

Iowa State Board of Education

Executive Summary

March 21, 2024



Agenda Item: Adventist Accrediting Association, North American Division Commission on Accreditation

State Board Priority: Eliminating Achievement and Opportunity Gaps

State Board Role/Authority: Iowa Code section 256.11 subsection 16 grants authority to the State Board to maintain a list of approved independent accrediting agencies

Presenter(s): Tina Wahlert, Chief
Bureau of School Improvement

Eric Heitz, Administrative Consultant
Bureau of School Improvement

Dennis McClain, Education Program Consultant
Bureau of School Improvement

Attachment(s): One

Recommendation: It is recommended that the State Board deny approval of Adventist Accrediting Association, North American Division Commission on Accreditation to accredit Iowa nonpublic schools as stated in the Iowa Code section 256.11 subsection 16, due to a lack of evidence the accrediting agency sets high academic and nonacademic standards for all students, including preparation of students for postsecondary success.

Background:

A nonpublic school may be accredited by an independent accrediting agency that appears on a list maintained by the State Board of Education. The list shall include accrediting agencies that, as of January 1, 2013, accredited a nonpublic school in this state that was concurrently accredited under this section; and any agency that has a formalized partnership agreement with another agency on the list and has member schools in this state as of January 1, 2013. Five agencies met this standard at the enactment of these rules:

- Independent Schools Association of the Central States (ISACS)
- Christian Schools International (CSI)
- Cognia (formerly AdvancEd)
- The National Lutheran Schools Association (NLSA)
- The Association of Christian Schools International (ASCI)

Three agencies have been approved by the State Board:

- American Montessori Society (May 2014)
- Middle States Association-Commissions on Elementary and Secondary Schools (January 2024)
- Accrediting Commission for Western Association of Schools and Colleges (January 2024)



February 6, 2024

Adventist Accrediting Association, North American Division Commission on Accreditation

Background

Iowa Code section 256.11 subsection 16 grants authority to the State Board to maintain a list of approved independent accrediting agencies. Agencies on this list may accredit nonpublic schools.

The list shall include accrediting agencies that, as of January 1, 2013, accredited a nonpublic school in this state that was concurrently accredited under this section; and any agency that has a formalized partnership agreement with another agency on the list and has member schools in this state as of January 1, 2013. Five agencies met this standard at the enactment of these rules:

1. Independent Schools Association of the Central States (ISACS)
2. Christian Schools International (CSI)
3. Cognia (formerly AdvancEd)
4. The National Lutheran Schools Association (NLSA)
5. The Association of Christian Schools International (ASCI)

Three agencies have applied and been approved by the State Board:

1. The American Montessori Society (May 2014)
2. Middle States Association-Commissions on Elementary and Secondary Schools (January 2024)
3. Accrediting Commission for Western Association of Schools and Colleges (January 2024)

Eight accrediting agencies are on the approved list.

The deadline to apply to become an approved independent accrediting agency to be placed on the state approved list was February 2, 2024. The applicant was notified via email the application was received before the deadline and was under review.

Application Review Process

The application review process included three readers. Each read all applications and utilized the scoring matrix aligned to the application. After individual readers reviewed and scored each application independently, readers discussed the application and came to the application's scores. The scoring matrix below indicates the scores assigned to the Adventist Accrediting Association, North American Division Commission on Accreditation

Section	Rationale	Score
Section A: Organization Information	The application provided information on the organization. It was missing detail on how standards are reviewed and revised.	24/32

Section	Rationale	Score
Section B. Accreditation Standards	Content areas that will be taught are listed however no specific standards could be found. Therefore, rigor of the standards was not able to be determined. Assessments practices were listed but not specific assessments, so validity and reliability could not be determined. Basic fiscal processes are described but rigor was not able to be determined based on the information provided.	20/50
Section C. Accreditation Process	The process for accreditation was described in the application and resources were provided.	6/10
Section D. Organization Structure, Citations	The application provided evidence of fiscal, data, and contract management practices and procedures.	6/8
Section E. Additional Information (no points)	The application indicated 666 schools within the United States and 906 Schools and Early Childhood Programs in the United States, Canada, and Guam Micronesia	NA
Final Applicant Score and Final Rationale (if appropriate)	Recommended subject to conditions	56/100

Score Range	Recommendation
75-100 (75%+)	Recommended
60-74 (60-74%)	Recommended subject to conditions or assurances
<60 (<59%)	Not Recommended

Recommendation

Adventist Accrediting Association, North American Division Commission on Accreditation received a score of 56 across the required components in the application. The scores were averaged from the three readers who scored independently. It is recommended that the State Board deny approval of the Adventist Accrediting Association, North American Division Commission on Accreditation to accredit Iowa nonpublic schools as stated in the Iowa Code section 256.11 subsection 16. The main concern was lack of evidence the accrediting agency sets high academic and nonacademic standards for all students, including preparation of students for postsecondary success.

Appendices

- A. Application
- B. 501c3 Letter
- C. Standards for Accreditation
- D. 2023 Certification Manual
- E. Accreditation Status and Candidacy Status
- F. Directory of Schools
- G. 2022 Sedalia Visiting Handbook
- H. NAD 2022 Audited Financial Statement



Application for Initial Recognition as a “Reliable Authority Concerning the Quality of Education Offered by a School”

The purpose of this application is to determine whether your organization is a “reliable authority concerning the quality of education” offered by an accredited nonpublic school. The questions in this application have two purposes: (1) to determine your organization’s reliability in its accreditation authority, and (2) to determine your organization’s capability of helping schools maintain programs of acceptable quality. When evidence required to answer a question is available in electronic format, please feel free to provide an electronic copy in lieu of paper copies. When evidence is available on a publicly accessible internet page, you may provide the web address as your response. If any evidence is password-protected, please provide passwords under separate cover. If any evidence is password-protected or otherwise protected from disclosure, please describe the grounds for protecting that information from disclosure.

Answer all questions and complete the certification at the end of the application. Contact Eric Heitz at 515-326-1018 or Tina Wahlert at 515-326-0162 if you need more information.

Application Deadline: February 2, 2024

The results of the review of applications will be presented to the Iowa State Board of Education at its March 21, 2024 meeting.

Application Sections

There are 4 required sections in this application and an additional section that may be required upon the request of the Iowa Department of Education (Department):

- Section A. Organization Information
- Section B. Accreditation Standards
- Section C. Accreditation Process
- Section D. Organization Structure, Citations and Audits
- Section E. Additional Information

Answer all questions about your organization to the best of your ability. Provide ample evidence as indicated.

Section A. Organization Information

Questions 1 through 6 are focused on basic organization information such as name, phone number, and so on, description/evidence needed to continue past Section 1 of the application process, as well as space to highlight any form of recognition for innovation or excellence for the organization’s work in this area.



1. Organization Contact Information

Area	Completed by Applicant
Name of Organization:	Adventist Accrediting Association, North American Division Commission on Accreditation
Telephone Number:	443-391-7200 Office of Education
Web Address:	https://v1.adventisteducation.org/ https://www.adventistaccreditingassociation.org/
Form of Organization (corporation, LLC, etc.):	Non-profit, Church organization
Taxpayer ID #:	20-3164300
Parent Organization, if any:	General Conference of Seventh-day Adventists
Address of Parent Organization:	12501 Old Columbia Pike, Silver Springs, MD 20904
Trade Name, if any:	Adventist Accrediting Association
Contact Person:	H. Stephen Bralley
Address of Organization:	9705 Patuxent Woods Drive Columbia, MD 21046
Chief Executive or Other Authorized Representative:	Arne Nielsen, Vice-President for Education, North American Division

2. Provide evidence that your organization is a nonprofit, nongovernmental agency. *Note if no evidence is provided, your organization is disqualified from recognition.*

Our Non-profit Tax ID is 20-3164300. Please see the attached North American Division 501(c)(3) letter for the North American Division of Seventh-day Adventists. The North American Division Commission on Accreditation is a part of the North American Division of Seventh-day Adventists operations.

For further information on the church organization please follow the link:
<https://www.nadadventist.org/about-our-church/organizational-structure>

3. Describe and provide evidence that your organization certifies, provides licenses, or accredits public and nonpublic elementary and secondary schools as providing a minimally adequate educational program? *Note if no evidence is provided, your organization is disqualified from recognition.*
The Adventist Accrediting Association only accredits Seventh-day Adventist non-public schools. (<https://www.adventistaccreditingassociation.org/commissions/>)

We are recognized as an accrediting body by the National Council for Private School Accreditation (<https://ncpsa.org/about-us/>).

We have a cooperative accreditation agreement with Middle States Association Commissions on Elementary and Secondary Schools (<https://www.msa-cess.org/cooperative-accreditation/>).
As a result of the agreement, Middle States recognizes our accreditation process and standards.



We also work collaboratively with the Accrediting Commission for Schools, Western Association of Schools and Colleges (<https://www.acswasc.org/about/acs-wasc-affiliations/>). The collaboration provides for an Adventist Accrediting Association member chairing the Western Association Schools and Colleges visit using the Western Association Schools and Colleges accreditation process.

4. Describe and provide evidence that your organization has accreditation standards by which it certifies, licenses, or accredits public and nonpublic elementary and secondary schools as providing a minimally adequate educational program? Within this description include the following items:
- how the standards were developed and adopted.
 - how the standards are reviewed and revised.
 - identify the research on which the standards are grounded.

Note if no evidence is provided, your organization is disqualified from recognition.

There are nine standards that form the basis of our accreditation process: Philosophy and Mission; Curriculum; Instruction; Assessment; Sustainable Leadership; School Environment (which includes learning climate, school facilities, health and safety, information resources and technology integration); Professional Learning; Communication and Collaboration; and School Improvement. Details about the process and standards can be found by clicking this link, <https://v1.adventisteducation.org/adr.html>, and downloading a PDF of the accreditation instrument (Standards for Accreditation). The Standards for Accreditation are also attached with this application.

The standards are based on the CORE Conceptual Framework (pg.VI) which focuses on four overlapping components: PURPOSE – What is the philosophical foundation; PLAN – How can curriculum support the philosophical foundation; PRACTICE – How can instruction support the philosophical foundation; and PRODUCT – How can assessment support the philosophical foundation. By focusing on these components and utilizing current research in quality school programs, the Standards for Accreditation were developed and adopted. The accreditation process holds an institution accountable for its objectives and assures programs of quality for the students. They are also the basis for the school’s continuous school improvement plan development and implementation.

The Standards of Accreditation document was approved by the North American Division Commission on Accreditation. The link referenced above in this question provides more complete information. Periodically, the North American Division Commission on Accreditation has an ad hoc committee review and recommends updates to the standards. The committee’s work is then reviewed and recommended updates are voted on.

5. Is your organization’s principal business or activity advising or evaluating public and nonpublic elementary and secondary schools on “the quality of education?”
- Yes. Provide evidence.

The Adventist Accrediting Association is the denominational accrediting authority for all tertiary and graduate educational programs and institutions owned by Seventh-day Adventist Church entities. It also reviews and endorses the accreditation of secondary schools owned by the Church, as recommended by the North American Division Commission on Accreditation. The North American Division Commission on Accreditation is responsible for the denominational accreditation of primary schools



owned by the Church in its territory. There are 5 functions of the Commission on Accreditation:

- 1) To establish guidelines for the denominational accreditation of secondary, and primary and pre-schools and early childhood education centers owned and operated by the Seventh-day Adventist Church, including criteria and procedures for evaluation visits. These guidelines, criteria and procedures shall become operational once they have been reviewed and approved by the Adventist Accrediting Association.
- 2) To appoint, survey, evaluation, and inspection committees, as may be needed.
- 3) To forward to the executive secretary of the Adventist Accrediting Association the names of secondary schools recommended by the Commission on Accreditation for (re)accreditation, along with the respective accreditation terms.
- 4) To periodically reevaluate the quality and effectiveness of existing institutions and programs.
- 5) To utilize the “AAA” of Adventist Accrediting Association” name and logo as approved by the AAA.

Additional information may be found at this link:

<https://www.adventistaccreditingassociation.org/commissions/secondary-education/>

- No. Explain.

6. Has your organization received any form of recognition for innovation or excellence concerning its work?

- Yes. Describe.

Yes, we are a recognized member of the National Council for Private School Accreditation (NCPA).

- No.



Section B. Accreditation Standards

Questions 7-11 are specific to your organization's accreditation standards. For these questions, **describe and provide evidence of the component of your organization's accreditation standards that require:**

7. A school to set high academic and nonacademic standards for all students, including preparation of students for postsecondary success.

The Adventist Accrediting Association sets high academic and nonacademic standards that help ensure a students' success. A viable curriculum is the core of the educational program, providing resources and time for the spiritual, mental, physical, social, and emotional development of learners. Adventist education standards, focusing on the knowledge, skills, and dispositions critical to learning in any one content area, serve as the framework for curriculum development. The process of curriculum mapping aligns these components across the grade levels in response to learner interests and needs.

Instructional Best Practices, informed by research that identifies how learners learn best, focus on developing learners that are thinkers and not mere reflectors of other men's thoughts. Teaching strategies and behaviors also meet the needs of individual learners and ensure whole-person learning. These practices and strategies are used flexibly to design an instructional framework for units and lessons.

The Standards for Accreditation for Seventh-day Adventist Schools (attachment 4 on this application) has standards for Curriculum and Instruction, with indicators, found on pages 24-31.

8. A school to monitor and assess all students' progress toward high academic and nonacademic standards.

Assessment protocols are used to collect data that informs changes in curriculum and instruction. A variety of assessments that provide ongoing feedback are used to track student progress toward learning outcomes and to inform instruction. Assessment practices also enable students to develop self-assessment skills and manage their own learning.

The Standards for Accreditation for Seventh-day Adventist Schools (attachment 4 on this application) has standards for Assessment, with indicators, found on pages 32-35 of this document.

9. A school to recruit and retain properly licensed quality professional staff, and provide those staff members with ongoing professional development.

The Standards for Accreditation of Seventh-day Adventist School (attachment 4 in this document, pages 55-56) has specific standards for professional learning and development. Professional learning is driven by student learning needs and aligned with system-wide philosophy and goals. Focus should also be given to teachers' social learning which enhances the potential for change and sustainability.



Seventh-day Adventist educators' certification is granted to individuals based on the achievement of established personal, academic and professional qualifications to practice the profession of instructing children and youth in a Seventh-day Adventist school. Holding and maintaining a valid Seventh-day Adventist teaching certificate is one criterion that potential employers use in determining suitability for employment. The North American Division Seventh-day Adventist Educators' Certification Manual is attached to this application (See attachment 9).

Adventist teachers and staff live for that teachable moment, they teach for eternity. They are adamant about infusing their students with state-of-the-art knowledge and are passionate about helping them pursue a relationship with Jesus Christ. Open teaching positions are advertised in a variety of ways but most positions are posted on the Adventist Education website and can be found at the following link: <https://jobs.adventisteducation.org/>

10. A school to set requirements for fiscal, data and contract management.

The Standards for Accreditation of Seventh-day Adventist School document has a specific standard, with indicators, for fiscal responsibility under Standard #5 Sustainable Leadership (See attachment 4, pages 36-42). The school board cooperates with the local conference office of education to plan for and provide resources to ensure that sufficient funds are available for the annual budget and capital improvements. The school board provides fiscal oversight to ensure operation of the school on a sound financial basis. The school board develops policies to ensure implementation of sound financial record keeping, including student accounts. The Iowa-Missouri Office of Education requires schools to submit board minutes and school board minutes and financial statements on a monthly basis. Each school has their financial statements audited on a regular basis.

11. How your organization takes appropriate corrective action when accreditation standards are not met.

The Accreditation Status Criteria provides for the granting of probation or denying of accreditation when there is compelling evidence that the school has not met the standards for accreditation criteria in one or more critical areas requiring immediate attention and support or if the school does not and could not reasonably meet the standards for accreditation. (See attachment 11, Accreditation Status Criteria)



Section C. Accreditation Process

Questions 12-17 are focused on your organization's accreditation process, including criteria, how to begin and any suspension or removal of a school from accreditation.

12. Describe the process by which a school seeks your organization's accreditation.

Any new school that has been approved to operate in harmony with North American Division Working Policy will be granted candidacy status for three-years. During the third year, or before if the school is deemed ready by the Conference the school resides in, an accreditation visit by the North American Division Commission on Accreditation will be conducted. The school will be expected to present the completed North American Division Standards for

Accreditation self-study (See attachment 11, Accreditation Status and Candidacy Status Criteria).

13. Describe the process by which your organization actively monitors a school's performance based on its accreditation standards after it achieves accreditation. Also, describe the process by which a school renews its accreditation through your organization.

Each school is responsible to submit an Annual Progress Report Form regardless of their Accreditation status. This form tracks how schools are progressing on their self-identified action items as well as the recommendations from the Accreditation visiting team, typically in May of each year. Schools that receive an accreditation status that requires a mid-cycle visit will receive an additional visit to inspect how the school is progressing on their goals. These steps are outlined in the Accreditation Status and Candidacy Criteria document (See attachment 11)

14. Describe the process by which you suspend or remove accreditation from a school.

When there is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical areas requiring immediate attention and support, a school may be given a one- or two-year probation status. A visit at the end of the probation time shall result in the continuation of the accreditation cycle, one-year extension of probation or denial of accreditation.

Denial of accreditation is based on evidence that the school does not or could not reasonably meet the Standards for Accreditation. (See attachment 11, Accreditation Status and Candidacy Criteria).

15. Describe any other criteria used by your organization to determine accreditation. The description should include the degree to which a school implements, monitors and makes progress towards goals in its strategic improvement plan and the degree to which the organization gathers, analyzes and uses data to improve student learning and organizational effectiveness.

If, during an accreditation visit, schools demonstrate that the Standards for Accreditation are being met and high-quality student learning is happening, the visiting team will issue an accreditation status and request that the school provides evidence that the school is continuing to implement a Continuous Improvement plan that will be submitted each year to



the Iowa-Missouri Conference Office of Education. If a school does not demonstrate progress in implement the Continuous Improvement Plan, an onsite visit may be scheduled to monitor progress and potentially make a recommendation for a change in status to the North American Division Commission on Accreditation.

Schools also administer the Measures of Academic Progress (MAP) assessments three times a year and the results of this testing are monitored by the Iowa-Missouri Conference Office of Education to ensure high-quality student learning.

16. How does your organization know that it is effective in accrediting schools?

The Adventist Accrediting Association has been accrediting schools since the early 1900s. During this time, the Adventist church has become the second-largest parochial school system in the world, with more than 7,500 schools in nearly 150 countries serving 1.5 million students. Local schools operate under the umbrella of Adventist education, so even the smallest schools are part of a worldwide network of dedicated educators and Bible-based curriculum. <https://adventisteducation.org/who>

The National Council for Private Schools Accreditation (NCPA) recognizes the Adventist Accrediting Association's commitment to excellence and has deemed them a qualified and credible accrediting association. <https://ncpsa.org/accreditation/>

The Cognitive Genesis study, a project undertaken by La Sierra University and the North American Division Office of Education, was designed to show how well students are doing in the Adventist school system and how their academic achievement compares to the achievement of students in other school systems. The study included 51,706 students from Adventist elementary schools and academies in the United States. Academic achievement was assessed by standardized testing using Iowa Tests of Basic Skills (elementary grades) and Iowa Tests of Educational Development (high school). Student ability was assessed with the Cognitive Abilities Test. The results of this study showed that in all grades, in schools of all sizes, students in Adventist schools outperformed the national average in all subjects. <https://v1.adventisteducation.org/cg2.html>



Section D. Organization Structure, Citations and Audits

Questions 17-32 are focused on your organization's overall fiscal, data and contract management procedures, as well as applicable citations/audit results.

17. Describe your organization's fiscal, data and contract management policies and procedures.

The North American Division Commission on Accreditation is a part of the North American Division of Seventh-day Adventist operations and therefore it is included in the North American Division financial statements for all operations. Financial audits are conducted regularly, data is kept securely on the North American Division internal servers, and contracts are reviewed by appropriate committees. Policies and procedures are developed and reviewed by appropriate committees on a regular basis. <https://www.nadadventist.org/about-our-church/organizational-structure>

18. Are there any uncorrected citations of noncompliance by any governmental or nongovernmental agency or organization with jurisdiction or oversight of your organization, including any order entered in a contested case before an administrative agency?

- Yes. Provide evidence.
- **No, we do not have any uncorrected citations of noncompliance with any organization.**

19. Does your organization have any negative audit findings in the last 5 years?

- Yes. Describe.
- **No, there have been no negative audit findings in the last 5 years.**

20. If the answer to Item 20 was "yes," Has your organization corrected each of the audit findings?

- Yes. Describe.
- No. Explain
- **N/A, this is not applicable because we have had no negative audit findings.**

21. Has any state or federal court of competent jurisdiction entered any judgments, orders, decrees, verdicts, or injunctions against your organization, whether a claim or a counterclaim, in the last 5 years?

- Yes. Describe.
- **No, there have been none.**

22. If the answer to Item 21 was "yes," please give the present status of any judgment, order, decree, verdict, or injunction against your organization, whether a claim or a counterclaim.



Section E. Additional Information

23. Describe any other reports or findings sent to the nonpublic school regarding accreditation, including findings related to Iowa Code section 256.11 as amended by 2013 Iowa Acts, House File 215, section 89.

The accreditation section of Iowa Code section 256.11, requires schools to proceed through several phases of monitoring to receive accreditation. Phase 1 asks schools to demonstrate how they meet the approved standards in a written report, to provide evidence that they are fiscally responsible, and to make sure that students receive benefits as requirements for the Individuals with Disabilities Act as well as the Federal Civil Rights Act. Phase 2 explains the process for schools not meeting the approved standards and the steps that must be taken to show compliance or discredit an organization.

The Adventist Accrediting Association also requires the same steps to be taken in the accreditation process. Schools work with the stakeholders to complete a self-study where they must evaluate their progress in each of the nine standards. As part of this process, evidence must be provided to demonstrate that the institution is financially sound. The standards require that schools make reasonable accommodations for students with disabilities and that schools do not discriminate on the basis of sex, race, color, or nationality in admissions.

Once Seventh-day Adventist Schools complete the accreditation process, they must complete an annual progress report that demonstrates progress in meeting their continuous improvement plan and the recommendations of the accreditation visit team.

24. Indicate the number of schools your organization accredits.

North American Division Commission on Accreditation accredits 666 schools within the United States and 906 Schools and Early Childhood Programs in the United States, Canada, and Guam Micronesia. As requested, the schools accredited in the United States are found in the attached document, 24 Directory of Schools. All 906 Schools and Early Childhood Programs accredited by the North American Division Commission on Accreditation can be found at the following link: <https://adventisteducation.org/schools>

25. List the states in which your organization provides accreditation.

The North American Division Adventist Accrediting Association accredits schools in all 50 states.

26. Describe your working relationships with other state departments of education.

The North American Division Commission on Accreditation strives to maintain positive working relationships with all state departments of education. In addition to our co-accreditation agreements with Middle States and WASC, we work with individual state departments of education as needed. Depending on the requirements of each state we are either recognized independently by the state or through our partner associations as an accreditation body.



27. What school improvement tools, resources and expertise does your organization provide for its member schools?

Each school receives training and inservice on how to complete the self-study instruments and meet the nine standards. Administrators are trained in being chair or visiting team members at the Conference and Union level. Visiting teams receive orientation training. Support materials and continuing education courses for school improvement are provided. Each Conference, Union, and the Division offer seminars, trainings, continuing education courses, books, resources and financial support related to continuing school improvement.

28. Describe the applicant's stakeholder involvement in the accreditation process

The accreditation process begins with a self-study that is to be completed by the school's stakeholders. During the accreditation year, the superintendent introduces the process to the school board. School boards and administrators then create subcommittees to review the progress and to make any recommendations needed. These subcommittees include administrators, teachers, school board members, parents, and community members. The stakeholders also participate in constituency meetings and town hall meetings throughout the preparation period.

29. Describe the ongoing professional development requirements for those in the organization who assess a school's performance on the accreditation standards.

The Conference Superintendent begins the professional development with an orientation for the school board, administration, teachers, and invited stakeholders. Chairs and committee members receive a manual along with orientation before and during each accreditation visit (see attachment 29, 2022 Sedalia Visiting Handbook). Throughout the process, the superintendent and visit committee chair monitors progress in completing the self-study and provides assistance as needed.

30. Indicate your organization's beginning date and ending date of your fiscal year.

January 1 – December 31

31. Provide your organization's most recent end-of-year financial statement.

The NAD Commission on Accreditation is a part of the NAD operations. The latest North American Division Audited Financial Statement is attached (see attachment 31)

32. Has your organization ever been disqualified from operating within any state or region?

- Yes. Describe.
- **No, our organization has never been disqualified from operating within any state or region.**



SEVENTH-DAY
ADVENTIST
CHURCH

General Conference
World Headquarters

January 29, 2020

Office of General Counsel

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Silver Spring, Maryland
20904-6600 USA
Telephone: (301) 680-6320
Fax: (301) 680-6329

**Re: North American Division of Seventh-day Adventists
FEIN: 20-3164300**

To Whom It May Concern:

The Internal Revenue Service has determined that the General Conference of Seventh-day Adventists, an unincorporated association, is a 501(c)(3) organization that is listed on the IRS list of Exempt Organizations. This listing gives the General Conference of Seventh-day Adventists a Code 1 designation, which indicates that it is “(g)enerally, a central organization holding a group exemption letter, whose subordinate units covered by the group exemption are also included as having contributions deductible, even though they are not separately listed.”

The *North American Division of Seventh-day Adventists*, located at 9705 Patuxent Woods Drive, Columbia, Maryland 21046, is affiliated with the General Conference of Seventh-day Adventists (EIN 52-0643036) and thus covered by our group exemption (GEN 1071). Therefore, gifts and grants to this institution qualify for deductions under Section 170 of the Internal Revenue Code. It is classified as an organization that is not a private foundation as defined in 509(a) of the Internal Revenue Code.

