementation process, which emanates from the Inter-American Division Curriculum Committee, the Caribbean Union Curriculum Committee, and the Conference Curriculum Committee through the secondary school Curriculum Committee to the faculty. Its major role is to provide leadership in implementing a Seventh-day Adventist curriculum.

Appointment of the Curriculum Committee

Appointed by the Board of Management on the recommendation of the principal/administration on an annual basis, the membership of this working committee should be selected carefully 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 secondary school curriculum committee membership should vary depending upon the size of the school. The committee should be 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.

Curriculum Committee and Related Committees

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

- a. Academic Standards/Affairs Committee, with the responsibility of implementing established policies about academic standards and the meeting of course offerings and graduation requirements, indicating how best to meet the University of the Southern Caribbean and other Adventist Universities, and providing leadership in implementing approved grading/reporting procedures
- b. Guidance and Testing Committee, with the responsibility of making effective use of test results to recommend curriculum changes/adaptations which will meet the needs of students
- c. Library/Media Centre Committee is responsible for acquiring, cataloguing, storing, culling, administering, and using library/media centre materials in harmony with the school's curriculum needs.

- d. The principal may appoints Ad Hoc Committees upon the recommendation of the Curriculum Committee or faculty to deal with specific areas requiring study/attention. The entire secondary school curriculum committee may assume all or some of these functions in smaller schools.

General Goals of the Curriculum Committee

The secondary school 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 curriculum committee must achieve the following goals:

- a. Ensure that the Curriculum reflects and supports the beliefs and values of the Seventh-day Adventist church, including effective witnessing and Christian service activities.
- b. Study and assess current issues and events regarding their implications for Christian education.
- c. Consider the parents' and constituents' special needs, values, and goals.
- d. Develop recommendations to the administration concerning making 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.
- e. Provide career awareness objectives and work experience opportunities.

Areas of Responsibility of the Curriculum Committee

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

- a. Study and evaluate the philosophy and purposes of all school activities.
- b. Assist the administration in fostering a spirit of cooperation between the school's various instructional and supporting departments.
- c. Study and approve specific course offerings harmoniously with Caribbean Union and Conference/Mission policy.
- d. Recommend graduation requirements to the administration and faculty (for consideration by the operating board) in harmony with Inter American Division, Caribbean Union, Local Conference, regional accreditation agencies, and state and local requirements.
- e. Recommend procedures that will encourage college-bound students to meet college entrance requirements set by the University of the Southern Caribbean and other Adventist Universities.
- f. Implement an appropriate standardised testing program.
- g. Implement National and Adventist standards.
- h. Establish and maintain a coordinated grading and reporting system.
- i. Implement curriculum policies, approved textbooks, and materials approved by the Inter-American Division, Caribbean Union, and Local field Office of Education.

- j. Evaluate departmental goals and objectives.
- k. Provide leadership in the development and effective use of course outlines.
- l. Cooperate with the principal in developing and implementing a staff/teacher in-service development programme.
- m. Cooperate with the principal in developing and implementing a programme of instructional supervision.
- n. Seek ways to provide all learners with remedial and/or enrichment educational opportunities.
- o. Serve on Caribbean Union and local conference curriculum committees as requested.

PRIMARY SCHOOL CURRICULUM COMMITTEE

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

The following courses are offered at the elementary school level.

1. **Visual Art:**

Appropriate art experiences in the Seventh-day Adventist school will enable students 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—studying art results in a fuller and better life for the student and 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, leading students to form Biblically sound conclusions. Bible principles will be applied in the student's lives as they develop a love for the Word of God through personal experience.

3. **Technology Education**

A curriculum guide to assist teachers at all levels in computer literacy and give the students "hands-on" experience must be available at all schools. Students should also be taught elements of coding, robotics, designs and other trending courses that prepares students to survive in a technology driven society.

4. Language Arts

The correct study of languages 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. Using 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 and oral experiences will provide opportunities for developing fluency.

- a. 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.
- b. Reading: In the Seventh-day Adventist school, reading is of primary importance to the student not only as the basis for successful academic experiences but also as a means of learning God's will for himself 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 give his thoughts to others. Proficiency in using reading skills will promote successful progress in acquiring knowledge.
- c. Spelling: The instructional program of the Seventh-day Adventist school emphasises excellence as evidenced by correctness in spelling. An effective approach to learning spelling will encourage correct spelling in all written work and 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 proficiency in basic mathematical skills and instil such values as accuracy, honesty, thriftiness, and Christian stewardship. To be a good steward of his time and money and to carry out his responsibilities as a church member 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

A Seventh-day Adventist (SDA) curriculum guide should be available at all schools with specific criteria per grade level. 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 emotions and the intellect. Students will be able to learn to employ acceptable Adventist principles in the choice of music for 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.

A curriculum guide to assist teachers at all levels in the teaching of Music must be available at all schools. This guide must be based on the philosophy of SDA Education.

Each institution should ensure each student learns to play at least one musical

Instruments. This is to try to ensure that the Music department of the local congregations have musicians to enhance the worship experience.

7. **Physical Education**

A Seventh-day Adventist curriculum guide should be available at all schools with specific criteria per year level. 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. Recognising that the body is the temple of God will lead to a unique respect for the physical being.

For countries where there is an established government curriculum, the teachers will continue the usual Integration of Faith and Learning while intentionally ensuring that the SDA standards for Physical Education are achieved.

It should be mandated that each student learns at least one sport before graduating from the institution.

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 valid 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 emphasised. Appreciating the human body as the temple of God provides the basis for practising 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 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 historical facts, 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.

CURRICULUM MODIFICATION

Schools wishing to implement an alternative programme not included in the current Curriculum may do so under the following conditions:

- The principal files a general request with the local School Board for approval, submitting a preliminary outline of the programme to be followed.
- Submit the outline and rationale of the programme, including the potential financial implications of added staff and/or materials, to the School Board for approval.
- Before programme implementation, submit a comprehensive plan, including the following aspects, to the Local Conference Office of Education for approval by the Education Board and the Executive Committee. This document should include but is not limited to:
 - a. The performance criteria or objectives delineating that which the student will accomplish
 - b. The materials and experiences that will be used to meet the objectives.
 - c. An evaluation plan is based on the objectives to determine if and when they are met.
 - d. Structure of the programme, its goals and objectives
 - e. The Financial plan, which will include a sustainability plan
- A significant deviation from the adopted curricular design must have the approval of the Conference Office of Education in counsel with the Local and Union Conference Curriculum Committees. During pilot or experimental stages, periodic evaluations of the programme shall be made by the Local Conference Office of Education and/or Union Curriculum Committee.
- For minor changes within a classroom, the teacher only needs to gain the approval of the principal and/or the school curriculum committee. However, the Executive Committee must approve programmes with significant financial implications.
- The school should receive a written response from the Conference/Mission of the Executive Committee to implement the programme.

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.

Schools having special teachers for Art, Physical Education and Music should provide such services within the daily schedules.

Special schedules are needed for teacher supervision on a rotation basis during faculty worship, lunchtime and after school.

MULTIGRADE IN PRIMARY SCHOOL

1. **Multigrade Class Size.** The maximum number of grades for multi-grade elementary teachers shall not exceed two.

The maximum number of students for teachers teaching in the elementary shall be as follows:

Year	Maximum Number of Students
1-2 years	
3-4 years	
5-7 years	

2. **Increasing Multi-grade Class Size**

- a. A part time teacher is recommended when the number of grades or students reaches or exceeds this number.
- b. When schools operate a first and second-grade (or equivalent) combination, class size should have a maximum of 18 students.
- c. If a teacher has two grades, adding five to ten more students, the principal provides a part-time teacher to assist with instructions or core subjects.

The grade load and student load numbers outlined above are the minimum quality instruction and learning requirements. The actual number of students in a given classroom can vary, depending on students' needs. The principal should make this decision in consultation with the teacher and the local Conference Office of Education.

The Conference/Mission should provide administrative release time for teaching principals in elementary school.

Each teacher within the SDA classrooms should be exposed formally to the SDA Curriculum Standards within their respective field. A hard copy of the standard should be available at each school and an electronic copy should be sent to the principals to be share electronically with each teacher.

RIGHT OF PRIVACY

Student records should contain only the factual information necessary for the education process. Cumulative folders must be available for review by a student and his parents, if the student is under 18 but must not be accessible to unauthorised individuals.

Official records will be forwarded to another school system or prospective employer at the parents' or students' written request if the student is over 18.

Records about a student's mental health contain entries made under the direction of the student's physician and should be kept separate from academic records. These records should be released only at the student's or his parents' request if the student is under 18.

ACHIEVEMENT TESTING

Philosophy

The assessment programme is provided to assist in identifying student achievement levels in the basic skills. Analysing the assessment results in basic skills helps determine individual student needs. The analysis of the results also provides a method of determining the teacher's design for instruction, the effectiveness of the educational programme and a measure of accountability on the part of the school.

Objectives

The assessment programme of the Caribbean Union is designed to do the following:

- a. Indicate the achievement and proficiencies of students
- b. Provide indicators of student's strengths and weaknesses
- c. Provide teachers a basis for planning and improving their instructional program
- d. Provide students and parents with an assessment of student achievement
- e. Provide teachers and school administrators with an assessment of the effectiveness of the instructional program
- f. Provide Local Conference/Mission and Caribbean Union Offices of Education with an assessment of the effectiveness of the Curriculum.

Students must be assessed regularly, and the scores should be reflected on the student's grade record card. Students should also write final examinations at least at the end of the term/semester.

METHODS OF ACADEMIC EVALUATION

1. Classroom test
2. Oral presentation test
3. Laboratory test/practical test
4. Assignment/Homework
5. Behaviour/attitude test
6. Group work
7. Project

Classroom Tests

This type of test helps measure the student's independent ability to organize, interpret, evaluate and apply knowledge. It allows the teacher assess the student's ability to summarize, outline and see relationships and trends. It also tests the student's ability in fluency and clarity of expression.

Oral Presentation Test

Apart from the more formal tests, the teacher can use presentations in the classroom to assess students' learning, organization and delivery skills.

Laboratory Test/Practical test

Students must develop practical and physical skills as part of their training and as a complement to and extension of their theoretical knowledge. It is clear, then, that there is a need for a laboratory-type test in which the teacher assesses the student's physical and practical skills either directly or as part of an exercise, which can only be successfully completed if the students possess a modicum of such skills.

Behavioural Test

The teacher can evaluate a student's behaviour in the classroom by observation. How a student interacts with others can provide valuable information concerning his or her talents, character, attitude, personality and values. Observing such interaction in the classroom is an integral part of any reliable evaluation.

Assignment/Homework

This is classified as work assigned to students, which is expected to be carried out after school hours.

Group Work

Students should be allowed to work collaboratively to achieve specific goals. Collaboration is a twenty-first-century skill, and every effort should be made to engage students in collaborative activities.

Projects

Projects are a useful method of assessing students' ability to problem-solve and present workable/feasible solutions to real world situations.

Distribution of Marks

The distribution of marks at the end of the term should follow a similar order:

Group work	10%
Assignments	20%

Classroom tests	40%
Practical Tests/Projects	20%
Behaviour/Attitudes	5%
Participation	5%
Total	100%

Grading Procedure

Teachers are to keep the following information in mind when he/she is to correct students' physical scripts.

- Ensure that each student's name is placed on his/her script or in the space provided for virtual examinations.
- Ensure that a marking scheme is prepared for the script to be corrected.
- Prepare a model answer sheet for each exam paper.
- When correcting, do all questions one (1) together/at the same time, then followed by all questions two (2), etc.
- Let students know that marks will be awarded for spelling, grammar, presentation, etc., or marks will be removed.

Providing Grades for Parents

Students' grades are to be provided to the parents/guardians of each student. Parents will routinely receive grades in joint custody arrangements involving separation or divorce. However, in an instance where the custody of a child rests with one parent, grades will be provided to the custodial parent only unless otherwise directed by the custodial parent.

Notification restrictions imposed by the custodial parent on the non-custodial parent should be given in writing and filed with the school administration upon the student's registration. Such notification is the responsibility of the custodial parent.

Students' Records, Retention and Safekeeping

Student cumulative records and other student records are to be maintained in the local school. When student records are appropriately requested, official records will be forwarded to another school system or prospective employer at the written request of the parents, legal guardian, or student if the student is at least 18.

When records are forwarded, a notation of name and address must be made in the bottom right corner of the cumulative record card. Medical and immunisation records and reading record cards may be sent with the cumulative record card. When a school closes, all permanent record cards should be sent to the conference office to be stored. All other records should be destroyed.

Record Retention Schedule

Item	Length of time kept
Accident Records	Six years provided no action pending
Attendance	Permanent
Cumulative Record Card (Pre K-10)	Permanent
Cumulative Record Folder	Permanent
Emergency Information	Until Superseded
Enrollment/Withdrawal Information	Permanent
Foreign Exchange Records	Permanent
Grades/Transcripts	Permanent
Health/Medical Records	Permanent
Home Schooled Student Records	Permanent
Immunisation Records	Permanent
Intervention Records	Permanent
Legal Documents, i.e. Parental authority, custody or termination of parental rights	Until the student graduates from Grade 12
Personal Information: Name and address Gender Parent information Verification of date and place of birth	Permanent
Progress Report System	Minimum of one year
Reading Record Card (K-8)	Permanent

Recommendations for promotion, acceleration, retention, & special needs (K-8)	Permanent
School Register	Permanent
Standardised Test Scores	Permanent
Suspension/expulsion Records	Permanent
Teacher Grade Book	Minimum of one year

Transcript Availability

1. Each student is entitled to one free transcript. A charge is usually made for additional copies.
2. Upon written request, a transcript may be sent directly to the student or parent, but it will be marked "Unofficial."
3. Transcripts for another educational institution must be sent directly to the school requesting the transcript.

ACHIEVEMENT TESTING PROGRAM

PHILOSOPHY

The testing program is provided to assist in identifying student achievement levels in the basic skills. Analysing the test results in basic skills helps determine individual student needs. The analysis of test results also provides a method of determining the teacher's design for instruction, the effectiveness of the educational program and a measure of accountability on the part of the school.

OBJECTIVES

The testing programme of the Caribbean Union is designed to do the following:

1. Indicate the achievement and proficiencies of students
2. Provide indicators of student's strengths and weaknesses
3. Provide teachers a basis for planning and improving their instructional program
4. Provide students and parents with an assessment of student achievement
5. Provide teachers and school administrators with an assessment of the effectiveness of the instructional program
6. Provide Local Conference/Mission and Caribbean Union Offices of Education with an assessment

of the effectiveness of the Curriculum.

Students must be tested regularly, and these scores should be reflected on the student's report card. Students should also write final examinations at least at the end of the term/semester.

TESTING TAXONOMY

In formulating examination questions, teachers must ensure that questions are written to meet the requirements of each of the stages of Bloom's taxonomy, as listed below.

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis

TEACHERS' LESSON PREPARATION

Planning is essential for purposeful teaching.

Teachers' schemes of work should be presented to the principal weekly according to the time specified by the principal.

The teacher should submit the Unit of Work daily at the beginning of the term.

Teachers should study the week's work utilizing all available manuals, handbooks and guides.

All teachers (trained and untrained) are expected to prepare lesson plans. The individual school will determine the number of plans to be submitted each week, depending on the school's academic position, teachers' experience and needs.

Curriculum Guides/Syllabus

Curriculum guides are provided for all teachers. Teachers are expected to use these guides when developing course outlines and lesson plans for each subject area.

Syllabi should be available for all subject areas. The school's objective is to complete ALL syllabi in fifth form by the end of the first term, leaving the last two terms for practising past papers and revising the syllabi in preparation for the May/June examinations.

Course Outline and Lesson Plans

All teachers must develop annual long-range plans and weekly/daily lesson plans for each subject they teach. Forms for preparing these are to be provided by the Conference Office of Education to ensure that schools within the field have standardised outlines.

Integration of Faith and Learning

"Education and redemption are one and the same thing." The one who, more than any other, influenced the development of Adventist educational thought declared, "There is nothing more calculated to strengthen the intellect than the study of the scriptures." (Steps to Christ, p. 90 Ellen G. White 1908) Every subject teacher is expected to integrate into the lesson plan principles of "Faith and Learning".

Text Books

A Curriculum guide is generally secured from the Ministry of Education in the respective fields. In collaboration with the Ministry of Education in the respective fields, schools will select the books that best fit the curriculum guides.

A teacher may not substitute any text or workbook except under the following conditions:

1. Submit to the Principal/Conference/Mission Office of Education a professionally sound reason for making the change.
2. Provide the Principal/Office of Education with a simple but realistic plan for evaluating the programme change.
3. Receive written authorisation from the Principal/Office of Education to proceed with the substitute.

The Bible and sexuality textbooks should be secured from the Adventist Book centres on the recommendation of the Inter-American Division and the Caribbean Union Conference. Schools do not reserve the right to change the recommended textbooks.

The Caribbean Union Conference will provide a complete list of core subjects/courses comprising the Curriculum for each school level.

Evaluation

How a curriculum is planned and established dramatically impacts its quality. The process used to define and determine quality is of great importance. The role that evaluation plays in curriculum development is essential to the teacher.

When appropriately utilised, evaluation can help ensure that the Curriculum is of high quality and that deficiencies are identified before they cause major problems to arise.

There are many different ways of testing and evaluating students' progress in school, but before considering any particular type of test, one should have a clear understanding of the following terms:

1. **Validity:** The validity of a test instrument is the extent to which it measures what it is supposed to measure.
2. **Reliability:** The reliability of a test instrument is the extent to which it measures accurately and consistently.
3. **Objectivity:** A test is objective if the scoring is not affected by the personality of the scorer (in most cases, the teacher).
4. **Usability:** If a test is usability, it should be relatively easy to administer and score and not too expensive regarding the material needed.

Submission of Examination Scripts

The subject teacher should plan his or her term work so that he/she can safely submit the exam scripts three weeks before the examination date. Note that all examination scripts must be proofread by the Head of Department or by a small committee appointed by the principal. Heads of Departments should turn in scripts electronically or physically to the Principal or Vice Principal as mandated by the Chief Administrator.

Correction of Students' Scripts by Teachers

During the correcting period, teachers must be in the classroom according to the timetable, and the teacher must plan some form of activity for the class. NB. All corrected scripts must be given back to the students with appropriate comments. Feedback is important for the students.

Testing of Educational Objectives

The teacher should ensure that the educational objectives (teaching objectives) used throughout the term are tested. No questions should appear on the examination script/paper that does not test educational objectives as they were taught. In other words, do not test what you have not successfully taught in the classroom.

Retention and Non-promotion of Students

Occasionally, a student may need additional time to complete grade requirements. Retention is seldom recommended for students beyond the primary grades. Retention alone does not benefit a child. Therefore, a plan should be developed using alternative strategies, techniques and materials to help the student meet

goals. When it becomes apparent to a teacher that a child is not making normal progress, the teacher should:

1. Confer with the parents.
2. Make provision for work and activities on a level the child can do successfully and still have opportunity for growth and development.
3. Consider the child's age and physical, mental, and social development.
4. Confer with the superintendent or associate before retaining a child in a grade.

Consideration to retain the student at a given level involves counselling with the student and the parents so that a decision regarding placement is reached cooperatively. This is to ensure understanding and cooperation. A decision to retain the student must have the following criteria:

1. Documentation of interventions used to remediate
2. Consideration of the child's chronological age, physical, mental, and social development
3. Complete documentation regarding the student's achievement (i.e., work samples, standardised testing, ranking in class, etc.)
4. Documentation of parent notification, input and approval
5. Approval from the principal in consultation with the teacher
6. Consultation with the local conference office of education

Multiple retentions are not recommended.

Enrichment and Acceleration

Seldom does a child benefit by advancing more than one grade per year. When this occurs, he/she may miss valuable steps in his/her development. He/she frequently does not have the maturity and experience to do the work of the next grade and may display social maladjustment. Therefore, it is recommended that a teacher provide enrichment rather than acceleration. This enrichment may be by hobbies, research on related subjects, crafts, art, and music. Additional subjects may be taken by use of programmed teaching devices.

However, in special cases when the following factors indicate the need for advancement, the curriculum committee, teacher and principal may recommend acceleration.

1. Personal work habits and attitudes
2. Physical development and health
3. Social adjustment
4. Achievement in the basic skills as determined by achievement tests and observation of the teacher
5. Age
6. Parents' attitude

These basic principles should be followed in acceleration:

1. General practice is for the average student to complete one grade each school year. Only in exceptional cases should acceleration be practiced.
2. A broad program of enrichment is preferable to a program of acceleration.
3. When a student does not enter a formal school program until seven or eight years of age, acceleration during the first three years of school experience may be advisable, such acceleration to be only with the counsel and approval of the Conference Education Director. The decision is to be based on evidence of the child's mental maturity, readiness for acceleration, capacity for achievement, and social adjustment.

End of Year Replacement

The following classifications may be used to assign grade placement for the next school year as recorded in the report card, register, and cumulative folder:

1. Promoted to - successful completion of course requirements
2. Retained in - student remains in the current grade
3. Placed in - Students are to be placed in the most appropriate grade and learning environment.

Differentiated Learning

1. Differentiated learning is essential in schools to cater to students' diverse needs, learning styles, and abilities. Recognising that each student is unique, differentiated instruction allows teachers to tailor their approach to accommodate various learning preferences and academic levels within a single classroom.
2. Educators can better engage students, address individual strengths and challenges, and foster a more inclusive learning environment by providing a range of instructional strategies, materials, and assessments. Differentiated learning promotes student success by ensuring that each learner receives the support and challenges needed to reach their full potential, fostering a positive and equitable educational experience for all.
3. All schools are expected to provide the resources to ensure the varied needs of all students are attended to. The teachers must utilise instructional designs that promote students' achievements and meet varied learning styles and abilities.

Students' Counselling

Each school shall provide guidance services for all students. This service is designed to give systematic aid to students adjusting to various types of problems such as spiritual, educational, vocational, social, civic, and personal.

A full-time guidance coordinator/school counsellor is required for school with an enrollment of above 300. Smaller academies may need at least a part-time guidance coordinator. Each staff member must cooperate to assist the guidance director in the total guidance program. Teachers should make specific efforts to know their students' parents and home conditions.

TECHNOLOGY POLICY

Technology policy is crucial in schools as it establishes guidelines for the responsible and effective use of technology in the educational environment. It helps ensure a safe and secure digital learning environment for students and staff while promoting technology integration into the Curriculum.

A well-defined technology policy addresses issues such as internet safety, data privacy, acceptable use of devices, and digital citizenship, fostering responsible and ethical behaviour among students. Additionally, a clear technology policy supports the school's mission by enhancing teaching and learning through properly implementing educational technology, ultimately preparing students for the challenges of the modern, technology-driven world. All schools are required to have a technology policy.

Guidelines for the Technology Policy

All schools shall develop and implement a technology Policy that each employee signs at the time of employment. A recommended model is available from the General Conference Chief Information Officer. At a minimum, such policy shall cover the following items in compliance with local regulations:

1. Definition of terms.
2. Compliance with licensing, copyright, and intellectual property laws.
3. Restriction of use of school-owned equipment for non-official functions.
4. Security of confidential and sensitive information.
5. Consequences for storing, using, transmitting, or creating illegal, stolen, inappropriate, harassing, or offensive material.
6. The employer can monitor the employee's use of school resources.
7. Anti-virus and malware protection strategies.
8. Password policy.
9. Use of employer internet for personal entertainment and communication.
10. Social media use by students
11. Students and employee education protocols.
12. Disposal of storage devices.
13. Use of personal devices.
14. Hosting of Sites and Web Services with Personal Information and Other Non-public Data
15. Classify data into public, private, and personal categories.
16. Appropriate hosting facilities for sensitive data.
17. Approved techniques for safeguarding data in transit and at rest.
18. Disaster recovery and business continuity.
19. Information technology audit policies include information technology audit schedules, systems and source code, minimum levels of security, and remedies for security deficiencies.
20. Security monitoring appropriate for sensitive data.
21. A privacy policy.
22. Legal and compliance requirements

Library Services

The landscape of library resources available to schools has undergone significant transformation in tandem with the growing integration of technology into educational settings. These changes have exerted a profound influence on the services accessible to students. Therefore, it is imperative for schools to proactively ensure that provisions are in place for students to access library resources physically and or virtually. Moreover, emphasis should be placed on equipping students with robust research skills.

In this context, students are expected to identify fictional and non-fictional materials adeptly and to discern materials that align with values that uphold ethical considerations, particularly in relation to principles that honour religious beliefs. This approach ensures students develop a well-rounded ability to navigate and critically evaluate diverse information sources, fostering a comprehensive and discerning understanding of library resources.

All schools in the Caribbean Union Conference must ensure teachers and students use the Inter-American Division Virtual library.

Class Size

Class size should be in accordance with the Ministry of Education in each territory. Class sizes may be differentiated to support student learning and teacher development.

School Year

The School year should contain a minimum of 37 weeks, with 180 days of actual instructions. The guidelines of the local Ministry of Education must be adhered to.

Length of Academic Year

The School Board of Management, in consultation with the Office of Education, have the prerogative of selecting the time for the opening and the closing of the school. However, it is instructive to align practices with the National Ministry of education. Schools should not be dismissed more than two hours earlier than the regular dismissal time on Fridays.

Homework/Assignment Policy

Homework is written or non-written assignment tasks assigned by a teacher to be completed outside the classroom. There are three types: practice, preparation and extension.

1. Practice – designed to reinforce newly acquired skills and knowledge already taught in class.
2. Preparation - designed to prepare the students for upcoming lessons and is intended to provide background information
3. Extension – designated to provide challenging learning opportunities for enrichment and lesson extension by emphasising student initiative and research.

Homework/assignments can be further categorised as formative and summative.

1. Formative HW/Assignments- are designed for independent practice and to diagnosing/re-teaching the concepts. They should not be graded but rather evaluated based on completion and overall understanding of the subject matter.
2. Summative HW/Assignment- are designed to assess whether students have achieved the objectives taught, and they are graded accordingly.

Purpose of Homework

Homework is an integral part of the school's programme. The purpose is to improve understanding of the subject matter, improve learning, provide application of skills, encourage self-discipline, and allow students to reinforce learning. Doing homework also helps the students to assume greater responsibility and develop self-direction and ensures that the students remain actively engaged in learning activities to reinforce skills learned in class. Homework should not be used as behavioural/classroom management tool or punishment.

Homework is intended to be meaningful and to be directly related to instructions.

- Parents are expected to take an interest in ensuring that the students do assignments.
- Parents are expected to communicate with teachers if the child is experiencing difficulties in his/her homework. Teachers are expected to provide ways for parents to communicate such e.g. email, assignment notebook, messaging or call.
- When homework is not set, students should be encouraged to develop their habit of studying at home.
- Homework is a must at all levels of the school. It should be given in an organised way so that students do not find it difficult to do other things at home, church or community.

The Teachers' Responsibility

- Ensure that students are assigned homework that is both meaningful and purposeful, and that it is tailored to their individual needs when necessary.
- Clearly articulate the expectations for quality and completion of homework/assignment.
- Provide guidance on effective study skills tailored to the specific subject, and models/examples for reference.
- Ensure that homework is given to students
- Properly evaluate the homework given
- Put measures in place to assess the degree to which homework is done
- Provide homework appropriate to age
- Collaborate with parents and other teachers to avoid homework overload

- Establish a system for recording, reviewing, checking and returning marked homework on time.
- Document homework assignment is given.
- Collect assignment at the beginning of the class.
- Accept only neatly presented work according to the rule of work presentation.
- Thoroughly mark homework as soon as it is completed.
- Grade homework promptly and provide constructive feedback to students before the next assignment. Clearly outline areas of mastery and areas for improvement to help students understand their progress and how they can improve.