The Internal Revenue Service does not issue letters confirming exempt status of entities under a group exemption. This responsibility is delegated to the organization administratively responsible for maintaining the records of a group exemption, which in this case is the General Conference of Seventh-day Adventists. (See Rev. Proc. 80-27 and IRS Publication 4573 that can be found at <http://www.irs.gov/pub/irs-pdf/p4573.pdf>). If there are any questions, please contact the undersigned directly.

Sincerely,

Thomas E. Wetmore
Associate General Counsel

Any tax advice contained in this letter was not intended to be used, and cannot be used, for the purpose of avoiding penalties that may be imposed under federal tax law. Under IRS rules, a taxpayer may rely on our advice to avoid penalties only if the advice is reflected in a more formal tax opinion that conforms to new IRS standards. Please contact us if you would like to discuss the preparation of a legal opinion that conforms to these rules.



Adventist Education

A JOURNEY TO EXCELLENCE

STANDARDS FOR ACCREDITATION OF SEVENTH-DAY ADVENTIST SCHOOLS

North American Division

Commission on Accreditation

Representing the Accrediting

Association of Seventh-day

Adventist Schools, Colleges,

and Universities, Inc.

2018

Preface

The *Standards for Accreditation of Seventh-day Adventist Schools* is the basis for continuous school improvement (CSI) evaluation and accreditation of all schools in the North American Division.

The standards are to be used by Seventh-day Adventist PreK-12 schools.

Early Childhood Education and Care programs will use a separate accreditation document.

This instrument is the basis for the self-study. The instrument contains instructions and details the responsibilities for those persons and teams involved in the continuous school improvement evaluation process and for completing the self-study. The completed self-study instrument becomes the Self-study Report.



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SECTION 1: Introduction

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Philosophical Foundation of Adventist Education

PHILOSOPHY

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

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

MISSION

Collaborating for learning
excellence through
faith and service

VISION

For every learner to excel in
faith, learning, and service,
blending biblical truth and
academic achievement to
honor God and bless others.

Source: *The Core of Adventist Education Curriculum*



PHILOSOPHICAL FOUNDATION OF ADVENTIST EDUCATION

Core Goals

I. Learners will choose to accept God as the Creator and the Redeemer.

- **Acceptance of God:** Surrender one's whole life to God, develop a relationship with Jesus Christ, and allow the Holy Spirit to work in one's life. (J2E.1)

II. Learners will grow in their knowledge and understanding of God's creation.

- **Aesthetic Appreciation:** Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts. (J2E.9)

III. Learners will creatively apply their spiritual, physical, intellectual, and social-emotional knowledge.

- **Healthful, Balanced Living:** Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health. (J2E.5)
- **Intellectual Development:** Adopt a systematic, logical, and biblically-based approach to decision making and problem solving when applied to a developing body of knowledge. (J2E.6)
- **Communication Skills:** Recognize the importance of effective communication and develop the requisite skills. (J2E.7)
- **Personal Management:** Function responsibly in the everyday world using Christian principles of stewardship, economy, and personal management. (J2E.8)
- **Interpersonal Relationships:** Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others. (J2E.3)

IV. Learners will demonstrate their commitment to the Creator through service to others.

- **Responsible Citizenship:** Develop an understanding of cultural and historical heritages; affirm a belief in the dignity and worth of others; and accept responsibility for local, national, and global environments. (J2E.4)
- **Commitment to the Church:** Desire to know, live, and share the message and mission of the Seventh-day Adventist Church. (J2E.2)
- **Career and Service:** Develop a Christian work ethic with an appreciation for the dignity of service. (J2E.10)

J2E is Journey to Excellence



PHILOSOPHICAL FOUNDATION OF ADVENTIST EDUCATION



The Core of Adventist Education

The CORE of Adventist Education Conceptual Framework includes four overlapping components, with accompanying essential questions:

- PURPOSE** What is the philosophical foundation?
- PLAN** How can curriculum support the philosophical foundation?
- PRACTICE** How can instruction support the philosophical foundation?
- PRODUCT** How can assessment support the philosophical foundation?



WHAT IS ACCREDITATION?

NAD Accreditation of Schools

The Adventist Accrediting Association (AAA) is the denominational accrediting authority for all educational institutions operated in the name of the Seventh-day Adventist Church. It fosters close cooperation among the educational institutions of the Adventist system and effective working relationships with other educational organizations or institutions, accrediting agencies, and government departments of education.

The AAA provides a process by which the educational community holds an institution accountable for its own objectives. It assures the church and constituency that an accredited Adventist educational institution offers programs of quality to the youth of the church and provides professional personnel who meet both church and national/provincial standards. This process ensures a basis for reciprocity among Adventist schools.

The Standards for Accreditation of Seventh-day Adventist Schools are the basis for continuous school improvement evaluation and accreditation of all educational institutions in the North American Division.

The accreditation process:

- Assists each school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for learner learning are accomplished, and the extent to which these purposes and functions address the standards for accreditation.
- Involves the administration, faculty, staff, local governing board, constituency, learners, and parents in a meaningful evaluation of the program.
- Provides an independent review of the Self-study Report.
- Informs the development or refinement of the CSI action plans to address areas needing improvement.
- Provides the basis for determining a term of accreditation.
- Assists in providing external validation with regional and/or national accrediting associations.

The North American Division Commission on Accreditation (NADCOA) serves as the agent of the AAA for accreditation of all schools in the North American Division. The duties and functions of the NADCOA are to:

1. Establish standards for quality education.
2. Adopt criteria, guidelines, and procedures for accreditation visits.
3. Periodically review the accreditation status of each school in the North American Division.
4. Determine the data to be collected for the periodic evaluation of schools.
5. Review the Visiting Team Report, determine the term of accreditation for each school, and forward recommendations to the AAA for final action.
6. Review appeals from schools regarding the recommendations of the Visiting Team.
7. Consider all matters referred to the NADCOA by the North American Division Office of Education, General Conference Department of Education, and/or the AAA.
8. Initiate, process, and revise reports, recommendations, and resolutions for action by the AAA.



WHY DOES ACCREDITATION MATTER?

Rationale for Accreditation Standards

"Every teacher should see to it that his work tends to definite results." (Education, p. 233)

"And whatever you do, do it heartily, as to the Lord and not to men." Colossians 3:23

"Whatever your hand finds to do, do it with all your might." Ecclesiastes 9:10

"The process of accreditation makes good schools better and great schools even greater. Equally important, it can place a poorly performing school on a path to improvement. Accreditation is what every school should be doing to help ensure that every learner gets the quality education they deserve."

(Henry G. Cram, Ed.D., President, MSA-CESS)

"Accreditation is a quality seal. It provides an independent and external affirmation that a school meets the rigorous standards set by educational peers."

(Gary L. Wirt, Ed.D., Vice President, Goldey-Beacom College)

The continuous school improvement accreditation process provides all schools in the North American Division with a robust structure for reflecting upon programs and practices, raising quality, achieving excellence, and delivering better outcomes for our learners and their families. The Standards for Accreditation of Seventh-day Adventist Schools is a dynamic, researched-based tool designed to assist schools in the process of self-assessment that is context-specific, evidence-informed, and outcomes-focused. In this process, the instrument provides a focus through which schools evaluate the extent to which they are meeting stakeholder expectations, delivering on system, school, and community priorities, and implementing continuous school improvement goals and initiatives (Quality Adventist Schools Framework, 2013).

Fundamental to accreditation is the quality of the educational program experienced by our learners. Thus, the accreditation process is designed to address the following areas:

FOUNDATIONAL BELIEFS & VALUES

The Core of Adventist Education is grounded in the worldview of the Seventh-day Adventist Church, and school improvement should always be viewed through the lens of our core beliefs and values.

ATTAINMENT OF EXCELLENCE

Excellent schools demonstrate a commitment to ongoing self-assessment, evidence-informed practice, and continuous school improvement planning. Reflective practices assist schools to focus on important questions, such as: How can this school better demonstrate and integrate its faith and philosophy? How can this school help learners become successful learners and informed citizens? How can this school support quality teaching and leadership? How can this school develop and sustain strong partnerships? How can this school improve outcomes for all learners?

CONTINUOUS IMPROVEMENT

Achieving excellence requires a commitment to continuous improvement and quality assurance with energies and resources directed towards the improvement of teaching and learning within a standards-based framework. Rather than a single event that recurs every six years, continuous school improvement is an ongoing, annual process that demonstrates commitment as opposed to compliance.



WHY DOES ACCREDITATION MATTER?

Standards for Accreditation

Standards are ideals for quality educational programs that are specific, attainable, and measurable. They describe an effective program that leads to continuous school improvement and results in improved student learning.

Standards for Accreditation of Seventh-day Adventist Schools have been established for the four domains: Purpose, Plan, Practice, Product. These domains identify the Core of Adventist Education (see page VI) and are in alignment with A Journey to Excellence and The Core of Adventist Education Curriculum. The Standards offer a shared vision of Seventh-day Adventist education, but to make the vision real, the details must be constructed uniquely and personally, within particular communities of learners. Thus, quality educational programs may look very different from one another. In the same way, good educational programs should find many pathways to help our learners meet high standards, so that they can effectively achieve academic success and become effective witnesses of the mission of the church.

I: PURPOSE

1. **Philosophy and Mission**—The philosophy, mission, and vision statements are learner-centered and give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board and reflect the Seventh-day Adventist worldview, core values, and educational philosophy.

II: PLAN

2. **Curriculum**—The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of learners and preparing them for this world and for eternity.
3. **Instruction**—The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the school's philosophy, goals, and standards and actively engages learners in learning.
4. **Assessment**—Assessment data informs changes in curriculum and instruction to support learning.

III: PRACTICE

5. **Sustainable Leadership**—Administration and school board ensure the effective and successful operation of the school to promote learner success and well-being.
6. **School Environment**—The school environment is designed and maintained to promote learner learning and to support the school's mission and goals.
7. **Professional Learning**—Administration and faculty collaborate to develop and implement professional learning opportunities to meet the needs of each learner and enhance the ongoing growth and development of school personnel.
8. **Communication and Collaboration**—Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program for learners.

IV: PRODUCT

9. **School Improvement**—The accreditation process assists a school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for learner learning are accomplished as well as in providing the basis for action plans to address areas needing improvement.





WHY DOES ACCREDITATION MATTER?

Alignment of Standards with Co-Accrediting Organizations

AAA STANDARDS (2014)	NCPSA STANDARDS (2010)	MSA-CESS STANDARDS (2013)	WASC STANDARDS (2014)
I: PURPOSE Philosophy and Mission	I: Philosophy, Governance, and Administration	STANDARD I: Mission	A. Organization for Student Learning: 1. School Purpose
II: PLAN Curriculum Instruction Assessment	III: Curriculum	STANDARD VIII: Educational Program STANDARD XI: Learner Life and Activities	B. Curriculum and Instruction: 1. What Students Learn 2. How Students Learn 3. How Assessment Is Used
III: PRACTICE Sustainable Leadership School Environment <ul style="list-style-type: none"> • Learning Climate • Health and Safety • School Facilities • Information Resources and Technology Professional Learning Communication and Collaboration	II: Personnel IV: Nutrition and Food Services V: Physical Environment VI: Health and Safety VII: Family and Community Relations	STANDARD X: Learner Services STANDARD VII: Health/Safety STANDARD XII: Information Resources STANDARD II: Governance and Leadership STANDARD IV: Finances STANDARD VI: School Climate/Organization	A. Organization for Student Learning: 2. Governance 3. School Leadership 4. Staff 5. School Environment C. Support for Learner Personal and Academic Growth: 1. Learner Connectedness 2. Parent/Community Involvement D. Resource Management and Development: 1. Resources 2. Resource Planning
IV: PRODUCT School Improvement	III: Curriculum	STANDARD III: School Improvement Planning STANDARD V: Facilities STANDARD IX: Assessment and Evidence of Learning	A. Organization for Student Learning: 6. Reporting Learner Progress 7. School Improvement Process B. Curriculum and Instruction

AAA is Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc.

NCPSA is National Council for Private School Accreditation

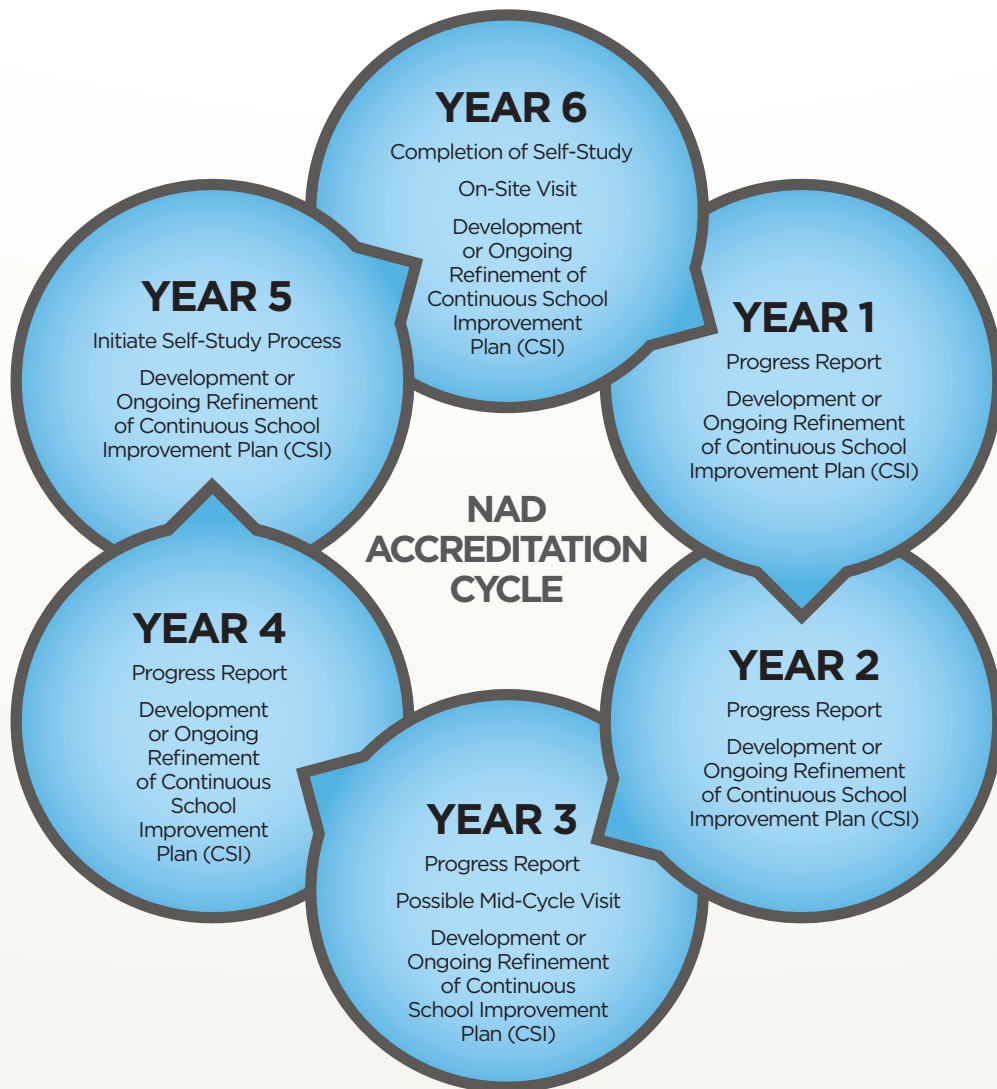
MSA-CESS is Middle States Association of Colleges and Schools - Commission on Elementary and Secondary Schools

WASC is National Western Association of Schools and Colleges

Note: In Canada, education is a provincial rather than federal responsibility. In many provinces, both public and independent K-12 schools are inspected and approved by the provincial Ministry of Education to ensure high levels of quality throughout the province. Specific provincial accreditation standards can be found on each provincial government's education website. In most provinces, Seventh-day Adventist schools must meet the rigorous accreditation standards of both the provincial Ministry of Education and the Adventist Accrediting Association.

HOW DO WE PROCEED WITH ACCREDITATION?

NAD Accreditation Cycle



HOW DO WE PROCEED WITH ACCREDITATION?

Continuous School Improvement Chart

		ESSENTIAL QUESTIONS		
Where are we now?	Demographics District Schools Students Staffs	WHO ARE WE?		
	Community Perceptions Culture Climate Values and Beliefs	HOW DO WE DO BUSINESS?		
	Student Learning Summative Formative Diagnostic	HOW ARE OUR STUDENTS DOING?		
	School Processes Programs Instructional Organizational Administrative Continuous Improvement	WHAT ARE OUR PROCESSES?		
		WHAT'S WORKING? WHAT'S NOT WORKING?	Contributing Causes Predictive Analytics	How did we get here?
Where do we want to be?	Mission Purpose	WHY DO WE EXIST?		
	Vision Goals Learning Standards	WHERE DO WE WANT TO GO?		
		HOW CAN WE GET TO WHERE WE WANT TO BE?	Continuous Improvement Plan Objectives Strategies Activities Budget	How do we get to where we want to be?
		HOW WILL WE IMPLEMENT?	Implementation Strategies Leadership Structures Collaborative Strategies Professional Learning Partnerships	
Is this working?	Formative and Summative Evaluation	HOW WILL WE EVALUATE OUR EFFORTS?		

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HOW DO WE PROCEED WITH ACCREDITATION?

Overview of Roles and Responsibilities

The success of the continuous school improvement evaluation process depends upon the cooperative efforts of the following: school board, principal, teachers, parents, learners, members of constituent churches, and personnel from the union and local conference offices of education. The primary responsibilities of those involved in the accreditation process are indicated below.

1. NORTH AMERICAN DIVISION COMMISSION ON ACCREDITATION

The North American Division Commission on Accreditation is responsible for establishing and voting guidelines, criteria, and procedures for the evaluation of schools, as well as vote terms of accreditation. It officially represents the AAA in the North American Division.

2. NORTH AMERICAN DIVISION OFFICE OF EDUCATION

This office is responsible for supervising the accreditation process and for providing professional learning in continuous school improvement planning in PreK-12 schools. The vice president for education serves as chair of the NADCOA.

3. UNION CONFERENCE OFFICE OF EDUCATION

The responsibility of this office is to in-service the local conference office of education and school personnel on continuous school improvement planning and the evaluation process. The union conference office of education is responsible for overall supervision of the evaluation process for junior and senior academies in the union conference.

4. LOCAL CONFERENCE OFFICE OF EDUCATION

This office is responsible for overall supervision of continuous school improvement planning and the evaluation process for the elementary schools in the conference and for reviewing and approving self-study documents before distribution to the Visiting Team.

5. PRINCIPAL

As the agent of the school board, the principal is responsible for organizing and supervising continuous school improvement planning and the self-study process at the school.

6. SCHOOL BOARD

The local school board is responsible for appointing the Coordinating Team and providing support to the principal and teams in the preparation of the Continuous School Improvement Plan and Self-study Report. This school board is to review and approve the Continuous School Improvement Plan and the Self-study Report, including all action plans.



HOW DO WE PROCEED WITH ACCREDITATION?

OVERVIEW OF ROLES AND RESPONSIBILITIES (CONTINUED)

7. COORDINATING TEAM

The Coordinating Team is composed of the principal and representatives from the Standards Assessment Teams (SAT) and school board. It is responsible for:

- a. Appointing 3-5 members to serve on each SAT.
- b. Coordinating and monitoring the self-study process to ensure completion of the Self-study Report according to an approved time line.
- c. Analyzing data to identify and build consensus on significant school-wide areas needing improvement.
- d. Overseeing the development of continuous school improvement action plans.
- e. Establishing an ongoing follow-up process to monitor the implementation, refinement, and fulfillment of action plans.

8. STANDARDS ASSESSMENT TEAMS

The Standards Assessment Teams are composed of staff, parents, and school board members and are responsible for assessing the school in the nine standards which are the core of the evaluation process. Team members should be knowledgeable of continuous school improvement planning as well as of the mission, operation, successes, and challenges of the school and qualified representatives from the varying grade levels should be included as team members.

9. VISITING TEAM

The Visiting Team is responsible for:

- a. Preparing for the on-site visit by reading and analyzing the Self-study Report for the purpose of drafting preliminary responses and recommendations.
- b. Validating the Self-study Report by observing the school in operation; visiting classes; and interviewing administrators, teachers, learners, and others.
- c. Preparing a report that, validates the self-study report and action plans, as well as recommends specific actions to support continuous school improvement.
- d. Recommending a term of accreditation based on the Self-study Report, the Continuous School Improvement Plan, and on-site findings.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for the North American Division Office of Education

The responsibilities of the North American Division Office of Education are to:

A. BEFORE THE VISIT

- 1. Communicate with the union conference office of education to:
 - a. Confirm the schedule for PreK-12 evaluations, interim reviews, and revisits.
 - b. Provide access to the materials that Visiting Team chairs are to submit to the North American Division Office of Education.
- 2. Update the schedule of PreK-12, and 9-12 evaluations, interim reviews, and revisits to be conducted each year.
- 3. Provide materials for an orientation for all key stakeholders.
- 4. Appoint the chair of each Visiting Team for PreK-12 and 9-12 schools.
- 5. Provide the name of the chair and other pertinent information regarding the evaluation visit for PreK-12 and 9-12 schools to the union director of education and each principal.

B. AFTER THE VISIT

- 1. Schedule the annual meeting of the North American Division Commission on Accreditation.
- 2. Distribute copies of the Visiting Team reports to each member of the North American Division Commission on Accreditation.
- 4. Chair the North American Division Commission on Accreditation (NADCOA) which votes the terms of accreditation.
- 5. Send copies of the Commission on Accreditation minutes to each union conference office of education.
- 6. Send the Certificate of Accreditation to each PreK-12, and 9-12 schools evaluated following the actions of the NADCOA and the AAA.
- 7. Archive a copy of the Self-study Report, Visiting Committee Report, and Certificate for each PreK-12 and 9-12 schools evaluated.

The North American Division Commission on Accreditation delegates authority for junior academy and elementary accreditation to the union and local conferences respectively.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for Union Conference Office of Education

The responsibilities of the union conference office of education are to:

A. BEFORE THE VISIT

1. Confirm with the North American Division Office of Education (NADOE) the schedule of school evaluations, interim reviews, and revisits to be conducted during the next school year.
2. Ensure that each school has access to the self-study documents and other material needed for the Self-study Report.
3. Provide orientation sessions, including action plan development, as needed for local conference office of education personnel and the principal of each PreK-12 and 9-12 school to be evaluated during the following school year.
4. Establish the date for the on-site visit with the Visiting Team chair, local conference superintendent of schools, and the principal for PreK-12 and 9-12 schools.
5. Notify the NADOE of the date(s) for PreK-12 and 9-12 on-site visits.
6. Appoint the Visiting Team members and notify the Visiting Team chair for PreK-12 and 9-12 schools.
7. Provide the following to each Visiting Team member:
 - a. Access to the Visiting Team Handbook.
 - b. A copy of the Visiting Team Member Response Form with a request that it be returned to the union conference office of education.
8. Cooperate with regional accrediting associations in identifying the representative(s) to serve on the Visiting Team and inform the Visiting Team chair.

B. DURING THE VISIT

1. Attend each PreK-12 and 9-12 on-site visit and participate as requested by the chair.
2. Attend the oral report session and the exit report presentation for PreK-12 and 9-12 schools.
3. Chair or appoint the chair for all PreK-10 schools on-site visits.
4. When possible, participate in PreK-8 school on-site visits.

C. AFTER THE VISIT

1. Archive copies of the Self-study Report and the final Visiting Team Report including information on the voted term of accreditation from the North American Division Commission on Accreditation.
2. Assist, as requested, the local conference office of education and the principal in developing plans for implementation of the approved action plans and the recommendations in the Visiting Team Report.
3. Send the Certificate of Accreditation to each PreK-10 school following the actions of the North American Division Commission on Accreditation.
4. Archive a copy of the Self-study Report, Visiting Committee Report, and Certificate for each PreK-10 school evaluated.

HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for Local Conference Office of Education

The responsibilities of the local conference office of education are to:

A. BEFORE THE VISIT

- 1. Cooperate with the union conference office of education in providing an orientation session for the stakeholders of the school to be evaluated during the next school year.
- 2. Consult with the administration to assist in the preparation of the Self-study Report.
- 3. Assist the administration in the preparation of the Self-study Report, as requested.
- 4. Review and approve the Self-study Report or return it for revisions if necessary.
- 5. Appoint the Visiting Team on-site members for PreK-8 and PreK-10 schools and notify the Visiting Team chair.
- 6. At least 30 days prior to the visit, provide access to the completed Self-study Report to:
 - a. Each member of the Visiting Team.
 - b. Union conference office of education.

B. DURING THE VISIT

- 1. Attend or conduct the initial planning and/or orientation session.
- 2. Provide information as requested by the Visiting Team chair.
- 3. Attend or conduct the oral report session and the exit report presentation.

C. AFTER THE VISIT

- 1. Maintain a permanent file on each school that contains copies of the Self-study Report, the Visiting Team Report, interim progress reports, interim reviews, and/or revisit reports.
- 2. Provide access to copies of the final edited Visiting Team Report as approved by the local conference board of education to the union conference office of education, the principal, and school board.
- 3. Send the Certificate of Accreditation to each PreK-8 school evaluated following the actions of the North American Division Commission on Accreditation.
- 4. Archive a copy of the Self-study, Visiting Committee Report, and Certificate for each PreK-8 school evaluated.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for the Principal

The responsibilities of the principal are to:

A. BEFORE THE VISIT

1. Cooperate with the local and/or union offices of education in selecting the date for the evaluation visit and informing the school board and staff.
2. Lead the school board in a review of the previous Visiting Team Report, Interim Review, or Revisit Report, and determine the status of each recommendation.
3. Arrange for the school board and staff orientation, including action-plan development, with the union conference office of education and/or local conference office of education.
4. Make recommendations to the school board for membership on the Coordinating Team. This team may be composed of the following:
 - a. The principal as chair or co-chair.
 - b. Teacher and school board representatives from the standards assessment teams.
 - c. Parents and other constituent church members.
5. Develop a time line (see Coordinating Team timeline) for the completion of the Self-study Report.
6. Establish standards assessment teams for the Standards section. Where possible, the teams (3-5 members) are to represent staff, parents, and school board members. Consider adding learners.
7. Distribute the following materials to the chair of each standards assessment team:
 - a. General Instructions for Completing the Self-study Report for each team member.
 - b. Appropriate pages from the Self-study Report and the corresponding instructions.
8. Assist the Coordinating Team in the preparation of action plans.
9. Seek school board approval for the action plans developed during the preparation of the Self-study Report.
10. Complete the School Profile section of the Self-study Report.
11. Complete the Progress Report section of the Self-study Report.
12. Lead the Coordinating Team in copy editing the final report, checking for accuracy and completeness.

CONTINUES ON THE NEXT PAGE »

HOW DO WE PROCEED WITH ACCREDITATION?

CHECKLIST FOR THE PRINCIPAL (CONTINUED)

- 13. Seek school board approval of the Self-study Report.
- 14. Provide notification to the local conference office of education that the Self-study Report is ready for their approval at least 45 days prior to the visit.
- 15. At least 30 days prior to the visit, make available the completed Self-study Report to:
 - a. School board members.
 - b. School faculty and staff.
- 14. Cooperate with the local conference office of education and Visiting Team chair regarding plans for the visit (i.e., housing, meals, computer access, and transportation).
- 15. Collect and organize the evidences.

B. DURING THE VISIT

- 1. Provide a private meeting room with tables, chairs, and the evidences for the Visiting Team as needed.
- 2. In consultation with the Visiting Team chair, arrange meetings of appropriate school groups. Consider having substitute teachers/volunteers available to facilitate time for interviews with teachers.
- 3. Coordinate with the Visiting Team chair in arranging a meeting of the faculty, staff, available school board members, and learner representatives for the exit report of the Visiting Team.

C. AFTER THE VISIT

- 1. Archive copies of the Self-study Report, the final Visiting Team Report, Revisit Reports, and Interim Review Reports as part of the permanent records of the school.
- 2. Review the Visiting Team Report with the school board, faculty, and staff to prioritize and begin implementation of action plans and recommendations.
- 3. Review annually the Visiting Team Report and/or the Interim Review or Revisit Report(s) with the school board and maintain an annual written record of progress in implementing the action plans and recommendations.
- 4. Cooperate with the union and/or local conference office of education in setting the date for any required reviews or revisits.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for School Board

The responsibilities of the school board chair and members are to:

A. BEFORE THE VISIT

- 1. Cooperate with the principal in the evaluation process.
- 2. Participate in a review of the previous Visiting Team Report, Interim Review Report, or Revisit Report, and determine the status of each recommendation.
- 3. Approve the members of the Coordinating Committee as recommended by the principal.
- 4. Serve on the Coordinating Committee and the Standards Assessment Teams as appointed.
- 5. Study and approve action plans developed in conjunction with the preparation of the Self-study Report.
- 6. In consultation with the local conference office of education, approve budgetary provisions for expenses (i.e., housing, meals, computer access, transportation) connected with the evaluation process.
- 7. Study and approve the Self-study Report to be submitted to the local conference office of education.

B. DURING THE VISIT

- 1. Be available as requested by the Visiting Team chair.
- 2. Meet with the faculty, staff, constituents, and the Visiting Team for the exit report.

C. AFTER THE VISIT

- 1. Review the Visiting Team Report to prioritize and begin implementation of action plans and recommendations.
- 2. Review annually the Visiting Team Report and/or the Interim Review or Revisit Report(s) with the school board and maintain an annual written record of progress in implementing the action plans and recommendations.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist and Time Line for Coordinating Team

The number of months in the right column are a guide as to when work should begin on the process in the left column prior to the on-site visit. The responsibilities of the Coordinating Team are the following:

✓	TASKS	MONTHS										
<input type="checkbox"/>	1. Participate in orientation for the Standards for Accreditation of Seventh-day Adventist Schools.	8-12 <i>Lead time depends on school size.</i>										
<input type="checkbox"/>	2. Study and discuss the Standards for Accreditation of Seventh-day Adventist Schools to understand the purpose of the evaluation process and directions for completing the self-study document.	8-10										
<input type="checkbox"/>	3. Develop a time line for completing each section of the Self-study Report.	8-10										
<input type="checkbox"/>	4. Appoint standards assessment teams of 3-5 members to complete one or more sections of the following areas in the Standards section: <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td>a. Philosophy and Mission</td> <td>f. School Environment</td> </tr> <tr> <td>b. Curriculum</td> <td>g. Professional Learning</td> </tr> <tr> <td>c. Instruction</td> <td>h. Communication and Collaboration</td> </tr> <tr> <td>d. Assessment</td> <td>i. School Improvement</td> </tr> <tr> <td>e. Sustainable Leadership</td> <td></td> </tr> </table>	a. Philosophy and Mission	f. School Environment	b. Curriculum	g. Professional Learning	c. Instruction	h. Communication and Collaboration	d. Assessment	i. School Improvement	e. Sustainable Leadership		8-10
a. Philosophy and Mission	f. School Environment											
b. Curriculum	g. Professional Learning											
c. Instruction	h. Communication and Collaboration											
d. Assessment	i. School Improvement											
e. Sustainable Leadership												
<input type="checkbox"/>	5. Provide access to the following materials to each standards assessment team: <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td>a. Standards for Accreditation of Seventh-day Adventist Schools.</td> </tr> <tr> <td>b. The appropriate standards section from the self-study instrument.</td> </tr> </table>	a. Standards for Accreditation of Seventh-day Adventist Schools.	b. The appropriate standards section from the self-study instrument.	8-10								
a. Standards for Accreditation of Seventh-day Adventist Schools.												
b. The appropriate standards section from the self-study instrument.												
<input type="checkbox"/>	6. Assist the principal in completing the School Profile and Progress Report.	6-8										
<input type="checkbox"/>	7. Coordinate the completion of learner and parent surveys.	3-5										
<input type="checkbox"/>	8. Review and copy edit the standards assessment teams reports to ensure consistency of style and grammatical correctness.	3-5										
<input type="checkbox"/>	9. Develop action plans based on significant schoolwide areas of needed improvement. Review action plans with faculty and staff, and revise as needed.	3-5										
<input type="checkbox"/>	10. Present to the school board all action plans approved by the Coordinating Team for final approval.	2-4										
<input type="checkbox"/>	11. Present the Self-study Report to the school board for final approval.	2-4										
<input type="checkbox"/>	12. Submit the Self-study Report to the local and/or union conference office of education.	> 1.5 <i>Within 6 weeks.</i>										



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for Standards Assessment Team Members

The responsibilities of each Standards Assessment Team member are to:

BEFORE THE VISIT

1. Participate in orientation for the Standards for Accreditation of Seventh-day Adventist Schools.
2. Study the Standards for Accreditation of Seventh-day Adventist Schools to gain an understanding of the purpose for the entire evaluation process.
3. Complete the assigned standards areas and collect supportive evidences to be provided for the Visiting Team.
4. Prepare the report for the assigned section(s) and suggest areas of needed improvement that may be developed into action plans by the Coordinating Team.
5. Provide the chair of the Coordinating Team with access to the completed report.



SECTION 2: Self-study Report

STANDARDS
FOR ACCREDITATION OF
SEVENTH-DAY ADVENTIST SCHOOLS

North American Division
Commission on Accreditation
Representing the Accrediting
Association of Seventh-day
Adventist Schools, Colleges,
and Universities, Inc.

2016



SECTION 2: Self-study Report

2	Coordinating and Standards Assessment Teams
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55	Standard 7: Professional Learning
57	Standard 8: Communication and Collaboration
60	PRODUCT
61	Standard 9: School Improvement
63	Surveys
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Standards Assessment Team Membership

List the members of each team, along with contact information in the second column.

TEAMS	MEMBERS' NAMES, ROLES, AND CONTACT INFO FROM ACCREDITRAC
<p>Coordinating Team: Coordinate Self-study, School Improvement (9)</p>	
<p>Standards Assessment Team 1: Philosophy and Mission (1) Communication and Collaboration (8)</p>	
<p>Standards Assessment Team 2: Curriculum (2) Instruction (3) Assessment (4)</p>	
<p>Standards Assessment Team 3: Sustainable Leadership (5) Professional Learning (7)</p>	
<p>Standards Assessment Team 4: School Environment (6)</p>	

(Numbers in parentheses correspond to Standards)



Essential Evidences

The required evidences serve to validate the information provided in The School Profile.

Provide the Visiting Team access (digital or hardcopy) to the following evidences:

- Annual progress report and interim or revisit reports
- Campus map and floor plans
- Continuous school improvement plan
- Current class schedule
- Current inventory of instructional equipment and supplies
- Disaster plan that includes record of emergency drills
- Faculty meeting minutes
- Financial statement for the last full fiscal year
- Hazardous material management plan (asbestos, chemicals, etc.)
- Last audited report with the statement
- Monthly financial statements for the current school year
- Operating budget for current year
- Previous visiting team report
- School board minutes for at least one year
- School bulletin and/or learner handbook
- School constitution and by-laws
- School marketing and recruitment plan
- School safety plan
- Standardized test results administered during the past three years
- Survey data (Learner, Parent, Teacher, etc.)
- Teacher course outlines for each course (secondary)
- Technology plan that includes acceptable use policy for internet



School Profile

The Coordinating Team, with assistance from the principal, is responsible for completing the School Profile. The principal may delegate responsibility for completion of applicable sections to others.

A. GENERAL INFORMATION

School Name _____ School ID _____

Conference _____ Grades Offered _____

Address _____

Principal _____ Last Full Evaluation _____

Superintendent _____ Last Interim/Revisit _____

School board Chair _____ Regional Accreditation _____

B. SCHOOL HISTORY

Include historical information about the school.

C. THE CONSTITUENCY

CHURCH NAME	CHURCH MEMBERSHIP	CHURCH TITHE LAST YEAR	CHURCH BUDGET LAST YEAR	SCHOOL SUBSIDY THIS YEAR	LEARNERS IN THIS SCHOOL	LEARNERS NOT IN THIS SCHOOL
		\$	\$	\$		
		\$	\$	\$		
		\$	\$	\$		
		\$	\$	\$		
		\$	\$	\$		
		\$	\$	\$		
TOTALS		\$	\$	\$		

Percentage of total school subsidy to total constituent tithe: _____%

Percentage of total school subsidy to total church budget: _____%

Percentage of Adventist learners in constituent churches attending: _____%

SCHOOL PROFILE (CONTINUED)

D. SIGNIFICANT FINANCIAL DATA

1. Provide the following financial information from previous fiscal years:

2 YEARS AGO	1 YEAR AGO	FINANCIAL INFORMATION
		Annual operating income
		Budgeted operating expense
		Actual operating expense
		Actual operating gain (loss)
		Total depreciation
		Total depreciation funded
		Cost per learner
		Tuition and fees per learner (elementary)
		Tuition and fees per learner (secondary)
		Current learner accounts receivable
		Non-current learner accounts receivable before Allowance for Doubtful Accounts
		Percent of learner account collections
		Commercial accounts payable
		Accounts payable to conference
		Total capital expenditures
		Total constituent church operating subsidy
		Regular conference subsidy (and union subsidy if applicable)
		Income from other sources
		Learner labor expenses

2. Date of last audited financial statement: _____

3. Financial software package used: _____

4. Learner Information System package used: _____

CONTINUES ON THE NEXT PAGE »

SCHOOL PROFILE (CONTINUED)

3. Staff Data: (Pull Info from DataRollup.)

a. Indicate the staff FTE assigned to the following areas:

ASSIGNMENT	MEN	WOMEN	TOTAL
Administration			
Classroom Teachers, PreK-8			
Classroom Teachers, 9-12			
Teacher/Instructional Aides			
Library / Information Resource Center			
Office Personnel			
Custodial / Grounds / Maintenance			
Food Service Personnel			
Support Personnel			
TOTAL			

b. Current administration and instructional staff reported in full-time equivalents: _____

c. Ratio of learners to FTE instructional staff: _____

d. Summary of academic preparation of administration and instructional staff (report highest degree held):

	NO DEGREE	ASSOCIATE'S	BACHELOR'S	MASTER'S	SPECIALIST	DOCTORATE
Men						
Women						
TOTAL						

CONTINUES ON THE NEXT PAGE »

SCHOOL PROFILE (CONTINUED)

F. THE LEARNERS

1. Enrollment Profile: (Pull Info from DataRollup.)

GRADE	OPENING ENROLLMENTS FOR THE LAST FIVE YEARS					CURRENT LEARNERS FROM ADVENTIST HOMES		CURRENT LEARNERS FROM NON-ADVENTIST HOMES	
	4 YEARS AGO	3 YEARS AGO	2 YEARS AGO	1 YEAR AGO	CURRENT	BAPTIZED	UNBAPTIZED	BAPTIZED	UNBAPTIZED
PreK									
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
TOTALS									

2. Enrollment Data: (Pull Info from DataRollup for A and B.)

a. Percentage of total learners from non-Adventist homes: _____

b. Percentage of learners baptized in 5th grade and above: _____

c. Projected total enrollment: Next school year _____ In 2 years _____ In 3 years _____

SCHOOL PROFILE (CONTINUED)

2. Standardized Achievement Test Scores:

List the class average grade equivalency of learners in each grade tested on the Standardized Achievement Test for the three most recent years.

TEST AREAS	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
SCHOOL YEAR: _____ - _____										
English Language Arts										
Mathematics										
Science										
Social Studies										
Composite Score										
SCHOOL YEAR: _____ - _____										
English Language Arts										
Mathematics										
Science										
Social Studies										
Composite Score										
SCHOOL YEAR: _____ - _____										
English Language Arts										
Mathematics										
Science										
Social Studies										
Composite Score										

CONTINUES ON THE NEXT PAGE »

SCHOOL PROFILE (CONTINUED)

H. SECONDARY CURRICULUM

In the following chart list every secondary credit course offered to grades 9 and 12 learners, providing the name of the teacher and other requested course information.

COURSE TITLE	TEACHER NAME	SDA ENDORSED	ENROLLMENT	CREDIT VALUE	PERIODS PER WEEK	MINUTES PER WEEK
Art		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Business/Computers		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
English		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Health		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Home Arts		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Mathematics		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				

CONTINUES ON THE NEXT PAGE »

SCHOOL PROFILE (CONTINUED)

COURSE TITLE	TEACHER NAME	SDA ENDORSED	ENROLLMENT	CREDIT VALUE	PERIODS PER WEEK	MINUTES PER WEEK
Modern Language		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Music		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Physical Education		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Religion		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Science		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				

CONTINUES ON THE NEXT PAGE »

SCHOOL PROFILE (CONTINUED)

COURSE TITLE	TEACHER NAME	SDA ENDORSED	ENROLLMENT	CREDIT VALUE	PERIODS PER WEEK	MINUTES PER WEEK
Social Studies		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Industrial Technology		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Other		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				

CONTINUES ON THE NEXT PAGE »

SCHOOL PROFILE (CONTINUED)

I. LEARNER SUPPORT SERVICES

1. Briefly describe the guidance services of the school in each of the following areas:

a. Academic advisement including testing. _____

b. Career advisement including testing. _____

c. Personal counseling. _____

2. List the number of hours per day that guidance services are available to learners. _____

3. List the types and location of guidance materials available to learners. _____

J. PHILANTHROPY PROGRAM (IF APPLICABLE)

1. Briefly outline the school's development program, including alumni activities, fund raising, and school board development. Include goals, objectives, and action steps for each area.

CONTINUES ON THE NEXT PAGE »

SCHOOL PROFILE (CONTINUED)

2. List the goals and accomplishments for the past three years, including total dollars raised, percentage of alumni contributing to the school, and percentage of school board members making annual gifts to the school.

3. List the goals for increasing charitable giving in the immediate future.

SELF-STUDY REPORT

Progress Report

The previous Accreditation Team Report(s)—full evaluation visit, interim review, and/or revisit—are to be used as the basis for the Progress Report. This report states progress in implementing schoolwide-improvement action plans and all recommendations in the previous Accreditation Team Report. Use the accompanying table to report on action plans.

PROGRESS REPORT FOR SCHOOLWIDE-IMPROVEMENT ACTION PLANS

Date of Last Evaluation: _____

ACTION PLAN NUMBER	#
ACTION PLAN GOAL	
IMPLEMENTATION STEPS	<p style="text-align: right;">On time with original action plan timeline: <input type="radio"/> YES <input type="radio"/> NO</p>
RESULTS OF EFFORTS	
BARRIERS TO FULFILLMENT	
CURRENT	<p><input type="checkbox"/> New Plan: Date Goal Set _____ <input type="checkbox"/> In Progress: Expected Completion Date _____</p> <p><input type="checkbox"/> Plan Not Begun <input type="checkbox"/> Plan Completed</p>

CONTINUES ON THE NEXT PAGE »

SELF-STUDY REPORT

PROGRESS REPORT (CONTINUED)

For recommendations, state the specific action that has been taken with supporting evidence/information, where applicable, and give the date of completion.

PROGRESS REPORT FOR RECOMMENDATIONS

RECOMMENDATION	ACTION	EVIDENCE	DATE COMPLETED
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

SELF-STUDY REPORT

Standards for Accreditation

The following standards are to be met in all Seventh-day Adventist schools. Included with the standards are indicators of implementation that identify the degree to which the standard has been effectively attained.

Each Standards Assessment Team is to:

1. Evaluate each standards statement and the indicators of implementation.
2. Collect and record evidences that support the implementation of the indicator. Make evidences available for the Visiting Team.
3. Complete the school response in a short narrative that describes how the evidences support the implementation of the indicator. Multigrade schools (3 teachers or less), in consultation with the conference superintendent, may choose to respond in a narrative for the standard rather than for each indicator.
4. Determine by consensus the extent to which each indicator has been met.
5. Determine the overall rating for the standard.
6. If the overall rating is 2 or below, a recommendation for development of an action plan should be made to the Coordinating Team.

RATING LEVELS	SCORES	DESCRIPTORS
Highly Effective	4.0	Evidences provide strong support for the exceptional implementation of the indicator or standard
Effective	3.0	Evidences provide sufficient support for the implementation of the indicator or standard
Somewhat Effective	2.0	Evidences provide partial support for the implementation of the indicator or standard
Ineffective	1.0	Evidences provide minimal or no support for the implementation of the indicator or standard





Philosophy of Adventist Education

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

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

Standard 1 measures how well the school achieves the purpose of Adventist education.

MISSION

To enable learners to develop a life of faith in God, and to use their knowledge, skills, and understandings to serve God and humanity.

VISION

For every learner to excel in faith, learning, and service, blending biblical truth and academic achievement to honor God and bless others.



SELF-STUDY REPORT

1 Standard for Philosophy and Mission

STANDARD:

The philosophy, mission, and vision statements are learner-centered and give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board and reflect the Seventh-day Adventist worldview, core values, and educational philosophy.

SUGGESTED EVIDENCES:

- school improvement plan
- school philosophy and mission statement
- lesson plans
- curriculum maps
- website
- brochures
- school bulletin and/or learner handbook
- newsletters
- school logo
- minutes of meetings such as school board meetings, faculty meetings, Home and School
- parent and learner surveys
- stakeholder surveys

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>1. The school's philosophy, mission, and vision statements reflect the Seventh-day Adventist worldview, core values, and educational philosophy and are integrated in its school-wide goals and practices.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>

SCHOOL RESPONSE

STANDARD FOR PHILOSOPHY AND MISSION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>2. The school's philosophy, mission, and vision are expressed in written statements and are clearly communicated to faculty, staff, learners, parents, and constituents.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>3. The school takes intentional steps to help learners and their families understand and support the school's philosophy, mission, and vision.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>4. The school's mission statement is reviewed regularly by stakeholder groups to ensure that it is relevant and continues to meet the needs of learners and constituency.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

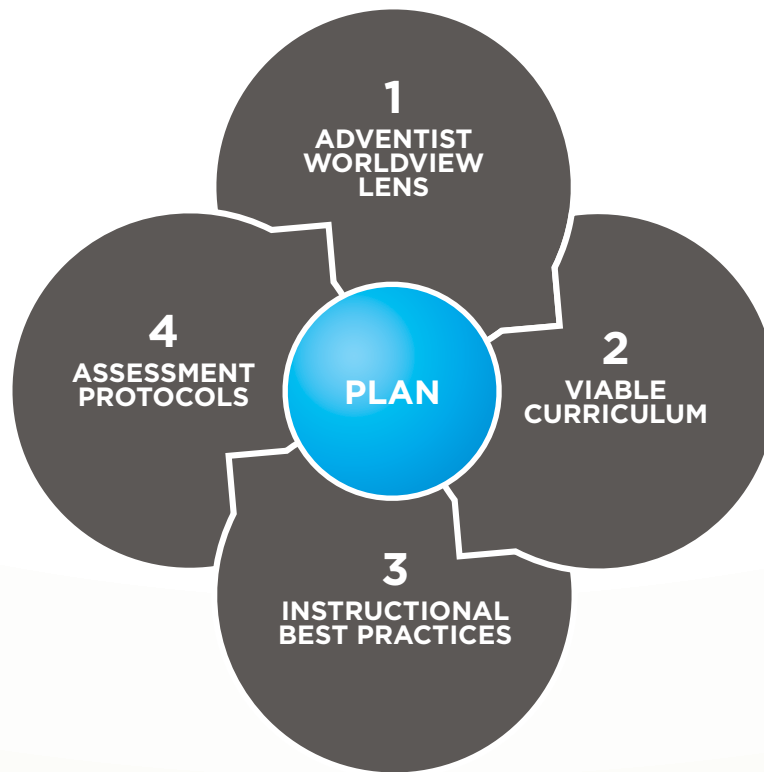
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STANDARD FOR PHILOSOPHY AND MISSION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>5. The school systematically assesses its effectiveness in fulfilling its philosophy, mission, and vision.</p>		<p><input type="radio"/> 4 Highly Effective</p> <p><input type="radio"/> 3 Effective</p> <p><input type="radio"/> 2 Somewhat Effective</p> <p><input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>6. The administration, school personnel, and school board demonstrate Christ-like behavior.</p>		<p><input type="radio"/> 4 Highly Effective</p> <p><input type="radio"/> 3 Effective</p> <p><input type="radio"/> 2 Somewhat Effective</p> <p><input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

Overall Rating of the Standard for Instruction: 1 2 3 4



Curriculum Supports

The **ADVENTIST WORLDVIEW** serves as the lens for the curriculum development process. It can be thought of in terms of four parts: What is God's intention? *Creation*; How has God's purpose been distorted? *The Fall*; How does God help us to respond? *Redemption*; and How can we be restored in the image of God? *Re-creation*. These parts help structure and support the teaching and learning activities leading to the harmonious development of learners, preparing them for this world and for eternity.

A **VIABLE CURRICULUM** is the core of the educational program, providing resources and time for the spiritual, mental, physical, social, and emotional development of learners. Adventist education standards, focusing on the knowledge, skills, and dispositions critical to learning in any one content area, serve as the framework for curriculum development. The process of curriculum mapping aligns these components across the grade levels in response to learner interests and needs.

INSTRUCTIONAL BEST PRACTICES, informed by research that identifies how learners learn best, focus on developing learners that are "thinkers and not mere reflectors of other men's thoughts." (E. G. White) Teaching strategies and behaviors also meet the needs of individual learners and ensure whole-person learning. These practices and strategies are used flexibly to design an instructional framework for units and lessons.

ASSESSMENT PROTOCOLS are used to collect data that informs changes in curriculum and instruction. A variety of assessments that provide ongoing feedback are used to track learner progress toward learning outcomes and to inform instruction. Assessment practices also enable learners to develop self-assessment skills and manage their own learning.

Standards 2-4 measure how well teaching and learning activities are structured to prepare learners for this world and for eternity.



SELF-STUDY REPORT

2 Standard for Curriculum

STANDARD:

The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of learners and preparing them for this world and for eternity.

SUGGESTED EVIDENCES:

- curriculum maps
- lesson plans
- current class schedules
- NAD standards or curriculum guides
- school bulletin and/or learner handbook
- learner assessments
- learner work
- portfolios
- projects and/or presentations
- learner health logs
- school lunch program
- constituent communication such as newsletters
- school board minutes for at least one year
- operating budget for current year
- teacher course outlines for each course (secondary)
- curriculum or academic standards committee minutes
- school improvement plan
- current inventory of instructional equipment and supplies

INDICATORS OF IMPLEMENTATION

EVIDENCES

RATING

1. The school-wide curriculum is based on the Adventist worldview and reflects the stated mission and philosophy of the school.