The Parents'/ Guardians' Responsibilities

- Monitor children's homework
- Ensure that the child's homework is completed on time neatly and of high quality
- Sign and date major assignments when completed
- Encourage learning by providing enriching experiences outside the school day.

The Students' Responsibilities

- Copy down/secure the homework/assignment and ask for help before leaving class if the HW/assignment is not clear
- Construct a homework timetable
- Do homework assignments as early as possible from the given date
- Ensure it is neat and of the highest quality of work.
- Show the completed HW/Assignment to your parent and ensure he/she signs and date it.
- Complete HW/Assignment even when absent from school.
- Return homework assignments promptly and keep all deadlines.

The Principal's Responsibilities

- Monitor and support teachers in implementing the Homework/Assignment Policy.
- Encourage teachers to understand and uphold the purpose of assigning homework.
- Support the need for balance among various learning activities in students' lives, in addition to homework.
- Stay informed about major assignments given by teachers.
- Facilitate communication between home and school to strengthen the partnership

Recommended Time for Homework

Year 1-2	15 minutes
Year 1-2	15 minutes
Year 5-7	60 minutes
Form 1-2 (Grade 8-9)	90 minutes a day
Form 3 (Grade 10)	1-2 hours a day
Form 4-5 (Grade 11-12)	1 ½ -3 ½ hours a day

Implementation

A homework timetable should be prepared, supervised and evaluated by administration and staff to ensure that homework is an integral, well-balanced part of the Curriculum. Strategies are to be put in place to monitor and check randomly how homework is given and evaluated by teachers.

Parents are sensitised about the policy and their role in ensuring that their children receive the maximum benefit of homework. Invite their cooperation and participation in making this work.

Monitoring

Data on homework needs to be gathered and compiled to prepare statistical reports to guide administration and staff in the effective implementation of the policy.

Evaluation

The policy will be revised by the administration and staff annually and revisited as needed.

Extra Curricular Activities

All schools should offer extracurricular activities. These activities will be conducted during Club time, which is scheduled for at least one hour each week during the regular schedule. Should clubs be operated after school, they should be held within the first two hours after school and under the supervision of the designated teacher(s). Should the activities exceed the stipulated time, all necessary arrangements must be made to ensure the safety of all involved. The school will be responsible for the return of the students to their respective homes. Parents will be notified in advance.

It is imperative that schools do not organise activities that will be held after the time school closes on Fridays.

Field Trip

Field/Study trips generally consist of planned, organised visits to points of interest outside the classroom, such as factories and important agencies. Trips are often planned to places where the students can see in practice or reality what they have studied in class. Field trips provide experiences that enhance the academic life of each student. Concepts and generalisations that were difficult to formulate should become clearer once the students see working applications of those concepts.

Field trips and field exercises are integral to the student's learning. They serve as reinforcement to classroom activities and provide students with social enrichment experiences. Field trips offer a sound and concrete basis for conceptualising; they provide first-hand learning experiences, make learning more meaningful and lasting and give opportunities for improving social relationships among students and teachers.

If any activity takes students out of the school's plant, parents will be notified before the event, and approval will be obtained by signing an approval form. The approval form must state the time of departure and return, the mode of transportation and the destination. If, for some reason, a student is not taking part in the field trip, this information must be communicated to the principal before the event.

- The approval of the Principal/Board of Management is a prerequisite for all field trips.
- Parental approval for the trip should be submitted in writing and must be filed.
- There should be at least two field trips per school year - one in the first and one in the final term.
- Form Teachers are to discuss the field trips with their Department Heads.
- Field trips will not be allowed on a Friday.
- All vehicles used for field trips must be properly insured, and the drivers should be efficient.
- A first aid kit must be carried during all field trips.
- The teacher should secure permission from the point of interest and find out, as necessary, the most convenient times for the visit. If possible, visit the place first before taking the children, and take note of the things the children should notice.
- Ensure that the Ministry of Education guidelines are followed regarding the number of students per supervisor.
- Ensure that the principal ratifies all volunteers.
- Tell the students the trip's objectives and the conduct and rules that will govern the trip.
- All students on field trips must be covered by medical insurance.
- Teachers should have a readily available list of all students on the field trip. A copy of the list should be left at the school.

Administration Arrangement

Before planning a study trip, a teacher must discuss the matter with the school's principal. Only when the principal has approved should the teacher proceed to discuss the possibility of such a trip with his students. Approval of field trips must also be secured from the Board of Management.

Parental written approval must be forwarded to the school within the time limit set by the school.

Preparation

Preparing the class. The teacher's first job in preparing the class is to arouse their interest in the idea of a study trip to the chosen place or places. He/she can do this by telling them some of the things they will see, how these will relate to what they have been studying and what use the knowledge they gain will be to them in the future.

- Students going out together in a group must also be given certain rules of conduct to ensure order, avoid accidents, and prevent any unnecessary damage to property.
- Transportation arrangements should be made in accordance with the school's policy. State laws must be followed.
- When arranging for transportation, drivers must provide evidence of having
- Insurance Coverage, having been screened, and possessing a valid Driver's License.
- The Form/Class Teacher/Head of Department must leave a list of the names of students with the principal or the school's secretary before they leave the school's premises.
- A budget for each trip must be as simple as listing expenses and income to ensure that each trip is financially sound and follows stipulated policies.
- All monies collected for the field trip must be deposited in the school's treasury. The Accountants/Businesses will make the necessary payments for the trip through cheques. Do not plan a trip that costs a lot.

Activities during the Trip

- Many factors, such as the nature of the place, the student's age, and the authorities' cooperation, will govern the students' activities during a study trip. They will be asked to observe several things and listen to the person showing them around.
- They may be given printed materials or be advised to write notes on things they see. If the teacher or some students possess cameras, photographing the class during the trip is a good idea.
- Students will be reminded to observe the regulations and rules about field trips.

Activities after the Trip

After a successful study/field trip, the students should be asked to write a report on what they saw, what they enjoyed most, what proved most (and least) fascinating, and what they feel they have learned. If there are enough aspects of interest to report on, the students can embark on a small project, preparing an exhibition on the class bulletin board, displaying pictures and writing on what they saw and experienced.

Evaluate the Study Trip

For his/her records and future reference, the teacher should try to assess whether or not a study trip was successful and in what ways. It will be apparent during the journey if the students are enjoying themselves; if not, the teachers should try to establish the reason.

Culminating Activities

After the trip, there should be letters of thanks to the people who made the trip possible. The teacher should involve the students in writing the letters. Not only will it be good training for them but it will also be more gratifying to those receiving the letters.

Work Experience Education

The Seventh-day Adventist Church has long recognised the dignity of labour. There have been working students since there were schools for them to attend; that is, most students have found a combination of in-school study and part-time work necessary or desirable.

A work experience program should provide a physical balance for symmetrical development. "A portion of the time each day should be devoted to labour, that the physical and mental powers might be equally exercised." (Fundamentals of Education, p. 38)

We now refer to a combination of school attendance and part-time work as "Work Experience Education." Organising a program where youth will learn specific skills in their work is consistent with the educational goals of the Adventist school system. Students will benefit from a supervised work programme which evaluates growth in work skills and recognises those skills toward graduation requirements. With this in mind, the Caribbean Union Conference schools are expected to establish programmes in which students will be made aware of various vocational opportunities starting in the early elementary grades. The student will be able to observe and sample a variety of vocations to a limited extent. Later in his school experience, a student can work in his chosen job. Throughout the work experience programme, the student will receive related instruction in the work ethic.

HUMAN RESOURCE

Employment Philosophy

The basic teachings and international nature of the Seventh-day Adventist Church require that its institutions be committed in philosophy and practice to the doctrine of equal human rights. The Church insists that all persons should be given full and equal opportunity within the Church to develop the knowledge and skills needed to build up the Church. Therefore, employment on all levels of church activity is open based on qualifications, regardless of race, colour, sex, age, national origin or disability. Seventh-day Adventist educational institutions also comply with applicable state laws and local ordinances regarding non-discrimination.

For Seventh-day Adventists, the free exercise of religion includes the right to operate educational institutions that are distinctively Adventist. Creating and maintaining such institutions requires that they be staffed only by those who are in complete harmony with the beliefs and practices of the Church. Therefore, in employing personnel for its educational institutions, one of the occupational qualifications for any full-time position is that the applicant shall be a Seventh-day Adventist in regular standing who exhibits a life in harmony with church teachings.

Recruitment And Termination Policy

Preamble

The Caribbean Union Conference of Seventh-day Adventists operates primary and secondary schools which seeks to provide an enabling environment where students can be holistically developed in a Christocentric environment. In order to attain this objective, the Education Department seeks to employ suitable candidates who are academically qualified and are passionate about implementing a faith-based integrated curriculum, through a variety of innovated pedagogical strategies. Additionally, the Education Department seeks teachers who will willingly go beyond the call of duty to impact the school like through spiritual and extra-curricular activities. Consequently, the policy intends to increase efficiency and to ensure consistency and compliance in the recruiting and hiring.

In instances at government assistance schools, where the government participates in the hiring of employees, all efforts must be made to comply with the government's processes and regulations except in cases when their instructions conflict with the fundamental beliefs of the Seventh-day Adventist church or will compromise the philosophy of Seventh day Adventist Education.

Purpose of the Policy Statement

The purpose of this policy is to create a framework for recruiting and the hiring of employees within the Education Department of Caribbean Union Conference of Seventh-day Adventists.

Steps to Ensure Compliance

Step 1: Identify Vacancy and Evaluate Need

The School Administration in consultation with the Education Department will discuss the need for the position after a proper evaluation is done.

New Position

- Understand and take into consideration the school/ Education Department Strategic goals. Are there any upcoming changes that may impact this role?
- Conduct a quick analysis of your budget. Are there any gaps? What plans are there to cover the salary of this new individual?
- Conduct a Job Analysis. Is there anyone on staff who can handle this position?

Replacement

When attrition occurs, replacing the role is typically the logical step to take. Before obtaining approval to replace the position, consider the following:

- It may be helpful to conduct a Job Analysis in order to ensure that the position is needed.
- Review the role and decide if there are any changes required as certain tasks and responsibilities performed by the previous person may be handled by another member of staff.

Step 2: Position Description

The Job Description from the local field should be used when advertising the post. The job description outlines the duties and responsibilities of a position.

The Minimum Requirements or “basic qualifications” are those qualifications or criteria which were established by the organization and advertised to potential applicants.

Step 3: Advertisement of the vacant position

All advertisement for vacant position will be done through the office of the Executive Secretary/ Human Resource Department. The schools will submit to the Executive Secretary/Human Resource Department, through the Education Director, the particulars required for advertising the position. It is instructive to give at least to three weeks to respond to the notice.

Step 4: Select interview Committee

The school's Board of Management should appoint an Interviewing Committee except if the Education department has a standard interviewing committee. A Committee member may not necessarily be a member of the Board of Management if the individual possesses skills that the Board members may not have. The School Board will determine the size (no more than 6) and composition of the committee based on the nature of the position, if the local field allows the board to name the Committee. .

The following should be considered when selecting the Interview Committee:

- Select at least one member who thoroughly understands the role of the employee who should fill the vacancy.
- Select a job specialist/human resource personnel (technical or functional).
- Committee members must ensure that there is no conflict of interest in relation to the applicants under consideration and must never be individuals who may have interest in the position.
- Only members who will ensure fairness and compliance should be selected.
- Each committee member is expected to be familiar with the selection of employees' process

Step 5: Review Applicants and Develop Short List

Once the position has been posted/advertised, candidates will apply to the Executive Secretary/ Human Resource Department of the local field.

It is recommended that all applicants are reviewed by at least three persons among the following individuals: the Education Director, Board Chairman or designee, Executive Secretary/Human Resource Manager, and the School Principal to avoid individual opinion or biases. It is permissible to have at least two other Board members review all applicants when there are extensive applicant pools to best narrow the pool. Each committee member may provide comments to each Applicant's qualifications as they relate to the minimum requirements of the position.

Background check must be conducted to obtain information from the individual's pastor, church elder, past/current employer and associates to assist with their review. Upon the review of the applicants,

After a review of the applications and a background check is done, develop the short list. Once the short list has been determined, the Executive Secretary/Human Resource Manager/ or designee will invite the applicants who have been shortlisted for an interview. The Executive Secretary/Human Resource Manager or designee will chair the Interview Committee.

Step 6: Conduct Interview

The interview is the single most important step in the selection process. It is the opportunity for the employer and prospective employee to learn more about each other and validate information provided by both. By following these interviewing guidelines, you will ensure you have conducted a thorough interview process, and have all necessary data to properly evaluate skills and abilities.

Once the short list is approved by the committee, the interview process can begin. It is important to properly prepare for the interview as this is the opportunity to evaluate the skills and competencies and validate the information the applicant has provided in their application and resume. Good promotion Review the applicant's application or resume and make note of any issues that you need to follow-up on. Prior to conducting the interviews, the Interview Committee Chair will notify members and provide the committee with interview questions and evaluation tools. The Committee Chair should determine the format of the interview.

At the start of the interview, introductions of the Chair and panel members, including names and job titles/roles, are given. Next, the Chair should outline the format of the interview so that the candidate is aware of what is going to happen.

- Introduction of panel members
- A brief description of the role they are being interviewed for
- Description of how the interview panel will conduct the interview (e.g. each alternates questions and all will take notes)
- The candidate gives an overview of his/her experience
- Each panel member asks questions
- The interviewee is given time at the end to ask questions
- The interviewee is informed of the next step (e.g. will be contacted either by phone or in writing of the outcome)
- Thank the candidate for his/her interest in the position

To reduce travel costs and time associated with interviewing out of area applicants, Skype interviews can provide an alternative method to in-person interview.

Guidelines for conducting virtual interviews are as follows: To ensure fairness and equity in the interview process, it is recommended out of area applicants are provided an opportunity to interview in the same manner as local applicants during each stage of the interview process.

Upon completing the interview, committee members will complete the evaluation weighting sheet and forward to the Committee Chair along with any interview notes. The weighting sheets will be assessed and discussion in selecting the best candidate may follow. The rationale for selecting the candidate should also be provided.

Step 7: Approving the Final Applicant

Once the interviews have been completed, the Committee members will discuss the recommendation and confirm all applicants were treated uniformly in the recruitment, screening, interviewing and the finalist will be selected.

Step 8 Initiating the Offer

- Once a final check of the selection process has been completed and the final applicant has been determined, the names will be forwarded to the Chairman of the Board of Management.
- The Chairman of the Board of Management presents the name of the successful candidate to the Board of Management.
- Once approved, the name of candidate is presented to the Executive Secretary through the Education Director.

Step 9: Finalizing Recruitment

It is important that each recruitment be properly closed, including the notification of those interviewed and not selected, as well as all documentation associated with the recruitment be properly filed.

Step 10 Finalizing the Offer

To ensure proper closure, the following actions should be conducted:

- Once a recommendation has been ratified by the Executive Committee, the Executive Secretary/ Human Resource Manager prepares and sends the offer letter. The Secretary prepares a copy of the letter for the Education Director and the Board of Management.
- The Education Director ensures that the finalist presents a written acceptance of the offer.
- The Executive Secretary/Human resource Manager files the finalist information upon receipt of the signed offer.
- The Executive Secretary/Human Resource Manager contacts those individuals interviewed and not selected by letter to inform them of the status of their application.

CERTIFIED PERSONNEL

This sections is guided by the Inter American Working policies.

Categories of Certified Personnel

1. **Certificated personnel include:**

- a. Classroom teachers
- b. Administrative personnel who have responsibility for the instructional programmes
- c. Other personnel who perform related support services are salaried but must be certified.
 1. Media centre and technology coordinator
 2. Guidance and counselling personnel
 3. Coordinator of work-experience education
 4. Development Director

2. **Staff Qualifications**

- a. **Spiritual**—Instructional personnel shall be members of the Seventh-day Adventist Church and exemplify high standards of Seventh-day Adventist Christian conduct. Membership in a constituent church of the school is required, including participation in church activities, programmes, and finances. Instructional personnel are to be spiritual mentors and role models to their students. Conduct inside and outside the school should genuinely represent Christ, the Seventh-day Adventist church's values, and the teaching ministry's high calling.
- b. **Citizenship**—Instructional personnel, as members of society, will accept the responsibilities and privileges of good citizenship, recognize the fundamental rights of others, be intelligent regarding leading domestic and international issues of the time, exercise a love of country, and be willing to cooperate in efforts to improve the social order consistent with principles of the Seventh-day Adventist Church.
- c. **Professional**—Instructional personnel must hold a minimum of a Bachelor's degree and maintain valid denominational certification applicable to the positions.
 1. Secondary school principals must hold a teaching certificate and a Master's degree in education. Primary school principals must be teacher-trained and have at least a Bachelor's degree in education.
 2. Business Managers must hold at least a Bachelor's degree in a business-related field.
 3. A counsellor should possess a Master's degree in school counselling or an equivalent field.
- d. After receiving a job offer, employees must give evidence of physical and mental health that qualifies them to instruct or associate with children and young people.

CONDITIONS OF EMPLOYMENT

Church membership

The employing organization expects Instructional personnel to be members of the Seventh-day Adventist Church, exemplify high standards of Christian conduct, and participate in church activities and programmes.

Tithing

The practice of tithing, as outlined in the Inter-American Division Working Policy, is a condition of employment in schools of the Union Conference.

Academic Requirement

The staff must possess the minimum qualification indicated by State or organization based on the category of employment.

Background Check

Prospective employees must submit criminal checks as required by Local Conference/Mission policy and state law.

Medical Report

Employees must submit medical reports per the guidelines provided by the Conference/Mission.

Term of Employment

A new employee's appointment shall be under an employment agreement requiring either a 10- or 12-month assignment in the first instance. Further assignment can be given after an evaluation process of the employee and the needs of the organization.

EMPLOYMENT OF CERTIFIED EMPLOYEES

The Conference/Mission Executive Committee officially employs all employees within the department. The employment relationship, including but not limited to the assignment, supervision, evaluation, retirement, termination or non-renewal of regular appointments of educational personnel, shall be by the authority of the Conference Executive Committee. To ensure schools' effective and orderly operation within the Conference/Mission Office of Education, we will communicate regularly with the local School Board. If there is a need to reassign personnel within a school or adjust the workload due to problems such as insufficient enrollment or lack of funds to maintain a proposed program, the Local Conference Office of Education will cooperate with the local School Board to implement the necessary changes. The ultimate authority for all personnel actions lies with the Conference Executive Committee.

Employment Agreements

Non-established staff members are offered employment assignment agreements on an annual basis. Notification not to extend an offer of employment to regular-status employees for the following school year will, in most instances, be given by July 1 or as agreed by the Board of Management.

- a. The Executive Committee of the Conference/Mission will offer probationary employment agreements to employees placed on probation.
- b. Before an employee begins employment, the potential employee must sign the employment agreement and return it to the Director of Education/Human Resource Manager/Executive Secretary in harmony with the provisions indicated in the document. Failure to return the signed agreement within 30 days of issuance suggests that the individual has declined employment and shall not be entitled to any benefits or rights conferred by the Conference Executive Committee, including termination pay.
- c. The Executive Secretary/Human Resource Manager may waive strict compliance with the 30-day time provision for good reason. Both the employee and a representative of the Conference/Mission must sign an employment agreement for the offer to be considered final and valid.

Substitute Teachers/Temporary Employment

The Conference/Mission Executive Committee may employ qualified persons temporarily to fill the positions of regularly certificated employees absent from service. The recommendations from the School Board are to be ratified by the Conference/Mission Executive Committee. It is the responsibility of each Conference/Mission or school to reimburse substitute teachers' pay. Substitute teachers shall be paid in accordance with the rates established by the Conference/Mission Executive Committee.

Certified Employees' Records

Personnel File

Where applicable, the employee, school principal, and assigned associates can access the employee's personnel file. The Principal should maintain the personnel file in a locked, fire-resistant vault. No student shall handle or have access to personnel files.

Service Records

The Secretariat/HR of the Conference/Mission shall maintain and safeguard accurate and up-to-date service records of all educational personnel. When an employee transfers, the Principal shall forward the service record to the new employing organization.

CREDENTIALS AND LICENSES

The Conference/Mission Executive Committee grants credentials and licenses to Seventh-day Adventist Church employees with significant responsibilities. The department uses the following criteria and procedures in issuing credentials and licenses:

Commissioned Ministry of Teaching Credential – To teachers with a life-long commitment to and significant experience in the Seventh-day Adventist education system, usually at least 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, consistently upholding Christ as the focal point of all curriculum and instruction, and demonstrating positive interpersonal relationships, thus providing an environment of social, spiritual, and emotional stability.

Commissioned Ministry of Teaching License – To licensed/certificated teachers with no 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 behaviour.

Ministry of Teaching License- To entry-level teachers or teachers initiating their work in the Seventh-day Adventist education system- This Ministry of Teaching License is a revisionary status for all newly employed teachers.

Procedure for Renewal of License

Candidates eligible for Ministry of Teaching credentials and licenses shall be reviewed and recommended by their respective employing Boards to the Local Conference/Mission Executive Committee, which will forward the recommendation to the Union's Office of Education, the issuing authority (See appendix for Commissioning evaluation documents).

Employees holding a Commissioned Ministry of Teaching license after an appropriate period of service may be eligible for the Commissioned Ministry of Teaching credential.

Conducting an appropriate commissioning service when granting an employee a Commissioned Ministry of Teaching Credential is recommended.

After the initial approval period, renewal of such credentials and licenses shall harmonize with the IAD policy. The expiration of credentials and licenses shall be in harmony with IAD policy.

TYPES OF EMPLOYMENT STATUS

Regular Employment Status

The process for granting regular status shall be as follows:

- In consultation with the local School Board and the Principal, the Director of Education shall make recommendations for regular status within the schools.
- After reviewing the appraisal, the Conference/Mission Board of Education will decide whether to grant regular status. The Executive Committee shall vote on such a decision, which must be in the official minutes.
- The Executive Secretary shall notify the employee of a regular appointment in writing.
- An employee holding regular status may but is not required to be evaluated annually for employment purposes.

Probationary Employment Status

Probationary employment status refers to an employee under specific review and evaluation by the School board and Conference/Mission Office of Education. This review and assessment will affect the employee's future employment status.

An employee may be placed on probationary status at the discretion of the Executive Committee on the recommendation of the Board of Management for just cause, including, but not limited to, the following:

1. Lack of satisfactory professional performance
2. Actions which jeopardize pupils' welfare and safety
3. Irresponsible personal or professional conduct
4. Lack of cooperation with administration or supervisors
5. Failure to comply with conference policies
6. Failure to renew or obtain certification within the prescribed period
 - a. An employee placed on probationary status is employed by the Conference "at will" and is subject to termination by either the employer or employee without advance notice or requirement of cause. In the Conference, to ensure continuity in the educational programme, the employee is requested to provide written notice to the employing organization at least 30 days before the effective date of any resignation of the employment relationship by the employee.
 - b. Employees currently on probation may be re-employed in a probationary status at the expiration of the annual assignment agreement. The employee must receive prior written notice of the employing organization's intention to re-employ in a probationary status.
 - c. The probation period for an employee is a maximum of one year, allowing time to address performance and conduct issues. During this time, the employee must receive an evaluation from the office of education personnel, the secondary school principal, or their designated representative at least once every three months. After completing a probationary period, the employee will continue to be subject to all conditions of employment and performance requirements. The Conference/Mission may discharge the employee during the probationary period at will, without the requirement of prior notice or cause, and if the Conference determines that he/she is unable or unwilling to correct the shortcoming(s) or if continued employment would be contrary to the best interest of the employing organization and/or the welfare and safety of others or for performance and/or conduct problems that arise during the probationary period.

Employment Contract Period Employment

1. Within the Caribbean Union, the fiscal year is September 1 to August 31. However, the contract period for all conference-contract employed educational personnel will be July 31.
2. Under an agreement, THE CFO shall pay all teachers' salaries monthly in harmony with the local field's Salary Scale.

3. Local fields will have no responsibility beyond the fiscal year for personnel transferring out or completing work under a contract of the previous fiscal year.
4. Teachers not previously employed by the denomination become full-time employees effective September 1 and will be eligible for medical and educational benefits as of that date.
5. At the request of the School Board, the Conference Board of Education may approve teachers to be employed and work for an entire 12-month period, academic or non-academic, as assigned by the Principal.

Resignation

If an employee requests any release from the employment agreement to be effective during the employment year, the employee must give written notice to the Board of Management at least 30 days before resignation. The notification must specify the employee's reasons for resignation. Upon resignation during the school year, the employee's salary is paid through the last full working day. The termination settlement policy does not apply.

The employing organization must recognize a resignation by being recorded in the official minutes of the controlling Board.

Resignation without reasons acceptable to the Conference/Mission Executive Committee shall be considered a breach of the annual assignment agreement. It shall result in an appropriate notation on the employee's service record and/or any other suitable action the employing organization deems necessary under the circumstances.

Re-employment after Resignation

The denomination is not obligated to re-employ someone who resigns from denominational service. Other denominational organizations shall only employ such an individual with clearance from the organization accepting the resignation.

Service Record Notation - A notation is to be made on the employee's service record indicating the action taken and the leave conditions.

Employment Notice of Non-Renewal Contract

Any employee not intending to apply for or accept employment for the succeeding year shall file a written notice of that intent with the Board of Management by April 30th.

RESTRUCTURING OF WORK FORCE

If a school experiences low enrolment, lack of funds, or other circumstances create financial or operational difficulties for a local school, the employing organization may reasonably reduce employees assigned to a particular school. When this is being considered, the local School Board, administration, Local Conference Director, and local Conference/Mission Human Resources Director will coordinate efforts to identify the classification/type of position(s) that will be affected by a necessary reduction in workforce. The local School Board will submit final recommendations to be voted on by the local Conference/Mission Executive Committee. Every effort should be made to inform employees in advance that a reduction in force is being considered.

Types of Restructuring

Position elimination: Position eliminations involve situations when a teacher's position can be eliminated. (Example: The Fine Arts teacher position can be eliminated because the class will no longer be taught due to low enrolment).

Position downsizing: Position downsizing involves situations when a teacher or staff position is reduced but not eliminated. (Example: Reducing two English teachers' positions to one).

Position Consolidation: Position consolidations involve situations when two or more positions are eliminated, and their functions are combined into a single position with a resulting reduction in head count.

Procedures

In the case when the staff has to be restructured due to reasonable reasons, Human Resources (HR), in consultation with the principal and Director of Education, will review the personnel records and relevant documentation for each employee in the affected position(s) and recommend them to the School Board who will recommend to the Conference/Mission Board of Education, then the Conference/Mission Executive Committee.

Employees selected to eliminate their position will be notified of this action and provided termination settlement, if eligible under the National, and IAD, Caribbean Union Code policy by the Executive Secretary.

NON-RENEWAL OF REGULAR STATUS EMPLOYEES

Non-renewal is the discontinuance of salary and employment of the regular-status employee and may be implemented at the end of the annual employment agreement by the employing organization.