- 4 Highly Effective
- 3 Effective
- 2 Somewhat Effective
- 1 Ineffective

SCHOOL RESPONSE

CONTINUES ON THE NEXT PAGE »

STANDARD FOR CURRICULUM (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING												
<p>2. NAD Adventist education standards serve as the framework for curriculum which is inclusive of the following subject areas:</p> <table border="0"> <tr> <td>a. Bible</td> <td>g. Physical Education</td> </tr> <tr> <td>b. English Language Arts</td> <td>h. Visual and Performing Arts</td> </tr> <tr> <td>c. Mathematics</td> <td>i. Modern/World Languages</td> </tr> <tr> <td>d. Science</td> <td>j. Technology</td> </tr> <tr> <td>e. Social Studies</td> <td></td> </tr> <tr> <td>f. Health</td> <td></td> </tr> </table>	a. Bible	g. Physical Education	b. English Language Arts	h. Visual and Performing Arts	c. Mathematics	i. Modern/World Languages	d. Science	j. Technology	e. Social Studies		f. Health			<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
a. Bible	g. Physical Education													
b. English Language Arts	h. Visual and Performing Arts													
c. Mathematics	i. Modern/World Languages													
d. Science	j. Technology													
e. Social Studies														
f. Health														
<p>SCHOOL RESPONSE</p>														

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>3. Curriculum and instruction are organized, reviewed, and revised based on assessment data using tools such as mapping.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>4. The school-wide curriculum promotes learners' inquiry skills such as critical thinking, problem-solving, reasoning, and research skills.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR CURRICULUM (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>5. The school-wide curriculum promotes the development of learner attitudes and habits such as persistence, managing impulsivity, respect for diversity, social skills, and responsibility.</p>		<p><input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>6. The school-wide curriculum includes opportunities for learners to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle consistent with the Seventh-day Adventist health message.</p>		<p><input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>7. The school-wide curriculum provides opportunities to engage in witnessing and service learning experiences.</p>		<p><input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR CURRICULUM (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>8. The school-wide curriculum considers the development, ages, cultures, abilities, interests, and needs of learners.</p>		<p><input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>9. The school-wide curriculum resources are inclusive of NAD approved textbooks and materials.</p>		<p><input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>10. The school-wide curriculum is understood and supported by the school stakeholders.</p>		<p><input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

Overall Rating of the Standard for Curriculum: 1 2 3 4

SELF-STUDY REPORT

3 Standard for Instruction

STANDARD:

The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the school's philosophy, goals, and standards and actively engages learners in learning.

EVIDENCES:

- classroom observations
- lesson plans
- learner work or portfolios
- instructional materials and/or resources
- learner survey responses
- school bulletin or learner handbook
- teacher's journal or log
- evidence of participation in or presentation of professional learning
- teacher course outlines for each course (secondary)
- school improvement plan
- current inventory of instructional equipment and supplies
- financial statements of expenditures for instructional equipment and supplies

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>1. Educators create an environment that maintains learners' engagement in the learning process in an age and developmentally appropriate manner.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>

SCHOOL RESPONSE

STANDARD FOR INSTRUCTION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>2. Educators provide opportunities for learners to connect the Adventist worldview with the knowledge, understanding, and skills acquired.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>3. Educators use a variety of instructional techniques aligned with best practices to address the diverse ages, cultures, abilities, interests, and needs of individual learners.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR INSTRUCTION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>4. Educators use ample and appropriate materials, equipment, and resources to support instruction and learning.</p>		<p><input type="radio"/> 4 Highly Effective</p> <p><input type="radio"/> 3 Effective</p> <p><input type="radio"/> 2 Somewhat Effective</p> <p><input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>5. Educators are reflective practitioners who think systematically about their practice, and refine their instructional practices based on learner feedback/data.</p>		<p><input type="radio"/> 4 Highly Effective</p> <p><input type="radio"/> 3 Effective</p> <p><input type="radio"/> 2 Somewhat Effective</p> <p><input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

Overall Rating of the Standard for Instruction: 1 2 3 4

SELF-STUDY REPORT

4 Standard for Assessment

STANDARD:

Assessment data informs changes in curriculum and instruction to support learning.

EVIDENCES:

- learner progress reports
- report cards
- tracking cards
- observational notes
- learner portfolios
- samples of assessments used
- learner feedback
- lesson plans
- meeting logs/notes
- school board and faculty meeting minutes
- curriculum maps
- learner improvement plans
- data reports
- standardized test results
- operating budgets
- REACH MAPS
- school improvement plan
- email, texts, Skype logs

INDICATORS OF IMPLEMENTATION

EVIDENCES

RATING

1. Varied and appropriate assessments, aligned with best practices, are used to generate formative data to provide instructional feedback and summative data to track learner progress toward learning outcomes.

- 4 Highly Effective
- 3 Effective
- 2 Somewhat Effective
- 1 Ineffective

SCHOOL RESPONSE

CONTINUES ON THE NEXT PAGE »

STANDARD FOR ASSESSMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>2. Teachers collaboratively and routinely share and analyze data within and across grade levels to inform curriculum, instruction, and assessment.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>3. For learners who are not meeting learning standards, appropriate strategies are implemented to ensure progress toward learning outcomes.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>4. Learners use assessment data to manage their own learning.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

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STANDARD FOR ASSESSMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>5. Standards-based grading and reporting practices are used.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>6. Technology is used as a tool to collect, manage, and analyze data.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>7. Assessment results are used to make decisions regarding the selection and allocation of resources.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR ASSESSMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>8. Communication with families regarding learners' progress is regular, productive, and meaningful.</p>		<p><input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>9. Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation.</p>		<p><input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>10. Administrators and teachers have the needed training, support, and resources to collect, analyze, and use assessment data effectively.</p>		<p><input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

Overall Rating of the Standard for Assessment: 1 2 3 4



Instructional Supports

A successful Adventist school is one in which both teachers and learners are always learning; change is ongoing at all levels. **SUSTAINABLE LEADERSHIP** is key to creating a culture that continuously builds the instructional and learning capacities of teachers and learners. Fullan and others identify three types of support that educational leaders can develop to ensure an effective program.

A particular **SCHOOL ENVIRONMENT** or culture needs to exist in an Adventist school that is designed and maintained to promote learner learning, while supporting the school's mission and goals. The school environment should be safe, nurturing, and foster an appreciation for diversity among learners. Teachers should demonstrate a shared identity and the commitment to work together for greater change.

Time for continuous **PROFESSIONAL LEARNING** opportunities can build the instructional capacity of teachers through the collective development of new knowledge, skills, and understandings. Professional learning should be driven by learner learning needs and aligned with system-wide philosophy and goals. Focus should also be given to teachers' social learning which enhances the potential for change and sustainability. A recommended sequence for professional learning begins with individual inquiry of content through readings or presentations followed by communication and collaboration with other educators often in a job-embedded context.

COMMUNICATION AND COLLABORATION among school personnel, constituents, and community is essential to providing an effective school program. School leaders and teachers should collaborate to plan the instructional program, informed by assessment data. School personnel also need to consistently engage with and respond to parents, constituents, and the community as they develop school programs.

Standards 5-8 measure how well the school supports learner-centered practices.



SELF-STUDY REPORT

5 Standard for Sustainable Leadership

STANDARD:

Administration and school board ensure the effective and successful operation of the school to promote learner success and well-being.

SUGGESTED EVIDENCES:

- school improvement plan
- school board minutes
- personnel committee minutes
- faculty meeting minutes
- safety committee minutes
- operating budget
- classroom supervision schedule and observation data
- spiritual plan
- non-instructional personnel job descriptions and performance review data
- school-wide curriculum goals
- school constitution and by-laws
- employee handbook
- PreK state/provincial license
- education code
- data that tracks instructional strategies used and frequency of use
- school safety plan
- completed safety and security checklist
- school bulletin or learner handbook
- financial statements
- audit report with the statement
- parent and learner surveys
- teacher supervision duty schedule
- locked files for immunization/health records and other confidential/sensitive documents

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>1. The administration and school board work cooperatively to develop and implement policies and practices, aligned with conference/union educational policies, the school constitution, and civil authorities (where applicable) to achieve a successful program.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>

SCHOOL RESPONSE

STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>2. The administration and school board work collaboratively to review regularly, and update as necessary, the school constitution and bylaws.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>3. The school communicates to parents the provisions of the Individuals with Disabilities Education Act/ Canadian human rights legislation for children with disabilities enrolled in private schools.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>4. The school uses a collaborative process to develop and implement a written strategic or long-range plan that is aligned with the school's mission and philosophy to continuously improve its educational program and services.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

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STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>5. The administration and school board promote spiritual growth by providing resources and activities that foster the development and maintenance of a positive spiritual climate.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>6. The administration and school board cooperate with the local conference office of education to identify qualified administrative, instructional, and non-instructional personnel for employment.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>7. The administration cooperates with the local conference office of education to ensure that administrative, instructional, and non-instructional personnel are oriented with written job descriptions, and aware of their influence on learners, including their role as spiritual mentors.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>8. The administration and school board cooperate with local conference office of education to ensure compliance with governmental regulations and denominational policies regarding health and safety requirements and employment practices.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>9. The administration cooperates with the local conference office of education to implement a plan of supervision and evaluation of personnel that fosters on-going professional growth.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>10. The administration and school board admit learners based on policies and procedures consistent with its mission and philosophy.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

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STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>11. The administration ensures that teacher-learner ratios and teacher class loads meet union, conference, and state/provincial regulations.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>12. The principal, as instructional leader, makes decisions and facilitates actions that focus on school-wide curriculum goals, innovative instructional strategies, and learner achievement.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>13. The administration ensures the security of all school, learner, and school board documents, records, and information.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>14. The school board cooperates with the local conference office of education to plan for and provide resources to ensure that sufficient funds are available for the annual budget and capital improvements.</p>		<p><input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>15. The school board provides fiscal oversight to ensure operation of the school on a sound financial basis.</p>		<p><input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>16. The school board develops policies to ensure implementation of sound financial record keeping, including learner accounts.</p>		<p><input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

Overall Rating of the Standard for Sustainable Leadership: 1 2 3 4

SELF-STUDY REPORT

6 Standard for School Environment

(Includes Learning Climate, School Facilities, Health and Safety, Information Resources and Technology Integration.)

STANDARD:

The school environment is designed and maintained to promote learner learning and to support the school's mission and goals.

LEARNING CLIMATE

SUGGESTED EVIDENCES:

- written rules and procedures
- school bulletin and/or learner handbook
- website
- learner/parent consent/registration/acknowledgement forms
- learner and parent surveys
- work-study program philosophy and procedures

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>1. School-wide rules and procedures for behavior are clearly communicated to parents, learners, and personnel.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>

SCHOOL RESPONSE

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>2. School personnel create a positive, safe, nurturing, and welcoming school environment that supports learner learning and fosters an appreciation for diversity.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>3. The learning climate promotes learner core values such as self-discipline, responsibility, positive attitudes, and habits.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>4. School personnel are sensitive to the non-academic needs of learners with a process in place to develop respectful relationships with learners and to address learners' spiritual, physical, emotional, and social needs.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>5. Co-Curricular activities are aligned with the school's mission and philosophy, extend the curriculum, and are sufficient in number and variety to meet the needs and interests of all learners.</p>		<p>○ 4 Highly Effective ○ 3 Effective ○ 2 Somewhat Effective ○ 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>6. The work-study program, where applicable, is clearly stated and aligned with Seventh-day Adventist education philosophy.</p>		<p>○ 4 Highly Effective ○ 3 Effective ○ 2 Somewhat Effective ○ 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

SCHOOL FACILITIES

SUGGESTED EVIDENCES:

- operating budget
- maintenance logs/records
- photos
- campus map and floor plans
- inspection reports
- certificates
- observations
- minutes of learner council
- signage
- school improvement plan
- current inventory of instructional equipment and supplies
- finance committee minutes

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>7. The school's facilities , grounds, playgrounds, and equipment are appropriate and sufficient to support the school's philosophy/mission, the desired learner outcomes, and the educational program.</p>		<p>○ 4 Highly Effective</p> <p>○ 3 Effective</p> <p>○ 2 Somewhat Effective</p> <p>○ 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>8. The school's facilities include appropriate accommodations for:</p> <ul style="list-style-type: none"> a. instruction b. administration c. learner activities d. learner services e. staff meetings f. storage of school property g. storage for learner belongings h. dorms 		<p>○ 4 Highly Effective</p> <p>○ 3 Effective</p> <p>○ 2 Somewhat Effective</p> <p>○ 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>9. The school board and administration allocate funds for maintenance and repairs ensuring the school's facilities, grounds, playgrounds, and equipment are functional and well-maintained.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>10. The school is identified by an appropriate sign and displays the national flag.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

HEALTH AND SAFETY

SUGGESTED EVIDENCES:

- school safety plan
- written safety policies
- record of emergency drills
- annual safety audits
- health and safety training schedule / attendance record
- vehicle maintenance logs
- food service menus
- inspection reports
- observations
- hazardous material management plan (asbestos, chemicals, etc.)
- incident report form
- school improvement plan

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>11. The administration and school board use resources to ensure a safe, healthy environment (including internet safety), with adequate supervision, that supports learner learning.</p>		<p>○ 4 Highly Effective</p> <p>○ 3 Effective</p> <p>○ 2 Somewhat Effective</p> <p>○ 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>12. The school personnel annually review, update, and implement the board approved Emergency Preparedness Plan (including a safety audit to ensure fire, health, and safety regulations are met).</p>		<p>○ 4 Highly Effective</p> <p>○ 3 Effective</p> <p>○ 2 Somewhat Effective</p> <p>○ 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>13. Appropriate safety training is provided to relevant stakeholders.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>14. Emergency drills and exercises (such as fire, school lockdown, severe weather) are conducted as required by government and/or local regulations.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>15. The school has an effective protocol for screening volunteers.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>16. The school has an effective system to control access to the school by non-school personnel.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>17. Emergency exit maps are prominently displayed in each room.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>18. School personnel are trained to recognize and report signs of abuse, neglect, and/or distress in learners.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>19. Procedures and resources are in place to respond to illnesses, medical conditions, medical emergencies, and medication storage and distribution.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>20. The drivers and vehicles used to transport learners are in compliance with governmental regulations and denominational policies.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>21. Food service, when provided, is in alignment with the Seventh-day Adventist health message and meets governmental regulations as well as nutritional guidelines.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

**INFORMATION RESOURCES (I.E., ELECTRONIC, PRINT, AND OTHER MEDIA)
AND TECHNOLOGY INTEGRATION**

SUGGESTED EVIDENCES:

- informational and technology plan
- financial statements of expenditures for information resources and technology
- school board minutes
- meeting logs
- technology plan
- training logs
- acceptable use policy for internet
- lesson plans
- operating budget
- learner use data
- school improvement plan
- current inventory of instructional equipment and supplies
- current class schedule

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>22. The school provides access to an adequate collection of appropriate information resources, including denominational publications, in print and/or electronic forms.</p>		<p>○ 4 Highly Effective</p> <p>○ 3 Effective</p> <p>○ 2 Somewhat Effective</p> <p>○ 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>23. The school has developed a philosophy for selecting and utilizing information resources and technology to positively impact learner learning that maximizes financial and human resources.</p>		<p>○ 4 Highly Effective</p> <p>○ 3 Effective</p> <p>○ 2 Somewhat Effective</p> <p>○ 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>24. The school has a process for the development, implementation, annual review, and update of a board-approved information resources and technology plan that supports the schools' philosophy, mission, and learner learning outcomes.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>25. The technology infrastructure, equipment, and resources are sufficient to support the school-wide learner learning outcomes and operational needs, and are appropriately maintained and supported annually through funding from the school's budget.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>26. The school has developed and implemented written policies and procedures for acceptable use of technology.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>27. Learners use digital media and environments to communicate and work collaboratively, locally and virtually, to support individual learning and contribute to the learning of others.</p>		<p><input type="radio"/> 4 Highly Effective</p> <p><input type="radio"/> 3 Effective</p> <p><input type="radio"/> 2 Somewhat Effective</p> <p><input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>28. Opportunities are provided for learners to access, use and evaluate information, and integrate information literacy skills into all areas of learning.</p>		<p><input type="radio"/> 4 Highly Effective</p> <p><input type="radio"/> 3 Effective</p> <p><input type="radio"/> 2 Somewhat Effective</p> <p><input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

Overall Rating of the Standard for School Environment: 1 2 3 4

SELF-STUDY REPORT

7 Standard for Professional Learning

STANDARD:

Administration and faculty collaborate to develop and implement professional learning opportunities to meet the needs of each learner and enhance the ongoing growth and development of school personnel.

SUGGESTED EVIDENCES:

- school improvement plan
- individual professional growth plans
- operating budget
- school calendars
- meeting logs/minutes
- school-wide goals
- written teacher reflections
- teacher portfolios
- teacher observation feedback
- professional library/resources

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>1. School personnel collaborate annually to develop and implement a school-wide professional learning plan that:</p> <ul style="list-style-type: none"> • is driven by learner learning needs, • is aligned to the system-wide and school-wide philosophy and goals, • includes continuous and varied professional learning opportunities. 		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>

SCHOOL RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>2. School personnel are implementing individual professional learning plans that:</p> <ul style="list-style-type: none"> • are driven by learner learning needs, • are aligned to the system-wide and school-wide philosophy and goals, • include continuous and varied professional learning opportunities. 		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>

SCHOOL RESPONSE

CONTINUES ON THE NEXT PAGE »

STANDARD FOR PROFESSIONAL LEARNING (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>3. The professional learning culture fosters collaborative learning opportunities within and across schools.</p>		<p><input type="radio"/> 4 Highly Effective</p> <p><input type="radio"/> 3 Effective</p> <p><input type="radio"/> 2 Somewhat Effective</p> <p><input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>4. School personnel are provided with the time, resources, and materials necessary to sustain professional learning.</p>		<p><input type="radio"/> 4 Highly Effective</p> <p><input type="radio"/> 3 Effective</p> <p><input type="radio"/> 2 Somewhat Effective</p> <p><input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>5. School personnel maintain NAD certification/endorsement aligned with instructional assignments.</p>		<p><input type="radio"/> 4 Highly Effective</p> <p><input type="radio"/> 3 Effective</p> <p><input type="radio"/> 2 Somewhat Effective</p> <p><input type="radio"/> 1 Ineffective</p>
<p>SCHOOL RESPONSE</p>		

Overall Rating of the Standard for Professional Learning: 1 2 3 4

SELF-STUDY REPORT

8 Standard for Communication and Collaboration

STANDARD:

Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program for learners.

SUGGESTED EVIDENCES:

- minutes from meetings (i.e. Home and School, church, and board meetings)
- current class schedules
- church bulletins
- website
- school newsletters/newspapers
- conference and union publications
- invitations to school activities
- learner participation in church services and activities
- exit interview protocols
- service projects
- school bulletin and/or learner handbook
- school marketing, recruitment, and retention plan
- calendars

INDICATORS OF IMPLEMENTATION

EVIDENCES

RATING

1. School personnel engage with and respond to constituency and community needs when planning school activities, programs, and services.

- 4 Highly Effective
- 3 Effective
- 2 Somewhat Effective
- 1 Ineffective

SCHOOL RESPONSE

CONTINUES ON THE NEXT PAGE »

STANDARD FOR COMMUNICATION AND COLLABORATION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>2. School personnel develop and maintain consistent and collaborative communication with all stakeholders.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>3. School personnel and constituent church pastor(s) collaborate to mutually support school and church programs and activities.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>4. School personnel foster partnerships with local community organizations to encourage opportunities such as community-based learning projects, service learning, work experience, career awareness, and financial support.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR COMMUNICATION AND COLLABORATION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>5. School personnel collaborate with parents of home-schooled children, neighboring schools (SDA, public and/or private), and other educational entities.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>6. School personnel develop and maintain a formalized school marketing, recruitment, and retention plan.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

Overall Rating of the Standard for Communication and Collaboration: 1 2 3 4



CORE

Assessment Supports

A school system should systematically collect and analyze data in four domains to inform the change process. The end goal of all the domains is increased learner achievement. School accreditation is a cumulative look at the total educational program through the eyes of all key stakeholders: leadership, teachers, learners, school board, parents, and constituency. Evidence is gathered regarding the degree to which the educational program meets the **SCHOOL IMPROVEMENT STANDARDS** and indicators of implementation for Seventh-day Adventist schools. The standards and indicators address factors that have been identified as affecting learner achievement.

LEARNER STANDARDS, what learners should know (content) and be able to do (skills), serve as the framework for curriculum design, the instructional program, and assessment practices. Standards in Seventh-day Adventist schools reflect the Adventist worldview across PreK-12, as well as the integration of national and provincial/state standards. Assessment data is gathered and analyzed to determine if learners have met the standards and to inform curriculum and instructional planning.

Marzano notes that there are interdependent relationships among teachers, educational leadership, and learner performance. The classroom behaviors of teachers and the vision and practices of leadership positively affect learner performance when there are common goals and a common language of instruction. **TEACHER STANDARDS AND LEADERSHIP STANDARDS** address vertical as well as horizontal alignment across the system. School leadership evaluation is focused on the extent to which leaders produce results in the actions of teachers; teacher evaluation is focused on the extent to which teachers produce specific results in learner achievement.

Learner standards are assessed in Standard 4. **Teacher and leadership standards** are assessed at the conference and are not a part of this accreditation process.

Standard 9 provides opportunity for the school to reflect on the accreditation process and self-study findings to inform the revision of the school improvement plan and the development of action plans that address areas needing improvement.



SELF-STUDY REPORT

9 Standard for School Improvement

STANDARD:

The accreditation process assists a school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for learner learning are accomplished as well as in providing the basis for the Continuous School Improvement Plan to address areas needing improvement.

EVIDENCES:

- self-study report
- Continuous School Improvement Plan

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>1. The self-study process is coordinated and monitored as a part of the development/revision and implementation of a continuous school improvement plan.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>2. School-wide areas needing improvement are collaboratively identified by stakeholders.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

CONTINUES ON THE NEXT PAGE »

STANDARD FOR SCHOOL IMPROVEMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>3. A continuous school-improvement plan is developed or revised to address the identified needs.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>4. An ongoing follow-up process is established to monitor the implementation of the continuous school improvement plan.</p>		<p> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </p>
<p>SCHOOL RESPONSE</p>		

Overall Rating of the Standard for School Improvement: 1 2 3 4

SURVEYS

Instructions for Administering Learner Surveys

The study committee assigned to complete the standard for Learning Climate should also oversee the administration of the Learner Surveys. Follow these instructions:

ADMINISTRATION OF LEARNER SURVEYS

The Learner Surveys are to be administered to learners in grades 3-12. There are separate surveys for grades 3-8 and 9-12. Follow the directions of the conference superintendent/ union director regarding the administration of the survey (electronic or paper). Learners absent on the day of administration do not need to be surveyed upon their return. It is recommended that one person supervise the survey of all learners. This will provide continuity in presenting the purpose and rationale for the survey to learners.

In consultation with the local conference office of education, the principal and/or study committee may add questions that would be useful in assessing the quality of locally developed programs and initiatives.

If not completing the survey electronically, follow these steps for tabulation of responses.

- 1.** Tabulation of the responses to the survey will be reported on the form provided.
- 2.** Reporting the responses to survey items will be done using a calculated percentage of total responses on each item.
- 3.** The written responses will be collated and transcribed verbatim on separate pages by category.
- 4.** Include the Learner Survey Tabulation in the Self-study Report.



SURVEYS

Learner Survey

INSTRUCTIONS

Your opinion about the quality of the school program is important. Please complete this learner survey. Your responses will remain confidential. Rate your school by circling the number that corresponds with your level of agreement with the following statements about the school. (Number 1 indicates little or no agreement with the statement, and 5 indicates strong agreement.)

Current grade in school: _____ Number of years you have been attending this school: _____

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	
①	②	③	④	⑤	1. Spiritual activities at my school are excellent.
①	②	③	④	⑤	2. I am actively involved in the spiritual activities of the school.
①	②	③	④	⑤	3. Spiritual values are emphasized in each of my courses.
①	②	③	④	⑤	4. My school has helped me to grow spiritually and develop a closer relationship with Jesus.
①	②	③	④	⑤	5. My school is preparing us to deal with issues and problems we will face in the future.
①	②	③	④	⑤	6. I see a relationship between what I am studying and my life.
①	②	③	④	⑤	7. My school is helping me to explore career options.
①	②	③	④	⑤	8. In my classes a variety of teaching and learning activities is provided to help me learn.
①	②	③	④	⑤	9. Technology is incorporated into classroom instruction in many courses.
①	②	③	④	⑤	10. Homework assignments help me learn.
①	②	③	④	⑤	11. I have access to a variety of resources to help me learn, such as computers, Internet access, current library resources, etc.
①	②	③	④	⑤	12. I have been taught how to use these resources to help me with my schoolwork.

CONTINUES ON THE NEXT PAGE »

LEARNER SURVEY (CONTINUED)

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	
1	2	3	4	5	13. My school's facilities, such as classrooms, laboratories, library, gymnasium, playground, etc., are adequate.
1	2	3	4	5	14. Equipment and materials are well maintained and up-to-date.
1	2	3	4	5	15. In addition to written tests and quizzes, I am provided with a variety of ways to demonstrate my learning, such as projects, portfolios, etc.
1	2	3	4	5	16. The academic program is of high quality.
1	2	3	4	5	17. My teachers care about me.
1	2	3	4	5	18. My teachers are available to help me outside of class time.
1	2	3	4	5	19. The principal is available to learners.
1	2	3	4	5	20. School spirit is high.
1	2	3	4	5	21. I feel that I fit in and am accepted.
1	2	3	4	5	22. My school is free of substance abuse.
1	2	3	4	5	23. Discipline policies at my school are fair.
1	2	3	4	5	24. My school provides a safe and orderly environment.
1	2	3	4	5	25. My school is free of personal harassment/bullying/hazing.
1	2	3	4	5	26. My school provides a variety of extracurricular activities that meet the needs and interests of learners.
1	2	3	4	5	27. The learner body organization is active.
1	2	3	4	5	28. My school encourages all learners to participate in community and mission projects.
1	2	3	4	5	29. My family feels welcome at this school.
1	2	3	4	5	30. Overall, I like my school.

CONTINUES ON THE NEXT PAGE »

LEARNER SURVEY (CONTINUED)

	What are the strengths of this school	How would you improve this school?
SPIRITUAL		
ACADEMIC		
EXTRACURRICULAR		

SURVEYS

Instructions for Administering Parent Survey

The study committee assigned to complete the standard for Communication and Collaboration should also oversee the administration of the Parent Survey. Follow these instructions:

ADMINISTRATION OF PARENT SURVEY

The Parent Survey is to be sent to all parents of all learners. If not completing the survey electronically, an accompanying letter from the principal should indicate the purpose of the survey as an integral part of the school evaluation process and solicit full participation. The letter should also instruct the parents to return the completed survey sealed in an enclosed envelope to the school.

The Parent Surveys should be tabulated using the same process as was used for the Learner Survey. (See page 63.)

Create a tabulation form similar to learner survey tabulation.

Tabulation form should be placed in location that is similar to location of learner survey.

After Parent Survey, a cover page similar in language to this should be created to Staff Survey and the Staff Survey should be inserted.



SURVEYS

Parent Survey

INSTRUCTIONS

Your opinion about the quality of the school program is important. Please complete this parent survey. Your responses will remain confidential. For questions 1-12, rate your school by circling the number that corresponds with your level of agreement with the statements about the school. (Number 1 indicates no agreement with the statement, and 5 indicates strong agreement.) You may add a brief comment about any statement. Upon completion of the ranked response items, answer the open-ended questions 13-16.

How long have you had a learner(s) in this school? _____ Currently in grade(s): _____

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

1. The school is helping my learner grow in a relationship with Jesus.
2. I feel welcome at the school.
3. I am informed of the school's programs and policies.
4. The school provides learners and teachers with a safe and orderly environment for learning.
5. The learners and teachers have a good working relationship.
6. The educational program offered at this school is of high quality.
7. Teachers hold high expectations for learner learning.
8. My learner receives adequate help from school personnel.
9. Learners have access to a variety of resources to help them learn.
10. Reports concerning my learner's progress are adequate.
11. The school accommodates learners with special needs.
12. The school is preparing learners to continue their education at more advanced levels.

CONTINUES ON THE NEXT PAGE »

PARENT SURVEY (CONTINUED)

13. Why have you chosen this school for your learner to attend? _____

14. What do you consider to be the strengths of the school? _____

15. What areas of the school program could be improved, and what suggestions would you offer?

16. Additional comments: _____



ACTION PLANS

Instructions for Developing Continuous School Improvement Plans

Schoolwide-improvement action plans are a vital outcome of the evaluation process. The development of action plans provides the school an opportunity to transform its vision of excellence into strategic improvement action steps for introducing change and creating a higher level of accountability. Action plans will be created in significant schoolwide areas that need improvement.

A schoolwide-improvement action plan is a detailed description of a strategic initiative. It includes a clear objective, action steps for implementing the plan, a time line, an estimate of necessary resources (financial, human, educational, etc.), and the person(s) responsible for completing each step. Action plan forms follow.

All schoolwide-improvement action plans will be drafted by the Coordinating Committee and approved by the school board. Action plans will be based on identified needs of the school program that have been included in the completed Self-study Report sections. These action plans should incorporate the information from learner and parent surveys and the findings and recommendations made by study committees and/or school personnel.

PROCEDURES FOR DEVELOPING SCHOOLWIDE-IMPROVEMENT ACTION PLANS

- A.** The Coordinating Team will do the following:
1. Develop all schoolwide-improvement action plans with a clearly stated and measurable objective that is aligned with one of the nine standards.
 2. Identify and develop a reasonable number of achievable, specific action plans produced by the self-study process.
 3. Use the action plan form that follows (one form for each plan) and complete each draft plan, fully identifying the action steps to be taken, the responsible person(s), a multi-year timeline for implementing, and estimated resources required.
 4. Ensure that the principal and faculty review all draft action plans before sending them to the school board for review and approval.
 5. Submit final drafts of all action plans to the school board for approval.
 6. Include all schoolwide-improvement action plans as the final section of the Selfstudy Report.
- B.** The school board will approve all schoolwide-improvement action plans prior to their inclusion in the Self-study Report.



ACTION PLANS

SCHOOLWIDE-IMPROVEMENT ACTION PLAN # _____

Standard: _____

Objective: _____

ACTION STEP NUMBER	PERSON(S) RESPONSIBLE	ACTION STEPS	DATE / TIMELINE	ESTIMATED RESOURCES





ACCREDITATION STATUS CRITERIA

The chair will lead the visiting committee in determining an accreditation status that will be recommended to the North American Division Commission on Accreditation. This includes building a consensus on the status to be recommended based on the school's identified strengths and areas for growth in comparison to the Standards for Accreditation. The following process will assist the committee in reaching a recommendation:

1. Review the Standards for Accreditation and available Accreditation Recommendation options (see below).
2. Reach consensus on the recommended status of accreditation.
3. Record the recommended status on the Accreditation Recommendation form provided.
4. Develop a Justification Statement incorporating the school's notable strengths and areas for growth that informed the decision on the recommended status.

ACCREDITATION STATUS OPTIONS

Adventist Accrediting Association's (AAA) accreditation process is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and continuous school improvement within the context of the Adventist Worldview. One of the following options is to be recommended:

- A) Six Year Status** There is evidence that the school has high-quality continuous school improvement (CSI) processes in place that support student learning and implementation of the continuous school improvement plan. An annual progress report on the recommendations and the schoolwide improvement action plans will be submitted.
- B) Six-Year Status with a Mid-cycle Visit** There is evidence that the school demonstrates high-quality student learning and participates in a continuous improvement plan (CIP). An annual progress report on the recommendations from the previous visit and the continuous improvement plan will be submitted, and a mid-cycle visit will be conducted.

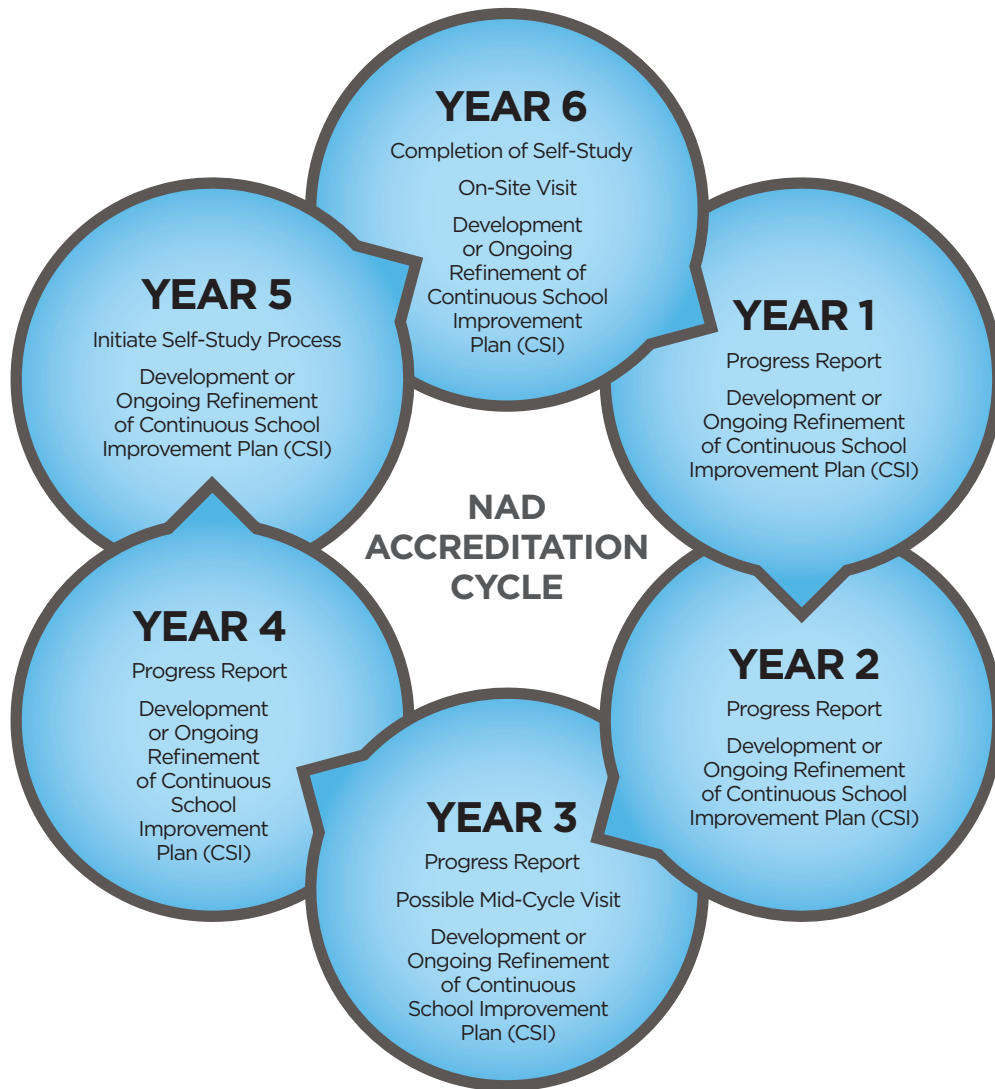
Special Circumstances:

1. The visiting team has the option of assigning a focused visit in the first year to assess special circumstances, such as finances, lack of CSI planning, enrollment trends, etc.
 2. In special cases, mid-cycle visits may be recommended to occur on the second and/or fourth years of the accreditation cycle.
- C) Probation** A school may be placed on probation for one or two years. See the options below:
One Year There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical areas requiring immediate attention and support. A visit at the end of the year of probation shall result in the continuation of the accreditation cycle, one year extension of probation or denial of accreditation.
Two Year There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical areas with the recognition that improvement may take up to two years. There will be a Revisit at the end of the second year of probation. This visit shall result in the continuation of the accreditation cycle or denial of accreditation.
 - D) Accreditation Denied** Denial of accreditation is based on evidence that the school does not or could not reasonably meet the Standards for Accreditation.

NOTE 1: When there is a joint visit with a regional accrediting association, every effort will be made to ensure accreditation status alignment. In no case shall the status exceed six years.

NOTE 2: The North American Division Commission on Accreditation (NADCOA) has the option of assigning an administrative visit to deal with specific concerns raised by NADCOA.

NAD ACCREDITATION CYCLE



ACCREDITATION STATUS FOR NEW SCHOOLS — Candidacy Status

Any new school that has been approved to operate in harmony with North American Division Working Policy (see NAD WP FEA 25 20, FEA 25 25, FEA 25 30) will be granted candidacy status for three-years. During the third year, an accreditation visit by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc. and/or a AAA approved regional accrediting agency, where applicable, will be conducted. The school will be expected to present the completed North American Division Standards for Accreditation self-study and/or approved regional accrediting agency self-study.

ACCREDITATION RECOMMENDATION

School Name: _____

Date of Visit: _____

Name of Conference: _____

Union: _____

The Accreditation Visiting Committee's recommendation to the Commission on Accreditation is:

	<p>Six-Year Status</p> <p>There is evidence that the school has high-quality Continuous School Improvement (CSI) processes in place that support student learning and implementation of the continuous school improvement plans. An annual progress report on the recommendations and the continuous school improvement plans will be submitted.</p>
	<p>Six-Year Status with a Mid-cycle Visit</p> <p>There is evidence that the school needs additional support in strengthening student learning and implementation of continuous school improvement plans. An annual progress report on the recommendations and the continuous school improvement plans will be submitted AND an on-campus visit in three years.</p> <p>Special Circumstances:</p> <ol style="list-style-type: none">1. The visiting committee has the option of assigning a focused visit in the first year to assess special circumstances, such as finances, lack of CSI planning, enrollment trends, etc.2. In special cases, Mid-cycle visits may be recommended to occur on the second and/or fourth years of the accreditation cycle.
	<p>Probation</p> <p>A school may be placed on probation for one or two years. See the options below:</p> <p>One Year There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical area(s) requiring immediate attention and support. A visit at the end of the year of probation shall result in either a continuation of the accreditation cycle or denial of accreditation.</p> <p>Two Year There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical area(s) with the recognition that improvement may take up to two years. There will be a visit at the end of the second year of probation. This visit shall result in a continuation of the accreditation cycle or denial of accreditation.</p>
	<p>Accreditation Denied (AD)—Denial of accreditation is based on evidence that the school does not or could not reasonably meet the Standards for Accreditation.</p>

NOTE 1: When the evaluation there is a joint visit with a regional accrediting association, every effort will be made to ensure coterminous accreditation status alignment. In no case shall the term status exceed six years.

NOTE 2: The North American Division Commission on Accreditation (NADCOA) has the option of assigning an administrative visit to deal with specific concerns raised by NADCOA.

Provide the rationale for the accreditation status recommendation in the Justification Statement.

Accreditation Visiting Team Members:

Visiting Committee Chair Signature



ADVENTIST EDUCATION
Journey to Excellence 2.0

PK-12 Educators'

2023 CERTIFICATION MANUAL

NORTH AMERICAN DIVISION

NAD EDUCATION LEADERS HANDBOOK SERIES

All requirements within this document
are mandatory for certification or
recertification beginning July 1, 2023
(unless otherwise noted)



PK-12

Educators'

**CERTIFICATION
MANUAL**

2023

North American Division of Seventh-Day Adventists
Office of Education
North American Division Office of Education
9705 Patuxent Woods Drive, Columbia, MD 21046

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GENERAL INFORMATION

Now these are the gifts Christ gave to the church: the apostles, the prophets, the evangelists, and the pastors and teachers.”

— Ephesians 4:11 NLT

GENERAL INFORMATION

1.1 INTRODUCTION

All educators in Seventh-day Adventist schools are expected to hold the appropriate Seventh-day Adventist certification. These certificates are issued to individuals based on personal, academic, and professional qualifications deemed necessary for providing an excellent education to children and youth in Seventh-day Adventist schools. Holding a certificate does not imply an offer of employment.

Qualifying for the appropriate certificate and maintaining it through continued professional preparation and growth is the responsibility of each educator.

1.2 CERTIFICATION PROVISIONS

- 1.2.1 The North American Division PK-12 Board of Education establishes certification requirements for educational personnel.
- 1.2.2 Implementing certification policies is the responsibility of the North American Division Office of Education. It delegates to the union conference offices of education the authority to issue certificates on its behalf to educational personnel who meet the requirements. All teaching certificates are issued through union conference offices of education. The union director of education serves as certification officer for each union, while the union certification registrar maintains teacher records, processes transcripts, and issues appropriate certificates.
- 1.2.3 In the North American Division (NAD), reciprocity of certification exists among the union conference offices of education. Current teaching certificates issued by a union conference are accepted in other union conferences. Renewal, however, is the function of the union where the teacher is currently employed. Although a teaching certificate issued by another union may have been accepted at the time of employment, the union in which a teacher is currently employed may require the candidate to remove any deficiencies and/or meet any special union requirements before the certificate will be renewed or upgraded.
- 1.2.4 Each union conference shall appoint a Certification Review Committee to study and resolve issues pertaining to certification of individual teachers. The Certification Review Committee will forward to the North American Division Office of Education a copy of its minutes. Matters needing further clarification shall be forwarded by the Certification Review Committee to the North American Division Office of Education for counsel. Final disposition of each case is to be made by the union Certification Review Committee.
- 1.2.5 Seventh-day Adventist colleges/universities, accredited by the Adventist Accrediting Association (AAA), may request the North American Division Office of Education endorse their teacher education programs. Colleges/universities meeting the standards for program endorsement are qualified to issue Verification of Eligibility Certificates to be used by the union in the issuance of certificates.

- 1.2.6 The teacher is responsible for securing appropriate teaching certification for the current level of teaching and for following procedures as outlined in this manual to keep certification current.
- 1.2.7 All academic credits used for qualifying for certification, for endorsements, and for renewing certification shall be received from colleges or universities which are accrediting by either AAA or a regional accrediting association.

1.3 APPLICATION PROCEDURES

The office of education in the union conference where an applicant is seeking certification and employment must receive the following:

- a. An application for certification.
- b. An official copy of the applicant's undergraduate and graduate transcripts sent directly to the union conference office of education from the college/university office of records. Unofficial transcripts and student copies of transcripts are unacceptable for certification purpose.
- c. For applicants who have completed an NAD-endorsed teacher education program, a Verification of Eligibility Certificate will be issued by the Adventist college/university.

1.4 ELIGIBILITY REQUIREMENTS

1.4.1 Church Membership

An applicant for a denominational teaching certificate must be a member of the Seventh-day Adventist Church as verified in eAdventist.

1.4.2 Conduct Requirements

An applicant for a denominational certificate must adhere to high standards of professional conduct. Persons who have been convicted of a felony or who have exhibited unethical or immoral conduct are not eligible for a certificate.

GENERAL INFORMATION

1.4.3 Degree Requirements

An applicant for a certificate, except the Designated Subjects/Services Certificate, must hold a minimum of a baccalaureate degree from a college or university accredited by AAA or a regional accrediting association.

1.4.4 Scholarship

An applicant for a denominational certificate must have earned grades of C- or above in all required certification courses taken for academic credit

DENOMINATIONAL CERTIFICATES FOR EDUCATORS

“**I**f your gift is serving others, serve them well. If you are a teacher, teach well.”

— Romans 12:7 NLT

DENOMINATIONAL TEACHING CERTIFICATES

The following certificates are available: (a) Basic Teaching Certificate, (b) Standard Teaching Certificate, (c) Professional Teaching Certificate, (d) Administrator Certificate, (e) Designated Subjects/Services Certificate, and (f) Conditional Teaching Certificate.

2.1 BASIC TEACHING CERTIFICATE

2.1.1 Introduction

The Basic Teaching Certificate is the initial certificate and is valid for three years.

2.1.2 Requirements

A Basic Teaching Certificate may be issued to an applicant who meets the Eligibility Requirements, qualifies for an elementary or secondary endorsement and completes the following course requirements:

- Has completed 20 semester/30 quarter academic credits in education. Required areas shall include:
 - Principles/Philosophy of Seventh-day Adventist Education as based on the Bible and the writings of Ellen G. White taken from a AAA accredited college/university
 - Developmental and educational psychology
 - Classroom assessment strategies
 - Exceptional children in the classroom
 - Integration of educational technology in the classroom
 - Student teaching, as prescribed by the college/university in which the teacher education program was completed
- Has completed 12 semester/18 quarter credits of religion courses taken in a AAA accredited Seventh-day Adventist college/university covering the following areas:
 - Spirit of Prophecy
 - Seventh-day Adventist Church history
 - Seventh-day Adventist doctrines
 - Biblical content studies
- Has completed course work in health principles as found in the Bible and the writings of Ellen G. White.

Applicants who complete an NAD-approved teacher education program and receive a Verification of Eligibility should have completed these requirements.

DENOMINATIONAL TEACHING CERTIFICATES

2.1.3 Extension of the Basic Teaching Certificate

The Basic Teaching Certificate shall be valid for three years. If the teacher has not completed three years of teaching experience at the end of the initial three-year period, he/she may apply for an extension of the Basic Certificate for up to two years without taking additional course work.

2.1.4 Reinstatement of the Basic Teaching Certificate

Circumstances may exist where a Basic Teaching Certificate expires. This can result from a teacher not completing the three-year teaching experience or not completing the necessary academic credits.

The Basic Teaching Certificate may be reinstated one time for up to two years upon recommendation of the local conference office of education and approval by the union certification officer.

Specific requirements for reinstatement will be determined at time of reinstatement.

2.2 STANDARD TEACHING CERTIFICATE

2.2.1 The Standard Teaching Certificate is issued to applicants with experience and appropriate academic preparation. It is valid for five years.

2.2.2 Requirements

The Standard Teaching Certificate may be issued to an applicant who:

- a. Has completed, with appropriate documentation, a minimum of three years of full-time teaching, its equivalent, or has completed a minimum of five years of half-time teaching in a PK-12 classroom
- b. Has completed 6 semester/9 quarter credits of professional education courses or courses in area(s) of endorsement(s) beyond the requirements of the Basic Teaching Certificate

2.2.3 Renewal of the Standard Teaching Certificate

Within five years of issuance the certificate may be renewed by completing a total of 10 semester/15 quarter credits related to appropriate professional education courses and/or in the area(s) of endorsement, meeting the following requirements:

- A minimum of 4 semester/6 quarter credits of post-baccalaureate or graduate academic credit earned in an accredited institution

DENOMINATIONAL TEACHING CERTIFICATES

- An additional 6 semester/9 quarter credits that may be taken as academic credit or the equivalent CEUs (see Section 4.5)
- Specific requirements established by the union conference in which the educator is currently employed at the time of renewal

All course work or Continuing Education Units (CEUs) for renewal of the Standard Teaching Certificate must be completed during the five years that the current Standard Teaching Certificate is valid except as provided for in 4.2.2.

2.2.4 Reinstatement of an Expired Standard Teaching Certificate

When a teacher applies for reinstatement of a Standard Teaching Certificate that expired, the following criteria must be met:

- a. Current requirements for the Standard Teaching Certificate
- b. 10 semester/15 quarter credits of upper-division, post-baccalaureate, or graduate credit in professional education, or courses in area(s) of endorsement
 - A minimum of 4 semester/6 quarter credits of post-baccalaureate or graduate academic credit earned in an accredited institution
 - An additional 6 semester/9 quarter credits that may be taken as academic credit or the equivalent CEUs (see Section 4.5)
 - Specific requirements established by the union conference in which the educator is currently employed at the time of renewal
- c. All work submitted for reinstatement of the Standard Teaching Certificate must be taken in the five-year period immediately prior to reinstatement of the certificate

2.3 PROFESSIONAL TEACHING CERTIFICATE

A Professional Teaching Certificate is issued to applicants with teaching experience and advanced academic preparation. A Professional Teaching Certificate is valid for five years.

2.3.1 Requirements

The Professional Teaching Certificate may be issued to an applicant who meets Eligibility Requirements, qualifies for a Standard Teaching Certificate (the endorsements of the Standard Teaching Certificate will be transferred to the Professional Teaching Certificate) and meets one of the following requirements:

- Holds a master's degree
- Has completed a state prescribed fifth-year program for teachers

DENOMINATIONAL TEACHING CERTIFICATES

- Has earned 40 semester/60 quarter credits of upper-division, post-baccalaureate, or graduate credit. 30 semester/45 quarter credits must be earned by taking courses in education and/or in no more than two areas of endorsement
- a. Has earned upper-division, post-baccalaureate, or graduate credit beyond the requirements of a Basic Teaching Certificate in at least two of the following areas:
- Theories of teaching and learning
 - Curriculum
 - Advanced instructional practice
 - Educational assessment strategies
 - Teaching English Language Learners (ELL)
 - Advanced instructional technology applications
 - Inclusive and/or special education
 - Trends and issues in education
 - Multicultural education

2.3.2 Renewal of the Professional Teaching Certificate

- a. Within five years of issuance, this certificate may be renewed by completing 6 semester/9 quarter credits, which may be earned in the following ways:
- Completion of upper-division, post-baccalaureate, or graduate course work in professional education or area(s) of endorsement, or
 - The equivalent Continuing Education Units (CEUs) (see Section 4.5), or
 - Any combination of the above
- b. All credits submitted for the renewal of the Professional Teaching Certificate must have been completed during the five-year period immediately prior to renewal of the certificate, except as provided for in 4.2.2.
- c. Specific requirements established by the union conference in which the educator is employed at the time of renewal

2.3.3 Reinstatement of an Expired Professional Teaching Certificate

When a teacher applies for reinstatement of a Professional Teaching Certificate that expired, the following criteria must be met:

DENOMINATIONAL TEACHING CERTIFICATES

- a. Current requirements for the Professional Teaching Certificate
- b. 6 semester/9 quarter credits must be earned. Completion of upper-division, post-baccalaureate, or graduate course work in professional education or area(s) of endorsement, or
 - The equivalent Continuing Education Units (CEUs) (see Section 4.5) or
 - Any combination of the above
- c. All work submitted for reinstatement of the Professional Teaching Certificate must be completed in the five-year period immediately prior to reinstatement of the certificate, except as provided for in 4.2.2.

2.4 ADMINISTRATOR CERTIFICATE

2.4.1 Introduction

The Administrator Certificate may be issued to an applicant who meets the Eligibility Requirements and has met the requirements for a Professional Teaching Certificate and is valid for five years.

2.4.2 Requirements

The Administrator Certificate may be issued to an applicant who meets one of the following:

- a. Completes an educational administrative micro-credential from a recognized or accredited program
- b. Holds a master's degree and has completed a minimum of one graduate level course in each of the following areas:
 - Curriculum
 - Supervision
 - School law
 - School administration
 - School finance
- c. Holds a doctoral degree in administration and/or leadership with an emphasis in education

DENOMINATIONAL TEACHING CERTIFICATES

2.4.3 Renewal of Administrator Certificate

- a. The Administrator Certificate shall be valid for five years. Renewal of the certificate requires 6 semester/9 quarter credits, which may be earned in the following ways:
 - Completion of upper-division, post-baccalaureate, or graduate course work in professional education or area(s) of endorsement, or
 - The equivalent in Continuing Education Units (CEUs) (see Section 4.5), or
 - Any combination of the above
- b. All work submitted for the renewal of the Administrator Certificate must be completed in the five-year period immediately prior to the date the certificate is renewed, except as provided for in 4.2.2.

2.4.4 Reinstatement of an Expired Administrator Certificate

When an applicant applies for the reinstatement of an Administrator Certificate, the following criteria must be met:

- a. Current requirements for the Administrator Certificate
- b. 6 semester/9 quarter credits must be earned.
- c. All work submitted for reinstatement of the Administrator Certificate must be completed in the five-year period immediately prior to application for reinstatement of the certificate.

2.4.5 Special Provision for Administrators

The following certificates may be issued to Administrators for a one- to three- year term.

- a. A Designated Administrator Certificate may be issued to an applicant with a baccalaureate degree plus five years of work experience in an administrative position. Specific requirements for renewal shall include Continuing Education Units (CEUs) and/or academic credits to improve pedagogy or administrative expertise and will be determined at time of issuance.
- b. A Conditional Administrator Certificate may be issued to an applicant with five years of teaching experience and a current teaching certificate. Renewal requires 6 semester/9 quarter credits of academic credit during each contract year until the requirements for an Administrator certificate are met.
- c. Applicant must work towards an administrator endorsement (see Section 3.4).

DENOMINATIONAL TEACHING CERTIFICATES

- 2.4.6 The following certificates may be issued for a one- to three-year term.
- a. A Designated Administrator Certificate may be issued to an applicant with a baccalaureate degree plus five years of work experience in an administrative position.
 - b. A Conditional Administrative Certificate may be issued to an applicant with a master's degree plus five years of teaching experience.
 - c. Applicant must work toward an administrator endorsement (see Section 3.4).
 - d. Renewal requirements will be identified in consultation with the union certification officer and the local conference office of education.