Once written notification of the non-renewal of the annual assignment agreement has been provided to the regular employee; the regular appointment may be terminated at the expiration of the education employment agreement. Decisions regarding non-renewal may be made for reasons such as, but not limited to, the following:

1. Insufficient or declining enrolment
2. Lack of funds
3. School closure, which is in the best interest of the school
4. Failure to fulfil assignments and/or job duties in a professional and satisfactory manner
5. Failure to comply with instructions, policies, rules and/or procedures
6. Operational difficulties of the school, which make continued employment impractical or unfeasible
7. The best interests of the school as determined by the Office of Education and the Conference/ Mission Board of Education in consultation with the local School Board
8. The inability of the Conference to find a suitable new assignment for the teacher

Termination

Reasons for termination may include but are not limited to, any failure by the regular employee to adhere to the duties described below or any other employee misconduct. Employee misconduct is the failure of the regular employee to perform assigned duties. Just cause includes, but is not limited to, the following reasons:

- a. Inability to perform essential job functions with or without reasonable accommodations
- b. Incompetence or inefficiency as determined by professional evaluation
- c. Indifference to pupil welfare
- d. Lack of cooperation with administration or supervisors
- e. Conflicting interpersonal relationships
- f. Failure to comply with the working policies of the Seventh-day Adventist Church, conference policies and regulations, or failure to comply with the Education Code
- g. Insubordination or failure to follow a supervisor's reasonable orders, directives, or recommendations
- h. Immoral or unsatisfactory personal conduct not in accordance with the principles of the Seventh-day Adventist Church
- i. Committing, aiding, advocating, or being convicted of or pleading guilty or no contest to any criminal offence except minor traffic violations
- j. Persistence in advocating, practising, or teaching beliefs or philosophy contrary to the basic tenets and doctrines of the Seventh-day Adventist Church
- k. Failure to maintain the accepted standards of the Seventh-day Adventist Church
- l. Use of alcohol, tobacco, or the illegal use of drugs (The employing organization reserves the right to test for these substances in compliance with applicable laws.)
- m. Social or moral problems which make the employee unfit to instruct or associate with children and youth
- n. Membership in any organization advocating the overthrow of the government by force or subversion
- o. Theft, dishonesty, and/or falsification (oral or written).

- p. Excessive absenteeism or tardiness, regardless of the reason
- q. Failure to maintain a current denominational teaching certificate
- r. Violence in the workplace
- s. Any behaviour that undermines the ability of the employee to serve as a proper role model to Seventh-day Adventist children and youth
- t. Gross insubordination
- u. Apostasy.

Probationary status employees are hired and employed at will and are subject to termination by the employing organization at any time without advance notice or cause requirement.

Termination Procedures

Procedures for termination of certificated employees during employment and before the expiration of the term of the agreement and non-renewal of regular status are as follows according to Inter American Division working Policy, p.

1. Termination of a full-time employee or non-renewal of the assignment agreement for a regular employee is to be initiated by the Principal in consultation with the local School Board. The Education Office must be notified and represented when a School Board discusses employment issues of certificated employees during the term of the annual assignment agreement.
2. The Conference/Mission Board of Education reviews the decision regarding termination of the certificated employee or non-renewal of the assignment agreement upon the recommendation of the Board of Management. The document should be made available by the Board of Management.
3. The School Board shall give a written recommendation to the Executive Committee of termination to the certificated employee or non-renewal of the assignment agreement to the regular employee, including reasons for such action, the effective date of termination or non-renewal and discontinuance of salary, and shall also inform the employee of the right of appeal that shall be initiated within ten working days after the decision is made.
4. Notification of intent to terminate an employment agreement by either the employee or the employer must be submitted in writing to all parties concerned at least 30 days before termination.
5. The employee has the right to use the conciliation procedures.

Termination Settlement

State laws or conditions of employment of termination may require employers to offer a termination settlement, which varies from the provisions of this policy. Properly constituted governing or administrative bodies have the discretion to authorize a termination settlement at variance with the following directives.

- a. Termination Settlement-The termination settlement shall be noted in the employee's personal service record but does not cancel any part of his/her service credit. The termination does not

add any service to the records.

- b. Further Settlements- If an employee who has received a termination settlement or retirement allowance re-enters denominational service later, any further termination settlement would be based on service accrued since the previous settlement date.

Settlement

- a. **Method of Payment** The organization shall pay the settlement computed lump sum.
- b. **Independent Transfers** In the case of an independent transfer, the organization shall calculate the settlement on only years of service earned as a church employee within the territory of the Inter-American Division or as a regularly appointed Inter-division employee from the Inter-American Division
- c. **Settlement for Teachers** The settlement for teachers should be based on their total remuneration prior to termination.
- d. **Basic Life Insurance** A benefit paid from the basic life insurance shall not affect this settlement.
- e. **Amount** The settlement must be calculated according to National standards. Any unpaid benefits earned by the employee, including but not limited to unpaid vacation time and unpaid sick time, are not part of this settlement and shall be paid separately to the employee.
- f. **Termination Settlement** Termination settlements are the responsibility of the employing organization. Employing organizations shall make provision for the payment of termination settlements in the regular yearly operating budgets. Each union shall determine the respective proportion which the parties will contribute (IAD Working Policy, 2022/23, p.740)
- g. **Release** As a condition of receiving a termination settlement, employees must execute a release of all liability against the employer, related organizations and entities, agents and employees.
- h. When it becomes necessary for employees to discontinue their service with the organized work, a termination settlement will be paid if the country's labour laws require it. The organization or institution shall draw up a legal document which will include the settlement conditions. This agreement shall be legalized and conform with the law concerning stamps, witnesses, et cetera, after being signed by one of the officers of the employing organization and the employee with whom the termination settlement is being made.
- i. When employees who received a termination settlement are re-employed, their remuneration percentage will consider the previous service rendered to the organization. One year of credit for each two years of previous denominational service will be recognized for vacation purposes.

Inter-American Division Policy 2022/23 p. 740.

Therefore, the settlement is not to be construed as an employee benefit. If the release is not signed within the time-frame indicated in the termination settlement agreement, the termination settlement shall be forfeited.

Health Care Benefits

Health care benefit coverage ceases with the effective date of termination. The ex-employee and dependents (i.e., spouse and dependent children) may be eligible to purchase emergency temporary health benefits from a health insurance exchange.

Repayment of Prepaid Salary

Repayment of prepaid salary advance and/or unamortized expenses will be required before a release is given. The employee shall be responsible for reimbursing the Conference/Mission or school for unamortized moving expenses on the same basis as an Adventist institution calling an individual who has yet to complete four years of full-time service.

SOCIAL STUDIES/NATIONAL INSURANCE

Social Security/National Insurance covers all denominational educational personnel through their respective organizations. The employee and the organization contribute the percentage required by government regulations to the Social Security/National Insurance fund.

SERVICE PINS

The Conference Office of Education may award teacher service pins based on General Conference policy.

CERTIFICATION POLICY

The Inter-American Division Office of Education develops guidelines for certifying educational personnel in the Inter-American Division. Certificates, however, are issued by the Caribbean Union Office of Education according to policies approved by the Caribbean Union Board of Education. For certification requirements and procedures for securing certificates, see the Inter American Division K12 Educators' Certification Manual.

Teacher Certification Categories

The General Conference Office of Education provides the following types of certificates:

- a. Standard Certificate with Endorsement for Kindergarten, Elementary, and Secondary subject areas
- b. Professional Certificate with Endorsement for Kindergarten, Elementary, and Secondary subject areas
- c. Administrator Certificate with Endorsement in one of the following areas:
 - i. Principal
 - ii. Supervisor of Instruction
 - iii. Director of Education

Standard Certification

A Standard certificate is issued to teachers with a Trained Teacher certificate, at least a Bachelor's degree and who have completed all the SDA Teacher certification courses.

Teacher Professional Certification

The Caribbean Union Conference Education Department awards the Professional Certificate to teachers who hold a Master's degree or its equivalent and have fulfilled the requirements for a Standard Certificate.

Administrative Certification

The Caribbean Union Conference Education Department issues Administrative Certification to teachers who have secured the Standard and Professional certification and have completed certified courses in the following areas:

- School Administration
- Curriculum Planning and Development,
- Guidance
- School Finance.

Teacher Commissioning

To be eligible for commissioning, the teacher must:

- a. Be at least eighteen (18) years of age
- b. Be an active member of the Seventh-day Adventist church and subscribe to and teach within the framework and philosophy of the Seventh-day Adventist church.
- c. Complete the required SDA Teacher certification courses
- d. Possess at least a Bachelor's degree
- e. Be a trained teacher
- f. Be physically and emotionally fit.
- g. Demonstrate professional competence in all areas, especially in lesson planning, lesson delivery, teaching procedures organization and classroom Management.
- h. Have at least six years of teaching experience.

Certification Review Committee

The primary function of the Certification Review Committee is to monitor, appraise and implement the certification requirements established in the Inter American Division K-12 Educators' Certification Manual.

The committee shall meet at least two times a year to address particular needs or requests that do not fall within the written policy. It also recommends certification policies unique to the Caribbean Union School System.

The Certification Review Committee is to be composed of the following members:

1. Director of Education, Caribbean Union
2. University of the Southern Caribbean Registrar/Programme Director

3. Director of Education from each Conference/Mission
4. One secondary school principal
5. One primary school principal

For additional information, see K-12 educators' certification manual at <http://adventisteducation.org>.

COMPENSATION POLICY

This document establishes an approach to and guidelines for the administration of the base pay provided to employees of the Caribbean Union Conference.

The compensation philosophy of the Caribbean Union Conference is designed to support its Mission, Vision, Value Statements and Strategic plan. The plan aims at fostering internal and external equity to maintain competitive alignment.

The Compensation policy will

- Assign a salary range to every job category. No employer will be paid a salary that is below the minimum salary range to which he or she is assigned.
- Provide relatively equal pay for substantially equal work. Any differences in pay would be accurately attributable to tenure, unique skills or experience and performance.
- Engage a performance based programme as approved by the Caribbean Union Conference. Once the local Conference/Mission will determine the appropriate distribution of a salary increase to employees who would have improved competency levels and exceed performance and standards.
- Compensation decisions will be made within the local field's and School Boards' budgetary environment and in support of the school's vision and core values.
- The compensation decision policy is implemented in accordance with the performance Management system.

Pay for Competence

The salary range spread defines and differentiates the value assigned to incumbents in the same job based on their demonstrated competence as expressed by their knowledge (certification and Academic attainment) experience and performance.

The base pay is mirrored against the development spectrum of "entry Level/New Incumbent, developing, competent, experienced, expert.

Entry level: The employee shows no positive evidence of competency in the job. Their qualifications, knowledge and experience are less than the specifications of the job considering training and experience is required.

Developing: The employee possesses the basic qualifications or is in pursuit of such. There is still need for significant training in this area.

Competent: The employee possesses the basic qualifications and is fully trained for the position. He or she has sufficient qualifications for the job.

Experience: The employee possesses qualifications and experience beyond the requirement of the role. He/She is fully trained for the role and always performs above standards.

Pay for Performance

Salary adjustment will follow a process whereby increments will be applied based on the delivered performance of the employee as expressed by the performance Management Policy. The establishment of the salary adjustment increment for staff will be governed by the Conference/Mission in consultation with the Education Director and school's principal.

No employee will be paid below the minimum of the range assigned to his role.

No employee will be paid above the maximum of the range assigned to his role.

Assessment of Competence

The determination of competence will be based on any combination of the following factors:

- Demonstrated Experience – the experience the employee has attained through previous exposure. The specific type of experience can be further delineated based on the nature of the exposure. These include, but are not limited to, three distinct areas:
 - i. Job Family – refers to the experience within the defined profession or job family.
 - ii. Specialist Experience – refers to specifically defined professional exposure to areas outside of the roles' standard professional requirements eg. Specialist Reading Teacher. These are defined by the Job Description and are specific to each role.
 - iii. Leadership – refers to the management of people, or projects, and is recognised in terms of time and complexity. Complexity relates to the level at which the leadership is applied and is denoted by the type or level of roles being directed, for e.g. Principal. This factor will be applied to Management and Senior Supervisory roles.
- Qualifications – the required educational qualifications and certifications that are required for the role.
- Competency Assessment – this is based on the Assessment Programme that was specifically applied to the related recruitment process. Assessments may include, but are not limited to:
 - i. Achievement Records – written assessments designed to assess through the presentation of demonstrated understanding and experience with targeted competencies.
 - ii. Interviews – competency based oral engagements designed to assess through the verbal presentation of demonstrated understanding and experience with targeted competencies.
- Performance – the formal appraisal score achieved over the past performance periods of the incumbent's tenure in current role.

REMUNERATION

Employee remuneration encompasses a broad range of cash and noncash items such as gross salary, benefits, allowances (housing allowance, automobile depreciation, and employer-provided housing), incentives, bonuses, etc. The particular combination of remuneration components will vary from field to field. In parts of the field where salary levels are relatively low compared to the value of employee benefits and allowances, certain benefits may have to be dealt with outside of the maximums defined in the table below. Wide variations in national economies and employment environments make it impossible to establish a single remuneration plan that is equitable and appropriate everywhere. Fields may vary in allotting allowances to school employees.

Salary rates for certificated employees are determined annually by employing organizations per the Caribbean Union Conference wage scale and compliance with applicable state laws and Inter-American division guidelines. In addition, the employing organization may help with moving expenses, tuition assistance for dependent children and medical expenses.

Part-time certificated employees are not eligible for assistance with moving expenses, tuition assistance for dependent children, or medical expenses.

Two Methods of Remuneration (IAD Working Policy, 2022/23. P. 753-754)

It is recognized that there are two approved methods of remuneration of employees, namely:

1. The basic salary plus specific identifiable allowances paid separately, which is designated the “basic salary plan”, as established by the salary matrix previously identified.
2. The basic salary plus an amount to cover the specific allowances, paid in one combined payment (salary and allowances), which is designated the “package plan”. This package plan shall take into consideration the established salary matrix.
 - a. Medical and educational allowances are not included in the living allowance and are to be granted to the employee according to the policy. In the implementation of this policy it is understood that the employee will not receive less than the previous remuneration while serving in the same field and in the same responsibility

The salary scale of the Inter-American Division guides salary payments. The table below shows the minimum and maximum percentage of the basic wage set by each local field.

	Minimum	Maximum
Principal – Secondary	67	102
Principal – Primary	63	99
Business Manager	61	99

Assistant Business Manager	61	97
Registrar	61	97
Teacher (Post Graduate)	65	96
Teacher (Bachelor Degree)	65	95
Teacher (Associate)	56	85
Librarian (Master's Degree)	61	97
Office Secretary	48.5	90
Accounting Clerk	55	80

* Plus 2% on top of base salary if commissioned teacher

*** Plus 1% for secondary teachers and administrators holding professional or administrator certificates.

A spread between minimum and maximum rates in the various categories considers that this is established on a philosophical foundation. In setting rates within this spread, employing organizations should take into consideration the following factors concerning each employee:

1. Preparation, education and dedication
2. Previous experience and achievement
3. Years of service
4. Responsibility and annual evaluations

The remuneration scale should be strictly adhered to, and the Business Manager should make no special arrangements of any kind except as may be provided for in the Inter-American Division Working Policy.

Allowances

Help received in cash or in kind for meeting the needs of employees, based on financial and/or denominational policies, depending on each field.

Salary Freeze

The employing organization reserves the right to freeze the stated salary at the previous year's level.

VACATION, TIME OFF AND LEAVE

Employees within a Seventh-day Adventist employing organization may be entitled to various types of leaves based on their employment status, applicable laws of their territory, and organizational policies. Some common types of leaves may include, but are not limited to:

A. **VACATION LEAVE**

1. **Annual Vacation Leave:**

Annual vacation leave is a crucial aspect of employee well-being, offering a designated period for individuals to relax, refresh, recharge, and maintain a healthy work-life balance. The duration of annual vacation leave may vary based on factors such as tenure, employment status, and organizational policy. The taking of an annual vacation brings numerous benefits to the employee, including improved mental health, increased productivity, and job satisfaction, as well as a benefit to the organization.

The length of eligible service is calculated based on a "benefit year." This 12-month period begins when the employee starts to earn vacation time. Once employees enter an eligible employment classification, they start to accrue paid vacation time according to the schedule outlined in accordance with the labor laws of the country in which they are working.

A new employee must adhere to a waiting period of 365 calendar days before being eligible to use their first year's vacation time, which will include any time accrued during the probationary period. Following this waiting period, employees can request the use of their accrued vacation time, subject to approval from the designated authorities.

Vacation requests will be reviewed considering various factors, including organizational needs and staffing requirements. Time off during vacation is paid at the employee's base pay rate at the time of the vacation. This pay does not include overtime or any additional forms of compensation, such as incentives, commissions, bonuses, or other differentials.

The vacation policy ensures that employees accrue and allocate vacation time in accordance with the organization's working policy and guidelines. This process involves requesting vacation with sufficient notice, taking into account special circumstances and emergencies. In certain territories, terms and conditions specified in collective bargaining agreements are integrated into the employment contract, implicitly entitling employees to holidays and holiday pay.

2. **Vacation Requests**

Each employee shall take his/her vacation annually. Vacation time accumulated for an employee may be used at such time or times during the year when requested by the employee, approved by the supervisor, and authorized by the properly designated authority (CARU Employee Handbook, 2014). A request for vacation should be made in advance, except in an emergency situation where the need for leave is unforeseen by the employee. An absence under such circumstances should be reported immediately to the appropriate administrator (IAD WP, 2022-2023, CB 20 40, p. 182). At no time should the employee go on vacation without prior approval and authorization.

All teachers and ancillary workers shall submit their annual vacation requests in advance on the organization's official Vacation Application Request Form to the office of the principal no later than January 31st of each calendar year. The scheduling of employee vacations will be done in consultation with their supervisor.

The principal shall review each vacation application form to ensure that the requested time aligns

with the worker's vacation entitlement for that period. This process allows the organization to make necessary staff arrangements and, if necessary, request employees to reschedule their vacation leave to accommodate operational needs. All vacation requests shall be authorized by the school board and signed off by the principal and education director before reaching the office of Human Resources for processing. Any necessary adjustments to the approved vacation schedule shall be redressed in the same manner as above.

3. **Overseas Travel While On Vacation**

When an employee plans to undertake private overseas visits/travel, he/she shall inform the employing organization of such trips in advance. Travel, accident and hospitalization insurance is required and such evidence should be submitted at the time of application.

The principal shall verify whether the requested dates fall within the vacation period, ensure that all relevant information is completed, and confirm that the form is appropriately signed by the employee.

The principal shall ensure that the employee has purchased adequate travel/accident and emergency health insurance coverage (Short-term Travel Insurance). The premium for this insurance is typically paid by the employee, unless the employee is authorized by administrators to be on a denominational itinerary, in which case the premium may be covered by the organization.

Employees are required to provide a forwarding address and telephone number for emergency contact.

In the case of school administrators, in addition to the required insurance coverage, they must inform the school board through the Education Director of any travel outside the country.

Furthermore, if a school administrator, teacher, or ancillary worker wishes to travel outside their annual vacation time, they must submit a letter to the school board requesting permission. This letter should include details such as the dates, venue, and purpose of the trip.

Once permission is granted in any of the above scenarios, the principal shall forward a copy of the insurance certificate to the Office of Human Resources through the Education Director.

Failure to comply with this policy absolves the school of any responsibility for expenses incurred during travel.

4. **Employees Vacation Entitlement**

Upon entering an eligible employment classification, employees begin to earn paid vacation time in accordance with the respective territory's labour laws. More often, new employees are required to comply with a waiting period of 365 calendar days before the first vacation time can be used, inclusive of the time accrued during the probationary period.

Teachers who experience periods of non-engagement, such as summer break, Christmas break, and Easter break, are not automatically considered on vacation. Teachers shall be required to

apply for their annual vacation in accordance with the established labor laws of the country in which they are working at the time. All applications must be treated on merit. Subsequently, the application should be reviewed based on various factors, including the organizational needs and staffing requirements for the specified period.

5. **Use of Vacation time**

Vacation time accumulated for an employee may be used at such time or times during the year when requested by the employee, endorsed by the supervisor, and authorized by the properly designated authority. (IAD WP, 2022-2023, CB 20 35, p. 182). It is recommended that all workers be encouraged to take their regular annual vacation when possible. It must be recognized that the church grants such vacation time, not just as a government requirement but for the unity and well-being of the worker's family. Vacation time, therefore, must be seen as time for the family and should not be used for any other reason (IAD Working Policy, Section BA 18: Protection of Denominational Employees, p.119-120, #3, captioned Protection of the workers' family time).

6. **Maximum Accrual**

Vacation time may be earned and accumulated from year to year up to a maximum of six weeks. No more than two weeks of vacation should be carried over to the next year. However, if the employer is unable to grant vacation at the time the employee reached the maximum, inclusive of vacation time for the current year, an employee shall be allowed to accrue more than the maximum (IAD WP, 2022-2023, CB 20 15, p. 182). Unused vacation that cannot be carried over to the current year due to the six weeks maximum will be lost to the employee. In order to ensure that there is no loss of vacation time, all employees are encouraged to take their vacation annually.

Maximum Accrual—Vacation time may be earned and accumulated from year to year up to a maximum of 31 working days. No more than ten working days of vacation should be carried over to the next year. However, if the employer is unable to grant vacation at the time the employee reaches the maximum, inclusive of vacation time for the current year, an employee shall be allowed to accrue more than the maximum (CARU Employee Handbook 2014, P72, 10)

7. **Transfers**

When an employee is transferred from one denominational organization to another, accrued vacation time of up to six weeks shall be transferred to the new employing organization, to the extent permitted by applicable law, with the necessary payment made by the former employer to the new employer or may be paid out in cash. The time of vacation shall be arranged with the new employer. In the event such a transfer of vacation time is not permitted by law, the legal requirements shall be met, and the former employer shall settle with the employee before the transfer (IAD WP, 2022-2023, CB 20 30, p. 182).

8. **Termination**

At the time of termination from denominational employment, all accrued but unused vacation time shall be granted. The maximum shall be six weeks unless the employee has been allowed to accrue additional vacation time, at the request of the organization, according to CB 20 15 ((IAD WP, 2022-2023, CB 20 20, p. 182).

9. Vacations Accrued at the Time of Retirement

Upon retirement from denominational employment, individuals are entitled to receive all accrued but unused vacation time in accordance with the IAD policy. The maximum limit for accrued vacation time is six weeks, unless the employee has been permitted to accumulate additional vacation time from the preceding year, as outlined according to IAD policy at CB 20 15. (IAD WP, 2022-2023, CB 20 20, pp. 47-48)

10. No Vacation in year of Furlough or Permanent Return

Vacation shall normally be granted during each year of service. However, no vacation shall be granted for the year in which furlough or permanent return is granted (IAD WP, 2022-2023, CB 20 45, p. 183)

B. TIME OFF, TARDINESS, ABSENCE AND LEAVE**1. TIME Off**

An employee may be granted occasional leave of no more than two full days per term by the principal. Time-off during the school day is regarded as occasional leave. Salary deductions may be made for time off in excess of the maximum.

2. Leave During School Hours

A teacher is not to leave the school or class during the hours of duty unless he/she has the express permission of the Principal. The teacher will be required to fill out the appropriate form to request absence from the compound.

3. Late Arrival for Duty

A teacher reporting for duty later than 15 minutes after the scheduled time of commencing duty must report to the Principal before going to the class. The reason for the late attendance must be recorded on the attendance register.

Teachers who are consistently late must be reported to the Board of Management after several attempts following the required guidelines have been implemented by the teacher. The teacher should receive verbal and written guidance before the report reaches the Board of Management. The guidelines to deal with matters like tardiness are outlined in the Working Policy of the Inter-American Division.

4. Absence Due to Emergencies

If a teacher is prevented from attending duty through illness or other emergency, he/she must, as soon as possible, advise the Principal of the circumstances, provide any details requested by the Principal, and complete the required form at the appropriate time.

Resumption of Duty

Resumption of Duty form should be filled out after the teacher returns to school after being absent.

SICK LEAVE

Sick leave is a type of paid time off provided by employers to employees who are unable to work due to illness or injury. It allows employees to take time away from work to recover from their illnesses, such as the flu or a cold, or minor injuries, without experiencing a significant loss of income. Sick leave policies may vary by the employing organization but typically outline the amount of sick leave available to the employee, how sick leave accrues or is granted, and any requirements for providing documentation of illness or injury. The employee may use sick leave for their own illnesses or injuries to attend medical appointments.

Sick leave is recorded by calendar days. On the sick leave certificate, the doctor will indicate when the employee should be fit to resume work, and that is the date the employee should return, regardless of whether public holidays fall within the period. Calendar weeks are counted inclusive of public holidays, so the leave is not extended should a public holiday occur during the period. There may be a need for an agreement for the reimbursement of Social Security funds, where applicable.

Generally, there are two different types of sick leave based on whether medical certification is required to support the absence. These are:

a. *Uncertified Sick Leave*

- i. Uncertified sick leave is self-reported sick leave, which typically does not require employees to provide a medical certificate to support their absence, in accordance with the practice of the territory.
- ii. Employees may be allowed to take paid uncertified sick leave for minor illnesses or short-term absences up to 2 consecutive days without needing to obtain a medical physician's certificate.
- iii. This type of sick leave relies on the trust and honesty of employees to accurately report their illness or injury and is often used for brief, uncomplicated illnesses.

b. *Certified Sick Leave*

Certified sick leave, also known as medically certified sick leave, requires employees to provide medical documentation, such as a doctor's note or medical certificate, to support their absence from work.

- i. Certified sick leave is typically used for more serious illnesses, injuries, or extended absences from work, where medical evidence is necessary to verify the employee's condition and eligibility for sick leave benefits.
- ii. Employees may be required to obtain a doctor's note/certificate confirming their illness or injury, the expected duration of their absence, and any restrictions or accommodations needed for their return to work.

c. **Guidelines**

Employees shall be eligible for fourteen (14) days of paid sick leave, which begins upon completion of the probationary period, in accordance with the practice of the territory.

- i. Paid sick leave can be used in minimum increments of one half-day. An eligible employee may use sick leave benefits for an absence due to his or her own illness or injury as specified by the medical certificate.
- ii. Employees who are unable to report to work due to illness or injury should directly notify the principal or his/her designee before the scheduled start of their workday, if possible. The principal or his/her designee must also be contacted on each additional day of absence.
- iii. If an employee is absent for three or more consecutive days due to illness or injury, a registered physician's statement shall be submitted to the principal verifying the employee's disability and its beginning and expected ending dates. If the employee is absent for more than three consecutive days without submitting the required certificate, this will be deemed as having abandoned the job.
- iv. The organization is not obligated to pay the employee beyond six months.

d. **Procedure**

- i. Employees are required to complete and submit a resumption of duties form upon the first day of returning to work.
- ii. The employer reserves the right to request a medical evaluation by an approved physician for employees who are on extended sick leave.
- iii. Employees may be retired on medical grounds for an extended illness that renders them unfit for work. (check the IAD POLICY on medical leave)

e. **Extended Sick Leave**

The period shall be in accordance with the practice of the territory; following this period, there will be no paid leave. Management reserves the right to exercise discretion in determining payment with leave.

Extended Sick Leave CANNOT be used to cover:

Any day during which an employee is entitled to cash benefits for temporary disability under Workman's compensation. If the employee receives any such benefits, the Human Resource department must be notified.

- i. Any period of confinement in an institution as a result of an illness arising from voluntary addiction to chemical dependencies, unless it has been previously reported to the Human Resources Director and arrangements have been made.
- ii. Any period when imprisonment is the cause of absence.

The Human Resources Committee will study special cases of physician-certified extended illnesses on an individual basis. Employees who return to work on a part-time basis after an illness shall do so with a written recommendation from the physician regarding the length of time such employee should continue working on a part-time basis.

Sick Leave and Vacation

If an employee becomes ill or injured while on vacation leave, certified sick leave during vacation suspends the vacation for the period of the sick leave, provided the employee provides appropriate medical documentation to support their absence. Consequently, the employee shall seek permission from the Administrative Committee/Executive Committee through the Office of Human Resources to extend beyond the previously approved vacation period.