2.5 DESIGNATED SUBJECTS/SERVICES CERTIFICATE

2.5.1 Introduction

The Designated Subjects/Services Certificate is issued to an individual who has demonstrated expertise in one or more specific areas. The endorsed area(s) is/are indicated on the certificate.

This certificate cannot be substituted for the Basic, Standard, or Professional Teaching Certificate, or used in a way to circumvent the meeting of the requirements for those certificates. Certificated PK-12 teachers may be issued a DS/Services certificate for a non-core subject area endorsement.

2.5.2 Requirements

The Designated Subjects/Services Certificate may be issued to an applicant who:

- a. Is recommended by the local conference office of education for consideration by the union conference certification officer and/or Certification Review Committee
- b. Meets initial Eligibility Requirements (see Section 1.4 except 1.4.3 and 1.4.4)
- c. Provides verification of a high school diploma or highest degree earned.
- d. Provides verification of successful and recent experience in the technical skill, trade, vocation, or nonvocational subject named on the certificate, with a minimum equivalent of five years of experience

DENOMINATIONAL TEACHING CERTIFICATES

One year of the required experience must be within the three-year period immediately preceding the application for issuance of the certificate. Work experience is defined as paid work experience or its equivalent.

- e. Applicants for a designated certificate to teach religion shall complete the NAD-approved Encounter training

QUALIFYING EXPERIENCE

EDUCATION AND/OR TRAINING	WORK EXPERIENCE REQUIRED
High school diploma or equivalent	five years
One year of occupational preparation appropriate or related to teaching field	four years
Two years of occupational preparation appropriate or related to teaching field	three years
Three years of occupational preparation appropriate or related to teaching field	two years
Baccalaureate degree with a major in or related to teaching field	two years
Completion of an apprenticeship or similar program in accordance with industry and labor standards	two years

2.5.3 Renewal of the Designated Subjects/Services Certificate

- a. The Designated Subjects/Services Certificate shall be issued for one to three years and may be renewed upon recommendation of the local conference office of education and approved by the union certification officer and/or the Certification Review Committee.
- b. Specific requirements for renewal shall include Continuing Education Units (CEUs) and/or academic credits to improve pedagogy or subject area expertise and will be determined at time of issuance.

DENOMINATIONAL TEACHING CERTIFICATES

2.6 CONDITIONAL TEACHING CERTIFICATE

2.6.1 Introduction

Upon receipt of an official transcript showing completion of a baccalaureate degree, a Conditional Teaching Certificate may be issued to an applicant who does not meet the requirements for a Basic Teaching Certificate or the requirements for an endorsement. The certificate is valid for the specific area(s) indicated on the certificate. For example, it may be issued to an individual who has not completed the required course work in religion or who may not qualify for either an elementary or secondary endorsement.

2.6.2 Requirements

The Conditional Teaching Certificate may be issued to an applicant who:

- a. Meets initial Eligibility Requirements (see Section 1.4)
- b. Has completed a minimum of a baccalaureate degree
- c. Is working toward a Basic, Standard, or Professional Teaching Certificate and/or a specific endorsement

2.6.3 Renewal of the Conditional Teaching Certificate

- a. The Conditional Teaching Certificate is valid for one year. Renewal of the certificate requires 6 semester/9 quarter credits of academic credit during each contract year, until the requirements for the appropriate certificate or endorsement are met.
- b. The 6 semester/9 quarter credits shall be in courses needed for renewal as identified on the Certification Status Report and in cooperation with the employing organization.

ENDORSEMENTS FOR DENOMINATIONAL TEACHING CERTIFICATE

H*e who co-operates with the divine purpose in imparting to the youth a knowledge of God, and molding the character into harmony with His, does a high and noble work.”*

— Education, p. 19

ENDORSEMENTS FOR DENOMINATIONAL TEACHING CERTIFICATE

3.1 REGULAR ENDORSEMENTS

3.1.1 Elementary Endorsement

The elementary endorsement is valid for teaching grades 1-8 (valid for grades 1-9 in a union conference with approved 1-9 programs). An applicant for an elementary endorsement must complete the following requirements in addition to fulfilling the requirements for the Basic Teaching Certificate:

- a. Required elementary curriculum methods in the following:
 - Science
 - Health
 - Mathematics
 - Reading
 - Language arts
 - Religion
 - Social studies
- b. The following areas are recommended for further study. Courses in at least two of these areas must be successfully completed to renew a Standard Teaching Certificate (see Section 2.2.3):
 - Fine arts methods
 - Physical education methods
 - Children's literature
 - Applied arts
 - Advanced instructional technology applications
 - Outdoor education
 - Multicultural education
 - Teaching English Language Learners (ELL)
- c. Applicants must have instruction and experiences in a multigrade classroom of three or more grades, preferably in a small school with three or fewer teachers.

ENDORSEMENTS FOR DENOMINATIONAL TEACHING CERTIFICATE

3.1.2 Secondary Content Area Endorsements

A secondary endorsement is valid for subjects in grades 6-12 for which the applicant qualifies. An applicant for a secondary endorsement must complete the following in addition to the requirements for the Basic Teaching Certificate:

- a. 18 semester/27 quarter credits in a teaching content area, or pass a standardized equivalency exam approved by the union certification officer
- b. One or more courses in secondary curriculum materials and methods
- c. A course in secondary reading methods or a course in secondary reading methods in the content areas
- d. Special provisions or requirements.
 - Religion special requirement — An applicant for the religion content area endorsement must have a methods course in the teaching of secondary religion in addition to the required credits in religion content and the secondary curriculum materials and methods course(s).
 - Science and math special requirement — An applicant who has a major in mathematics and a minor in one of the science areas (e.g., biology, physics, chemistry) or a major in one of the science areas and a minor in mathematics may qualify for an endorsement in either or both of the other science areas by completing 12 semester/18 quarter credits in each area endorsement.
 - Physics special requirement — An applicant may qualify for an endorsement in physics by completing a minimum of 9 semester/13.5 quarter credits in physics and the balance to equal 18 semester/27 quarter credits from mathematics and/or chemistry.
 - Integrated science special requirement — An applicant may qualify for an integrated science endorsement in preparation of teaching biology, chemistry, physics and related secondary science courses, upon completion of 16 semester/24 quarter credits in one of the sciences (e.g., biology, chemistry or physics), a minimum of 3 semester/4.5 quarter credits in each of the remaining two science areas, and a total of 32 semester/48 quarter credits in sciences combined.
 - Additional endorsements — When an applicant has qualified for an endorsement he/she may obtain additional endorsements by passing a standardized equivalency exam approved by the union certification officer or by completing a minimum of 18 semester/27 quarter credits for each content area endorsement. (NOTE: An endorsement in a foreign language for native speakers must at least fulfill the equivalency exam requirement.)

ENDORSEMENTS FOR DENOMINATIONAL TEACHING CERTIFICATE

3.2 SPECIALTY ENDORSEMENTS

Issued to individuals holding a Basic, Standard, or Professional Teaching Certificate.

- 3.2.1 Junior Academy — A junior academy endorsement is valid for subjects in grades 6-10 in a union-approved junior academy/middle school and may be issued to an applicant who:
- a. Qualifies for the elementary endorsement and/or a secondary content area endorsement
 - b. Has completed a minimum of 12 semester/18 quarter credits in core subjects (to include math, science, English, social studies, religion) and 9 semester/13.5 quarter credits in each of the other content areas of endorsement.
 - c. Special provisions:
 - Religion — An endorsement for religion requires the applicant to complete an elementary or secondary religion methods course.
 - English — An endorsement in English may include a maximum of 3 semester/4.5 quarter credits of freshman English and 3 semester/4.5 quarter credits of speech.
 - Fine Arts — An endorsement in fine arts may include credit in art, graphic arts, and music.
 - General Science — An endorsement in general science may include credit in any of the sciences with a minimum of at least 3 semester/4.5 quarter credits in a life science area and 3 semester/4.5 quarter credits in a physical science.
 - Health/Physical Education — An endorsement in health/physical education may include credit in health and physical education.
 - Foreign Language — An endorsement in a foreign language may be earned by successfully completing a standardized equivalency exam.
- 3.2.2 Pre-Kindergarten — May be issued to an applicant who:
- a. Qualifies for the elementary endorsement
 - b. Has completed two courses that include the following:
 - Early Childhood curriculum and Methods
 - Developmentally Appropriate Practice
 - c. Has completed student teaching or field experience at the Pre-Kindergarten level.

ENDORSEMENTS FOR DENOMINATIONAL TEACHING CERTIFICATE

3.2.3 Kindergarten — May be issued to an applicant who:

- a. Qualifies for the elementary endorsement
- b. Has completed two courses that include the following:
 - Methods of Instruction for Kindergarten
 - Organization and administration of kindergarten education
- c. Has completed student teaching or field experience at the kindergarten level

3.2.4 Additional specialty endorsements may be issued to an applicant who:

- a. Qualifies for the elementary endorsement or a secondary content area endorsement
- b. Has completed a minimum of 12 semester/18 quarter credits in the specific area

3.3 PROFESSIONAL ENDORSEMENTS

Issued to individuals holding a Professional Teaching Certificate.

3.3.1 Curriculum and Instruction Specialist — May be issued to an applicant who:

- a. Qualifies for the elementary endorsement or secondary content area endorsement
- b. Has completed a minimum of 18 semester/27 quarter credits of additional graduate-level courses in curriculum and instruction

3.3.2 Library/Instructional Media Specialist — May be issued to an applicant who:

- a. Qualifies for the library/instructional media endorsement
- b. Has completed a minimum of 9 semester/13.5 quarter hours of additional graduate-level work in media services

3.3.3 Reading Specialist — May be issued to an applicant who:

- a. Qualifies for the reading endorsement
- b. Has completed a minimum of 6 semester/9 quarter credits of additional graduate-level courses in reading or reading related courses (e.g., psycholinguistics, linguistics, children's literature, reading diagnosis, remediation, practicum)

ENDORSEMENTS FOR DENOMINATIONAL TEACHING CERTIFICATE

- 3.3.4 Small School Specialist — May be issued to an applicant who:
- a. Qualifies for the elementary endorsement
 - b. Has completed a minimum of 12 semester/18 quarter credits of additional graduate-level courses in small-schools curriculum, instruction, and management
 - c. Has taught a minimum of three years in a one-, two-, or three-teacher school
- 3.3.5 Inclusive and/or Special Education Specialist — May be issued to an applicant who:
- a. Qualifies for the inclusive and/or special education endorsement
 - b. Has completed a minimum of 6 semester/9 credits of additional graduate-level courses in inclusive/special education and supporting courses within the following areas:
 - Assessment and planning for students with special needs
 - Advanced instructional strategies for working with students with learning disabilities
 - Special education law (legal and ethical aspects of special education)
 - Educating students with specific disabilities (i.e., autism, emotional/behavioral disorders, severe and low incidence disorders, ADHD, etc.)
- 3.3.6 Educational Technology Specialist — May be issued to an applicant who:
- a. Qualifies for the educational technology endorsement
 - b. Has completed a minimum of 6 semester/9 quarter credits of additional graduate-level courses beyond the education technology endorsement from the following areas:
 - Integrating technology in the curriculum
 - Trends and issues in education technology
 - Distributed learning technology
 - Internet in the classroom
 - Technology instructional applications
 - Managing school technology resources
 - Technology and the exceptional student

ENDORSEMENTS FOR DENOMINATIONAL TEACHING CERTIFICATE

- Emerging technologies
- Repairing and networking computers

3.4 ADMINISTRATOR ENDORSEMENTS

Issued to an applicant who qualifies for an Administrator Certificate.

3.4.1 Supervisor of Instruction — May be issued to an applicant who has completed each of the following:

- at least two graduate level courses in curriculum
- at least one graduate level course in supervision
- at least one graduate level course in improving instruction
- at least one graduate level course in school administration

3.4.2 Superintendent of Schools — May be issued to an applicant who:

- a. Has completed a minimum of 24 semester/36 quarter credits of graduate level courses including the following areas:
 - School administration
 - Personnel administration
 - Curriculum
 - Supervision
 - School law
 - School finance
 - School facility management
- b. Has completed a minimum of three consecutive years in school administration and/or supervision of instruction

ENDORSEMENTS FOR DENOMINATIONAL TEACHING CERTIFICATE

SUPPLEMENTAL CERTIFICATION POLICIES

In every human being *He* discerned infinite possibilities. *He* saw men as they might be, transfigured by *His* grace — in ‘the beauty of the Lord our God.’ Psalm 90:17.”

— Education, p. 80

SUPPLEMENTAL CERTIFICATION POLICIES

4.1 CERTIFICATION REVIEW COMMITTEE

The union conference Certification Review Committee is to study and resolve problems relating to certification. It is recommended that members of the Certification Review Committee should include:

- 4.1.1 Union conference education personnel
- 4.1.2 College department/university school of education representative(s)
- 4.1.3 Representatives from the teaching profession (principals, superintendents of schools, or teachers) as selected by the union conference office of education

4.2 DATE OF ISSUANCE AND EXPIRATION OF CERTIFICATES

- 4.2.1 Certificates are effective beginning with the date on which the request, with official documents, is approved by the union conference office of education. Certificates expire on August 31 of the final year for which they are issued.
- 4.2.2 Excess renewal credits earned during the time the prior certificate was valid may be carried over to a new certificate if they were earned in the one-year period prior to the expiration of the certificate. All other renewal credit must be earned during the life of the certificate. (See also Sections 2.2.3 and 2.3.3.)

4.3 LEGAL NAME

Certificates are official documents; therefore, the applicant's full legal name is to be used.

4.4 CERTIFICATION RECORDS

Transcripts submitted for certification become a part of the individual's permanent certification record at the union conference office of education. When a teacher or administrator transfers to another union, the certification records are forwarded to that union upon request of the teacher, administrator, or the union conference certification officer.

SUPPLEMENTAL CERTIFICATION POLICIES

4.5 PROFESSIONAL ACTIVITY – CONTINUING EDUCATION UNITS (CEU)

4.5.1 Continuing Education Units (CEU) are earned by participation in professional learning activities that extend and enhance the educator’s professional expertise. CEUs may be used to meet requirements for certification renewal or reinstatement for educators holding designated subject, standard, professional, and/or administrator certificates as applicable (see 2.2.3, 2.2.4, 2.3.2, 2.3.3, 2.4.3, 2.4.4, and 2.5.3).

4.5.2 One Continuing Education Unit (CEU) is equivalent to 10 clock hours of participation in a professional development activity (1 CEU = 10 clock hours). CEUs may be recorded in tenths of a CEU since one clock hour is equivalent to 0.1 CEU.

Where professional learning clock hours (CEUs) may be utilized in lieu of academic credits as provided by this certification manual, the equivalent to academic credit is calculated in the following manner:

20 clock hours (2 CEUs) is equivalent to 1 quarter credit.
 30 clock hours (3 CEUs) is equivalent to 1 semester credit.

4.5.3 Educators benefit when earning CEUs in a variety of professional development activities. These activities include the following, which are listed in four categories. Activities from at least two different categories shall be included in the CEUs submitted for renewal during the five years prior to renewal. Qualifying professional development activities do not include those activities that are part of an educator’s regular duties.

PROFESSIONAL LEARNING (independent)

PROFESSIONAL DEVELOPMENT ACTIVITY	TYPICAL CEU VALUE
a) Complete the NAD Professional Growth Reading Plan	3.0 CEUs total/year
b) Professional reading of books and journals	0.1 CEU per 50 pgs 3.0 CEUs total/year
c) Participate in prearranged educational travel	0.5 CEU per day 3.0 CEUs total/year

PROFESSIONAL LEARNING (group)

PROFESSIONAL DEVELOPMENT ACTIVITY	TYPICAL CEU VALUE
d) Complete continuing education course (submit certificate)	Provider assigned
e) Attend a professional conference, or seminar	0.1 CEU/hour
f) Attend a denominational conference, workshop, or seminar	0.1 CEU/hour

SUPPLEMENTAL CERTIFICATION POLICIES

PROFESSIONAL COLLABORATION

PROFESSIONAL DEVELOPMENT ACTIVITY	TYPICAL CEU VALUE
g) Mentoring in a conference-sponsored mentoring program	2.0 CEUs total/year
h) Participation in a study group or learning community	0.1 CEU/hour
i) Peer observation with follow-up reflective learning	0.1 CEU/hour
j) Field testing (piloting) NAD curriculum materials	NADOE assigned
k) Serving on a school accreditation visiting team	0.5 CEU/day
l) Participation on education committees/boards	0.1 CEU/hour

PROFESSIONAL PRESENTATION AND WRITING

PROFESSIONAL DEVELOPMENT ACTIVITY	TYPICAL CEU VALUE
m) Supervision of a student teacher	0.2 CEU/week
n) Teach a university course	CEU equivalent of course value
o) Presenting at an education conference, workshop, or seminar	0.3 CEU/hour
p) Writing a published non-peer reviewed journal article	1.0 CEU/article
q) Writing a published peer-reviewed professional article	3.0 CEUs/article
r) Writing and publishing a book on an educational topic	4.0 CEUs/100 pages

4.5.4 The Adventist Learning Community (ALC) offers a number of professional development courses. These courses do not provide academic credit; upon successful completion, Continuing Education Units (CEUs) are granted.

4.5.5 Satisfactory involvement in professional activities shall be verified by the local conference superintendent of schools or academy principal. It should be reported to the union certification registrar at the end of each school year. The Union Conference Certification Officers have the final authority to determine CEUs granted.

4.6 TEACHERS OVER 65

Teachers who are 65 years of age or older and who hold a valid denominational certificate are exempt from the requirement for renewal of a certificate.

SUPPLEMENTAL CERTIFICATION POLICIES

4.7 STUDENT TEACHING DEFICIENCY

For an applicant who has not graduated from a teacher education program, the student teaching deficiency may be met in one of the following ways:

- 4.7.1 By completion of the regular student teaching requirement at the college/university.
- 4.7.2 By completion of a college/university internship program.
- 4.7.3 By a waiver of the requirement when all of the following stipulations are met:
 - a. Completion of a minimum of three years of successful full-time teaching or its equivalent
 - b. The recommendation of the superintendent of schools
 - c. Ongoing supervision by local conference office of education personnel
 - d. The student teaching waiver does not reduce the 20 semester/30 quarter hour professional education requirement for the Basic Teaching Certificate

4.8 SUSPENSION OR REVOCATION OF CERTIFICATES

Any denominational certificate issued in accordance with the provision of this manual may be suspended or revoked for any reason that is cause for not granting the same (see Section 1.4.1 and 1.4.2), and/or for any other reason as provided in the union conference education code.

The union conference education code shall identify a process for suspension or revocation that may be initiated by either the employing organization or automatically by the certification officer under certain circumstances.

4.9 WAIVERS OR SUBSTITUTIONS FOR INDIVIDUAL APPLICANTS

Exceptions by waivers or substitutions authorized by the union conference Certification Review Committee are to be recorded and maintained in the teacher's permanent certification file. If a teacher transfers to another union, a current certificate will be accepted by the union. However, the union to which a teacher transfers may require that deficiencies be removed and/or special requirements be met before the certificate is renewed.

4.10 RENEWAL FOR OVERSEAS TEACHERS

Overseas teachers should request renewal of certification by the certification registrar of the Pacific Union Conference.

SUPPLEMENTAL CERTIFICATION POLICIES

ALTERNATIVE TEACHING CERTIFICATION

“**A**nd you yourself must be an example to them by doing good works of every kind. Let everything you do reflect the integrity and seriousness of your teaching.”

— Titus 2:7 NLT

ALTERNATE TEACHING CERTIFICATION

5.1 STATE OR PROVINCIALLY CERTIFIED TEACHERS

Designed to meet the needs of individuals who have not completed teacher education in an Adventist college/university and who hold a state or provincial teaching certificate but not a denominational teaching certificate.

A teaching certificate may be issued to an applicant who fulfills the following requirements:

- 5.1.1 Meets the eligibility requirements outlined in Section 1.4
- 5.1.2 Holds a current state or provincial teaching certificate in the level or subject area for which the individual is applying
- 5.1.3 Has satisfactorily completed courses in each of the following:
 - a. Philosophy of Seventh-day Adventist education
 - b. Seventh-day Adventist religion courses in Bible doctrines, Spirit of Prophecy, and Seventh-day Adventist Church history
 - c. Health principles based on the Bible and the writings of Ellen G. White
 - d. Encounter training for any individuals teaching religion
- 5.1.4 Meets the above course requirements through the following options:
 - a. Individual courses completed through an Adventist college/university
 - b. CEUs completed through the Adventist Learning Community (ALC)
 - c. Challenge examination(s) in appropriate courses offered through an Adventist college/university. Authorization must be received from the union certification officer prior to selection of the challenge examination(s).

TEACHING EDUCATION PROGRAM ENDORSEMENT

N*ever had the world's great men such a teacher. When the disciples came forth from the Savior's training, they were no longer ignorant and uncultured. They had become like Him in mind and character, and men took knowledge of them that they had been with Jesus."*

— Conflict and Courage, p. 282

TEACHING EDUCATION PROGRAM ENDORSEMENT

6.1 INTRODUCTION

Adventist college/university teacher education programs are required to meet applicable state/provincial requirements in order to operate within their jurisdiction. For graduates completing these programs to be certificated as proscribed by this NAD PK-12 Educators' Certification Manual, teacher education programs in Adventist colleges and universities must also meet denominational standards to prepare Adventist teachers for service in Seventh-day Adventist schools.

Adventist college/university teacher education programs are authorized by the NAD Office of Education to grant Verifications of Eligibility Certificates. The program endorsement process that follows has been established to ensure consistent implementation of the pre-conditions and standards for Adventist educator certification.

6.2 PRECONDITION REQUIREMENTS

The following requirements are prerequisite for endorsement of the teacher education program by the NAD Certification Officers (Union Directors of Education Council).

- 6.2.1 The college/university holds current accreditation by the Adventist Accrediting Association, Inc.
- 6.2.2 The college/university holds current regional accreditation.
- 6.2.3 The teacher education program holds state/provincial and/or approval from the Council for the Accreditation of Educator Preparation (CAEP).

6.3 STANDARDS FOR PROGRAM ENDORSEMENT

The Standards for Teacher Education Program Endorsement identify necessary areas of training unique to the goals and needs of the Seventh-day Adventist PK-12 education system. This training is provided by education faculty who have academic qualifications and professional experiences appropriate to the courses taught. Seventh-day Adventist education is distinctive because it not only provides a strong academic program, but it also provides opportunities for students to develop spiritually, physically, and socially. Prospective teachers must have this specialized training to accomplish the important goals of Seventh-day Adventist education.

6.3.1 Standard 1 — Religious Preparation

To broaden the candidate's understanding of the Bible, the program includes a study of Seventh-day Adventist Church history, Spirit of Prophecy, doctrinal beliefs, and biblical content studies.

TEACHING EDUCATION PROGRAM ENDORSEMENT

6.3.2 Standard 2 — Methodology for Teaching Religion

To develop the candidate's skill for teaching religion curriculum, methods of instruction in religion shall be a part of the teacher education program for all elementary education students and for those students preparing to teach religion courses at the secondary level.

6.3.3 Standard 3 — Principles and Philosophy of Seventh-day Adventist Education

To foster an understanding of the ministry of teaching, the teacher education program includes a study of the philosophy of Seventh-day Adventist education and integrates these principles throughout the professional education curriculum.

6.3.4 Standard 4 — Principles of Healthful Living

To enable the candidate to instruct and model healthful living, the program includes a study of principles and concepts of health and wellness, including those found in the Bible and writings of Ellen G. White, that contribute to the well-being of the whole person.

6.3.5 Standard 5 — Experiences in Multigrade Classrooms

To ensure the candidate's ability to teach in a multigrade classroom, the program for elementary education students includes instruction and experiences in a multigrade classroom of two or more grades, preferably in a small school with three or fewer teachers.

6.3.6 Standard 6 — Introduction to Seventh-day Adventist Curriculum Resources

To acquaint the candidate with NAD-approved textbooks and other curricular materials used in Seventh-day Adventist schools, the program includes an introduction to such materials in appropriate education courses.

6.3.7 Standard 7 — Experience in Seventh-day Adventist Schools

To affirm the preparation of the candidate for the ministry of teaching, the program provides for teaching experiences in a Seventh-day Adventist school.

6.4 TEACHER EDUCATION ENDORSEMENT PROCESS

- 6.4.1 A college/university, in preparation of having its teacher education program endorsed by the NAD Certification Officers Council, will submit a written report to the North American Division Office of Education (NADOE) indicating how the preconditions and standards for NAD-endorsed teacher education programs are being met.

TEACHING EDUCATION PROGRAM ENDORSEMENT

- 6.4.2 A one- or two-day on-campus visit will be arranged by NADOE with the college/university. The visiting team will consist of up to three official members, one member of NADOE, one college or university education chair/dean appointed by NADOE, and one additional PK-12 leader. The team's purpose is to gather evidence that the Precondition Requirements and Standards for Program Endorsement have been met. The visiting team will prepare a recommendation concerning program endorsement for submission to the North American Division Certification Officers Council.
- 6.4.3 The NAD Certification Officers will review all reports/recommendations and take official action on teacher education program endorsement. Teacher education programs are endorsed for six-year terms. Official action will be reported to the chair/dean of the college/university teacher education program and to the respective institutional leaders.
- 6.4.4 If the teacher education program is found to not be in compliance with all standards and preconditions, the college/university will have two years to implement the recommendations in order to reach compliance. Before the end of the second year, a report will be sent to NADOE and an on-site visit scheduled, if deemed necessary. The college/university report along with any visiting team recommendation will be reviewed by the NAD Certification Officers. If the program is found to be in compliance, endorsement will be extended to the end of the six-year period. If it is found to not be in compliance, the program will be dropped from the list of endorsed programs.
- 6.4.5 Teacher education programs are endorsed for a six-year period. Endorsement must be renewed at the end of that period. The college/university will submit a report to NADOE and an on-campus visit will be scheduled during the sixth year of the program's endorsement.
- 6.4.6 If substantive changes (i.e., program realignment to meet new state/provincial requirements) are made in the program within the six-year period of endorsement, a report of these changes is to be sent to NADOE by the college/university. An on-site visit will be scheduled and recommendations made to the NAD Certification Officers, as deemed necessary.
- 6.4.7 Refer to the *Teacher Education Endorsement Program Handbook* for complete information regarding the teacher education endorsement process.

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Contact your local union office with questions

Atlantic Union Conference
400 Main Street
South Lancaster, MA 01561
978-368-8333

www.atlantic-union.org

Columbia Union Conference
5427 Twin Knolls Road
Columbia, MD 21045
410-997-3414

www.columbiaunion.org

Lake Union Conference
PO Box 287
Berrien Springs, MI 49104
269-473-8271

www.lakeunion.org

Mid America Union Conference
PO Box 6128
Lincoln, NE 68506
402-484-3015

www.midamericaadventist.org

North Pacific Union Conference
5709 N. 20th Street
Ridgefield, WA 98642
360-857-7000

www.npuc.org

Pacific Union Conference
PO Box 5005
Westlake Village, CA 91359
805-413-7314

www.adventistfaith.com

Seventh-day Adventist Church in Canada
1148 King Street, East
Oshawa, Ontario, Canada L1H 1H8
905-433-0011

www.catnet.adventist.ca

Southern Union Conference
PO Box 923868
Norcross, GA 30010
770-408-1800

www.southernunion.com

Southwestern Union Conference
PO Box 4000
Burleson, TX 76097
817-295-0476

www.southwesternadventist.org

Directory of Schools for North American Division

Union	Conference	School	Type	City	State	Postal Code	Country
Atlantic Union Conference	Greater New York Conference of SDA	Bronx-Manhattan SDA School	PK-8	Bronx	NY	10452-1711	USA
Atlantic Union Conference	Greater New York Conference of SDA	Brooklyn Seventh-day Adventist School	PK-8	Brooklyn	NY	11230-7401	USA
Atlantic Union Conference	Greater New York Conference of SDA	Greater New York Academy	9-12	Woodside	NY	11377-4749	USA
Atlantic Union Conference	Greater New York Conference of SDA	Jackson Heights SDA School	PK-8	Woodside	NY	11377-3940	USA
Atlantic Union Conference	Greater New York Conference of SDA	Middletown Christian School of SDA	PK-8	Middletown	NY	10940-5531	USA
Atlantic Union Conference	Greater New York Conference of SDA	Oakview Preparatory School	PK-8	Yonkers	NY	10701-3401	USA
Atlantic Union Conference	Greater New York Conference of SDA	Poughkeepsie Community SDA School	PK-8	Poughkeepsie	NY	12603-3009	USA
Atlantic Union Conference	Greater New York Conference of SDA	Whispering Pines SDA School	PK-8	Old Westbury	NY	11568-1612	USA
Atlantic Union Conference	Greater New York Conference of SDA	South Bay Junior Academy of SDA	PK-8	Babylon	NY	11702-3902	USA
Atlantic Union Conference	New York Conference	Buffalo Suburban Christian Academy	PK-8	Lancaster	NY	14086-9790	USA
Atlantic Union Conference	New York Conference	Kingsbury SDA School	PK-8	Hudson Falls	NY	12839-3713	USA
Atlantic Union Conference	New York Conference	Parkview Junior Academy	PK-10	Syracuse	NY	13219-2617	USA
Atlantic Union Conference	New York Conference	Rochester Bay Knoll SDA School	PK-8	Rochester	NY	14622-3021	USA
Atlantic Union Conference	New York Conference	Union Springs Academy	PK-8	Union Springs	NY	13160-3122	USA
Atlantic Union Conference	New York Conference	Union Springs Academy	9-12	Union Springs	NY	13160-3102	USA
Atlantic Union Conference	Northeastern Conference of SDA	Linden SDA School	PK-8	Laurelton	NY	11413-2446	USA
Atlantic Union Conference	Northeastern Conference of SDA	Hanson Place SDA School	PK-8	Brooklyn	NY	11217-1430	USA
Atlantic Union Conference	Northeastern Conference of SDA	Flatbush SDA School	PK-8	Brooklyn	NY	11203-4816	USA
Atlantic Union Conference	Northeastern Conference of SDA	Fairfield County SDA School	PK-8	Bridgeport	CT	06606-2438	USA
Atlantic Union Conference	Northeastern Conference of SDA	Brockton SDA Area Academy	PK-8	Brockton	MA	02302-4610	USA
Atlantic Union Conference	Northeastern Conference of SDA	Bethesda SDA Junior Academy	PK-8	Amityville	NY	11701-1312	USA
Atlantic Union Conference	Northeastern Conference of SDA	Berea SDA Academy	PK-10	Mattapan	MA	02126-1849	USA
Atlantic Union Conference	Northeastern Conference of SDA	Northeastern Adventist Academy Hartford	PK-10	Hartford	CT	06112-1839	USA
Atlantic Union Conference	Northeastern Conference of SDA	Northeastern Academy Brooklyn Campus	PK-12	Brooklyn	NY	11203-4120	USA
Atlantic Union Conference	Northeastern Conference of SDA	Westchester SDA Area School	PK-8	New Rochelle	NY	10801-3226	USA
Atlantic Union Conference	Northeastern Conference of SDA	Springfield SDA Junior Academy	PK-10	Springfield	MA	01109-4111	USA
Atlantic Union Conference	Northern New England Conference	Forestdale Christian School	PK-8	Bryant Pond	ME	04219-6806	USA
Atlantic Union Conference	Northern New England Conference	Riverview Memorial School	PK-8	Norridgewock	ME	04957-4002	USA
Atlantic Union Conference	Northern New England Conference	Pioneer Junior Academy	PK-8	Westmoreland	NH	03467-4705	USA
Atlantic Union Conference	Northern New England Conference	Capital Christian School	PK-8	Concord	NH	03301-5736	USA
Atlantic Union Conference	Northern New England Conference	Caledonia Christian School	PK-10	St Johnsbury	VT	05819-1148	USA
Atlantic Union Conference	Northern New England Conference	Pine Tree Academy	PK-12	Freeport	ME	04032-5711	USA
Atlantic Union Conference	Northern New England Conference	Estabrook Christian School	PK-8	Plainfield	NH	3781	USA
Atlantic Union Conference	Northern New England Conference	Webb River Seventh-day Adventist School	PK-10	Dixfield	ME	04224-8700	USA
Atlantic Union Conference	Northern New England Conference	North Star Christian School	PK-8	Hermon	ME	04401-0913	USA
Atlantic Union Conference	Southern New England Conference	Bayberry Christian Adventist School	PK-8	Osterville	MA	02655-1216	USA
Atlantic Union Conference	Southern New England Conference	Amesbury Adventist School	PK-8	South Hampton	NH	03827-3527	USA
Atlantic Union Conference	Southern New England Conference	Cedar Brook Adventist School	PK-8	Rehoboth	MA	2769	USA
Atlantic Union Conference	Southern New England Conference	Greater Boston Academy	PK-8	Stoneham	MA	02180-2824	USA
Atlantic Union Conference	Southern New England Conference	Laurel Oaks Adventist School	PK-8	Hamden	CT	06514-1120	USA
Atlantic Union Conference	Southern New England Conference	South Lancaster Academy	PK-12	Lancaster	MA	1523	USA
Atlantic Union Conference	Southern New England Conference	Worcester Seventh-day Adventist School	PK-8	Worcester	MA	01602-2434	USA
Atlantic Union Conference	Southern New England Conference	Warren Adventist Elementary School	PK-8	West Brookfield	MA	01585-6006	USA
Atlantic Union Conference	Southern New England Conference	Wachusett Hills Christian School	PK-8	Westminster	MA	01473-1050	USA
Columbia Union Conference	Allegheny East Conference Corporation	Jessie R. Wagner Adventist School	PK-8	Boyertown	PA	19512	USA
Columbia Union Conference	Allegheny East Conference Corporation	George E. Peters Adventist School	PK-8	Hyattsville	MD	20783-3052	USA
Columbia Union Conference	Allegheny East Conference Corporation	Ephesus Adventist Junior Academy	PK-8	Richmond	VA	23224-1310	USA
Columbia Union Conference	Allegheny East Conference Corporation	Dupont Park Adventist Junior Academy	PK-8	Washington	DC	20020-1037	USA
Columbia Union Conference	Allegheny East Conference Corporation	Calvary Seventh-day Adventist School	PK-8	Newport News	VA	23607-5910	USA
Columbia Union Conference	Allegheny East Conference Corporation	Baltimore Junior Academy	PK-8	Baltimore	MD	21215-6606	USA
Columbia Union Conference	Allegheny East Conference Corporation	Pine Forge Academy	9-12	Pine Forge	PA	19548	USA
Columbia Union Conference	Allegheny East Conference Corporation	Trinity Temple Academy	PK-8	Hillside	NJ	07205-1526	USA
Columbia Union Conference	Allegheny East Conference Corporation	Wilbert F. Mays Adventist School	PK-8	Teaneck	NJ	07666-6039	USA
Columbia Union Conference	Allegheny East Conference Corporation	Sharon Temple Junior Academy	PK-8	Wilmington	DE	19802-4025	USA
Columbia Union Conference	Allegheny East Conference Corporation	Hillside Seventh-day Adventist School	PK-8	Harrisburg	PA	17103-1129	USA
Columbia Union Conference	Allegheny West Conference	Columbus Adventist Academy	PK-10	Columbus	OH	43219-3069	USA
Columbia Union Conference	Allegheny West Conference	Ramah Christian Academy	PK-10	Cleveland	OH	44128-3764	USA
Columbia Union Conference	Chesapeake Conference of SDA	Dover First Christian School	PK-8	Dover	DE	19904-4306	USA
Columbia Union Conference	Chesapeake Conference of SDA	Mount Aetna Adventist School	PK-8	Hagerstown	MD	21740-1875	USA

Columbia Union Conference	Chesapeake Conference of SDA	Highland View Academy	9-12	Hagerstown	MD	21740-1800	USA
Columbia Union Conference	Chesapeake Conference of SDA	Friendship Adventist School	PK-8	Linthicum Heights	MD	21090-3041	USA
Columbia Union Conference	Chesapeake Conference of SDA	Frederick Adventist Academy	PK-8	Frederick	MD	21703-7039	USA
Columbia Union Conference	Chesapeake Conference of SDA	Rocky Knoll Adventist School	PK-8	Martinsburg	WV	25403-6157	USA
Columbia Union Conference	Chesapeake Conference of SDA	Baltimore-White Marsh Adventist School	PK-8	Baltimore	MD	21237-3713	USA
Columbia Union Conference	Chesapeake Conference of SDA	Spencerville Adventist Academy	PK-12	Spencerville	MD	20868-9700	USA
Columbia Union Conference	Chesapeake Conference of SDA	Wilmington Jr. Academy	PK-8	Wilmington	DE	19808-1335	USA
Columbia Union Conference	Chesapeake Conference of SDA	Atholton Adventist Academy	PK-10	Columbia	MD	21044-4054	USA
Columbia Union Conference	Mountain View Conference	Highland Adventist School	PK-12	Elkins	WV	26241-5228	USA
Columbia Union Conference	Mountain View Conference	Parkersburg Academy	PK-8	Parkersburg	WV	26104-2030	USA
Columbia Union Conference	Mountain View Conference	Greenbrier Valley Academy	PK-8	Lewisburg	WV	24901-2549	USA
Columbia Union Conference	Mountain View Conference	Summersville SDA School	PK-8	Summersville	WV	26651-9514	USA
Columbia Union Conference	New Jersey Conf of SDAs, Inc.	Lake Nelson Adventist Academy	PK-12	Piscataway	NJ	08854-5036	USA
Columbia Union Conference	New Jersey Conf of SDAs, Inc.	Tranquility Adventist School	PK-8	Andover	NJ	07821-2402	USA
Columbia Union Conference	New Jersey Conf of SDAs, Inc.	Vine Haven Adventist School	PK-8	Vineland	NJ	08360-4220	USA
Columbia Union Conference	New Jersey Conf of SDAs, Inc.	Waldwick Adventist School	PK-10	Waldwick	NJ	07463-1769	USA
Columbia Union Conference	New Jersey Conf of SDAs, Inc.	Meadow View Junior Academy	PK-10	Chesterfield	NJ	08515-9657	USA
Columbia Union Conference	Ohio Conference	Northern Ohio Adventist Academy	PK-10	Sheffield Lake	OH	44054-1228	USA
Columbia Union Conference	Ohio Conference	Eastwood SDA Junior. Academy	PK-10	Westerville	OH	43081-9350	USA
Columbia Union Conference	Ohio Conference	Mansfield SDA School	PK-8	Mansfield	OH	44906-3514	USA
Columbia Union Conference	Ohio Conference	Mayfair Christian School	PK-8	Uniontown	OH	44685-8119	USA
Columbia Union Conference	Ohio Conference	Clifton Christian Academy	PK-8	Cincinnati	OH	45220-1238	USA
Columbia Union Conference	Ohio Conference	Zanesville Adventist School	PK-8	Zanesville	OH	43701-2013	USA
Columbia Union Conference	Ohio Conference	Worthington Adventist Academy	PK-8	Worthington	OH	43085-3130	USA
Columbia Union Conference	Ohio Conference	Toledo Jr. Academy	PK-8	Toledo	OH	43623-3355	USA
Columbia Union Conference	Ohio Conference	Spring Valley Academy	PK-12	Centerville	OH	45458-2744	USA
Columbia Union Conference	Ohio Conference	Piqua Adventist Christian School	PK-8	Piqua	OH	45356-9396	USA
Columbia Union Conference	Ohio Conference	Mount Vernon SDA School	PK-8	Mount Vernon	OH	43050-0891	USA
Columbia Union Conference	Pennsylvania Conference	Blue Mountain Academy	9-12	Hamburg	PA	19526-8745	USA
Columbia Union Conference	Pennsylvania Conference	Blue Mountain SDA Elementary School	PK-8	Hamburg	PA	19526-8748	USA
Columbia Union Conference	Pennsylvania Conference	Harrisburg Adventist School	PK-8	Harrisburg	PA	17109-1040	USA
Columbia Union Conference	Pennsylvania Conference	Huntingdon Valley Christian Academy	PK-10	Huntingdon Valley	PA	19006-3501	USA
Columbia Union Conference	Pennsylvania Conference	Pocono Adventist Christian School	PK-8	Stroudsburg	PA	18360-6517	USA
Columbia Union Conference	Pennsylvania Conference	Reading SDA Junior Academy	PK-10	Reading	PA	19607-1439	USA
Columbia Union Conference	Pennsylvania Conference	Whitehall Christian School	PK-8	Whitehall	PA	18052-3336	USA
Columbia Union Conference	Pennsylvania Conference	Wyoming Valley SDA School	PK-8	Mountain Top	PA	18707-9535	USA
Columbia Union Conference	Pennsylvania Conference	York Adventist Christian School	PK-8	York	PA	17408-8503	USA
Columbia Union Conference	Pennsylvania Conference	Mountain View Christian School	PK-8	South Williamsport	PA	17702-7435	USA
Columbia Union Conference	Potomac Conference Corporation	C F Richards Christian School	PK-8	Staunton	VA	24401-5035	USA
Columbia Union Conference	Potomac Conference Corporation	Beltsville Adventist School	PK-8	Beltsville	MD	20705-1103	USA
Columbia Union Conference	Potomac Conference Corporation	Vienna Adventist Academy	PK-10	Vienna	VA	22180-6236	USA
Columbia Union Conference	Potomac Conference Corporation	Desmond T Doss Christian Academy	PK-10	Lynchburg	VA	24502-4837	USA
Columbia Union Conference	Potomac Conference Corporation	Manassas Adventist Preparatory School	PK-8	Manassas	VA	20109-3536	USA
Columbia Union Conference	Potomac Conference Corporation	Olney Adventist Preparatory School	PK-8	Olney	MD	20832-1804	USA
Columbia Union Conference	Potomac Conference Corporation	Richmond Academy	PK-12	Richmond	VA	23238-6403	USA
Columbia Union Conference	Potomac Conference Corporation	Tree of Life Christian Preparatory Schl	PK-8	Fredericksburg	VA	22407-6234	USA
Columbia Union Conference	Potomac Conference Corporation	Roanoke Adventist Christian School	PK-8	Roanoke	VA	24012-6736	USA
Columbia Union Conference	Potomac Conference Corporation	Shenandoah Valley Academy	9-12	New Market	VA	22844-9529	USA
Columbia Union Conference	Potomac Conference Corporation	Shenandoah Valley Adventist Elementary	PK-8	New Market	VA	22844-9519	USA
Columbia Union Conference	Potomac Conference Corporation	Stanley SDA School	PK-8	Stanley	VA	22851-3600	USA
Columbia Union Conference	Potomac Conference Corporation	Tidewater Adventist Academy	PK-8	Chesapeake	VA	23320-3024	USA
Columbia Union Conference	Potomac Conference Corporation	Takoma Academy Preparatory School	PK-8	Takoma Park	MD	20912-7344	USA
Columbia Union Conference	Potomac Conference Corporation	Tappahannock Junior Academy	PK-8	Tappahannock	VA	22560	USA
Columbia Union Conference	Potomac Conference Corporation	Takoma Academy	9-12	Takoma Park	MD	20912-7348	USA
Lake Union Conference	Illinois Conference	Hinsdale Adventist Academy	PK-12	Hinsdale	IL	60521-2412	USA
Lake Union Conference	Illinois Conference	Metro-East Adventist Christian School	PK-8	Caseyville	IL	62232-2059	USA
Lake Union Conference	Illinois Conference	Gurnee Christian Academy	PK-10	Gurnee	IL	60031-1910	USA
Lake Union Conference	Illinois Conference	Thompsonville Christian Junior Academy	PK-10	Thompsonville	IL	62890-1049	USA
Lake Union Conference	Illinois Conference	Downers Grove Adventist School	PK-8	Downers Grove	IL	60515-4412	USA
Lake Union Conference	Illinois Conference	Alpine Christian School	PK-8	Rockford	IL	61107-4905	USA
Lake Union Conference	Illinois Conference	North Aurora Elementary School	PK-8	North Aurora	IL	60542-6942	USA
Lake Union Conference	Illinois Conference	North Shore Adventist Academy	PK-10	Chicago	IL	60625-3502	USA

Lake Union Conference	Illinois Conference	Marion Adventist Christian School	PK-8	Marion	IL	62959-5834	USA
Lake Union Conference	Indiana Conference	Door Prairie Adventist Christian School	PK-8	La Porte	IN	46350-6166	USA
Lake Union Conference	Indiana Conference	Cross Street Christian School	PK-8	Anderson	IN	46011-9550	USA
Lake Union Conference	Indiana Conference	Cicero Adventist Elementary	PK-8	Cicero	IN	46034-9550	USA
Lake Union Conference	Indiana Conference	Adventist Christian Elementary	PK-8	Bloomington	IN	47408-1355	USA
Lake Union Conference	Indiana Conference	Aboite Christian School	PK-8	Fort Wayne	IN	46818-9603	USA
Lake Union Conference	Indiana Conference	Evansville Adventist Academy	PK-8	Evansville	IN	47710-4411	USA
Lake Union Conference	Indiana Conference	INspire Academy	PK-8	Westfield	IN	46074-5000	USA
Lake Union Conference	Indiana Conference	Indiana Academy	9-12	Cicero	IN	46034-9543	USA
Lake Union Conference	Indiana Conference	Indianapolis Junior Academy	PK-8	Indianapolis	IN	46220-2917	USA
Lake Union Conference	Indiana Conference	Indianapolis Southside Christian Academy	PK-8	Indianapolis	IN	46237-1914	USA
Lake Union Conference	Indiana Conference	Northwest Adventist Christian School	PK-8	Crown Point	IN	46307-8630	USA
Lake Union Conference	Indiana Conference	Richmond Adventist Elementary School	PK-8	Richmond	IN	47374-9710	USA
Lake Union Conference	Indiana Conference	Maple Creek Adventist Academy	PK-8	Columbus	IN	47203-9169	USA
Lake Union Conference	Indiana Conference	South Bend Junior Academy	PK-8	South Bend	IN	46614-1606	USA
Lake Union Conference	Lake Region Conference	Chicago SDA Christian School	PK-8	Chicago	IL	60637-4512	USA
Lake Union Conference	Lake Region Conference	Flint Fairhaven Elementary School	PK-8	Flint	MI	48505	USA
Lake Union Conference	Lake Region Conference	Indianapolis Capitol City SDA School	PK-8	Indianapolis	IN	46202-1250	USA
Lake Union Conference	Lake Region Conference	Peterson-Warren Academy	PK-8	Inkster	MI	48141-3184	USA
Lake Union Conference	Lake Region Conference	South Suburban SDA Christian School	PK-8	Park Forest	IL	60466-2139	USA
Lake Union Conference	Michigan Conference	Ann Arbor Elementary School	PK-8	Ann Arbor	MI	48108-3257	USA
Lake Union Conference	Michigan Conference	Adelphian Junior Academy	PK-10	Holly	MI	48442-1544	USA
Lake Union Conference	Michigan Conference	Alpena Berean Christian School	PK-8	Alpena	MI	49707-5135	USA
Lake Union Conference	Michigan Conference	Gobles Junior Academy	PK-10	Gobles	MI	49055-9078	USA
Lake Union Conference	Michigan Conference	Grand Rapids Adventist Academy	PK-12	Grand Rapids	MI	49504-3716	USA
Lake Union Conference	Michigan Conference	Grayling Elementary School	PK-8	Grayling	MI	49738-6785	USA
Lake Union Conference	Michigan Conference	Andrews Academy	9-12	Berrien Springs	MI	49104-8300	USA
Lake Union Conference	Michigan Conference	First Flint Elementary School	PK-8	Flint	MI	48532-2711	USA
Lake Union Conference	Michigan Conference	Edenville SDA Elementary School	PK-8	Edenville	MI	48620-9802	USA
Lake Union Conference	Michigan Conference	Eau Claire Elementary School	PK-8	Eau Claire	MI	49111-9674	USA
Lake Union Conference	Michigan Conference	Charlotte Adventist Christian School	PK-8	Charlotte	MI	48813-9124	USA
Lake Union Conference	Michigan Conference	Cedar Lake Elementary School	PK-8	Cedar Lake	MI	48812	USA
Lake Union Conference	Michigan Conference	Bluff View Christian School	PK-8	Bessemer	MI	49911-1104	USA
Lake Union Conference	Michigan Conference	Battle Creek Academy	PK-12	Battle Creek	MI	49037-2134	USA
Lake Union Conference	Michigan Conference	A.S.P.I.R.E. Academy	PK-12	Lansing	MI	48917-2476	USA
Lake Union Conference	Michigan Conference	Great Lakes Adventist Academy	9-12	Cedar Lake	MI	48812	USA
Lake Union Conference	Michigan Conference	Greater Lansing Adventist School	PK-10	Lansing	MI	48917-4060	USA
Lake Union Conference	Michigan Conference	Hastings Elementary School	PK-8	Hastings	MI	49058-9350	USA
Lake Union Conference	Michigan Conference	Holland Adventist Academy	PK-10	Holland	MI	49423-9043	USA
Lake Union Conference	Michigan Conference	Ionia Elementary School	PK-8	Ionia	MI	48846-1042	USA
Lake Union Conference	Michigan Conference	Ithaca Seventh-day Adventist School	PK-8	Ithaca	MI	48847-1119	USA
Lake Union Conference	Michigan Conference	Kalamazoo Junior Academy	PK-8	Kalamazoo	MI	49006-2064	USA
Lake Union Conference	Michigan Conference	Marquette Seventh-day Adventist School	PK-8	Negaunee	MI	49866-9616	USA
Lake Union Conference	Michigan Conference	Metropolitan SDA Junior Academy	PK-10	Plymouth	MI	48170-4864	USA
Lake Union Conference	Michigan Conference	Mount Pleasant Elementary School	PK-8	Mount Pleasant	MI	48858-9693	USA
Lake Union Conference	Michigan Conference	Niles Adventist School	PK-8	Niles	MI	49120-1570	USA
Lake Union Conference	Michigan Conference	Northview Adventist School	PK-8	Cadillac	MI	49601-2044	USA
Lake Union Conference	Michigan Conference	Oakwood Junior Academy	PK-8	Taylor	MI	48180-3905	USA
Lake Union Conference	Michigan Conference	Wilson Junior Academy	PK-10	Wilson	MI	49896-9765	USA
Lake Union Conference	Michigan Conference	Village Adventist Elementary School	PK-8	Berrien Springs	MI	49103-1172	USA
Lake Union Conference	Michigan Conference	Troy Adventist Academy	PK-8	Troy	MI	48084-4705	USA
Lake Union Conference	Michigan Conference	Tri-City SDA School	PK-8	Midland	MI	48642-4043	USA
Lake Union Conference	Michigan Conference	Ruth Murdoch Elementary School	PK-8	Berrien Springs	MI	49104-8300	USA
Lake Union Conference	Michigan Conference	Pine Mountain Christian School	PK-8	Iron Mountain	MI	49801-9404	USA
Lake Union Conference	Wisconsin Conference	Wisconsin Academy	9-12	Columbus	WI	53925-9563	USA
Lake Union Conference	Wisconsin Conference	Bethel Junior Academy	PK-8	Arpin	WI	54410-9558	USA
Lake Union Conference	Wisconsin Conference	Frederic Adventist Christian School	PK-8	Frederic	WI	54837-4556	USA
Lake Union Conference	Wisconsin Conference	Green Bay Adventist Junior Academy	PK-10	Green Bay	WI	54303-3112	USA
Lake Union Conference	Wisconsin Conference	Hillside Christian School	PK-8	Wausau	WI	54401-2592	USA
Lake Union Conference	Wisconsin Conference	Maranatha SDA Christian School	PK-8	Lena	WI	54139-9570	USA
Lake Union Conference	Wisconsin Conference	Milwaukee SDA School	PK-10	Milwaukee	WI	53225-1325	USA
Lake Union Conference	Wisconsin Conference	Otter Creek Christian Academy	PK-8	Altoona	WI	54720-1519	USA