The employee shall communicate promptly with their employer if he/she becomes ill or injured while on vacation to ensure that their absence is properly documented and that any necessary accommodation is made.

It is essential for employees to familiarize themselves with their organization's sick leave and vacation leave policies and to follow the proper procedures for requesting sick leave while on vacation.

Medical Leave

Medical leave, as per organizational policy, shall be granted to eligible employees who are temporarily unable to work due to a health condition or disability. Serious health conditions or disabilities include inpatient care in a hospital, hospice, or residential medical care facility; ongoing treatment by a healthcare provider; and temporary disabilities related to pregnancy, childbirth, and associated medical conditions. To be granted sick leave in such circumstances, employees must comply with the organization's request for verification by providing a physician's medical certificate. The Human Resources Committee reserves the right to consider all other cases that may arise.

Employees in the following employment classifications shall be eligible to request medical leave as described in this policy:

- a. Regular full-time employees
- b. Regular part-time employees
- c. Special contract employment

Eligible newly hired employees may request medical leave only after completing 90 calendar days of service. Exceptions to the service requirement will be considered to accommodate disabilities. Eligible employees should request medical leave through their respective boards of management at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted to verify the need for medical leave and its beginning and expected ending dates. Any changes to this information should be promptly reported to the Office of Human Resources. Employees returning from medical leave must submit a health care provider's verification of their fitness to return to work.

Eligible employees are normally granted leave for the duration of the disability, up to a maximum of 12 weeks

within any 12-month period. The total combination of medical leave and family leave may not exceed this maximum limit. If the initially approved absence period proves insufficient, consideration will be given to a request for an extension. However, employees will be required to utilize all accrued short-term and long-term sick leave, as well as 50% of their total accrued vacation time, before they will be authorized to take unpaid medical leave.

Employees who sustain work-related injuries are eligible for a medical leave of absence for the period of disability in accordance with all applicable laws covering occupational disabilities. Subject to the terms, conditions, and limitations of the applicable plans, the employing organization will continue to provide health insurance benefits for the full period of the approved medical leave. Benefit accruals, such as vacation, sick leave, or holiday benefits, will be suspended during the medical leave and will resume upon return to active employment. The employee is requested to give at least two weeks' advance notice of the scheduled return-to-work date to facilitate proper work scheduling. When a medical leave ends, the employee will be reinstated to the same position, if it is available, or to an equivalent position for which the employee is qualified. If an employee fails to return to work on the agreed upon return date, then it shall be assumed that the employee has voluntarily resigned.

Employees who have taken sick leave for major medical reasons or have received extended sick leave shall not be granted vacation leave within three months after returning to their jobs, except in case of an emergency.

Injury Leave

The organization shall grant injury leave to employees who are injured during the course of their duties. Injury leave shall be at full pay and shall not be deducted from the normal sick leave provisions.

Guidelines

- The organization shall arrange for immediate medical attention for all employees injured during the course of their employment.
- In cases of incapacity, the organization shall provide transportation for employees requiring medical attention.
- The organization shall also liaise with employees to facilitate timely submission of claims in order to expedite the process for payment of compensation for injury, where applicable.
- Employees shall be required to obtain medical certificates from organization appointed doctors, declaring them fit to resume work following periods of injury leave.

Bereavement Leave:

The bereavement leave policy is designed to offer support and flexibility to an employee coping with the loss of a loved one. It provides paid time off at the employee's regular rate of pay for employees to mourn the passing of a family member or close relative. The bereavement leave shall span a short period, between three and five working days, depending on the relationship with the deceased. If additional time off is needed beyond the allotted bereavement leave, the employee may opt to use accrued vacation time or request unpaid leave, subject to approval.

Eligibility:

All regular full-time and regular part-time employees are eligible for bereavement leave in the event of the death of an immediate family member or other close relative. Immediate family is defined as the employee's spouse, children, parents, siblings, grandparents, grandchildren, and in-laws (for whom the employee bears their financial burden). Special consideration will also be given to any other person whose association with the employee was similar to any of the above relationships.

Duration:

The duration of bereavement leave will vary depending on the relationship with the deceased as well as other factors. Employees may be granted up to five (5) working days of paid bereavement leave for the loss of an immediate family member and up to 2 days for the loss of other close relatives. Additional unpaid leave may be granted at the discretion of the organization.

Relationship	Allotted Time	Comments
Spouse	5 days	
Child (Maternal/Adopted)	5 days	
Parents	5 days	
Siblings	5 days	
Grandparents	3 days	
Grandchildren	3 days	
In-Laws (Spouse's parents)	2 days	

Guidelines

1. Employees must notify their principal as soon as possible following the death of a loved one to request bereavement leave.
2. Employees should provide the following details:
 - Relationship to the deceased
 - Date of death
 - Expected duration of leave
 - Any special circumstances or travel arrangements
3. Employees may be asked to provide documentation, such as an obituary or death certificate, to verify the need for bereavement leave.
4. The request will be reviewed by the principal and processed via the Office of the Human Resources through the Education Director.

An employee returning to work after bereavement leave shall receive support and understanding from their supervisors and colleagues. The organization recognizes that the loss of a loved one is a difficult and emotional experience. It respects the privacy of employees and their families during times of bereavement. Professional counselling support shall be made available to the bereaved employee and family members.

Compassionate Leave

Compassionate leave is time off granted to employees in exceptional circumstances, such as the serious illness or death of a non-immediate family member, close friend, or dependent. Regular full-time and regular part-time employees may be granted compassionate leave of six (6) days annually. The request for compassionate leave is made through the principal and must receive approval from the school board before reaching the Office of Human Resources for processing.

Casual Leave

Casual Leave is a provision by the organization to cover cases of emergency and for conducting matters of a personal nature which cannot reasonably be attended to on a weekend, off-days or after normal working hours.

Guidelines

- The maximum amount of casual leave allotted to an employee is six (6) days.
- Casual leave shall be granted at the discretion of the organization.
- Permanent employees shall be granted casual leave only after
- completion of their probationary period.
 - Casual leave shall not normally be granted on days immediately preceding or following weekends, public holidays, carnival days, study days, sick days, or annual vacation leave.
- Casual leave must be closely monitored by the principal in conjunction with employees' total leave history for a particular year to avoid abuse.
- Approval of casual leave shall always be subject to the exigencies of the organization's operations.

Process

1. Employees shall apply for casual leave on the prescribed form for approval at least forty-eight (48) hours prior to the requested period of leave.
2. In cases of emergencies where an employee cannot reasonably apply for casual leave in advance, they must apply for that period of leave taken upon the resumption of duty.
3. In cases where the leave has not been approved, employees shall be immediately notified.

Personal Leave

Personal leave granted will be twelve (12) uncertified days in a calendar year with pay. This will include time-off requests such as uncertified sick leave, funeral attendance, bereavement/ compassionate leave, doctor's visits, appointments, casual leave, etc. Any additional time exceeding the twelve (12) days granted will be at the discretion of management. Any time taken in excess of the 12 days will not be paid, whether certified or not. Personal leave is not negotiable or transferable.

STUDY LEAVE

Definition

A leave from regular denominational service granted exclusively for study purposes on a basis agreed to by the worker and the employing organization.

1. It is precisely for study purposes.
2. It is for a specific period
3. Upon completing the study leave, the employee agrees to return for continued service with the granting organization.
4. The granting organization agrees to accept the employee in full-time employment upon completion.

Procedure

1. The Executive committee of the granting organization approves the terms.
2. The employee agrees in writing to the terms of the leave.
3. The granting organization continues to issue current credentials/licenses to the employee.

Service Record

1. **Notation of Study Leave** – A notation is to be made on the employee's service record indicating the action taken and the conditions of the study leave.
2. **Graduate Study** – Employees who interrupt their active service shall be granted service credit for time spent in obtaining graduate degrees, or in the case of physicians and dentists, for specialization or postgraduate studies according to the following provisions:
 - a. **Total remuneration** – When the employing organization continues total remuneration during graduate study
 - b. **Less Than Full Remuneration** – When a person earns an advanced degree above the BA/BSc/ Licentiate level, with less than complete or no denominational remuneration provided, and the person returns to full-time denominational service within two years after the awarding of the degree.

- c. **Service Credit**—When the employee studies without denominational financial assistance, the organization will grant service credit for up to a maximum of four years or for the time required to complete this degree, whichever is less. A Master's degree earned by an employee will be granted up to two years of service credit or the actual time required to complete the degree. The organization cannot award service credit until the degree is conferred, and it cannot be used for vesting purposes. Such credit will only be added when calculating retirement benefits and only if the employee is coming from active service within the territory of one of the owners of a Fund Balance.
3. **Undergraduate Study** — a. Employees who interrupt their active service shall be granted service credit for time spent in obtaining an undergraduate degree according to the following provisions:
 - a. **Total remuneration** — When the employing organization continued total remuneration during undergraduate study
 - b. **Less than full remuneration** — When the employing organization paid less than total remuneration or did not provide any assistance, and the employee returned to full-time denominational service within two years of awarding the degree.
 - c. **Service Credit**—Service credit equals the minimum time required to complete the degree. The service credit can only be granted after the degree has been awarded, and it cannot be counted towards vestment. Service credit may also be granted to the spouse of an employee who interrupts his/her service and earns an undergraduate degree. Such credit will only be added when calculating retirement benefits and only if the employee comes from active service within the territory of one of the owners of a Fund Balance.

Communicable Diseases

To safeguard the health and safety of all students and employees, no employee who has any communicable disease shall perform his/her duties in any location where such would endanger the health or welfare of the students or employees. In such cases, the school may temporarily exclude and require medical examination of any employee who is suspected of having a communicable disease. In cases of positive diagnosis, the employee must utilize sick leave until a medical determination is made by health authorities and written documentation verifies that the employee no longer poses a threat of infection. Should the disease warrant a long-term exclusion, sick leave policies will go into effect. Consult your local Ministry of Health websites for communicable disease identification and exclusion guidelines.

Public Holidays

When a holiday falls within the employee's allotted vacation time, the equivalent time is added to the vacation. Employees who, for any reason, are required to work on a public holiday may receive a subsequent day off.

Paid time off is granted to employees on recognized public holidays, such as Christmas, New Year's Day, Independence Day, and other national or religious holidays observed in the jurisdiction where the organization operates.

Paid holidays and office closings are at individual employers' discretion and are generally influenced by the respective organization's needs, climatic conditions, as well as national and local laws. Each union is responsible for monitoring holiday and vacation policy in its own territory. (IAD WP, 2022-2023, CB 20 50, p. 183).

When a public holiday falls within an employee's vacation, the employee's vacation should be extended by the day in accordance with the territory's labour laws and the Holiday Pay Act. An easy way to do this is by using a calendar to count the vacation days that the employee is on vacation while omitting the public holidays.

Jury Service And Witness Duty

Jury service and witness duty are considered civic responsibilities and the organization shall grant leave with pay to employees who serve as jurors or witnesses.

Guidelines

1. An employee who is called to jury duty or witness duty must submit a letter that is received from the court (or applicable authority) along with the request for leave. The employee will receive time off with pay for jury duty.
2. On the day(s) when the employee is not selected to serve as a juror or witness, they must report for work promptly. Failure to comply shall result in the employee being deemed absent without leave.
3. At the conclusion of their duty, the employee must obtain written validation of their attendance from the Court Registrar. This document must be submitted by the employee to the principal and forwarded to the Office of Human Resources through the education director upon their return to work.

Furlough

All furloughs are granted with the understanding that the worker shall return for another full period of service.

When employees whose homes are in this Division are called and transferred to locations outside of their home union, they shall be allowed a furlough of two months after 22 months of service, if they are returning for another full period of service. No vacation time will be allowed in the year when the furlough is taken. However, in special

circumstances where employees need to take the furlough at the end of the year and which will go over into the other year, it is understood that they are entitled to regular vacation for only one of those years (IAD WP 2022-2023; T. 30 - 1; P. 719)

Maternity Leave

Maternity leave shall be granted in accordance with the Maternity Leave Act of the respective jurisdiction. Employees are expected to return to employment as soon as they are medically cleared and physically able to resume their duties. The beginning date and duration of the pregnancy leave shall be in harmony with the attending physician's advice.

Parental Leave

Time off is granted to employees for the birth or adoption of a child, including maternity leave for birth mothers and paternity or parental leave for fathers or non- birth parents. Parental leave may be paid or unpaid according to the school board's discretion and financial ability and may include provisions for bonding time with the new child.

Administrative Leave

Administrative leave is the immediate removal of a regular employee from assigned duties during employment. The Board of Management and the Executive Committee may take an action of suspension under extenuating circumstances and where there is reasonable evidence of terminable conduct subject to just-cause criteria.

The Executive Committee shall notify the employee in writing of Administrative leave suspension and of the right to a review hearing before the employing organization at a reasonable time and place designated by the employing organization.

Failure to appear for the review hearing at the time and place designated may result in the termination of the employment.

Administrative leave without subsequent termination shall not exceed 30 days. Pay and benefits shall continue during administrative leave

Long Leave

Objective

Long Leave is intended to allow teachers to rejuvenate and engage in activities that promote intellectual development and personal growth.

Eligibility/Criteria

Teachers who have completed a minimum of eight (8) years of continuous service as a teacher within the Caribbean Union Conference and hold a Standard SDA Teacher Certificate are eligible to apply for Long Leave. The Standard Certification is granted to Seventh-day Adventist teachers who hold at least a Bachelor's degree, have a professional Teacher training certificate, and have completed all the required coursework for Seventh-day Adventist certification.

Length and Frequency

Long Leave is granted for a duration of two months. An employee granted Long Leave must work continuously for eight years before becoming eligible for another Long Leave.

Service Credit and Remuneration

Service credits are retained during the Long Leave period. Full remuneration will be provided while on Long Leave.

Application Process

Employees must submit a written application for Long Leave one academic year before the desired commencement date.

Timing

“Long Leave” should be scheduled at a time least disruptive to the school's programmes. Therefore, applying for leave during the last two months of a school term is advisable.

Approval

The approval of Long Leave is not automatic. The Board of Management will consider budgetary allocations, staffing arrangements, teaching loads, and other necessary provisions to facilitate the granting of Long Leave. The Board is expected to limit the number of individuals recommended for Long Leave based on the mitigating circumstances of the Conference.

Restrictions

Teachers who have expressed their intention to resign or retire or have formally tendered their resignation will not be considered for Long Leave. If a teacher terminates their connection with the school by not returning after the Long Leave or terminates their employment while on Long Leave, the individual is required to refund the school the salaries received during the Long Leave period. This refund requirement, however, does not apply in cases of permanent disability or death, where neither the individual nor the heir is obligated to refund the Long Leave salary.

EDUCATIONAL ASSISTANCE

The Education Assistance and Education Discount policies were referenced from the Inter-American Division Working Policy, 2022/23, p. 705-709

1. The employee whose dependent child/children or spouse is/are in attendance at Seventh-day Adventist secondary schools and colleges within the union where they serve, may be granted assistance to meet educational expenses as follows:
 - b. **Dormitory students**—Up to 80 percent of basic tuition for regular courses, registration and other fees; and up to 60 percent for dormitory and board (assistance on board will be based on the flat or minimum budgeted charge as the case may be).

Charges for special music lessons are not included, with the exception of the following cases:

- i. At college level, fees for private music lessons may be included for music majors or minors up to a normal tuition charge for full load.
 - ii. On the secondary level, fees for music lessons may be included provided the total cost of basic tuition and charges for music lessons does not exceed normal charges for full load.
- b. **Non-dormitory students**—Up to 80 percent of tuition and registration fees.
2. Each local field shall establish the percentage(s) for its territory. Educational institutions should not be required to grant additional discounts or grants to employees' children.
3. Employees' dependent children who have earned colporteur scholarships may be beneficiaries of this policy also.
4. The above allowances will be granted to the employee by his employing organization and will be made available only to unmarried children. These allowances will be available only to students in secondary schools and in college at the undergraduate level.
5. This assistance is available as follows:
 - a. For the unmarried dependent child of an employee for four/five years (where applicable) of studies toward the first undergraduate degree or up to and including the semester in which the child's twenty-fourth birthday occurs, whichever comes first.
 - b. For the spouse for four/five years (where applicable) of studies toward the first undergraduate degree.
 - c. Should transfer make necessary pre-requisites that require additional time, this allowance may be made available for up to one additional school year.
6. When the child of an employee is eligible to the benefits of the Educational Assistance Policy and the Child Allowance Policy, the employee may elect to receive assistance under one policy or the other, but not under both simultaneously.
7. The educational institution shall forward, through the regular channels to the organization employing the employee, the portion of the charges according to policy. Other student charges shall be paid directly to the school by the employee.
8. The organization employing the employee shall make payment of these allowances directly to the school at the beginning of the school year.
9. In fields where adequate educational facilities are not available within the union, the provisions of this policy may be made applicable when the student attends some other denominational training school in the Inter-American Division.
10. This policy is intended to apply only to those who attend Seventh-day Adventist schools. Exceptions may be made and assistance granted only by action of the Union committee in cases where an undergraduate level programme of study is not offered in a denominational school within the Division. In such cases the total grant should not exceed the amount which normally would be granted for attendance at a denominational school.

11. Children, in the Inter-American Division who desire to study in an area where the language is different from their own within the Division territory may receive the same benefits granted to other children studying in that Union, after securing approval from the parents' employing organization.
12. To authorize the child of an employee in the Inter-American Division territory to attend a denominational school outside of the Division territory, the following guidelines will apply:
 - a. If attending an institution outside of the Division territory where the tuition cost is higher:
 - i. It must be ascertained that the courses are not offered in any of the Adventist educational institutions in the Division.

No assistance shall be approved if similar courses are offered in Inter-America in similar language areas.
 - ii. The provisions of this policy shall not apply to the first year of pre-medical studies.
 - iii. Charges for private music lessons will not be covered, unless such courses are required for credit toward music majors or minors.
 - iv. The employing organization shall seek approval of the Union committee and the verification of the Division Department of Education.
 - v. When approved by the respective committees involved, educational assistance may be granted to students up to a maximum of 50% of the yearly basic tuition including registration, library and laboratory fees. This assistance shall be sent directly to the college by the employing organization.
 - vi. Assistance may be granted up to four years of study on the undergraduate level or up to and including the semester in which the child's twenty-fourth birthday occurs, whichever comes first.
 - b. If the age limit to be entitled to this assistance is reached before the end of the school year, the assistance shall continue until the student completes the school year.
 - c. If attending an institution outside of the Division territory where the tuition cost is less.
 - i. It must be ascertained that the courses are not offered in any of the Adventist educational institutions in the Division. No assistance shall be approved if similar courses are offered in Inter-America in similar language areas.
 - ii. The provisions of this policy shall not apply to the first two years of pre-medical studies.
 - iii. Charges for private music lessons will not be covered, unless such courses are required for credit toward music majors or minors.
 - iv. The employing organization shall seek approval of the union committee and the verification of the Division Department of Education.
 - v. When approved by the respective committees involved, educational assistance may be granted to students up to the maximum cost of a comparable course offered in the union institution or other institution in the Division territory.

- vi. Assistance may be granted up to four years of study on the undergraduate level or up to and including the semester in which the child's twenty-fourth birthday occurs, whichever comes first. If the age limit to be entitled to this assistance is reached before the end of the school year, the assistance shall continue until the student completes the school year.
 - d. Any variation of this policy must be approved by the Division Committee.
13. Educational assistance will be given as a family allowance. When the couple works in the same institution or in different institutions within the denomination, such an allowance will not be duplicated.

Educational Discounts

1. The following system of discounts shall apply in the elementary, intermediate and secondary schools, and in the colleges of the Inter-American Division:
 - i. A discount not to exceed five percent (5%) may be granted for those who pay the total calculated cost for the school year at the time of matriculation.
 - ii. A discount not to exceed two percent (2%) may be granted for those who pay the full monthly charge before the tenth day of the following month.
 - iii. A discount of five percent (5%) of the tuition charges for two children from one family whose expenses are being paid by the same person.
 - iv. A discount of ten percent (10%) of the tuition charges for three or more children from one family being paid by the same person.
2. Discounts are not retroactive and will be granted only to those whose accounts are kept in balance.
3. Schools shall grant to the children of employees only the same discounts granted to other Seventh-day Adventist students

Teacher Responsibility For Public Programmes

The teacher/administrator should ensure that all public programmes represent the school's actual work and Christian character. They should not be so frequent or elaborate that they occupy the time needed for school work. Programmes should be in keeping with the spirit of the principles of Christian education, and nothing of a cheap or worldly atmosphere should be used for entertainment in the school.

Teacher Responsibility For Attendance Reports

Accurate attendance reports are required by law and are to be furnished to the Principal by the teacher as stipulated by the school's regulations.

Student Supervision

School personnel are responsible for the care and safety of students while at school and during all school functions, on or off campus. This responsibility includes the need for teachers to be present at school 30 minutes before and after school hours and until every child has gone or been provided for by the supervision of other school-approved individuals.

Post-School Duties Of Teachers

After the school year ends, the teacher must remain on duty and at the school. The teacher must complete the following items:

1. The students' progress reports have been filled out, including the final averages for the school year in the subjects. Each pupil's placement for the coming year should be included.
2. The records of scholarship, attendance, summaries, etc., called for in the school register have all been carefully and completely entered, and the cumulative folders and permanent record cards have been filled out. The current school register, scholarship record, and any previous ones still in the school have been sent to the school administrator or designee.
3. The closing report, teacher's summer address, submission of textbooks required for the upcoming term, and other reports and information requested by the school principal have been sent.
4. The final report and the key to the school have been given to the individual designated by the Principal. The Principal should be aware of the teacher's summer address.
5. All school supplies, desk copies, library books, and other removable school equipment have been securely stored in a locked location.

Moving Expense

When the employing organization requests an employee to move to a new location or a person is being called into denominational service, the employer may provide the following assistance:

- a. An amount to cover freight/van charges and insurance up to maximums established by the employer.
- b. Travel expense and a per diem as per current stipulation and 100% of the regular mileage allowance to move the employee's car or up to two vehicles for the employee and spouse to the new employment location.
- c. Under applicable Internal Revenue Service regulations, all moving expenses for an employee may be classified as taxable income.

Travel Authorizations (Absence of Employees from Their Fields) Before an employee leaves the territory in which he is employed, he shall request the approval of his employing organization. Before granting such a permit, the employing organization must ascertain that the employee is adequately covered by travel/accident and emergency health insurance ("Short-term Travel Insurance"). In the case of the administrators, in addition to the above-mentioned insurance coverage, they should notify the administrators of the next higher organization of their travel outside their territory.

WORKERS' PERSONAL FINANCE (*IAD Working Policy, 2022/23, p.*)

TRAVEL TO MEETINGS

1. Authorized expenses incurred by members of committees called by the Caribbean Union Board of Education shall be paid by the local field, except otherwise advised.

2. The expenses of authorized personnel to attend the Education meetings and related meetings called by the organization shall be paid by the employing organization. In some cases, the school may be asked to bear partial costs if required except otherwise advised.

Travel Outside The Caribbean Union Conference

Educational personnel authorized to travel outside the Caribbean Union Conference territory on behalf of the organization shall be provided transportation at the most reasonable rate. If the employee travels other than by the approved mode of transportation, any excess expense will be the employee's responsibility.

Personal Travel

Employees should seek authorization for travel from the local field Executive Committee through the principal. The principal will take the request to the School Board, who will make the recommendation to the Executive Committee. Employees are expected to secure travel insurance before travelling overseas.

Travel And Perdiem

1. Each union shall establish a per diem (not to exceed that voted by the Division Year-end Committee) for employees traveling at denominational expense when fully entertained and when not entertained. Unions should follow the per diem guidelines as established by the General Conference/Division for specific territories.
2. The per diem is intended to cover food, laundry, and other incidental expenses.
3. When families are authorized to travel at denominational expense, the following allowances shall apply:
 - d. When the employee travels alone - the regular per diem that his employing union has voted.
 - e. When accompanied by spouse - 150 percent.
 - f. When the spouse travels alone - regular per diem.
 - g. When accompanied by one or more children - 40 percent for each child.

Staff Development/Professional Growth

The staff is the school's most valuable asset. The school is therefore committed to the professional development of the teachers with the view of providing a range of activities that will facilitate person and professional development enabling individuals and groups to achieve their full potential and contribute to excellent teaching.

Strategies for Achieving Staff Development/Professional Growth

- Internal Training - Coaching, on the job training, workshops, peer observation, job rotation
- External Training-exchange of teachers, teachers attending external courses and conferences, becoming members of external committees, subscribing to professional Journals, participating in study, developing and delivering training programmes for others, mentoring and professional development leave.

Responsibilities of Parties Involved in Staff Development

Administration

- i. Provide opportunities for every staff member to be computer literate.
- ii. Ensure training received by a teacher should be incorporated into the school
- iii. Include staff development as part of the annual budget.
- iv. Encourage research development activities and stimulate staff participation.
- v. Ensure that staff members get appropriate advice and support towards Developing their development needs.
- vi. Ensure that staff members who are involved in training activities are released from duty to attend when necessary.

Teachers

- i. Make themselves available to attend staff development programmes
- ii. Should seek to improve in other areas other than that which they are trained for. A knowledge of a different subject matter is essential.
- iii. Identify needs for training
- iv. Staff should ensure that they take responsibility for their professional career development

School personnel are expected to engage in professional growth activities and travel to broaden knowledge, improve teaching techniques, and gain greater expertise in counselling and transmitting ideas and facts.

Non-academic credit for renewal of certification may be received from the following areas:

1. Professional Meetings (i.e., Teachers' Convention, National Associations) -
2. Independent Study: Originated by the teacher or the conference/mission Office of Education.
3. Workshops or Committee Assignments – government, IAD or CARU, and local conference/Mission workshops or committee assignments.
4. Non-academic credit for recertification may be given for audited college courses based on the number of clock hours in attendance. Class notes are a valid method of verification of attendance. Applications are to be made through the Conference superintendent.
5. Teachers who supervise student teachers shall be granted one hour of non-academic credit per each term of supervision with a maximum of three hours in any certification cycle.

Journal of Adventist Education

The Journal of Adventist Education is to be furnished to all educational personnel at the expense of the employing organization.

Supervision Of Instructions

Each teacher in the Caribbean Union Conference shall benefit from a strong supervision programme that focuses on improving instruction. The supervision programme shall be a coordinated effort planned by the local school principal. This programme shall consist of professional growth, in-service activities, individual help and evaluation of instruction, and providing assistance and instruction in basic classroom management techniques.

Evaluation

Evaluation is an ongoing experience for teachers. The administration frequently visits the classroom and checks lesson plans, schemes of work and unit plans, teacher-made tests and other documents that are used for student evaluation. Additionally, the Education Director may make formal visits to the classroom. A copy of the formal evaluation is given to the teacher, and another copy is filed. The evaluator must discuss the findings with the teacher before the document is filed. Principals are expected to support the teachers in areas where mastery is needed.

All other employees should be formally evaluated at least annually.

Teacher Self Evaluation

- Teaching methods.
- Improvement of own knowledge.
- Proper recording of learner's progress
- Good examination results.
- Good discipline within his/her classroom
- Help is given to less able students
- Punctuality in class.
- Management of his/her time.
- Good record of attendance of students
- Classrooms are kept tidy
- Accurate records of students' grades are available
- Adherence to school rules and regulations (see policy/procedure manual for teachers)
- Work is submitted for class, if absent
- Daily/weekly work to be covered is written in the appropriate books. The plans are submitted to the Principal as stipulated.
- Any other duties as may be assigned by the Principal are carried out willingly.

PERFORMANCE REVIEW POLICY

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of school employees and for supporting their development within the context of the school's mission, which aims to improve the educational system by establishing standards for the employees. The performance appraisal process provides a means for discussing, planning and reviewing the performance of each employee.

The appraisal practice must support the employees while endeavouring to identify their strengths and secure helpful information to improve the quality of services rendered. The process will ensure that teachers carry out their responsibilities professionally and that effort is made to improve their professional development. The appraisal process also aims to improve staff morale, encourage the development of confident and professional judgments amongst teachers, give the employees a sense of control over their work, and identify resources and facilities needed to support the teachers.

Performance appraisals influence salaries, training, promotions and transfers, and supervisors must be objective and fair in conducting performance reviews and assigning overall performance ratings.

Prerequisites for Managing a Performance Appraisal

- Open two-way communication is valued and pursued.
- Trust between supervisors and employees
- The appraisal system is clear and consistent
- Pay for performance is agreed upon
- On-going assessment of the employees
- Training is specific
- Fairness and transparency are valued and ensured
- Timely and appropriate feedback is given.
- Organizational readiness
- Performance ranking is clear and measurable

Eligibility

All full-time employees who have been employed with the organization for more than one year are eligible for an annual performance review.

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the principal/supervisor and the governing body to quality-assure the operation and effectiveness of the appraisal system. Feedback. Employees are to receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength and any areas that need attention.

Performance Review Schedule

The performance appraisal cycle will run from September 1 to July 31 of each year. Each Principal is responsible for the well-timed and justifiable assessment of the performance and contribution of subordinate employees. This assessment is the endpoint of the annual appraisal process, but performance and development priorities will be reviewed and addressed regularly throughout the year in interim meetings.

Employees who start their employment part-way through the appraisal cycle will have their performance managed over a longer or shorter appraisal period as the Principal determines the most appropriate to bring their cycle into line with the cycle for all other employees as soon as possible.

If a teacher transfers to a new post within the school part-way through the appraisal cycle, or if a centrally employed teacher changes post within the authority, the Principal will consider whether it is appropriate to continue with the current cycle and/or to revise the objectives in line with the new post.

Appeal

Employees have a right to appeal against any entries in their written appraisal report. If an employee feels that an entry is wrong or unjust, they may appeal in writing within five working days of receiving their written appraisal report, setting out the grounds for appeal at the same time. Where an employee wishes to appeal on the basis of more than one entry, this would constitute one appeal hearing.

Salary Review

An employee, through the Principal, may request an analysis of his/her salary as deemed necessary. This request should be forwarded to the Education Director, who, in consultation with the Conference Administrators, will review the employee's salary in comparison to other employees in similar positions and within the guidelines of the East Caribbean Conference Compensation Policy. Salary increase reviews must be supported by a performance appraisal.

Process for Salary Review

- The Education Department will establish an evaluation document that will be used to assess the teachers annually.

- Each employee will participate in at least one review each term. A review will be completed at the end of each school year.
- The evaluation document will be completed by the Principal or designee (who must be a supervisor) in consultation with the employee to be assessed. A fair and effective performance evaluation process is essential to preserving the integrity of a pay or promotion for the performance system.
- The document is to be signed by the Principal and the Employee. The employee's signature may not necessarily mean that the employee has agreed to the evaluation; it simply means that the employee had the opportunity to be familiar with his/her assessment.
- The credibility of the performance system may be greatly enhanced by establishing an appeals process to provide employees with a means to challenge rating or compensation decisions that they believe to be unfair. The process may include allowing the employee to present his/her case to the Education Director.
- The signed appraisal document is then submitted to the Education Director on or before July 31 of each year.
- A photocopy of the completed appraisal document will be retained in the employee's personnel file.
- Managers may not discuss any proposed action with the employee until the office of the Executive Secretary gives notice.
- The Conference Administration will review all salary increase/adjustment requests to ensure compliance with the organization's policy and that they fall within the provided guidelines.

Confidentiality

It is a disciplinary offence for a teacher to disclose confidential information to the public or any other organization. Confidential information includes:

- Student and teacher records,
- Any examination and test paper until after the test or examination is completed.
- Student answers to tests and examinations
- Students' results
- Student's behavioural records
- Student record cards
- School financial records until prepared for the school Constituency Meeting
- Records of parent/guardian interviews or letters of complaint

TEACHERS GENERAL GUIDELINES

Teaching Load

The teaching load and class size are determined by the requirements of the school administration along with the curriculum committee. Ministry of Education policy in each territory should be considered.

Non-Teaching Activities

Supervisory and co-curricular activities will be assigned to each teacher by the Principal as part of the teacher's professional responsibilities.

A school employee must promptly, thoroughly and correctly carry out all duties relating to their roles and responsibilities. Similarly, a teacher must comply with and implement all laws, regulations, and instructions made or issued to guide teachers in performing their duties.

Rotation Of Duties

All staff members are expected to perform additional duties necessary to fulfil the school's mission. Additional duties may include, but are not limited to, substitute coverage of classes, supervision during lunch and breaks and duties of others absent from school.

Education Assistance

Employees desirous of receiving Educational assistance according to a policy of the local field and IAD must apply to the Education Director by March 31 each year. The Local Field Executive Committee must ratify the recommendation from the Education Director.

Summer School Attendance

Teachers expecting denominational Educational assistance to attend Summer school must have authorization from the Education Director's office before registration.

Standard Conduct Between And Among Gender Memembrs Of Staff

A teacher should exercise discretion in association with the opposite or same-sex individual. Questionable intimate associations and situations should be avoided.

Hours Of Duty

Hours of duty refers to the stipulated time that a teacher is expected to be in attendance and on duty in the school as stated in the job description and job offer.

Within the hours of duty, a teacher is entitled to a break for lunch. However, the teacher may be required to supervise the students during lunch breaks. Provision will be made for retrieving the time.

Record Of Attendance

All teachers must record their daily attendance in an Attendance Register or other recording document approved by the Education Department. A designated individual may be responsible for maintaining the attendance Register. However, it is the ultimate responsibility of the Principal to ensure that the Register is maintained.

The Attendance Register must include the actual time of a teacher's arrival for duty at the start of the day and the teacher's departure from duty at the end of the day.

Summary Of Staff Attendance

A summary of teachers' attendance must be forwarded to the local Education Department by the tenth of each month by the Principal.

Induction Of New Employees

The Management recognizes that new employees will be needed from time to time to carry out the school's functions.

The School Board recognizes that all newly appointed employees are required to serve at least the first year of employment under provisional conditions and must be inducted in the system. The induction programme is designed to train and guide new teachers and help them understand Seventh-day Adventist Education's mission and philosophy. The school management will provide professional support and a mentor for all new teachers.

Workload

The Principal assigns workload. A full-time teacher is expected to carry a workload commensurate to the workload recommended by the State. A lower workload may be assigned when a teacher is asked to carry out a fair amount of extra-curricular activities at the school. However, much effort will be made to maintain a maximum workload as stipulated by the Ministry of Education. This is important, especially for budgetary purposes.

Teachers Visits

As far as possible, teachers may visit students at least once each academic year in the students' locality. The following matters could be discussed:

- Study habits
- Use of leisure time
- Cooperation of the student with other family members
- Community involvement

School chaplains, principal and school counsellor should schedule home visits accordingly.

Health Certificate For Employees

All organizations must check the physical fitness of new employees by requiring the presentation of a health certificate or doctor's report at the time of employment.

The organization may request a health certificate from any employee, if the Board deems it necessary due to regular and prolonged submission of sick leave certificates.

TEACHING STAFF GENERAL RESPONSIBILITIES

Head of Department

The head of department through the Head of Department meetings is responsible for the following:

- Examine examination scripts.
- Evaluate objectives
- Evaluate syllabus
- Evaluate academic performance
- Evaluate content
- Review textbooks
- Plan professional training for teachers in the department
- Review new programmes
- Evaluate examination results and make recommendations.

The Head of Department meeting should be held at least once a month and focus on the school's overall academic performance. The Head of Department is responsible for planning schedules. The Principal may be invited to these meetings.

Form teacher

Each Form Teacher is responsible for, but not limited to, the following responsibilities:

- Attendance registers for his/her form
- Assist his/her students in the re-registration process
- Keep a profile on each student's performance under his/her care.
- Organize at least two field trips per academic year to include social and social activities.
- Liaise with subject teachers regarding the performance of his/her students.
- Host class-level meetings at least twice per annum.
- Plan Home Room worship sessions

Inspection

1. Form teachers are expected to inspect all students in their form every day. Inspection of students is to begin before devotion begins on each school day. Teachers are to look for the following:
 - Bible (no student should be allowed to remain in the line without his/her Bible)
 - Complete School uniform/sports uniform. If a student is in an incomplete school or sports uniform, he/she should be dealt with according to the school's regulations.

- Non-form teachers must also participate in the inspection process.
- All actions taken must be reported to the Principal.

The Class Attendance Register

Each Form Teacher must take the class attendance register each morning at the beginning of the school day and after lunch each afternoon or at the time stipulated by the Principal.

Method of Marking Physical Attendance

- Use a stroke (/) for present, a zero (0) for absent and (S) for sick.
- Check the number of boys and girls present separately and enter the Register.
- At the end of each week, find each child's total attendance and enter it on the Register.
- Please show on your Register the following: date of birth, admission number, and age he/she will be at the end of the term. Etc.
- Be sure to make entries on the Register before the end of the term.

Schools are encouraged to adopt a system allowing them to take electronic registers.

Examination Script

Submission of Examination Script

The subject teacher should plan his or her term's work so that he/she can safely submit the exam scripts three weeks before the examination date. Note that all examination scripts must be proofread by the Head of Department or by a small committee appointed by the Principal. Heads of Departments should turn in scripts to the Principal or Vice Principal as mandated by the Chief Administrator.

Correction of Script by Subject Teachers

During the correcting period, teachers must be in the classroom according to the timetable, and the teacher must plan some form of activity for the class. NB. All corrected scripts must be given back to the students with appropriate comments. Feedback is important for the students.

Testing Educational Objectives

The teacher should ensure that the educational objectives (teaching objectives) used throughout the term are tested. No questions should appear on the examination script/paper that does not test the educational objectives taught. In other words, don't test what you have not successfully taught in the classroom.

Teachers' Repertoire

Every teacher will need to be able to find and/or devise suitable teaching material/resources to respond to a wide range of teaching needs or strategies. The teacher should be conversant with a large stock of literature, videos, websites, and educational links in his or her subject area.

Technology Use

It is mandatory that all members of the teaching staff expose themselves to a variety of teaching methodology that will require the use of technology in the delivery of instructions.

Counselling Services

Every teacher is expected to do some form of student counselling, helping the student to increase his/her understanding of himself/herself so that they can realistically assess their potential and resolve any problem that occurs during their time at the Seventh-day Adventist Secondary School. Matters discussed with the students should be fully confidential. However, any matter that endangers the life of the student or that of another must be reported immediately. Referrals must be done with students' consent.

CHILD ABUSE

Child abuse is a criminal offence and must be dealt with as such. This is an area where civil authorities must be contacted so they can investigate the report. In cases of suspected child abuse, the teacher should immediately contact the Principal. The Principal must communicate with the Child protection services of the local county. Explain that there is reason to believe that a child has been abused. The person who answers the call will ask specific questions. A clear proof of abuse is not necessary. Each Conference is responsible for identifying state reporting requirements and informing employees of these procedures.

Guidelines:

1. Instructional personnel must be aware of State laws involving child abuse.
2. Allegations and suspected abuse must be reported.
3. Information sessions are to be conducted and documented, instructing faculty, staff, and school board members on avoiding situations that produce allegations and reporting procedures.
4. Teachers must be informed of the implications of child abuse reporting.
5. Superintendents must be notified as soon as possible as to the action taken.

SEXUAL MISCONDUCT IN THE WORKPLACE

Personal Conduct

Employees of denominational organizations are to exemplify the Christ-like life and avoid all appearances of wrongdoing. They should not for one moment indulge in behaviour that is harmful to themselves and others, which casts a shadow on their dedication to the Christian way of life. Personal attire, posters, banners, bumper stickers, tags, flags, and other symbols whose message, historically or currently, is, or could reasonably be construed to be, one of prejudice, discrimination, or that is inflammatory, must not be displayed anywhere on the premises of denominational organizations, or while representing the denomination in any capacity.

Mutual Respect

Employees should respect and uplift one another. They must never place another employee in a position of embarrassment, harassment, ridicule, belittlement or disrespect because of their gender, race, colour, national origin, age or disability. Doing so would violate God's law and the laws of the land, which protect human rights in the workplace.

Appearances of Wrongdoing – Denominational employees, volunteers, and endorsed chaplains shall exemplify a Christ-like life and avoid all appearances of wrongdoing. They must not engage in behaviour that is harmful to themselves or others. Such persons should respect all individuals. To do otherwise is not consistent with the Christian life.

Violations of Christian Principles – Sexual misconduct is a violation of Christian principles. The Seventh-day Adventist Church never condones sexual misconduct. Denominational employees, volunteers, and endorsed chaplains are entrusted with sacred responsibilities, which include refraining from sexual misconduct. People functioning in these roles are expected not to engage in such behaviour.

Improper Actions Compromise the Church and Its Message – The Church and its message are compromised by the inappropriate actions of denominational employees, volunteers, and endorsed chaplains. Church organizations seek to respond to situations where the fitness of a person for service to the Church is called into question due to accusations of sexual misconduct. Church organizations also seek to advance the healing and integrity of all persons influenced by its ministry.

Definition Of Sexual Harassment

1. **Sexual Harassment** Any unwelcomed sexual advance, request for sexual favours, and/or other verbal or physical conduct, which may include but is not limited to, sexually suggestive comments, jokes, images, crude language, and unwelcomed physical contact, which is of a sexual nature:
 - b. Made either explicitly or implicitly a condition of employment or volunteer relationship;
 - c. Used as a basis for affecting those relationships and/or creating an intimidating, hostile, and/or offensive environment.
2. **Sexual Misconduct** Improper sexual behaviour, including any of the following:
 - a. Actual or attempted sexual contact with a minor or with any person where there exists a relationship with inequality of power;
 - b. Actual or attempted rape or sexual contact by force, threat, or intimidation;
 - c. Criminal behaviour of a sexual nature.
 - d. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Purpose OF Policy

1. **Model Procedures** The purpose of this policy is to provide model procedures for use by church entities to respond effectively to allegations of sexual misconduct against denominational employees, volunteers, and endorsed chaplains. The General Conference strongly recommends

that all levels of church organizations and institutions establish procedures to address sexual misconduct.

2. **Implementation** Organizations shall ensure the implementation of such procedures and take reasonable steps to inform members, denominational employees, volunteers, students, and others of these procedures. All Church organizations must determine and comply with the abuse reporting requirements of their local jurisdiction. If government agencies or authorities become involved in allegations pertaining to sexual misconduct, all individuals are reminded of their duty to cooperate.
3. **Policy Limitations** This policy is not intended to supersede any conflicting provisions in existing personnel policies, valid contracts, or any Seventh-day Adventist Church Manual provisions. In any such conflict, the organization or entity enacting procedures to address sexual misconduct should consult legal counsel to eliminate the conflict.
4. **Unusual Situations** Further, this policy will not address every sexual misconduct situation that may arise in a given territory. The officials of entities using these procedures are expected to consult their attorneys, executive committees, and boards when an area of conflict arises that is not specifically addressed in these procedures.

Examples of Sexual Misconduct

Sexual misconduct encompasses sexual harassment and may also include but is not limited to the following behaviours:

1. Unwelcome sex-oriented comments (e.g., kidding, teasing, joking, degrading or offensive sexual comments, sexual tricks)
2. Requests or pressure for sexual activity
3. Unnecessary or inappropriate touching of an individual (e.g. patting, pinching, hugging, repeated brushing against another person's body)
4. Suggestions, threats, or demands for sexual favours
5. Inappropriate visual conduct which creates embarrassment or suggests an interest in sexual activity
6. Possession, manufacture, distribution or access with intent to view child pornography.
7. Transmitting sexually offensive writing or material of any kind.
8. Making sexually offensive telephone calls to a person or
9. Any other suggestive conduct of an offensive nature in circumstances where a reasonable person would consider the conduct offensive.
10. Asking a person intrusive questions that are of a sexual nature and pertains to the person's private life.

Serious Treatment of Accusations

All accusations of sexual misconduct shall be taken seriously. No accusation shall be dismissed without a response, and all shall be processed in a timely manner. The accused and the accuser shall be treated with respect.

How to Complaint About Sexual Harassment.

Any employee, student or person who claims to have been sexually harassed must make a formal written complaint to their employer or Principal within three months of the event, act or conduct that is alleged to have constituted sexual harassment by a fellow employee or a client/customer or student.

To whom one complain

If the conduct is by;

1. a fellow employee or a client/customer, must make a formal written complaint
2. to your employer's HR Manager/Principal within the time specified above.
3. if is by a student (minor) the parent or guardian must be informed along with a formal written complaint to your employer's HR Manager/Principal within the time specified above.

Paths for Review

The accuser may bring his/her sexual misconduct allegations to the Principals' attention or, if the Principal is the perpetrator, the Chair of the School Board.

Presumptions

The filing or failure to file a complaint or denial shall not be deemed conclusive evidence of any issue but may be considered part of the evidence received by the designated individual.

Protection of All Involved

The confidentiality of those involved, accused and accuser, including family members, shall be respected.

Discipline

A denominational employee, volunteer, or endorsed chaplain who has engaged in sexual misconduct shall be reported to the police or Social Welfare Department, who will investigate the matter and take the appropriate steps accordingly. The Principal or School Board should refrain from investigating the complaint but must document it.

Education and Prevention

The General Conference and its divisions, in partnership with Adventist Risk Management, General Conference Human Resources, and the General Conference Office of General Counsel, seeks to educate employees, volunteers, and endorsed chaplains that the Church disapproves sexual misconduct and violates the laws of the land. To carry out this educational goal, they shall publish this policy for its office and field, institutions, boards, and church-related entities and affiliates; develop appropriate instructions/standards for moral conduct and the prevention of sexual misconduct; and endeavour to inform all employees, volunteers, endorsed chaplains, and members of the process of bringing a complaint of sexual misconduct.

Non-Sexual Harassment

Harassment on account of age, gender, race, ethnicity, disability or any other prohibited basis includes but is not limited to the following:

- a. Subjecting employees to derogatory remarks, insults, slurs, jokes, or tricks;
- b. Denying employees opportunities to participate in training or education;
- c. Limiting opportunities for promotion, transfer, or advancement; or
- d. Requiring employees to perform physically more challenging tasks or less desirable work assignments to force them to retire or resign from employment.

Working Environment

Denominational organizations shall inform employees that sexual misconduct or harassment in the workplace will not be tolerated. All employees are expected to avoid any unwelcome behaviour or conduct toward any other employee which could be interpreted as sexual misconduct or harassment. Each organization shall designate a process by which an employee may lodge a complaint.

No Retaliation

Supervisors and co-workers are prohibited from retaliating, intimidating, or harassing employees who complain of sexual misconduct or harassment on any basis.

GRIEVANCE

Definitions

A “grievance” shall be any claimed misinterpretation, inequitable application, or violation of the policies or regulations of the school, the Local Conference, the Caribbean Union Conference, the Inter-American Division, the General Conference, and State laws.

Administrator

“Administrator” refers to the immediate supervisor in the chain of command related to the employee's responsibilities with the grievance. This will generally be the Principal or Education Director.

Committee or Board

When used concerning certificated employees, it means School Board or Conference Executive Committee

Agreement to Procedure

Upon the initiation of this grievance procedure by an employee approaching his immediate supervisor or the Human Resource department on a matter which falls under the heading of a grievance, they must state in

writing that they will recognise the authority and process of the Organisation and is voluntarily submitting themselves to the Organisation's channels and authority in the search for the solution which they would accept as binding. While this process does not include any external legal process, the employees must be duly informed that at any point before the conclusion of the process, they may withdraw from this process in writing and seek alternative regulations.

Procedures

Step One

An employee with a grievance shall first present it to the immediate administrator in an informal conference within 15 working days of the incident. In cases involving discontinuance of employment, the grievance should also be presented to the Education Director within 15 working days of receiving notification of termination.

Step Two

If the informal Conference does not resolve the issue, the employee may present the grievance in writing to the administrator within 15 working days following the informal Conference referred to in 'Step One'.

The administrator shall reply in writing to this formal complaint within 15 working days from receipt of written notice, indicating a decision regarding the grievance.

Step Three

If the decision contained in the written response from the administrator in 'Step Two' does not resolve the issue, the employee may appeal the decision by requesting, in writing, within five (5) working days following receipt of the decision, that the matter be referred to the School Board Chairman. The complaint is then submitted to the Education Director. In consultation with the Human Resources Director and Executive Secretary, the Education Director will respond in writing within ten working days after the decision is ratified by the Executive Committee of the local field.

Step Four

If the decision contained in the written response does not resolve the issue, the employee may appeal the decision in writing to the Caribbean Union Conference. A timely request for appeal is to be considered at the next regular or special meeting following receipt of the appeal. The decision of this committee/board is to be communicated in writing to the employee within ten (10) working days following the Committee/Board meeting. The decision of this committee/board will be considered final, except in cases where denominational policies allow for further appeal.

General Provision

- a. The employee shall be given the opportunity to be present at each of the meetings at which an appeal is being considered. The decision regarding the grievance may be made in the Executive session.

- b. Notifications specified in Steps 1 through 4 above will be either hand-delivered to the employee with a signed and dated receipt or sent by certified mail with a return receipt requested.
- c. Extension of time limits may be made by mutual consent. Such agreements should be put in writing, signed by both parties, and a copy filed at the next higher level. However, if the administrator fails to respond within the prescribed time limits where there has been no mutual extension, the grievance will automatically be processed to the next step. If the employee fails to appeal within the prescribed time limits when there has been no mutual extension, the grievance will be concluded.
- d. By written agreement between the administrator and the employee, one or more steps may be added or omitted in processing a grievance.
- e. The employee may drop a grievance at any time by designating it to the administrator in writing.
- f. No retaliation shall be taken against any participants in the conciliation procedures because of such participation.
- g. If a grievance is initiated close to the end of a school year, every effort will be made to resolve the grievance before the end of said year.
- h. All parties shall have access to information reasonably necessary for the processing and determination of a pending grievance.
- i. All official records of the conciliation procedure shall be stored in the employee's personnel file at the Conference or the office of the local entity. Access to these records by person or persons other than parties to the grievance shall be by direct authorization of the appropriate committee/board.
- j. Formal transcription or electronic recording of the conciliation procedures shall occur only with the written consent of all parties involved.
- k. Agreements, consents, or understandings must be in writing, bearing the signature of the employee and the appropriate employing administrator.
- l. If there is a grievance involving a number of employees, it may be submitted as a group grievance, with the employees involved being named in all appropriate correspondence.
- m. As a general rule, the party bringing the grievance may be allowed to bring a witness to the meetings.

CONFLICT OF INTEREST

Definition

Conflict of interest shall mean any circumstance under which an employee or volunteer by virtue of financial or other personal interest, present or potential, directly or indirectly, may be influenced or appear to be influenced by any motive or desire for personal advantage, tangible or intangible, other than the success and wellbeing of the denomination. Because of the common objectives embraced by the various organizational units and institutions of the Seventh-day Adventist Church, membership held concurrently on more than one denominational committee or Board does not constitute a conflict of interest provided that all the other policy requirements are met.

A conflict of commitment shall mean any situation which interferes with an employee's ability to carry out his/her duties effectively. Elected, appointed, or salaried employees on full-time assignment are compensated for full-time employment; therefore, outside or dual employment or other activity, whether compensated or not, that in any way interferes with the performance of an employee's duties and responsibilities is a conflict of commitment. A conflict of commitment also exists when an employee functions contrary to the values and ethical conduct outlined in the organization's statement of ethical foundations and conduct or when an employee functions contrary to established codes of ethical conduct for employees in particular professions.

Conditions Constitution Conflict

Educational employees in the Caribbean Union Conference have a duty to be free from the influence of any conflicting interest or commitment when serving the organization or representing it in negotiations or dealings with third parties. While on and off the job, an employee is expected to protect the organization's best interests. The following list, though not exhaustive, describes circumstances and conditions that illustrate a conflict of interest or commitment:

- a. Engaging in outside business or employment permits encroachment on the organization's call for the full services of its employees even though there may not be any other conflict.
- b. It is engaging in business with or employment by an employer that is in any way competitive or conflicts with any transaction, activity, or objective of the organization.
- c. Engaging in any business with or employment by an employer that supplies goods or services to the organization.
- d. Making use of the fact of employment by the organization to further outside business or employment, or associating the organization or its prestige with an outside business or employment.
- e. The ownership or leasing of any property with knowledge that the organization has an active or potential interest therein.
- f. Lending money to or borrowing money from any third person who is a supplier of goods or services or a trustor, is in any fiduciary relationship with the organization, or is otherwise regularly involved in business transactions with the organization.
- g. The solicitation or acceptance of any gratuity, favour, benefit, or gift of greater than nominal value beyond the common courtesies usually associated with accepted business practice or of any commission or payment of any sort of connection with work of the organization other than the compensation agreed upon between the organization and the employee.
- h. Using or disseminating any confidential information acquired through employment by the organization for personal profit or advantage, directly or indirectly.
- i. Using denominational personnel, property, equipment, supplies, or goodwill for other than approved activities, programmes, and purposes.
- j. Expending unreasonable time during regular business hours for personal affairs or other organizations to the detriment of work performance for the denomination.

Statement of Acceptance

- a. At the time of initial employment, an employee shall sign a statement indicating acceptance of the conditions of employment as outlined in the organization's employee handbook. This acceptance shall constitute the employee's declaration of compliance and resolve to comply with the Conflict of Interest policy.
- b. On an annual basis, the employer shall provide all employees with a copy of the Statement of Ethical Foundations, plus a copy of the Conflict of Interest policy, and shall inform employees regarding the duty to disclose potential conflicts of interest. The Executive Secretary, Human Resource Manager or designee of the organization concerned shall receive annually a statement of acceptance and compliance with the policy on Conflict of Interest from each employee and any other person authorized to handle the financial resources of the organization. Submission of the statement by persons identified above shall constitute a declaration of compliance with the policy and shall place the individual under obligation to disclose potential conflicts of interest and/or commitment that may arise during the ensuing year.
- c. All statements of acceptance and compliance shall be reviewed annually through a process and reporting mechanism as determined by the board/executive committee of the organization.

Holidays – Paid holidays and office closings are at individual employers' discretion and are generally influenced by the respective organization's needs, climatic conditions, and national and local laws. Each Union is responsible for monitoring holiday and vacation policy in its territory.

Employees - Not to Engage in Outside Work

Denominational employees shall only engage in work outside their regular denominational duties with full arrangement with the controlling committee.

Maintain Standards The standards of the ministry in all things should be mainly tainted on an irreproachable basis so that "the ministry be not blamed" (2 Cor. 6:3). Workers should arrange their personal financial budgets to live within their regular income and where they fail in so doing they should be advised to resign and take up some remunerative line of business outside of denominational employment.

Faithful Tithe Payers – No church organization shall employ a Seventh-day Adventist who is not a faithful tithe payer, and such workers who are known to be unfaithful in tithing shall not be transferred to another denominational organization.

Not to Seek Gifts Workers shall not in any way seek personal gifts from church members. When they must discuss their financial affairs, this should be done with their employing bodies rather than with members of the Church.

To Pay Obligations Workers who continually neglect or refuse to pay their just obligations shall be advised to take up some other line of work outside of denominational employment.

Transfer of Workers – Proper and satisfactory arrangements shall be made by workers and their releasing organization for all financial obligations before transfer to another denominational organization.

WORKPLACE WELLNESS POLICY

Purpose

The Caribbean Union Conference Education Department Employees' Wellness Policy provides an opportunity for schools to develop activities, and transform work environments and policies to focus on healthy lifestyle choices. The policy will seek to motivate, educate and empower employees to make decisions that will have a positive impact on their health and the working environment. In addition to the benefits for employees, positive benefits are likely to accrue to families of employees, resulting in better health for families and community, and increased productivity in the work place.

Rationale

Non communicable diseases have a devastating effect on employees and employers. Over the last four years, members of the schools' staff in the Caribbean Union Conference have experienced health challenges to include cancer stroke, hypertension, diabetes, obesity, depression, blood clot, muscle spasm, and chronic stress. These conditions have resulted in permanent disability, death, absenteeism, tardiness, compromised productivity and extensive financial cost. Besides these, high medical cost has implications for the Missions, Conference's school and families' limited finances. A wellness programme will seek to create the opportunity to implement an ongoing programme that will transform the schools into health-friendly institutions.

Policy

In partnership with the local fields school administration will have the responsibility to create and participate in a Worksite Wellness programme within his or her school. The Worksite Wellness initiatives shall address the primary components of a healthy lifestyle including healthy eating, physical activity, depression management, trust in God and stress management. The Caribbean Union Conference has developed a Worksite Wellness model to assist schools in the establishment of their programmes.

Administration

Advisory Role: The Education Department in collaboration with a supportive team of health professionals will guide and assist the schools in the development of a comprehensive Worksite Wellness Program for their employees. The Health committee at each school will guide the onsite process.

Wellness Leader: Each school shall appoint a wellness leader to oversee the program at each school. The committee, in consultation with the school's principal, will have direct access to the Education Director and Health professionals. In collaboration with management and employees, the leader will be responsible for creating and implementing a Worksite Wellness program, providing ongoing assessment and monitoring of the effectiveness of the program within the policies of the Education Department.

Wellness Committees: Each school shall establish a wellness management team of employees that meet formally and have identified aims, goals and implementation of strategies to encourage healthy behaviours

at the work place, advocate for policy change and create health-friendly work environments. A Wellness Committee should be comprised of employees who represent a cross section of the employees' population. The management team should meet at least once a month or as necessary to plan, implement and evaluate the school's strategic wellness plan. All committee plans should be ratified by the school's administration.

Policy Guidelines

1. Creating an Employee Worksite Wellness Infrastructure

1. Measurable Wellness: Goals should be included in each school's strategic plan and in employees' work plans, as appropriate.
2. Financial Resources for Wellness Activities: Worksite Wellness programs should utilize available resources within the school and complimentary/discounted services from the private sector as much as possible. In addition, the Education Department may provide fiscal support for wellness activities.
3. Fund Raising: Wellness Committees at each school should seek permission through their Boards of Managements to hold fund raising activities and solicit donations to support employees' wellness program.
4. Computer access: Employees should be encouraged to use the internet in order to access pertinent health education material.
5. Communication and Promotion: Schools should promote, at all levels of the organization, their wellness initiatives as well as to other stakeholders.
6. Quality and Accessibility: The Education Department in collaboration with health consultants should have a plan for routinely monitoring the quality of wellness programs provided, and employees' access to programmes across all schools. The Education Department would be responsible for designing the evaluation plan, and discussing findings with the Wellness Committee and school administration.

ii. Increasing Employee Levels of Physical Activity in the Workplace

- a. Activity Space: Designation of space for wellness activities, including exercise in the schools, is permissible and encouraged.

iii. Improving Access to Healthier Food in the Workplace

- a. Vending and Food Service: Schools are encouraged to make available healthy snacks/ food at catered events, and in cafeterias. Healthy snacks should be clearly identified and encouraged.
- b. Food Storage and Preparation: All foods prepared and served on the schools' compound or during school related activities must meet environmental regulations for preparation and storage. Employees should be encouraged to bring healthy snacks and lunch to work.

iv. Reducing and Managing Stress in the Workplace

- a. Workshop/ Retreats on Wellness Issues: Training sessions in stress management,

financial management, conflict resolution, time management, depression management and other health related topics should be an integral part of the program for the participants.

- b. Breaks and Lunch Time: Schools are encouraged to ensure that employees are entitled to receive adequate and appropriate breaks within the school day to relieve their stress, and prevent injury.

v. **Programme design**

The programme, which focuses on preventing non communicable diseases through promoting healthy life style, will include but will not be limited to the following:

Health presentations: Participants will be exposed to a day of health presentations to initiate the programme. Topics like Stress management; emotional health; know your figures (What does blood pressure, glucose level, cholesterol level and BIM readings etc. mean); physical exercise for the work place. Financial management, although it may not be considered a health topic, will be explored as in today's economies it has a heavy bearing on stress level of the population. Thereafter, a half hour health presentation may precede selected staff meeting.

Health screenings and health risk assessment: Each school will be equipped with a cholesterol machine and strips, a blood pressure kit, a glucose monitor, a fat loss monitor etc. Health screening will be conducted twice a term by trained health professionals. A card will be designed on which participants will record their data. Participants will monitor their records to determine their progress.

Healthy potlucks and healthy snacks for meetings and breaks: Participants will establish what are healthy snacks and meals, and will encourage each other to bring healthy snacks and lunches to school each day. Guidelines should be given to caterers who prepare food for staff functions to ensure the foods are within stipulated standards. Signage to promote healthy snacks and lunches can be encouraged.

Drinking adequate water during the day: Each participant will be given a special water bottle marked East Caribbean Conference Education Department. Schools will be encouraged, as far as possible, to purchase a water cooler for their staff room. Participants will remind each other to drink adequate water during the day.

Physical activities: Schools will determine how best participants can become involved in physical activities. Sessions will be conducted to teach participants simple exercises that can be done while they are at work. Participants may also choose to do periodic walks after school hours. Pedometers will be used to monitor participants' activities during the day.

Incentives: Incentives may include, but not limited to: water bottles, insulated lunch bags, stress balls, pedometers, cookbooks, health newsletters, T- shirts.

Cooking classes: Where possible, participants may be introduced to recipes in cooking classes organized by the committee.

Evaluation plan

The local Education Department in collaboration with the Health Department and other health consultants should have a plan for routinely monitoring the quality and outcomes of the wellness programme provided, and the employees' access to programmes across all schools. Data for evaluation will be collected from semi structured interviews, surveys and the results of the participants' health records over a given period. The Education Department in consultation with health consultants will be responsible for designing the evaluation plan, and discussing findings with the Wellness Committee, School Administration and Executive Committee. Steps will be taken to address the deficiencies with the view of improving the programme.

- The local Education Department in collaboration with the Health Department and other health consultants will have a plan for routinely monitoring the quality and outcomes of the wellness programme provided and employees' access to programmes across all schools.
- The local Education Department will be responsible for designing and evaluating the plan, and discussing findings with the Wellness Committee and School Administration.
- The evaluation will be based on the cumulative records of teachers' health status taken over the school year, and semi structured interviews and or surveys conducted among participants, to determine how satisfied they are with the programme and how it can be enhanced.
- The data will be compiled by the Education Department and shared with the Wellness Committee and School Administrators and adjustments will be made, if necessary, with the view of improving the quality of the programme.
- Evaluation will be done at three different levels: process, outcome, impact as adopted from Health Howard Workplace Wellness initiative.

Process evaluation

This involves measuring how a program or activity is implemented in order to control, assure or improve the quality of delivery. The goal is to discover how employees felt about the program; if they attended, why they attended, and if they did not attend, then why.

Impact level evaluation

Impact level evaluation focuses on the short-term changes that occur as a result of the program. Change is expected to occur based on the content area of the program. For example, if a program is focusing on lowering blood pressure, you would expect to see the change.

Outcome evaluation

Outcome evaluation focuses on an ultimate goal or product of a program, generally measured by financial outcomes and increasingly through biometric (BMI, blood pressure, cholesterol) health outcomes. It includes risk factor-based medical costs, absenteeism-based lost productivity, costs, injury-based workers' compensation and disability-driven rehabilitation costs. Different aspects of the framework which was adopted from Healthy Howard Workplace Wellness programme will be used to assess the programme at each school.

SECTION : 4

FINANCE

Funding K-12

The Seventh-day Adventist Schools in the Caribbean Union Conference receive funding from these primary sources: Appropriations from the Local Church, the Local Conference/Mission, tuition, fundraising, gifts and donations. Some schools receive subsidies from the government.

Subsidy Withdrawal

Any school that violates the Inter-American Division, Caribbean Union Conference, or Local Conference/Mission policies may be disqualified from receiving subsidies for operation by the Conference Board of Education. It may also disqualify the School from being considered a Conference-operated school and, therefore, sever its teachers from Conference employment.

School Budget

It is recommended that the schools present the first draft of the annual budget to the School Board by June 30 of each year. Schools with a different cycle, must set their deadlines as recommended by their Boards of Management. The final draft of the budget should be available by October 1st or a date approved by the Board of Management, if the school year does not begin on September 1st. The document to be presented to the School Board should include the previous year's budget, the current year's income and expenditure, and the proposed budget for the ensuing year. These data provide context for the current budget.

The school budget should reflect the school's strategic priorities and should seek to improve the school.

The Business Manager, the Principal and other members of the Finance Committee should prepare the budget. The Local Education Director, School Board chair and the Conference/Mission treasurer are key persons who should be part of the consultation on the annual budget.

A carefully organized balanced budget is essential to a school's successful financial operation. The Board should study the items included in the budget, and after adoption, the budget should be adhered to closely.

It is recommended to have a separate capital budget as the inclusion of capital projects in the operational budget may not adequately represent the school's financial position.

The principal should send copies of the School's budgets to the Conference/Mission Office of Education and treasurer after the School Board ratifies it.

Monthly financial reports should reflect the budget, the actual expenses, income for the current month, and the variance.

The School Board should include the following items in the school budget:

- a. **Income:** Tuition (number of students in each grade and rate of tuition per student), donations, church subsidy, conference subsidy, and other income
- b. **Expenses:** Workers' salary, utilities, supplies, library books and magazines, technology equipment and software, laboratory equipment and supplies, upkeep of buildings and grounds or rent, insurance, taxes, bank charges, insurance, curriculum, marketing, accreditation, professional development and other expenses. Provisions should be made for a three to five percent increase in salary should the Conference/Mission recommend an increase of salary or increments.

Deficit Operation

A school closing a fiscal year with an operating deficit shall make full provision for such deficit in preparing the budget for the ensuing year.

Financial Accounting Procedures

1. Each School should have a designated Business Manager/treasurer to maintain the fiscal records.
2. All schools will use the accounting programme recommended by the Conference Office of Education/Conference/Mission treasurer.
3. All schools must follow the Inter-American Division accounting guidelines as reflected in the Seventh-day Adventist Accounting Manual and are subject to be audited by the Conference/Mission auditing services annually.

Transferred Students' Accounts

Students shall pay their accounts to the School or make satisfactory arrangements before beginning another school term. A student owing an account at one Seventh-day Adventist school shall not be accepted at another Seventh-day Adventist school before the account is paid or satisfactory arrangements are made with the former School. A statement of this policy must be published in the school's handbook/bulletin.

When it is discovered that another school enrolls a student without knowledge of a bill owed to a prior school, the student will not be allowed to continue until satisfactory arrangements are made with the former School.

Monthly Financial

The Financial reports shall be prepared in accordance with applicable denominational accounting manuals prepared by the General Conference Treasury. All schools shall adhere to the appropriate current denominational accounting manual as follows:

When country-specific accounting standards require a financial reporting framework that differs from the denomination's accounting manual, those country-specific standards take precedence and schools are not required to maintain multiple sets of accounting records to accommodate both country-specific standards and the accounting manual.

Schools are expected to comply with all relevant laws and regulations that require reporting of financial information to government agencies which may be required to be in formats other than that used for general-use financial reporting. It is understood that such government mandated reporting is in addition to the required general-use financial reporting to the School Board. Any other exceptions to application of the accounting manual shall be approved by General Conference Treasury.

The Business Manager will be responsible for preparing monthly financial statements by utilizing the Conference-approved accounting software. Once prepared, the Business Manager should send a copy of the statements to the members of the Finance Committee, the Principal, the treasurer, the Board Chairman and the Conference Director of Education for their review and feedback. Additionally, the Business Manager should make monthly statements of financial performance and activities available during the regularly scheduled Board meetings for review and action.

New School Programme Financial Arrangement

1. New schools should be established only in counsel with the Local Conference Office of Education and receive the guidance and support essential for success.
2. Financial arrangements should be carefully and completely agreed upon before the school year opens to give reasonable assurance of the financial success of the School.
3. Schools should not be opened unless there is a reasonable assurance that funds will be available throughout the year to meet the financial obligations entailed in properly conducting the School and paying employees.
4. Information concerning the teachers' costs is available from the Conference/Mission Office of Education.
5. The School Board should specifically place the responsibility of budget control upon a designated officer of the School Board.

Transcripts Withholding

Schools may withhold transcripts until student accounts are paid or satisfactory financial arrangements have been made. A statement of this policy must be published in the school handbook/ bulletin.

Bad And Doubtful Account Limit

The amount of the student accounts receivable allowed to stand in the balance sheet at the end of the year should not exceed ten (10) percent of the total student charges for the year.

All commercial accounts in the schools shall be carried on a 30-day basis. Accounts payable that are allowed to remain on the balance sheet at the year's close should not exceed eight (8) per cent of the year's business.

Remittance To Conference For Staff Charges

It is the responsibility of the School Board to ensure prompt payment to the Conference/Mission for staff charges.

Fiscal Year

The fiscal year for schools in the Caribbean Union Conference begins September 1 and ends August 31, unless practiced otherwise for unique reasons. However, adhering to the government's regulations is prudent if their opening and closing dates do not align with the Union's.

Collection Procedures

1. At registration time

All registrants must have their registration fees and the required tuition in hand, and their account from the previous year paid in order to register. Any exceptions to this rule must be presented in writing to the school administration for their approval before registration.

2. During the school year

- a. The Business Manager/treasurer will send out monthly bills showing the amount due and by which date discounts may be allowed.
- b. The Business Manager will note any unpaid bills from the previous month and include a statement with the next month's billing. Full payment is due by the date assigned by the school. The following month will result in that account being brought before the administrators/ Finance Committee for their action. If a parent/guardian cannot pay an account in full, they must provide an explanation and payment plan to the school administration.

The School Board/Finance Committee should receive a 30-60-90 day aged list of accounts receivable each month for their review and action. It will show the date and amount of the latest payments.

- a. If there have been no satisfactory arrangements for payment of an account, the School Board may ask the parents to withdraw the student until a satisfactory financial program is presented to the School Board.

Petty Cash

To cater to the smaller expenses of different departments, the administration may establish a petty cash fund. The School Board sets the limit for petty cash. All disbursements must have valid vouchers or receipts. The total amount of cash in the fund should always be equal to the predetermined amount. The treasurer will issue a cheque to replenish the fund after the CFO submits all vouchers and receipts. The petty cash should be managed by the Business Manager/Treasurer/Susiness Manager's Secretary in large schools.

Trust Funds/Auditing

The School Board may establish Trust Funds for student organizations and auxiliary functions of the School like CXC fees, students' insurance etc. The Business Manager must hold these funds in trust and should not be part of the operational funds. Such funds should be incorporated into the School's financial records. The auditor will audit all student trust, restricted funds and other auxiliary funds. The School Board may open a separate bank account for such funds.

Bank Reconciliation

Schools in the Caribbean Union Conference should reconcile all accounts monthly, following good accounting practices as soon as statements become available from local banks. The Conference/Mission auditors are not required to make these reconciliations.

Financial Records, Retention And Safekeeping

In each conference organization and institution, the Business Manager shall currently segregate all correspondence, business papers, vouchers, cancelled checks, and so on which are considered to be of probable permanent legal or historical value into a "permanent" file in the custody of the Business Manager/principal of the organization.

The Business Manager shall maintain such "permanent" files in storage facilities adequately protected from fire and deterioration. If local conditions make it advisable, documents in the "permanent" file may be stored electronically, properly labelled, and indexed.

The School's governing board shall adopt the following schedule of disposition of records. See the Seventh-day Adventist Accounting manual for more details (SDAAM_Jan_2011_Final.pdf (nadadventist.org))

Basic Retention Schedule for Financial Documents

Record	Retention	Permissible	Not Recommended
Corporate Papers: Charter, Articles of Incorporation, Minute Books, and so on Property Records: Deeds, Abstracts of	Permanent		X
Title, Mortgages, etc.	Permanent		X
Contracts, Building	Permanent		X
Trust Agreements, Annuities, Wills, etc.	Permanent		X
Insurance Policies (after expiration)	6 Years	X	
Correspondence, Departmental	8 Years	X	
Correspondence, Administrative	8 Years	X	
Audit Reports, Financial	Permanent		X
Audit Reports, Labour, Salary, Expenses	Permanent		X
Ledgers, General	Permanent		X
Journals, General	Permanent		X
Receipts, Cash	4 Years	X	
Vouchers, Journal	4 Years	X	
Vouchers, Purchase and Disbursement	4 Years	X	

Cancelled Checks, General	4 Years	X	
Cancelled Checks, Payroll	2 Years	X	
Bank Statements and Reconciliations	4 Years		X
Employment Records	Permanent	X	
Time Cards	4 Years	X	
Payroll Journals	Permanent		X
Earnings Records, Employee	Permanent		X
Ledgers, Accounts Receivable	8 Years	X	
Sales Invoices	4 Years	X	
Purchase Orders	4 Years	X	
Capital Assets Ledger	Permanent	X	
Securities Ledger	Permanent	X	
			3184

Operating Capital Reserves

Operating capital shall be defined as the amount of current assets above the total of current liabilities and net worth reserves.

Operating capital is the difference between current assets and the sum of current liabilities and net worth reserves.

Schools' minimum standard of operating capital to maintain is 15% of the annual operating expense long-term liabilities and Trust Funds.

Finance Committee

All schools should have a finance committee comprising the School's Business Manager, the principal, and other members noted for their financial knowledge and skills. This Committee should meet regularly throughout the school year. The duties of this Committee are to guide and monitor the financial operation of the schools.

Appointment

The School Board will appoint the Finance Committee.

Composition of the Committee:

The Committee shall consist of the following according to the IAD working Policy p. 384.

1. The Treasurer or designee of the local field will preside over the Committee.
2. The Chairman of the School boards
3. The Conference/Mission Director of Education or his designee
4. The School Principal
5. The school Business Manager
6. Two members with financial expertise shall be elected from the School Board.
7. Their terms of service shall coincide with the duration of the School board.
8. Committee member elections shall be such as to give due consideration to the proportional representation of constituent members.

Duties of the Finance Committee

The Committee shall consult with and counsel the administration in the School's financial matters and bring financial recommendations to the School Board. The number of appointees shall be proportional to the School's population and needs.

At the Chairman's discretion, the Committee can also invite non-voting individuals as observers to attend regular or individual meetings, provide appropriate expertise as necessary, and contribute to discussion upon invitation by the Chair.

The committee is expected to:

- Link the priorities in the School Improvement Plan to the budget and evaluate the effect of investing in these priorities on the School.
- Monitor expenditure and income, and take action to revise the budget plan if the budget position is not in line with the set budget plan.
- Provide financial analysis, advice, and oversight of the organization's budget.
- Ensure the organization operates with the financial resources it needs to provide programmes and services to the community.
- Provide management with technical staff assistance on fiscal matters, particularly on the management of financial resources.
- Determine budgetary requirements. Review the financial details and provide the entire Board with a summary of the financial data required for them to provide financial oversight.
- Organize fundraising endeavours.
- Make recommendations to the School Board for increasing tuition and other charges.
- Advise on students' discounts
- Perform any other duties assigned by the School Board that may enhance the School's financial operation.

The Term of Office

The Committee will be appointed for the duration of the School Board. Appointed members may stand for re-appointment.

Chairperson: The Chairperson may be the Conference/Mission treasurer.

Reporting: The Committee reports to the Board of Management.

Meetings: Meetings will be conducted at least twice a term. However, the Chair of the Committee may call meetings as often as necessary based on the work that needs to be done.

Quorum At any meeting of the Finance Committee, one-half of the voting membership plus one constitutes a quorum.

AUDIT OF ELEMENTARY AND SECONDARY SCHOOL FINANCIAL RECORDS

The financial records of schools shall be audited by or under the supervision of the Local Conference/Mission auditor annually.

Audit Documents

It is imperative to ensure these documents are available for examination by the auditor.

1. General Ledger from the Software or Computer/Excel-generated Spreadsheets
2. School Board Minutes
3. Receipt for Funds Received
4. Invoices and Receipts for Funds disbursed
5. Deposit slips/Bank Deposit Receipts.
6. Cheque Stubs. Also, Cheques cashed and returned by the bank (where applicable)
7. All Banks and Credit Union and CURF Statements for the period under review
8. Bank Reconciliation Statements
9. Bank Book if savings accounts are held
10. Certificate of Investment (CURF)/Deposit and statements
11. Monthly Treasurer's report
12. Statement of Financial Position and Statement of Financial Activity
13. Petty Cash on Hand at close of the year (if applicable) and Petty Cash spreadsheet
14. Salary spread
15. Accounts Receivable Spreadsheet

16. Accounts Payable Spreadsheet
17. Register all Assets and equipment purchased by or donated to the School. Also, indicate the cost and location of each item (e.g. lawn mower \$500,00 – storeroom Crockpot \$90.00- kitchen.
18. Employees' file
19. Annual Budgets for the period under review
20. Students' files
21. Evidence of cash received from all source
22. Tenders
23. Bills and receipts for cash disburse
24. Cheque listing
25. Summary Statement of Income and Expenditure

Tuition Plan For Financing

The tuition plan is a recommended option for providing basic funding for a school program. This plan identifies the relationship between the cost of educating a student and the tuition rate for each grade and student. Because of the relationship between the tuition rate and the cost per student, patrons can better evaluate personal financial responsibility. Other church members and donors can contribute to the schools' programmes or scholarship funds on a tax-deductible basis.

Points to keep in mind in using the tuition plan:

1. Estimate the enrolment for each grade in the School and project the expected income to support the budget.
2. Establish a monthly tuition/quarterly rate for each grade in harmony with the rates suggested by the School Board. Tuition for non-Adventist pupils should be above the regular rate for Seventh-day Adventists.
3. Every child of Seventh-day Adventist parents should have the privilege of attending the church school, even though financially unable to pay full tuition. A school Finance Committee should assist students needing financial aid.
4. Follow a definite plan for regular and prompt collection of tuition.
5. Monitor delinquency in tuition payments and pledges in harmony with the outlined policies of the Board.

Litigation On Behalf Of Schools

When a legal issue involving a church or church institution arises, The School Board should request advise from the respective local Conference/Mission or Union Conference. The appropriate Committee will decide if they need financial aid or legal counsel from a higher/broader organization.

TUITION DISCOUNTS

The following tuition discounts may be given in schools according to the IAD Manual, p.).

- a. A discount not to exceed five percent (5%) may be granted for those who pay the total calculated cost for the school year at the time of matriculation.
- b. A discount not to exceed two percent (2%) may be granted for those who pay the full monthly charge before the tenth day of the following month.
- c. A discount of five percent (5%) of the tuition charges for two children from one family whose expenses are being paid by the same person.
- d. A discount of ten percent (10%) of the tuition charges for three or more
- e. Children from one family being paid by the same person.
- f. A discount of up to ten percent (up to 10%) of the tuition charges for Seventh-day Adventist students.

Discounts are not retroactive and will be granted only to those whose accounts are kept in balance.

Schools shall grant to the children of employees only the same discounts granted to other Seventh-day Adventist students.

New Convert Tuition Subsidy Plan

The following New Convert Tuition Subsidy Plan is recommended to each Conference Board of Education for study and implementation.

Position statement

Within the concept of marketing SDA Christian education, special financial consideration should be given to the children and youth of new SDA families to provide a one-year tuition subsidy to introduce Adventist education at all levels (K-12). This introduction should strengthen spiritual growth through the following:

Please review the following text:

1. "The teaching of Seventh-day Adventist Church doctrine in relation to daily life and healthy living."
2. The Christian influences of students and teachers providing the personal touch
3. The sharing of experiences through witnessing and service both on and off campus.

New Convert Identification

A student may qualify for a new convert tuition subsidy if the following criteria are met:

1. The student's initial registration into a denominational school is after his or her parents' baptism.
2. The student's application for the new convert tuition subsidy is within 12 months of his or her parents' baptism.
3. The parent is unable to meet the tuition cost.
4. The parent is will to have the child attain Adventist Education.

Funding

New convert tuition subsidy will be granted to a qualifying student by the church/school/conference through one or more of the following methods:

1. Shared scholarship by church/school/Conference/Mission/Sponsor
2. Member solicited/contributed funds for new convert tuition assistance.

Instructional Media Centre Budget

According to Caribbean Union Board of Education standards, it is recommended that each school board allocates no less than US\$10.00 annually per student for regular maintenance and upgrades of school media centres. This should be reflected in the budget. These funds shall be spent on instructional media, books, computers, software, and periodicals. All schools within the Union must utilize the services of the Inter-American Division Virtual Library to ensure that accreditation standards are met.

Buildings And Grounds Financial Policies

The School Board shall obtain written approval of the Conference Executive Committee before contracting for construction or major alteration of any school building. The contract shall complete the construction, reconstruction, enlargement, or improvement of properties without exceeding the indebtedness policy of the conference.

1. The Conference committee or institutional Board shall approve projects less than US\$3,000,000.00.
2. Projects exceeding US\$3,000,000. (United States) shall be approved by The Union Education Board and Union Executive Committee.
3. Projects exceeding US\$6,000,000 shall also have the approval of the Inter-American Division.

The School shall submit to the higher organization particulars of the estimated cost and complete information regarding the means by which the project is to be financed, together with properly prepared plans and specifications for the building. It is understood that the School Board shall obtain the appropriate Committee's approval before construction begins or financial commitments are made.

In the construction or purchase of school buildings or school properties, in no case shall commitments be made or building operation begin until:

- For building projects, improvements and equipment, 50 per cent of the funds needed for the project shall be available in cash or readily convertible assets, and satisfactory provision made for securing the remaining 50 per cent before authorization is granted by the responsible Committee or Board and commitments are made. In the case of construction, the work shall proceed, and obligations shall be incurred only as funds are available.
- Before letting any contract or commencing any building project, it shall be the duty of the School Board to ascertain that the plans and specifications for the new building or alterations comply with the requirements of state and local building codes.

Insurance Requirements

In order to properly safeguard the denominational investment in Caribbean Union Conference educational institutions against loss through fire, or other natural disasters protect against claims due to accidents which may occur on the school premises, and provide a measure of financial protection for employees and students, the School Board should adhere to the following policies:

1. The School should carry adequate insurance against natural and man-made disasters on each School for replacement value of buildings and their contents. The Business Managers should review coverage annually to guarantee against over or under-insuring, including new construction.
2. The Business Manager should carry Property Insurance with Adventist Risk Management through the local conference/mission.
3. Schools shall provide adequate student accident insurance for all students enrolled.
4. The Business Manager should carry Minimum Limits of Liability Insurance in amounts recommended by Adventist Risk Management. Catastrophic loss should be considered.
5. The School shall carry the Employers' Liability Insurance on all employees, including teachers, students, and volunteers.
6. The Business Manager must file a complete record of the insurance must be filed with the Conference treasurer. Schools should forward the asset register to the conference treasurer annually.
7. Implement and maintain a safety program to minimise insurance premiums to eliminate accident and fire causes and sources.

Students' Insurance

All students should have accident insurance. The school can obtain this by adding insurance premiums to the registration fee.

Substitute Teachers' Salary

The recommended daily rate for substitute teachers is on a sliding scale, with specific amounts being determined by the local organization considering non-degreed, degreed, and certified teachers.

Educational Scholarship

The Seventh-day Adventist Church recognizes the value of Christian education for its young people. To assist its youth in obtaining such an education at denominational educational institutions, denominational organizations are urged to set aside funds which can be used for educational scholarships. Such scholarships are to be granted on the basis of financial need and promise of service to mankind through the church.

STUDENT TEACHING AND FINANCIAL RESPONSIBILITIES

The School should not be asked to bear the financial cost of student-teacher placements, which are initiated and processed by the university, training school or college.

Fundraising Projects

Fund raising can play a vital role in enhancing the quality of education in the school. It can provide funds for many of the "extras" which the school might not otherwise be able to afford.

Fund raising projects should be brought into harmony with denominational principles and all requests must be approved by the School Board prior to implementation.

It is a primary responsibility of the School Board to protect the teaching-learning hours from the encroachment of non-educational activities and projects. Fund raising should not be allowed to take students from school or consume a significant amount of the teacher's or student's time. Major fund raising projects are not to be administered or directed only by teachers to avoid compromising time that should be dedicated for classes. All fund raising projects should be administered according to state tax regulations.

Billing System

bills from the previous month and include a statement with the next month's billing. Full payment is due by the date assigned by the school. The following month will result in that account being brought before the administrators/Finance Committee for their action. If a parent/guardian cannot pay an account in full, they must provide an explanation and payment plan to the school administration.

The School Board/Finance Committee should receive a 30-60-90 day aged list of accounts receivable each month for their review and action. It will show the date and amount of the latest payments.

If there have been no satisfactory arrangements for payment of an account, the School Board may ask the parents to withdraw the student until a satisfactory financial program is presented to the School Board.

SECTION 5:

Appendix

Medication Administration Form

If this form is properly completed and returned to the school principal, the designated staff member may assist parents when their chosen physician has prescribed medication for the student. The medication will only be given if it is delivered to the principal or his/her designee in the original bottle, labelled with the student's name, dosage, physician, pharmacy, and name of the drug.

Student's Name _____ Birth Date _____

School _____ Grade _____

Statement of Physician

Medication _____

Date of Prescription _____

Physician's Name _____

Phone Number _____

Allergies -----

Dosage and Time(s) for Administration

Illness Requiring Medication

Possible Medication Side Effects

Physician's Signature

Physician's Address



Statement of Parent/Guardian

The undersigned hereby releases and agrees to hold harmless and to indemnify the employees from any liability whatsoever occasioned by the administration or non-administration of the above instructions.

The undersigned also authorized the prescribing physician, named above, to discuss with the principal or his/her designee any matter regarding the medication to be administered.

Signature of Parent/Guardian

Home Phone

Work Phone

E-mail Address

Cell Phone

Date

School

Over the Counter Medication Permission Form

Complete this form to allow students to self-administer certain over-the-counter medications such as Tylenol, acetaminophen, Motrin, Advil, ibuprofen, Midol, aspirin, antacid and cough and throat lozenges. The student and parent will be responsible for the following:

1. Obtaining, reading and signing this written permission form before the student is allowed to self-administer over-the-counter medications.
2. Ensuring the medication must be in its original container and legibly labelled with the student's full name.
3. Reminding the student he/she is not permitted to give his/her medication to other students.
4. Ensuring that the licensed school nurse or school administrator has a copy of this signed permission form on file in the clinic/office.

Date _____ Student's Name _____ Name of Medication _____

I hereby release and discharge and further agree to indemnify, hold harmless, or reimburse the School, its employees, agents, representatives, and all other officials, from any and all claims, actions, suits, losses, costs, expenses and liability in case of accident or any other mishap because of negligence in administering such medication or because of side effects, illness or any other injury which might occur to my child through administering such medication. And, I hereby release said aforementioned board, district, employees and officials from any liability, suit or claims of whatever nature and kind, which might arise as a result of administering the medication in accord with this request. I accept legal responsibility for my child should the above medication be lost, given or taken by a person other than the above named student. If this should happen, the privilege of carrying medication will be revoked.

I further release the _____ Conference/Mission Caribbean Union Conference of Seventh-day Adventists, Inter American Division, General Conference of Seventh-day Adventists and its employees of any legal responsibility when the above student administers his/her own medication.

Date _____ Signature of Parent/Guardian _____

I understand how much and when to take the above named medication. I will not allow another student to take my medication under any circumstances. I also understand that I should self-administer (take) my over-the counter medication in the presence of a school official to continue this privilege.

Date _____ Signature of Student _____

I have seen the above-labelled medication bottle and have a copy of this permission form.

Date: _____ Teacher's Name _____ Signature _____

AUTHORIZATION FOR STUDENT TO CARRY PRESCRIPTION ASTHMA MEDICATION, EPINEPHRINE AUTO INJECTOR, OR DIABETIC MEDICATION

_____ needs to carry the following prescription asthma medication, epinephrine auto injector or diabetic medication with him/her. The above- named student has been instructed in the proper use of the medication and fully understands how to administer this medication. (It is preferable that additional asthma medication, epinephrine auto injectors, or diabetic medication be kept in the principal's office in case the first is lost or left at home).

Medication

Dosage and Directions

Licensed Health Care Provider's Signature & Stamp

Date

I have been instructed in the proper use of my prescription-labelled medication and fully understand how to administer this medication. I will not allow another student to use my medication under any circumstances. I also understand that I will be subject to the consequences of the code of conduct should another student use my prescription. I also accept the responsibility for checking in with the principal to keep him/her informed of use of my medication in case I start having problems.

Student's Signature

Date

I hereby request that the above-named student, over whom I have legal authority, be allowed to carry and use the prescription medication described above, at school. I hereby release and discharge and further agree to indemnify, hold harmless, or reimburse the

_____ School, its employees, agents, representatives, and all other officials, from any and all claims, actions, suits, losses, costs, expenses and liability in case of accident or any other mishap because of negligence in administering such medication or because of side effects, illness or any other injury which might occur to my child through administering such medication. I also hereby release said aforementioned school, employees and officials from any liability, suit or claims of whatever nature and kind, which might arise as a result of administering the medication in accord with this request. I accept legal responsibility should the above medication be lost, given or taken by a person other than the above-named student. I understand that if this should happen, the privilege of carrying the medication may be revoked. I also release the _____ Conference and the higher/wider organization and its employees, representatives and officials of any legal responsibility when the above-named student administers his/her own medication.

Parent/Guardian Signature

Date

Caribbean Union Conference of Seventh Day Adventists Education Department

Principals Annual Assessment

Name: _____

Department: _____

School: _____

Date of Appointment to current post: _____

Immediate Supervisor: _____

RATING SCALE		
CODE	DESCRIPTION	POINTS ASSIGNED
O	Outstanding	5
EE	Exceeds Expectations	4
ME	Meets Expectations	3
ND	Needs Development	2
U	Unacceptable	1

Outstanding /Master Administrator performance consistently exceeds very demanding criteria. Practices are demonstrated at the highest level of performance.

Exceeds Expectation-Above Average Performance is frequently outstanding. Some practices are demonstrated at the highest level while others are at a consistently high level. Administrator requires minimum assistance to perform consistently at the highest level.

Meets expectations-Average Expected professional performance that is generally adequate. Some practices/strategies are demonstrated at a high level while the majority is at an adequate/acceptable level. Administrator requires supervision and assistance to perform at a consistently high level. Performance generally meets requirements.

Needs Development Below Average Performance is mediocre. Performance is consistently inadequate/unacceptable. Most practices/strategies require considerable improvement to fully meet minimum

performance expectations. Administrator requires close and frequent supervision. Performance does not meet requirements but indicates that necessary basic knowledge exists and the deficiencies can be remedied in a given time.

Unacceptable Poor performance leading to an improvement plan, intensive support, and, if improvement is not made within a reasonable amount of time, dismissal may be a option. Performance is demonstrated at such a level as to indicate incompetence. Performance does not meet requirements

Spiritual Leadership						
	1	2	3	4	5	Narrative/Observation
1. Shows evidence that the school's ambiance reflects Seventh-day Adventist culture. This is evident through visual displays that represent Adventism, orderliness, cleanliness, and the school family's general attitude and behaviour.						
2. Gives evidence that there is an active Prayer Ministry at the school.						
3. Shows indication that the school undertakes an evangelistic/mission activity at least once a term.						
4. Attends and participates in staff and students worship daily.						
5. Ensures that teachers are taught how to integrate faith in the teaching learning experience and they demonstrate the principles taught effectively.						
6. Ensures the school's spiritual programmes are well monitored, creative and meet the needs of the students.						
7. Ensures that the school has a current Spiritual Master plan which meets the requirements of the Inter-American Division						

8. Demonstrates evidence that the Spiritual Master Plan is monitored, and the goals and objectives for each Academic year are attained.						
9. Maintains discipline at the school in accordance with Christian principles. This is evidenced by well-kept records, structured disciplinary processes, and students' deportment.						
10. Engages the SDA clergy and others to build an effective spiritual culture at the school at least once each term.						
11. Ensures that the school conducts a programme in the churches in the constituency at least three times annually						
12. Demonstrates qualities of a highly motivated, passionate, self-driven leader who has a strong vision for SDA Christian Education						
Total	___ out of 60					

Staff Management						
	1	2	3	4	5	Comments
1. Prepares, modifies and reviews timetable as required and displays them appropriately.						
2. Prepares displays and presents to the Education Office within two weeks of the start of each term, a schedule for the observation of teachers.						

3. Examines comments on and signs units of work of teachers at least once a term and lesson plans/Schemes of work at least once weekly. In cases where Heads of Department are assigned to manage lesson preparation documents, the principal is ultimately responsible to ensure that lesson preparation is monitored.						
4. Maintains accurate records of classroom observation.						
5. Completes and submits performance appraisals of all teachers annually by August 31, 2022 in accordance with standard procedure.						
6. Facilitates necessary regular staff development at least twice a term.						
7. Conducts orientation exercises for new members of staff by the end of 1st week of their appointment.						
8. Conducts minimum of one staff meeting per month and keeps and circulates minutes to all staff members before the next meeting.						
9. Conducts staff meeting towards end of term to review term's activities and keeps record of review.						
10. Reports when required, on the performance of ancillary staff.						
11. Develops, implements and keeps records of programmes including activities designed to address instructional deficiencies observed in teachers.						
Total	_____ out of 55					
Students and Curriculum Management						
	1	2	3	4	5	

1. Develops, implements and keeps records of programmes including activities designed to address instructional deficiencies observed in students.						
2. Supervises administration of monthly and term tests in all subjects.						
3. Keeps accurate and up-to-date records of school assessment activities in all subjects.						
4. Analyzes tests including internal and external examinations and develops and implements a. programmes for remediation, and has evidence.						
5. Ensures that the school has a structured programme to cater for the needs of the academically disadvantaged students and provides documentation as evidence.						
6. Monitors performance/behaviour within the instructional programme and informs parents of any concerns. Provides data for verification						
7. Prepares, implements and displays a schedule for supervision of students while on the compound or engaged in school activities by the end of the 1st week of each term.						
8. Have a structured ongoing Career Development programme						
9. Offer the students a holistic curriculum that meets the tenets of SDA education						

10. Provides holistic structured extracurricular activities for all students						
11. Ensures the maintenance of accurate and up-to-date records of all disciplinary action taken against students.						
12. Provides adequate resources to facilitate excellence in teaching and learning.						
Total	___ out of 60					
General Leadership						
	1	2	3	4	5	
1. Purposefully and effectively provides for the integration of technology skills into the curriculum.						
2. Completes annual schedule of activities for the school year and submits to the Education Office by the end of the second week of the 1st Term.						
3. Submits to the Education Office within two weeks after the end of the school year the Closing Report, and two weeks after school starts for the new Academic Year, the Closing report.						
4. Ensures all school records are kept up-to-date and available for review at a day's notice. This includes, Log book, Attendance registers, attendance registers, Visitors' book, asset register and Financial records.						
5. Ensure that the compound, facilities and physical plant are well-maintained throughout the year.						

6. Ensures the maintenance of accurate and up-to-date inventory/asset register.						
7. Prepares, presents and implements a realistic Strategic Plan to the board.						
8. Has an annual plan drawn from the Strategic plan, and ensures the Board reviews the level of attainment at the end of each Academic Year						
9. Submits to the Education Office an updated Progress Report by August 31 of each year.						
10. Shows evidence that the Board of Management meetings are held at least eight times a year.						
11. Demonstrate that the Board of Management meeting minutes are filed in chronological order.						
12. Shows evidence that the school has an active marketing programme that focuses internally and externally.						
13. Ensures that the school operates within the prescribed budget based on financial records.						
Total	_____ out of 65					
Service						
	1	2	3	4	5	Comments
1. Ensures meeting of the Home and School Association are held at least once a term in accordance with standard procedure.						
2. Makes provision for the school to be involved in community-based activities at least twice annually.						

3. Ensures that timely communication is conveyed to the parents about school activities and programmes.						
4. Ensures the school has emergency evacuation routes posted identified and has termly emergency drills.						
5. Ensures the school has a security team and measures are taken to ensure that the school is safe for use.						
6. Ensures that the school is compliant National and other safety regulations.						
7. Makes provision for effective signage throughout the school.						
Total	___ out of 35					

Grand Total _____out of 275

Grading Scale:

Category of Principals - Range of Scores

A 242 – 275 = Very Well Performed/ Highly Effective/Expectation Exceeded

B 216 – 241 = Well Performed/ Quite Effective/

c 181-215= Fairly good/Expectation met

D 121 – 181 = Fair Performance/Much improvement needed

E 1 - 120= Unacceptable performance

Evaluator's comments: _____

 Evaluator's Signature

 Evaluator's Title

 Evaluation Date



Signature of the Principal verifies that the evaluator has discussed this document with him/her. It does NOT constitute agreement with the evaluation.

Principals' Feedback: _____

Principal's Signature _____

Date: _____

Caribbean Union Conference Education Department Teachers' Commissioning Evaluation

Component – IAD Requirements	Highly Effective	Effective	Developing	Needs Development
Classroom Environment Provides an environment of social, spiritual, and emotional stability	Classroom interactions among the teacher and individual students are appropriate highly respectful, reflecting genuine, warmth care and sensitivity to students	Teacher-student interactions are friendly and demonstrate general care and respect. Such interactions are appropriate to the ages of the students	Patterns of classroom interactions, between the teacher and students and among students, are generally appropriate, but reflect inconsistencies in some areas.	Patterns of classroom interactions, between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.
	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.	The classroom culture is cognitively a busy place where learning is valued by all.	The classroom culture is characterized by little commitment to learning. Students indicate that they are interested in the completion of a task, rather than quality.	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.
	The teacher conveys high expectations for learning for all students, and insists on hard work. Teacher allows students to assume responsibility for high quality learning by initiating improvements, making revisions, adding detail and/or helping peers	The teacher conveys that high expectations for learning is the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn.	High expectations/ standards are not adequately communicated to all students; the teacher conveys that student success is the result of natural ability rather than hard work.	Medium to low expectation for student achievement is the norm, with high expectations for learning reserved for only one or two students.

Component –IAD Requirements	Highly Effective	Effective	Developing	Needs Development
<p>Managing Class Instructions</p> <p>Demonstrates proficiency in assigned responsibilities</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little evidence of the teacher effectively managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>
	<p>Lesson plans, unit plans and schemes of work are always available.</p> <p>All lessons are usually creatively presented, and the students are challenged at the different levels of Bloom’s taxonomy.</p>	<p>Lesson plans, unit plans and schemes of work are usually available.</p> <p>Most lessons requires creative thinking and evaluation reflects higher order questions</p>	<p>Lesson plans, Unit and Scheme of work are sometimes submitted</p> <p>Students are sometimes challenged to think creatively and evaluation do not adequately reflects higher order objectives</p>	<p>Lesson plans, Unit and Scheme of work are usually not submitted in a timely manner.</p> <p>Students are not usually challenged to think creatively and evaluations reflect mostly lower level thinking skills.</p>
	<p>The teacher ensures that all voices are heard in the discussion.</p>	<p>Teacher successfully engages most students in discussions.</p>	<p>Teacher attempts to engage some students in the discussion</p>	<p>A few students dominate the discussion.</p>
	<p>Lessons are generally stimulating.</p>	<p>Lessons are usually stimulating</p>	<p>Lessons are sometimes stimulating</p>	<p>Lessons occasionally gain the students’ interest</p>
	<p>Teacher exhibits excellent classroom management skills</p>	<p>Teacher exhibits good classroom management skills</p>	<p>The teacher exhibits fairly good classroom management skills.</p>	<p>The teacher exhibits fair classroom management skills</p>

Component –IAD Requirements	Highly Effective	Effective	Developing	Needs Development
Spiritual influence Exhibits a keen sense of Christian responsibility for nurturing and leading souls to Christ	The teacher’s disposition, attitude, and deportment consistently model the philosophy of SDA Education.	The teacher’s disposition, attitude, and deportment model the philosophy of SDA Education most of the time.	The teacher tries to ensure that disposition, attitude and deportment models the philosophy of SDA Education.	The teacher’s disposition, attitude and deportment do not model the philosophy of SDA Education.
	The teacher has an excellent knowledge of and epitomizes SDA Philosophy of Education	The teacher has a good grasp of the philosophy of SDA Education	The teacher has a basic understanding of the philosophy of SDA Education	The teacher does not demonstrate adequate knowledge of the philosophy of SDA education.
	The teacher is cooperative, goes beyond the call of duty, promotes participates and initiates spiritual activities.	The teacher is generally cooperative, goes beyond the call of duty, and participates in spiritual activities.	The teacher cooperates if asked to participate in spiritual activities.	The teacher does not generally participate in spiritual activities.
	The teacher intentionally and consistently integrates faith and learning in lesson. The teacher, parents and students relationship is excellent	The teacher seeks to integrate faith and learning in lesson delivery and planning most of the time. The teacher, parents and students usually relate very well.	The teacher lacks consistency in the integration faith and learning in planning and instructions. Teacher, parents and students have a good relationship	The teacher’s teaching strategies do not promote the integration of faith and learning in lesson planning and instructions. The quality of relationship between the students, parents and teachers leaves much to be desired.
Component –IAD Requirements	Highly Effective	Effective	Developing	Needs Development
Relationships Demonstrates positive interpersonal relationships	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership in aspects of school life. The teacher volunteers to participate in school events and makes substantial contributions.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional growth. Teacher participates in school events makes a substantial contribution.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school requires. Teacher becomes involved in the school’s culture of professional growth when invited to do so. Teacher participates in school events and projects when specifically asked.	Teacher’s relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of growth, resisting opportunities to become involved. Teacher avoids becoming involved in school events or projects



Caribbean Union Conference of Seventh-day Adventists Education Department

Evaluation of Candidates for Commissioning

Name: _____

School: _____

Please indicate your assessment of the teacher's performance by placing a tick (✓) in the space provided.

Components – IAD Requirements	Highly Effective	Effective	Developing	Needs Development
Holds a Standard certificate - Is Teacher Trained, has at least a Bachelor degree and completed SDA teacher certification courses				
Has at least six years of Teaching experience in an SDA School				
Exhibits a keen sense of Christian responsibility for nurturing and leading souls to Christ				
Demonstrates positive interpersonal relationships				
Provides an environment of social, spiritual, and emotional stability				
Demonstrates proficiency in assigned responsibilities.				
Total				

Total Score _____

KEY:	Highly Effective (9-10 points)	Effective (7-8 points)
	Developing (6-5 points)	Needs development (4-1 points)

OVERALL RATING

55-60 Highly Effective | 54-48 Effective | 47- 40 Developing | 39 and below Needs Development

Comments

Name of Supervisor _____

Signature of Supervisor _____

Date _____

Caribbean Union Conference of Seventh-day Adventists Education Department Business Manager's Evaluation

Business Manager: _____

Date of Appointment: _____

School : _____

In your responses-- 5 = Is Not Observed

4 = Improvement Needed

3 = Satisfactory

2 = Well Performed or Quite Effective or Expectation Met

1 = Very Well Performed or Highly Effective or Expectation Exceeded

Spiritual Leadership						
	1	2	3	4	5	Narrative/Observation
1. Prepares yearly financial budget to be approved by the respective school boards. The first draft being available by June of each year						
2. Operates school within approved budget.						
3. Prepares monthly payroll cheques						
4. Makes monthly payments to the relevant entities not later than the 14th of the following month						
5. Ensures that NIS & Taxes are correctly calculated and deducted from workers' wages and salaries;						
6. Ensures that all vouchers are correctly entered into the accounting system (payroll, journal, cash, cheques, receipts)						

7. Ensures that cash deposits are prepared daily.						
8. Develops a plan to minimize a need for students' accounts receivables.						
9. Ensures that outstanding accounts are settled promptly.						
10. Prepares monthly financial statements by the 15th of the following month.						
11. Distributes copies of Financial statements to the B.O.M Chairman, Conference Treasurer, Education Director, Principal						
12. Keeps all accounting records updated						
13. Prepares monthly bank reconciliations.						
14. Keeps a monthly record of wages, salaries and allowances paid to each worker. a. Collect the correct National registration number for each worker to facilitate in the preparation of the forms and he annual audit of salaries and allowances.						
15. Prepares a monthly report of all tithe deducted from workers' wages and salaries and forward it to the Conference Treasurer. Post all tithe deposit slips to the Conference						
16. Maintains an inventory and equipment register of all supplies purchased						
17. Ensure that the school plant school is adequately secured						
18. Ensure that the school is well maintained, meets all local building standards, are aesthetically appealing and in good repair.						

19. Ensure that the working environment is well kept, clean, tidy, aesthetically appealing and in good condition. works towards the financial viability of the school by having a long-term plan with realistic objectives and timeline						
20. Works towards the financial viability of the school by having a long-term plan with realistic objectives and timeline						
21. Initiates fund raising activities to include writing proposals to augment the school's finances.						
Total	_____out of 100					
Professionalism						
	1	2	3	4	5	Comments
1. Can work effectively without supervision						
2. Can carry out responsibilities even under difficult circumstance						
3. Fulfills responsibilities in a timely manner						
4. Is organized, and always prepared for work						
5. Communicates effectively with direct supervisor						
6. Demonstrates integrity and honesty at all times and is a trusted source of clear and accurate information						
7. Responds tactfully to others in emotionally stressful situations						
8. Consults with direct supervisor, and does not act independently						
9. Accepts criticism						
10. Is punctual for worship, meetings and programs at their scheduled time						
11. Uses initiative when required						

12. Models professional conduct by exercising sound judgment and by representing the school in a positive manner						
13. Recognizes and acknowledges his/her own strengths and weakness						
14. Practices being helpful and caring to staff and students and treats everyone with respect.						
15. Fulfils stakeholder requests in a timely manner and achieves stakeholder satisfaction						
16. Responds quickly to supervisor, staff and parents' needs: returns all phone calls and emails from supervisor and stakeholders within reasonable time.						
17. Plans effectively, anticipates issues, takes the initiative to address issues, and develops innovative approaches to resolve issues.						
18. Maintains efficient office procedures and provides prompt and courteous service to parents, students, and businesses						
19. Understands the basic philosophy of Seventh-day Adventist education and upholds its principles						
20. Is willing to go beyond the call of duty						

Total _____out of 100

Grand Total _____out of 200

Grading Scale:

A - 190 – 200 Highly Effective or Expectation Exceeded

B - 189 – 180 Quite Effective or Expectation Met

C- 179 – 160 Satisfactory Performance

D - 159- 140 Fair performance

E- 139 and Below Not Effective or Improvement Needed



Evaluator's Feedback: _____

Evaluator's Signature

Evaluator's Title

Evaluation Date

Business Manager's Comments

Business Manager's signature _____ Date _____

Caribbean Union Conference of Seventh-day Adventist Education Department Administrative Assistant Appraisal

Employee's Name	
School's Name	
Principal/Supervisor Name	
Date	

The annual appraisal will be completed in consultation with the employee, by the school principal or supervisor at the end of each academic year. A signed copy of the original Performance Appraisal will be placed in the employee personal file, and a copy will be given to the employee.

Performance Rubrics

The performance rubric is a rating scale used to describe the major responsibilities of the Administrative Assistant. It relates the standard of performance expected for each responsibility, and provides a specific description of what a rating entails. Principals or supervisors should rate the supervisee for each area using the scores in the table below, and add comments on the lines provided as necessary.

Definitions of Ratings for School Administrative Assistant

Rating	Definition
4 Exceeds Expectations 5 points	The Administrative Assistant exceeds responsibilities consistently producing exceptionally high quality work that optimizes the effectiveness of the clerical support within the school.
3 Meets Expectations 4 points	The performance of the Administrative Assistant consistently fulfills responsibilities resulting in quality work that impacts school effectiveness in a positive manner. This rating is a high performance standard and is expected of all school secretaries.
2 Approaches Expectations 2 points	The Administrative Assistant inconsistently meets responsibilities resulting in areas of work performance that require development. There is a willingness to address professional improvement through the Professional Growth Plan.
1 Unsatisfactory 0 point	The Administrative Assistant does not adequately fulfill responsibilities, resulting in work performance lacking quality and/or negatively impacting school effectiveness.

Administrative Assistant Performance Appraisal

Team Support				
4	3	2	1	Score
Exceeds Expectations	Meets Expectations	Approaches Expectations	Unsatisfactory	
Consistently Initiates positive interactions and provides relevant information to all team members.	Generally acts in a positive manner with team members and provides relevant information to those when needed.	Occasionally acts in a positive manner with team members and provides relevant information to those when needed.	Requires support to act in a positive manner with team members and to provide relevant information to those when needed.	
Unfailingly models effective and appropriate communication skills with students, teachers, school administrators, parents, community and church members and Education office personnel.	Usually demonstrates effective and appropriate communication skills with students, teachers, school administrators, parents, community and church members and Education office personnel.	Requires support in using appropriate communication skills with students, teachers, support personnel, school administration, parents, community and church members and Education office personnel.	Rarely communicates with students, teachers, support personnel, school administrators, parents, community and church members and Education office personnel.	
Consistently treats students, staff and the public in a respectful, responsible and fair manner.	Generally treats students, staff and the public in a respectful, responsible and fair manner.	Occasionally treats students, staff and the public in a respectful, responsible and fair manner.	Rarely treats students, staff and the public in a respectful, responsible and fair manner.	
Regularly models enthusiasm, patience and understanding when interacting with students, staff and the public.	Usually shows enthusiasm, patience and understanding when interacting with students, staff and the public.	Sometimes shows enthusiasm, patience and understanding when interacting with students, staff and the public.	Rarely shows enthusiasm, patience and understanding when interacting with students, staff and the public.	
Habitually maintains, advocates and encourages effective and co-operative relationships with students, staff and the public.	Generally maintains effective and co-operative relationships with students, staff and the public.	Occasionally maintains effective and co-operative relationships with students, staff and the public.	Rarely maintains effective and co-operative relationships with students, staff and the public.	
Comments				
Total Score for section 1		Possible Score 25		%

Caribbean Union Conference School Administrative Assistant Performance Appraisal

Clerical Support				
4 Exceeds Expectations	3 Meets Expectations	2 Approaches Expectations	1 Unsatisfactory	Score
Consistently and effectively maintains accurate records of all school-based business as directed by school administration and initiates process to improve accuracy of records.	Effectively maintains accurate records of all school based business as directed by school administration.	Requires support to effectively maintain accurate of all school based business records as directed by school administration.	Rarely maintains accurate records of all school based business as directed by school administration.	
Consistently completes tasks accurately prior to expected deadlines.	Regularly completes tasks accurately within expected deadlines.	Requires support to complete tasks within expected deadlines.	Rarely completes tasks within expected deadlines.	
Consistently initiates processes in consultation with administration to improve the effectiveness of the school office.	Ensures the school office operates in an efficient manner.	Requires support to ensure the school office operates in an efficient manner.	Fails to ensure the school office operates in an efficient manner.	
Consistently and effectively maintains reports, to include attendance, admission register student cumulative files and general information.	Generally maintains reports, to include attendance, admission register, student cumulative files and general information.	With required help maintains reports, to include attendance, admission register, student cumulative files and general information	Fails to effectively maintain reports including attendance, Admission register student cumulative files and general information.	
Consistently and reliably uses good judgment, and provides leadership in the solution of routine problems or situations, and encourages others to problem solve independently.	Usually uses good judgment, and provides leadership in the solution of routine problems or situations.	Requires support to reliably use good judgment and provides leadership in the solution of routine problems or situations.	Fails to reliably use good judgment and provides leadership in the solution of routine problems or situations.	
Consistently and effectively completes tasks with minimal direction and supervision and provides support to school administration to ensure completion of school level projects.	Usually completes tasks with minimal direction and supervision.	Requires support to effectively complete tasks with minimal direction and supervision.	Fails to effectively complete tasks with minimal direction and supervision.	

Consistently and effectively demonstrates the ability to learn new skills to improve efficiency.	Usually demonstrates the ability to learn new skills in order to improve efficiency.	Requires support to learn new skills in order to improve efficiency.	Rarely demonstrates the ability learns new skills in order to improve efficiency.	
Consistently and efficiently organizes the school's filing system.	Generally organizes the school's filing system as mandated.	Requires support to organize the school's filing system as mandated	Does not organize the school's filing system as mandated.	
Consistently completes attendance reports as required by school administration.	Generally completes of attendance reports as required by school administration.	Requires support to complete attendance reports as required by school administration.	Fails to complete attendance reports as required by school administration.	
Consistently and effectively prepares, receives and distributes mail and other correspondence within the school, and ensures that information is forwarded to the appropriate recipients in a timely manner.	Generally prepares, receives and distributes mail and other correspondence within the school in a timely manner, and ensures that information is forwarded to the appropriate persons.	Requires support to effectively prepare, receive and distribute mail and other correspondence within the school and ensure that information is forwarded to the appropriate recipients.	Fails to effectively prepare, receive and distribute mail and other correspondence within the school and ensure that information is forwarded to the appropriate recipients.	
Comments				
Total points for Section 3		Possible points 50		%

Caribbean Union Conference

School Administrative Assistant Performance Appraisal

Communication				
4	3	2	1	Score
Exceeds Expectations	Meets Expectations	Approaches Expectations	Unsatisfactory	
Consistently demonstrates efficiency in receiving incoming calls and directs inquiries in a courteous and respectful manner.	Generally shows efficiency in receiving incoming calls and direct inquiries in a courteous and respectful manner.	Requires support in efficiently directing incoming calls and direct inquiries in a courteous and respectful manner.	Rarely shows efficiency in directing incoming calls and direct inquiries in a courteous and respectful manner.	adapt
Consistently prepares and distributes information, forms, handbooks, exams, schedules, and other written correspondence with a high level of accuracy.	Usually prepares and distributes information, forms, handbooks, exams, newsletters, schedules, and other written correspondence with attention to accuracy.	Requires support to prepare and distribute information, forms, handbooks, exams, newsletters, schedules, and other written correspondence with attention to accuracy.	Rarely prepares and distributes information, forms, handbooks, exams, newsletters, schedules, and other written correspondence with attention to accuracy.	
Consistently handles requests for student s' records from other schools and other external requests efficiently	Generally handles requests for students' records from other schools and other external requests efficiently.	Requires support to handle requests for students' records from other schools and other external requests efficiently	Fails to handle requests for student s' records from other schools, and other external requests efficiently.	
Consistently provides information to the Education Office as directed by the principal, and initiates follow-up as needed.	Usually provides information to the Education Office as directed by the Principal, and initiates follow-up	Requires support to effectively provide information to the Education Office as directed by the Principal.	Fails to effectively provide information to the Education Office as directed by the Principal.	
Consistently and effectively provides information, with administrative approval, to the Ministry of Education and other agencies and initiates follow-up as needed.	Consistently and effectively provides information, with administrative approval, to the Ministry of Education and other agencies.	Requires support to effectively provide information, with administrative approval, to the Ministry of Education and other agencies.	Fails to provide information, with administrative approval, to the Ministry of Education and other agencies.	
Comments				
Total points for Section 4		Possible points 25 %		

Caribbean Union Conference School Administrative Assistant Performance Appraisal

Professionalism				
4 Exceeds Expectations	3 Meets Expectations	2 Approaches Expectations	1 Unsatisfactory	Score
Consistently and effectively ensures the confidentiality of information acquired during the course of employment.	Usually ensures the confidentiality of information acquired during the course of employment.	Requires support to ensure the confidentiality of information acquired during the course of employment.	Rarely ensures the confidentiality of information acquired during the course of employment.	
Consistently and effectively dresses, professionally for work.	Generally dresses professionally for work.	Sometimes dresses professionally for work.	Rarely dresses professionally for work.	
Consistently and effectively promotes a positive image and encourages others to promote a positive image to parents, community members and the general public.	Consistently and effectively promotes a positive image to parents, community members and the general public.	Requires support to promote a positive image to parents, community members and the general public.	Rarely promotes a positive image to parents, community members and the general public.	
Excellent demonstrates positive contributions to the school's functions and activities.	Usually demonstrates positive contributions to the school's functions and activities.	Occasionally supports the school's functions and activities.	Rarely supports the school's functions and activities.	
Consistently models and encourages other to demonstrate Christian behaviours towards punctuality, regularity and the appropriate use of time.	Usually demonstrates Christian behaviours towards punctuality, regularity and appropriate use of time.	Sometimes demonstrates Christian behaviour towards punctuality, regularity and use of time.	Rarely demonstrates Christian behaviours towards punctuality and regularity and appropriate use of time.	
Consistently attends Staff Worship and other spiritual activities planned by the school	Attends Staff Worship and other spiritual programmes planned by the school most of the time.	Sometimes attend Staff Worship and other spiritual programmes planned by the school	Rarely attends Staff Worship and other spiritual activities planned by the school.	
Comments				
Total points for Section 5			Possible points 3	%

Principal/Supervisor's Comments

Administrative Assistant's Comments

Rating Summary

- 120-130 Exceptional
- 119- 109 Exceeds expectations
- 108 - 98 Meets expectations
- 97- 87 Developing
- Below 87 Needs Development

Principal/Supervisor's Signature

Date

School Secretary's Signature

Date

Appraisal Categories and Descriptive Information

Grade	Description
90-100	distinguished/outstanding/exemplary
80-89	very good
70-79	competent
60-69	fair
<.60	marginal

Total Score _____ (%)

Category _____

Teacher's Signature

Principal/Deputy Principal Signature

Education Director Signature

Caribbean Union Conference TEACHERS' APPRAISAL FORM

Name: _____ Gender: M [] F []

Date of birth: _____ Appointment date: _____

School: _____ Grade/level taught: _____

Subjects taught:

Qualifications: (Please indicate with a tick () all qualifications held:

[] Ph.D [] 2 or more A'levels

[] Masters Degree (MA/MSc) [] 1 A'level

[] Bachelor's Degree (BA, BSc) [] 5 or more O'Levels

[] Bachelor's Degree in Edu. (B.Ed)

[] Associates Degree in Education

[] Diploma in Education

[] Certificate in Teacher Education (Primary)

[] Certificate in Teacher Education (Secondary)

[] Cape: No. of 1 unit subjects [] Cape: No. of 2 unit subjects.....

Other: _____

Job/Position: _____ Present Salary: _____

Appraisal Period: From _____ To: _____

Pre-conference: Yes [] No [] If yes, date: _____

Rating Scale:	Domains	Weighting
Always (A) 5	1. Planning & Organization	20%
Very Often (VO) 4	2. Instructional Processes	25%
Often (O) 3	3. Classroom Management	20%
Sometimes (SO) 2	4. Assessment	15%
Seldom (SE) 1	5. Interpersonal Relations	10%
	6. Professionalism	10%

PLANNING AND ORGANIZATION	1	2	3	4	5
The teacher	SE	SO	O	VO	A
Prepares required lesson plans that are well laid out and sequenced					
Prepares and submits schemes of work related to the scope and sequence of Curriculum					
Writes clear, level, appropriate and achievable objectives					
Sets attainable standards for student Performance at specified levels					
Plans activities that meet the needs of all students					
Prepares instructions with opportunities for individual work					
Prepares instructions with opportunities for group work					
Prepares instructional materials that are adequate and usable in the setting					
Prepares for the effective use of instructional time					
Is well organized for lesson presentation					
Prepares evaluation exercises/instruments for assessing students' learning					
Score for each Column					

Total Score

INSTRUCTIONAL PROCESS	1	2	3	4	5
The teacher	SE	SO	O	VO	A
States Objectives clearly					
Uses appropriate and meaningful Activities					
Demonstrates an awareness of					
Students' level of performance					
Uses a variety of teaching strategies to enhance learning					
Demonstrates a good grasp of the Subject matter					
Presents correct information					
Arouses and maintains students' interest					
Uses relevant instructional materials in the teaching/ learning environment					
Uses appropriate questioning techniques					
Integrates faith and learning effectively					
States Objectives clearly					
Engages students in activities that encourage them to think					
Ensures that all students participate in instructional activities					
Provides opportunities for students to work as groups					
Guides students to develop concepts					
Presents instruction in a logical and coherent manner					
Provides activities that meet individual and group needs					
Ends lesson appropriately					
Achieves instructional objectives					
Score for Each Column					

Total score

CLASSROOM MANAGEMENT	1	2	3	4	5
The teacher	SE	SO	O	VO	A
Demonstrates Christian principles in managing the class					
Provides an atmosphere that is conducive to learning for all students					
Maintains students' attention and interest throughout lessons					
Deals effectively with students' behaviour					
Demonstrates fairness in dealing with all students					
Manages and utilizes learning resources					
Effectively					
Manages effectively classroom-related activities, assignments, projects, field trips etc					
Keeps accurate and relevant student Records					
Ensures that students observe the rules for classroom activities and students' behaviour					
Demonstrates effective transition from one activity to another during instruction					
Score for each Column					

Total Score

CLASSROOM Assessment	1	2	3	4	5
The teacher	SE	SO	O	VO	A
Communicates clear criteria/standards for assessment to student					
Uses appropriate tests and evaluation exercises to assess student performance					
Designs tests/evaluation exercises at appropriate level (s) of difficulty					
Frequently monitors each student's Progress					
Frequently monitors each student's Progress					
Provides timely feedback to students of their performance					
Provides timely feedback to parents on students' performance					
Maintains accurate records for each student's performance					
Takes appropriate action based on results of assessment					
Score for each Column					

Total Score

INTERPERSONAL RELATIONS	1	2	3	4	5
The teacher	SE	SO	O	VO	A
Encourages students to respect the worth and dignity of others					
Offers advice to others (principal, colleagues, students, parents,					
Accepts advice from others (principal, colleagues, students, parents, etc.)					
Demonstrates Christian principles					
Demonstrates sensitivity to opinions, attitudes and feelings of others					
Communicates effectively with the Principal					
Communicates effectively with the Parents					
Communicates effectively with the Colleagues					
Communicates effectively with the Support and ancillary staff					
Communicates effectively with the students					
Maintains a good rapport with Principal					
Maintains a good rapport with colleagues					
Maintains a good rapport with support and ancillary staff					
Maintains a good rapport with students					
Maintains good rapport with parents					
Score for each Column					

Score

INSTRUCTIONAL PROCESS	1	2	3	4	5
The teacher	SE	SO	O	VO	A
Expresses himself/herself clearly and is easily understood					
Arrives for work on time					
Reports for work regularly					
Ensures the safety of all students					
Is trustworthy					
Demonstrates sound judgment in decision-making					
Seeks opportunities for his/her professional development					
Participates in professional development activities					
Demonstrates self-control and maturity in dealing with students					
Demonstrates leadership skills in the performance of duties					
Contributes to the life of the school including co curricular activities					
Submits required information (reports, data, etc.) on time					
Adheres to the code of ethics					
Total score for Each Column					

Appraisal Categories and Descriptive Information

Grade	Description
90-100	distinguished/outstanding/exemplary
80-89	very good
70-79	competent
60-69	fair
<.60	marginal

Total Score _____ (%)

Category _____

RATING

Areas of Assessment	Grade/Percentage	Score interpretation
Planning and Organization		
Instructional Process		
Assessment		
Professionalism		
Interpersonal Relationship		
Classroom Management		
Total Score		

SIGNATURES

Teacher's Signature

Principal/Deputy Principal Signature

Education Director Signature

CALCULATING WEIGHTED SCORES

The weighted score for each standard can be calculated in one of the following ways:

1. (Raw score ÷ maximum score) x weighting

For example if a teacher's raw score for the standard Planning and Preparation is 40, the weighted score would be $(40 \div 65) \times 20 = 0.612 \times 20 = 12.3$ OR

2. (Raw Score ÷ maximum score x 100) x weighting ÷ 100

Using the above example, the teacher weighted score would be calculated as follows:

$$(40 \div 65 \times 100) \times 20 (\div 100)$$

$$(0.615 \times 100) \times 20 \div 100$$

$$(62.5) \times 20 = 1230$$

$$= 1230 \div 100 = 12.3$$

The **raw** score is calculated by adding all the rating in the standard.

The **maximum score** is calculated by multiplying the number of criteria in the standard by 5

The **appraisal score** is calculated by totalling ALL weighted scores.



CARIBBEAN UNION CONFERENCE EDUCATION DEPARTMENT

Fire Drill Report

Name of Institution: _____

Name and Address of Property: _____

Type of Drill: _____

Did all occupants leave the building Yes No

If not, explain

.....
.....

Observer's responsibility in drill

Was alarm heard throughout the school YesNo

Were all alarm devices operational? YesNo

If no, note location

.....
.....

Please rate the overall effectiveness of the drill	Very Good	Good	Fairly Good	Fair	Poor	
Effectiveness of evacuation						
Speed of evacuation						
Communication during the drill						
Order during evacuation						
Attitude of participants during the drill						

Time taken to evacuate the building..... MinutesSeconds

Additional comments

.....
.....

Observer report completed by

.....

Observer's signature.....

CARIBBEAN UNION CONFERENCE OF SEVENTH-DAY ADVENTIST EDUCATION DEPARTMENT

CHARACTERISTICS OF A SEVENTH-DAY ADVENTIST SCHOOL

A model Seventh-day Adventist school should embody the core values, beliefs, and principles of the Seventh-day Adventist (SDA) faith while providing a holistic and quality education that prepares students for life in a diverse and ever-changing world and to develop a personal relationship with Jesus. Here are some key characteristics that a model SDA school should have:

Integration of Faith and Learning:

The school seamlessly integrates SDA beliefs and values into the curriculum, fostering an environment where the Bible is not just a separate subject but an integral part of every aspect of education.

- a. Students are encouraged to see the connection between their faith and their academic, social, and personal lives.
- b. The school has a discipline policy representing preventative strategies and redemptive principles.
- c. The employees' conduct exemplifies Seventh-day Adventist values.
- d. The school's climate and culture exemplify the Adventist philosophy of education.
- e. The vision and mission statements are boldly placed at strategic positions and in all classrooms.
- f. Teachers' lesson plans include integrating faith into their teaching.
- g. Quality customer service to all stakeholders and visitors is evident.

Biblical Foundation:

The school's curriculum should be rooted in a solid biblical foundation, teaching students the principles of Christian living, ethics, and morality. Bible study, religious instruction, and character development should be central to the educational experience.

- a. The school intentionally teaches the fundamental doctrines and history of the Seventh-day Adventist church.
- b. The school's timetable reflects that no subject is taught more frequently than Religious instruction periods.
- c. The Discipline policy is redemptive and must be fairly implemented.
- d. Religious/Spiritual activities are governed by the Spiritual Master plan developed by stakeholders' input, and voted by the Board of Management.
- e. The chaplain has a job description and meets the spiritual needs of the students and teachers.

Spiritual Emphasis Week and Worship:

- a. Weekly chapel/AJY services are conducted,
- b. Spiritual emphasis weeks are held quarterly.
- c. Worship opportunities provide a space for students and staff to come together in prayer, reflection, and worship daily.

Service and Outreach:

- a. The service and Outreach plan for fulfilling the service and outreach aspects of the school is written in the Spiritual Master plan.
- b. Students are taught the importance of compassion, empathy, and social responsibility through hands-on experiences that address the local community's needs.
- c. The school has a structured in-reach and outreach witnessing programme that involves all students.
- d. The school participates in a local or overseas Mission project at least biennially.

Healthy Lifestyle:

- a. The school promotes a healthy lifestyle in line with SDA teachings, emphasizing physical, mental, and spiritual well-being.
- b. The cafeteria provides nutritious meals in the canteen. Sweet drinks, flesh and junk foods are prohibited.
- c. There is provision for students to perform physical activities and manual labour as dictated by the SDA Philosophy of Education.
- d. The schools provide opportunities to teach students stress management and self-care principles.
- e. The school initiates activities that will educate parents on healthy lifestyle principles.
- f. The school celebrates Health Week at least annually.
- g. Special days like Fruit Day and No Sugar Day
- h. There is a workplace wellness plan for employees.

Administration:

- a. All students and teachers have a well-kept and updated personal file.
- b. The Master plan, developed with the input of the stakeholders, is voted on by the Board of Management and is being implemented for the institution's growth.
- c. An annual development plan is produced from the Strategic plan to keep the school focused on the tasks to be accomplished within a given year.

- d. The Board of Management holds meetings at least eight times a year, and the minutes are filed in chronological order.
- e. Minutes of Administrative and Staff meetings are filed in chronological order.
- f. The Mission, Vision, goals and objectives are clearly defined and are known by the stakeholders.
- g. The school is actively working on fulfilling the recommendation of the last Accreditation committee.
- h. The principal/designee regularly supervises instructions and files the report.
- i. The principal/designee completes the employees' appraisal annually.
- j. The log, admission report, and other records are well kept.

Academic Excellence:

- a. The school has high academic standards, and its curriculum prepares the students to adopt skills that society demands.
- b. The curriculum offerings are rigorous and balanced to include subjects in the following fields: Foreign language, English, natural science, social science, religion, Arts, technical vocational and technology.
- c. Provision is made to cater for students of varying abilities.
- d. Quarterly Teacher-Parent conferences are held.
- e. Assigned grades are weighted.
- f. Counselling/pastoral services are available to students with challenges impacting their learning.
- g. Students use the virtual library or have a well-organized library in the physical space.

Teacher Preparation:

- a. Lesson plans are aligned with the standard curriculum and are submitted at least weekly to the principal or his/her designee.
- b. The teachers utilize instructional designs that promote students' achievements and meet varied learning styles and abilities.
- c. The principal/designee visits each teacher at least three times a term and records findings on the form provided.
- d. Teachers meet the basic requirements to teach in the area to which they are assigned.
- e. Teachers hold SDA Teachers' Certification.
- f. All teachers are active members of the Seventh-day Adventist church.
- g. Strong Employees-Students Relationships:
- h. Personalized attention and mentorship from teachers is a hallmark of the school.
- i. The school employees are positive role models, guiding students academically, spiritually, and emotionally.

Technology Integration:

- a. While rooted in traditional values, the school embraces modern technology to enhance learning, communication, and collaboration.
- b. Technology is used in a balanced and responsible manner.
- c. The school has a technology use policy.

Parental Involvement:

- a. The school actively involves parents in their children's education, fostering a strong partnership between home and school.
- b. Parents are encouraged to participate in school activities, contribute to learning, and support the school's mission.
- c. The school has a vibrant Home and School Association

Sustainability and Stewardship:

- a. The school teaches students the importance of stewardship and care for the environment, reflecting SDA teachings on responsible living and sustainability.
- b. The school is self-sustaining.
- c. The school has at least one thriving income-generating industry.
- d. The operating capital is 100% or higher.
- e. The account receivable is less than or equal to 7%.
- f. The Seventh-day Adventist church is systematically remitting their subsidies to the school.
- g. The school meets its financial obligation in a timely manner.

Physical Plant:

- a. The physical plant and yard are clean, well-kept, and reflect a place where God would like to dwell.
- b. Special rooms are properly and boldly labelled.
- c. There is a maintenance plan that is well executed.
- d. The school's sign, Mission and Vision statements are attractively displayed in strategic positions.
- e. The classroom setting reflects Seventh-day Adventism.
- f. The computer lab has the necessary equipment to fulfil the objectives of the school.
- g. The Science labs are sufficiently equipped to fulfil the requirements of the school's programmes.
- h. The classrooms meet the necessary conditions according to the government and church standards.

(Class size, access to the disabled),

- i. The school has suitable recreational area for students.
- j. The washrooms are clean and odourless and are in good working condition.

Safety:

- a. Quarterly emergency drills are carried out and a record is maintained for each drill.
- b. The school has a Crisis Management Policy.
- c. The Evacuation Plan is strategically placed for easy access.
- d. The first aid kit is fully equipped with necessary supplies and emergency contact numbers are easily accessible.
- e. Other policies and practices that protect the student body are in place and implemented, including security cameras, security officers, fire alarms, etc.

A model Seventh-day Adventist school should strive to create a nurturing, academically rigorous, and spiritually enriching environment that equips students with the knowledge, skills, values, and faith needed to positively impact their communities and the world.

CARIBBEAN UNION CONFERENCE EDUCATION DEPARTMENT**Employees' Satisfaction Survey**

1. **I look forward to going to work every day.**
a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
2. **I am motivated to work for this organization.**
a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
3. **I am satisfied with my current position?**
a. Very satisfied b. Satisfied c. Dissatisfied d. Very dissatisfied
4. **I feel valued and appreciated by the administrators.**
a. Strongly Agree b. Agree c. Somewhat d. Disagree e. Strongly Disagree
5. **I receive valuable feedback/constructive criticism from my principal.**
a. Strongly Agree b. Agree c. Disagree d. strongly disagree.
6. **I feel I can talk to my principal and other supervisors honestly and openly.**
a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
7. **How effective do you find communication within your team and the organization as a whole?**
a. Very effective b. Effective c. Ineffective d. Very ineffective
8. **The relationship between colleagues are open friendly and respectful.**
a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
9. **There is a sense of teamwork and camaraderie with your colleagues?**
a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
10. **Do you agree that your school prioritizes ethical and socially responsible practices?**
a. Strongly Agree b. agree c. Disagree d. Strongly Disagree
11. **How satisfied are you with the professional development programmes offered by your school?**
a. Very satisfied b. Satisfied c. Dissatisfied d. Very Dissatisfied
12. **How often are tasks assigned to you by the principal help you to grow professionally?**
a. Very often b. Often c. Seldom d. Never

- 13. The school environment is pleasant.**
a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
- 14. How satisfied are you with your chances of career advancement within your organization?**
a. Very Satisfied b. Satisfied c. Dissatisfied d. Very dissatisfied
- 15. My responsibilities are clearly defined, and I understand what is expected of me?**
a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
- 16. How would you describe the work culture in our organization?**
a. Positive and progressive b. stagnant and demotivating c. Toxic
- 17. I feel supported and comfortable in my work environment?**
a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
- 18. I feel well- informed about the school's updates and changes?**
a. Strongly Agree b. agree c. Disagree d. Strongly Disagree
- 19. I feel that my efforts are recognized and appreciated by your superiors?**
a. Strongly Agree b. Agree c. Disagree d. strongly Disagree
- 20. To what extent are you satisfied with your current compensation package?**
a. Very satisfied b. Satisfied c. Dissatisfied d. Very Dissatisfied
- 21. How confident are you about your job security within the organization?**
a. Very confident b. Confident c. Somewhat confident d. Not Confident
- 22. On a scale from 0 to 10, how likely are you to recommend your organization to a potential employee?**
- 23. On a scale of 1 to 10, with 10 being the highest, how would you rate your overall job satisfaction?**
- 24. What could your organization change in order to make you happier?**

.....
.....



Caribbean Union Conference Education Department

Volunteer Application Form

First Name _____ Surname _____

Date of Birth _____

Address _____

Phone: Home _____ Mobile _____

Email: _____

Church Affiliation: _____

Pastor: _____

Last School Attended _____

Qualifications _____

(attach certificate if necessary)

Special Skills

Areas of Interests

- What activities/ areas of the school's work would you like to help with?
 - Tick the areas you are interested in (tick as many as needed)*
 - Leading or assisting an after-school Club
 - Assisting in teaching extracurricular areas
 - Providing counselling services
 - Assisting in the classroom in areas assigned and supervised by the teacher
 - Working with Special Needs Students
 - Working with small groups of students to assist them with classroom tasks
 - Working alongside individual students, as an additional tutor
 - Accompanying school visits and field trips
 - Assisting with non –academic areas like Library and kitchen.
 - Assisting with Agriculture: school organic vegetable gardening
 - Helping with a fundraiser for the school
 - Delivering one-to-one instruction for struggling readers
 - Assisting with holiday program (Easter camps)
 - Assisting in providing extra supervision at recess/lunch/after school
 - Assisting with marketing
 - Helping write a proposal that would bring new resources to the school
 - Assisting with office administration
25. Are there any particular age groups/classes you would like to work with?
26. Do you have any disabilities/other needs we need to take into account or adjustments we need to make to allow you to work as a Volunteer in School? (Please give details)
27. Do you have previous experience working with children? If so, please tell us more.

Thank you for taking time to complete this Volunteer Application Form. Please hand it to the School Office, marked for the attention of the Principal. Your offer of help is greatly appreciated and we will be in touch as soon as possible.

VOLUNTEER AGREEMENT

Dear Volunteer,

Thank you for offering your services as a volunteer at school. Your offer of help is greatly appreciated and we hope that you will gain much from your experience. Please read and sign this Volunteer Agreement Sheet and return to the office. You will receive a copy of it for your records.

- I understand that I cannot use information secured from the school to my advantage.
- I have received a copy of the School's Volunteer Policy
- I have received a copy of the School's rules
- I agree to support the School's Aims
- I agree to treat information obtained from being a Volunteer in School as Strictly
- Confidential
- I understand that my Pastor may be checked for reference
- I have been made aware of who is my designated supervisor
- I understand that as a volunteer, I should not expect a stipend.
- I acknowledge that I have read and agree to the School Volunteer Policy.

Signature: _____

Name: _____

Date: _____

STATEMENT OF POLICY FOR CHILD PROTECTION

I, _____, acknowledge that I have thoroughly reviewed and comprehended the principles and guidelines delineated in this Child Protection Policy. I fully endorse the values enshrined herein and recognize the paramount importance of implementing and advocating for the child protection measures, protocols, and procedures detailed within this document during my tenure or affiliation with students at _____ school.

I also recognize that compliance with _____ school Child Protection Policy will necessitate the following: undergoing a background check for any prior criminal convictions related to work involving children; affirming any criminal convictions, including those considered 'spent,' through a personal declaration; disclosing any previous investigations or allegations pertaining to child protection matters; and furnishing two character references.

Name: _____

Job Title/Role: _____

Signature: _____

Date: _____

JANUARY 2025



CARIBBEAN UNION CONFERENCE
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