Lake Union Conference	Wisconsin Conference	Three Angels Christian School	PK-8	Monona	WI	53716-3728	USA
Lake Union Conference	Wisconsin Conference	Petersen Adventist School	PK-8	Columbus	WI	53925-9509	USA
Mid-America Union Conferen	Central States Conference of SDA	V. Lindsay SDA School	PK-8	Kansas City	KS	66104-4300	USA
Mid-America Union Conferen	Dakota Conference	Prairie Voyager Adventist School	PK-8	Grand Forks	ND	58201-7602	USA
Mid-America Union Conferen	Dakota Conference	Invitation Hill Adventist School	PK-8	Dickinson	ND	58601-9573	USA
Mid-America Union Conferen	Dakota Conference	Hillcrest Adventist Elementary School	PK-8	Jamestown	ND	58401	USA
Mid-America Union Conferen	Dakota Conference	Rapid City Adventist Elementary School	PK-8	Rapid City	SD	57703-4761	USA
Mid-America Union Conferen	Dakota Conference	Brentwood Adventist Christian School	PK-8	Bismarck	ND	58503-6509	USA
Mid-America Union Conferen	Dakota Conference	Dakota Adventist Academy	9-12	Bismarck	ND	58503-9256	USA
Mid-America Union Conferen	Iowa-Missouri Conference	Des Moines Adventist School	PK-8	Des Moines	IA	50321-2144	USA
Mid-America Union Conferen	Iowa-Missouri Conference	College Park Christian Academy	PK-10	Columbia	MO	65203-1826	USA
Mid-America Union Conferen	Iowa-Missouri Conference	Andrews Christian Academy	PK-8	Cedar Rapids	IA	52411-8500	USA
Mid-America Union Conferen	Iowa-Missouri Conference	Sunnydale SDA Elementary School	PK-8	Centralia	MO	65240-5909	USA
Mid-America Union Conferen	Iowa-Missouri Conference	Sunnydale Adventist Academy	9-12	Centralia	MO	65240-5906	USA
Mid-America Union Conferen	Iowa-Missouri Conference	Summit View Adventist School	PK-8	Lees Summit	MO	64086-9207	USA
Mid-America Union Conferen	Iowa-Missouri Conference	Springfield Adventist Academy	PK-8	Springfield	MO	65802-2818	USA
Mid-America Union Conferen	Iowa-Missouri Conference	Sedalia SDA School	PK-8	Sedalia	MO	65301-1222	USA
Mid-America Union Conferen	Iowa-Missouri Conference	Prescott SDA School	PK-8	Saint Joseph	MO	64507-2524	USA
Mid-America Union Conferen	Iowa-Missouri Conference	Hillcrest Seventh-day Adventist School	PK-10	Olivette	MO	63132-2006	USA
Mid-America Union Conferen	Iowa-Missouri Conference	Muscatine Adventist Christian School	PK-8	Muscatine	IA	52761-2757	USA
Mid-America Union Conferen	Iowa-Missouri Conference	Maranatha Adventist School	PK-8	Moberly	MO	65270-2039	USA
Mid-America Union Conferen	Iowa-Missouri Conference	Nevada Seventh-day Adventist School	PK-8	Nevada	IA	50201-2531	USA
Mid-America Union Conferen	Kansas-Nebraska Conference	College View Academy	PK-12	Lincoln	NE	68506-3935	USA
Mid-America Union Conferen	Kansas-Nebraska Conference	George Stone School (Union College)	PK-8	Lincoln	NE	68506-4345	USA
Mid-America Union Conferen	Kansas-Nebraska Conference	Great Bend Adventist School	PK-8	Great Bend	KS	67530-6534	USA
Mid-America Union Conferen	Kansas-Nebraska Conference	High Plains Christian School	PK-8	Garden City	KS	67846-3219	USA
Mid-America Union Conferen	Kansas-Nebraska Conference	Wichita Adventist Christian Academy	PK-10	Wichita	KS	67217-3013	USA
Mid-America Union Conferen	Kansas-Nebraska Conference	Midland Adventist Academy	PK-12	Shawnee	KS	66217-9486	USA
Mid-America Union Conferen	Kansas-Nebraska Conference	Omaha Memorial Adventist School	PK-8	Omaha	NE	68114-3241	USA
Mid-America Union Conferen	Kansas-Nebraska Conference	Valley View Adventist School	PK-8	Scottsbluff	NE	69361-4319	USA
Mid-America Union Conferen	Kansas-Nebraska Conference	Three Angels Adventist School	PK-8	Wichita	KS	67219-3319	USA
Mid-America Union Conferen	Kansas-Nebraska Conference	Topeka Adventist Christian School	PK-8	Topeka	KS	66614-4261	USA
Mid-America Union Conferen	Minnesota Conference	Stone Ridge SDA Christian School	PK-8	Duluth	MN	55811-5507	USA
Mid-America Union Conferen	Minnesota Conference	Rochester Adventist Elementary	PK-8	Rochester	MN	55901-4227	USA
Mid-America Union Conferen	Minnesota Conference	Oak Street Christian School	PK-8	Brainerd	MN	56401-3803	USA
Mid-America Union Conferen	Minnesota Conference	Adventist Christian School	PK-8	Detroit Lakes	MN	56501-2123	USA
Mid-America Union Conferen	Minnesota Conference	Northwoods Elementary School	PK-8	Hutchinson	MN	55350-1103	USA
Mid-America Union Conferen	Minnesota Conference	Minnetonka Christian Academy	PK-10	Minnetonka	MN	55345-1516	USA
Mid-America Union Conferen	Minnesota Conference	Maranatha Adventist Christian School	PK-8	Dodge Center	MN	55927-9306	USA
Mid-America Union Conferen	Minnesota Conference	Maplewood Academy	9-12	Hutchinson	MN	55350-1245	USA
Mid-America Union Conferen	Minnesota Conference	Capital City Adventist Christian School	PK-8	Saint Paul	MN	55119-5923	USA
Mid-America Union Conferen	Minnesota Conference	Blackberry SDA School	PK-8	Grand Rapids	MN	55744-6200	USA
Mid-America Union Conferen	Minnesota Conference	Southview Christian School	PK-10	Burnsville	MN	55306-5322	USA
Mid-America Union Conferen	Minnesota Conference	Anoka Adventist Christian School	PK-8	Anoka	MN	55303-1805	USA
Mid-America Union Conferen	Rocky Mountain Conference	Ft Morgan Lighthouse Christian School	PK-8	Fort Morgan	CO	80701-0860	USA
Mid-America Union Conferen	Rocky Mountain Conference	Fort Collins Christian School	PK-8	Fort Collins	CO	80525-4394	USA
Mid-America Union Conferen	Rocky Mountain Conference	Adventist Christian School	PK-8	Greeley	CO	80634-5919	USA
Mid-America Union Conferen	Rocky Mountain Conference	Brighton Adventist Academy	PK-10	Brighton	CO	80601-3227	USA
Mid-America Union Conferen	Rocky Mountain Conference	Campion Academy	9-12	Loveland	CO	80537-7520	USA
Mid-America Union Conferen	Rocky Mountain Conference	Canon City Four Mile Adventist School	PK-8	Canon City	CO	81212-9326	USA
Mid-America Union Conferen	Rocky Mountain Conference	Cortez SDA School	PK-8	Cortez	CO	81321-3445	USA
Mid-America Union Conferen	Rocky Mountain Conference	Delta SDA School	PK-8	Delta	CO	81416-1925	USA
Mid-America Union Conferen	Rocky Mountain Conference	Farmington Discover Christian School	PK-8	Farmington	NM	87402-4851	USA
Mid-America Union Conferen	Rocky Mountain Conference	Vista Ridge Academy	PK-8	Erie	CO	80516-7981	USA
Mid-America Union Conferen	Rocky Mountain Conference	Springs Adventist Academy	PK-8	Colorado Springs	CO	80915-1498	USA
Mid-America Union Conferen	Rocky Mountain Conference	SonShine Academy	PK-8	Worland	WY	82401-4100	USA
Mid-America Union Conferen	Rocky Mountain Conference	Mountain Road Christian Academy	PK-8	Casper	WY	82601-5403	USA
Mid-America Union Conferen	Rocky Mountain Conference	HMS Richards SDA School	PK-8	Loveland	CO	80537-7520	USA
Mid-America Union Conferen	Rocky Mountain Conference	Intermountain Adventist Academy	PK-8	Grand Junction	CO	81505-6925	USA
Mid-America Union Conferen	Rocky Mountain Conference	Laura E Mason Christian Academy	PK-8	Cheyenne	WY	82009-3557	USA
Mid-America Union Conferen	Rocky Mountain Conference	Mile High Adventist Academy	PK-12	Highlands Ranch	CO	80126-2415	USA
North American Division Unio	Guam-Micronesia Mission	Guam Adventist Academy	PK-12	Yona	GU	96915-4901	USA

North Pacific Union Conferen	Alaska Conference of SDA	Anchorage Junior Academy	PK-8	Anchorage	AK	99507-6856	USA
North Pacific Union Conferen	Alaska Conference of SDA	Sitka Adventist School	PK-8	Sitka	AK	99835-7010	USA
North Pacific Union Conferen	Alaska Conference of SDA	Amazing Grace Academy	PK-12	Palmer	AK	99645	USA
North Pacific Union Conferen	Alaska Conference of SDA	Golden Heart Christian School	PK-8	Fairbanks	AK	99709-6553	USA
North Pacific Union Conferen	Alaska Conference of SDA	Dillingham Adventist School	PK-8	Dillingham	AK	99576	USA
North Pacific Union Conferen	Alaska Conference of SDA	Juneau Adventist Christian School	PK-8	Juneau	AK	99801-9512	USA
North Pacific Union Conferen	Idaho Conference of SDA	Boise Valley Adventist School	PK-8	Boise	ID	83713-8919	USA
North Pacific Union Conferen	Idaho Conference of SDA	Baker Adventist Christian School	PK-8	Baker City	OR	97814-8404	USA
North Pacific Union Conferen	Idaho Conference of SDA	Treasure Valley SDA School	PK-8	Payette	ID	83661-3320	USA
North Pacific Union Conferen	Idaho Conference of SDA	Salmon SDA School	PK-8	Salmon	ID	83467-3336	USA
North Pacific Union Conferen	Idaho Conference of SDA	La Grande Adventist Christian School	PK-8	La Grande	OR	97850-5434	USA
North Pacific Union Conferen	Idaho Conference of SDA	Hilltop Adventist School	PK-8	Twin Falls	ID	83301-5460	USA
North Pacific Union Conferen	Idaho Conference of SDA	Gem State Adventist Academy	9-12	Caldwell	ID	83607-8365	USA
North Pacific Union Conferen	Idaho Conference of SDA	Enterprise SDA Christian School	PK-8	Enterprise	OR	97828	USA
North Pacific Union Conferen	Idaho Conference of SDA	Eagle Adventist Christian School	PK-8	Eagle	ID	83616-4906	USA
North Pacific Union Conferen	Idaho Conference of SDA	Desert View Christian School	PK-8	Mountain Home	ID	83647-3146	USA
North Pacific Union Conferen	Idaho Conference of SDA	Caldwell Adventist Elementary School	PK-8	Caldwell	ID	83605-5537	USA
North Pacific Union Conferen	Montana Conf of Seventh-day Adventist:	Valley Adventist Christian School	PK-8	Kalispell	MT	59901-6625	USA
North Pacific Union Conferen	Montana Conf of Seventh-day Adventist:	Trout Creek Adventist School	PK-8	Trout Creek	MT	59874-9596	USA
North Pacific Union Conferen	Montana Conf of Seventh-day Adventist:	Trailhead Christian School	PK-8	Billings	MT	59102-4416	USA
North Pacific Union Conferen	Montana Conf of Seventh-day Adventist:	Teton Adventist Christian School	PK-8	Choteau	MT	59422-9291	USA
North Pacific Union Conferen	Montana Conf of Seventh-day Adventist:	Mountain View Christian School	PK-8	Missoula	MT	59804-2912	USA
North Pacific Union Conferen	Montana Conf of Seventh-day Adventist:	Mount Ellis Elementary	PK-8	Bozeman	MT	59715-6685	USA
North Pacific Union Conferen	Montana Conf of Seventh-day Adventist:	Mount Ellis Academy	9-12	Bozeman	MT	59715-6683	USA
North Pacific Union Conferen	Montana Conf of Seventh-day Adventist:	Libby Adventist Christian School	PK-8	Libby	MT	59923-8600	USA
North Pacific Union Conferen	Montana Conf of Seventh-day Adventist:	Highland View Christian School	PK-8	Butte	MT	59701-5008	USA
North Pacific Union Conferen	Montana Conf of Seventh-day Adventist:	Glacier View School	PK-8	Ronan	MT	59864-9291	USA
North Pacific Union Conferen	Montana Conf of Seventh-day Adventist:	Blodgett View Christian School	PK-8	Hamilton	MT	59840-9512	USA
North Pacific Union Conferen	Montana Conf of Seventh-day Adventist:	Valley View Christian School	PK-8	Glendive	MT	59330-9433	USA
North Pacific Union Conferen	Montana Conf of Seventh-day Adventist:	Five Falls Christian School	PK-8	Great Falls	MT	59404-3720	USA
North Pacific Union Conferen	Oregon Conference of SDA	Rivergate Adventist Elementary School	PK-8	Gladstone	OR	97027-1428	USA
North Pacific Union Conferen	Oregon Conference of SDA	Riverside Adventist Christian School	PK-8	Washougal	WA	98671-8318	USA
North Pacific Union Conferen	Oregon Conference of SDA	Rogue Valley Adventist Academy	PK-12	Medford	OR	97501-8508	USA
North Pacific Union Conferen	Oregon Conference of SDA	Roseburg Christian Academy	PK-8	Roseburg	OR	97471-6005	USA
North Pacific Union Conferen	Oregon Conference of SDA	Scappoose Adventist School	PK-8	Scappoose	OR	97056-2530	USA
North Pacific Union Conferen	Oregon Conference of SDA	Shady Point Adventist School	PK-8	Eagle Point	OR	97524-7853	USA
North Pacific Union Conferen	Oregon Conference of SDA	Shoreline Christian School	PK-8	Florence	OR	97439-8833	USA
North Pacific Union Conferen	Oregon Conference of SDA	Three Sisters Adventist Christian School	PK-8	Bend	OR	97703-8938	USA
North Pacific Union Conferen	Oregon Conference of SDA	Tillamook Adventist School	PK-8	Tillamook	OR	97141-2650	USA
North Pacific Union Conferen	Oregon Conference of SDA	Tualatin Valley Academy	PK-10	Hillsboro	OR	97123-6875	USA
North Pacific Union Conferen	Oregon Conference of SDA	Portland Adventist Elementary School	PK-8	Gresham	OR	97030-6312	USA
North Pacific Union Conferen	Oregon Conference of SDA	Portland Adventist Academy	9-12	Portland	OR	97216-2535	USA
North Pacific Union Conferen	Oregon Conference of SDA	Milo Adventist Academy	9-12	Days Creek	OR	97429-9743	USA
North Pacific Union Conferen	Oregon Conference of SDA	Mid Columbia Adventist Christian School	PK-10	Hood River	OR	97031-9669	USA
North Pacific Union Conferen	Oregon Conference of SDA	Meadow Glade Adventist Elementary	PK-8	Battle Ground	WA	98604-6115	USA
North Pacific Union Conferen	Oregon Conference of SDA	McMinnville Adventist Christian School	PK-8	McMinnville	OR	97128-3537	USA
North Pacific Union Conferen	Oregon Conference of SDA	Canyonville Adventist Elementary School	PK-8	Canyonville	OR	97417-8743	USA
North Pacific Union Conferen	Oregon Conference of SDA	Central Valley Christian School	PK-8	Tangent	OR	97389-9627	USA
North Pacific Union Conferen	Oregon Conference of SDA	Columbia Adventist Academy	9-12	Battle Ground	WA	98604-6112	USA
North Pacific Union Conferen	Oregon Conference of SDA	Klamath Falls Adventist Christian School	PK-8	Klamath Falls	OR	97601-2721	USA
North Pacific Union Conferen	Oregon Conference of SDA	Countryside Christian School	PK-8	Veneta	OR	97487-9607	USA
North Pacific Union Conferen	Oregon Conference of SDA	Madrone Adventist Elementary School	PK-8	Cave Junction	OR	97523-9758	USA
North Pacific Union Conferen	Oregon Conference of SDA	Madras Christian School	PK-8	Madras	OR	97741-1552	USA
North Pacific Union Conferen	Oregon Conference of SDA	Livingstone Adventist Academy	PK-12	Salem	OR	97317-3338	USA
North Pacific Union Conferen	Oregon Conference of SDA	Lincoln City Christian School	PK-8	Lincoln City	OR	97367-4244	USA
North Pacific Union Conferen	Oregon Conference of SDA	Emerald Christian Academy	PK-8	Pleasant Hill	OR	97455-9764	USA
North Pacific Union Conferen	Oregon Conference of SDA	Grants Pass Adventist School	PK-8	Grants Pass	OR	97526-6303	USA
North Pacific Union Conferen	Oregon Conference of SDA	Hood View Adventist School	PK-8	Boring	OR	97009-6002	USA
North Pacific Union Conferen	Oregon Conference of SDA	Journey Christian School	PK-8	Kelso	WA	98626-1969	USA
North Pacific Union Conferen	Oregon Conference of SDA	Cottage Grove Christian School	PK-8	Cottage Grove	OR	97424-2529	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Yakima Adventist Christian School	PK-10	Yakima	WA	98908-2144	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Walla Walla Valley Adventist Schools	PK-12	College Place	WA	99324-1284	USA

North Pacific Union Conferen	Upper Columbia Conference of SDA	Walla Walla Valley Academy	9-12	College Place	WA	99324-1284	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Upper Columbia Academy Elementary Sch	PK-8	Spangle	WA	99031-9747	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Upper Columbia Academy	9-12	Spangle	WA	99031-9703	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Tri-City Adventist School	PK-10	Pasco	WA	99301-2907	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Spokane Valley Adventist School	PK-8	Spokane Valley	WA	99037-9012	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Sandpoint Junior Academy	PK-8	Sandpoint	ID	83864-9327	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Pendleton Christian School	PK-8	Pendleton	OR	97801-3801	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Pend Oreille Valley Adventist School	PK-8	Oldtown	ID	83822-9228	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Peaceful Valley Christian School	PK-8	Tonasket	WA	98855-9206	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Palouse Hills Christian School	PK-8	Moscow	ID	83843-8024	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Palisades Christian Academy	PK-10	Spokane	WA	99224-5247	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Orofino Adventist Christian School	PK-8	Orofino	ID	83544	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Omak Adventist Christian School	PK-8	Omak	WA	98841	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Milton-Stateline Adventist School	PK-8	Milton Freewater	OR	97862-7943	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Lake City Academy	PK-8	Coeur D Alene	ID	83814-3424	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Hermiston Adventist School	PK-8	Hermiston	OR	97838-6672	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Goldendale Adventist School	PK-8	Goldendale	WA	98620	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Crestview Christian School	PK-8	Moses Lake	WA	98837-1466	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Cornerstone Christian School	PK-8	Bonnors Ferry	ID	83805-5864	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Colville Valley Junior Academy	PK-8	Colville	WA	99114-9237	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Cascade Christian Academy	PK-12	Wenatchee	WA	98801-1204	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Beacon Christian School	PK-8	Lewiston	ID	83501-4620	USA
North Pacific Union Conferen	Upper Columbia Conference of SDA	Brewster Adventist Christian School	PK-8	Brewster	WA	98812-9512	USA
North Pacific Union Conferen	Washington Conference of SDA	Auburn Adventist Academy	9-12	Auburn	WA	98092-7204	USA
North Pacific Union Conferen	Washington Conference of SDA	Buena Vista Seventh-day Adventist School	PK-8	Auburn	WA	98092-7341	USA
North Pacific Union Conferen	Washington Conference of SDA	Cedarbrook Adventist Christian School	PK-8	Port Hadlock	WA	98339-9719	USA
North Pacific Union Conferen	Washington Conference of SDA	Cypress Adventist School	PK-8	Lynnwood	WA	98036-7939	USA
North Pacific Union Conferen	Washington Conference of SDA	Enumclaw Adventist Christian School	PK-8	Enumclaw	WA	98022-8321	USA
North Pacific Union Conferen	Washington Conference of SDA	Forest Park Adventist Christian School	PK-8	Everett	WA	98203-2117	USA
North Pacific Union Conferen	Washington Conference of SDA	Grays Harbor Adventist Christian School	PK-8	Montesano	WA	98563	USA
North Pacific Union Conferen	Washington Conference of SDA	Kirkland Seventh-day Adventist School	PK-8	Kirkland	WA	98033-7517	USA
North Pacific Union Conferen	Washington Conference of SDA	Kitsap Adventist Christian School	PK-8	Bremerton	WA	98312-8803	USA
North Pacific Union Conferen	Washington Conference of SDA	Lewis County Adventist School	PK-10	Chehalis	WA	98532-9635	USA
North Pacific Union Conferen	Washington Conference of SDA	Northwest Christian School	PK-8	Puyallup	WA	98372-5211	USA
North Pacific Union Conferen	Washington Conference of SDA	Olympia Christian School	PK-8	Olympia	WA	98502-4463	USA
North Pacific Union Conferen	Washington Conference of SDA	Orcas Christian School	PK-12	Eastsound	WA	98245-8905	USA
North Pacific Union Conferen	Washington Conference of SDA	Peninsula Adventist Elementary School	PK-8	Sequim	WA	98382-8516	USA
North Pacific Union Conferen	Washington Conference of SDA	Poulsbo Adventist School	PK-8	Poulsbo	WA	98370-8549	USA
North Pacific Union Conferen	Washington Conference of SDA	Puget Sound Adventist Academy	9-12	Kirkland	WA	98033-7517	USA
North Pacific Union Conferen	Washington Conference of SDA	Shelton Valley Christian School	PK-8	Shelton	WA	98584-8722	USA
North Pacific Union Conferen	Washington Conference of SDA	Skagit Adventist Academy	PK-12	Burlington	WA	98233-1568	USA
North Pacific Union Conferen	Washington Conference of SDA	Sky Valley Adventist School	PK-8	Monroe	WA	98272-2000	USA
North Pacific Union Conferen	Washington Conference of SDA	Whidbey Christian Elementary School	PK-8	Oak Harbor	WA	98277-5208	USA
North Pacific Union Conferen	Washington Conference of SDA	Baker View Christian School	PK-8	Bellingham	WA	98226-9612	USA
Pacific Union Conference		Holbrook SDA Indian School	PK-12	Holbrook	AZ	86025-3223	USA
Pacific Union Conference	Arizona Conference Corporation	Yuma Adventist Christian School	PK-8	Yuma	AZ	85364-5557	USA
Pacific Union Conference	Arizona Conference Corporation	Verde Valley Adventist School	PK-8	Cottonwood	AZ	86326	USA
Pacific Union Conference	Arizona Conference Corporation	Thunderbird Christian Elementary	PK-8	Scottsdale	AZ	85260-3915	USA
Pacific Union Conference	Arizona Conference Corporation	Thunderbird Adventist Academy	9-12	Scottsdale	AZ	85260-3915	USA
Pacific Union Conference	Arizona Conference Corporation	Saguaro Hills Adventist Christian School	PK-8	Tucson	AZ	85746-9529	USA
Pacific Union Conference	Arizona Conference Corporation	Prescott Adventist Christian School	PK-10	Prescott	AZ	86301-4179	USA
Pacific Union Conference	Arizona Conference Corporation	Maricopa Village Christian School	PK-8	Laveen	AZ	85339-9311	USA
Pacific Union Conference	Arizona Conference Corporation	Glenview Adventist Academy	PK-8	Phoenix	AZ	85019-1008	USA
Pacific Union Conference	Arizona Conference Corporation	Cochise SDA Christian School	PK-8	Bisbee	AZ	85603	USA
Pacific Union Conference	Arizona Conference Corporation	Adobe Adventist Christian School	PK-8	Mesa	AZ	85207-5319	USA
Pacific Union Conference	Central California Conference	Peninsula Adventist School	PK-8	Seaside	CA	93955-6109	USA
Pacific Union Conference	Central California Conference	Templeton Hills Adventist School	PK-8	Templeton	CA	93465-9783	USA
Pacific Union Conference	Central California Conference	Sierra View Junior Academy	PK-10	Exeter	CA	93221-9648	USA
Pacific Union Conference	Central California Conference	San Francisco Adventist School	PK-8	San Francisco	CA	94112-2304	USA
Pacific Union Conference	Central California Conference	VHM Christian School	PK-8	Santa Cruz	CA	95062-1638	USA
Pacific Union Conference	Central California Conference	Mountain View Academy	9-12	Mountain View	CA	94041-1210	USA
Pacific Union Conference	Central California Conference	Mother Lode Adventist Junior Academy	PK-10	Sonoma	CA	95370-4801	USA

Pacific Union Conference	Central California Conference	Monterey Bay Academy	9-12	La Selva Beach	CA	95076-1907	USA
Pacific Union Conference	Central California Conference	Miramonte Christian School	PK-8	Los Altos	CA	94024-5502	USA
Pacific Union Conference	Central California Conference	Armona Union Academy	PK-12	Armona	CA	93202	USA
Pacific Union Conference	Central California Conference	Bakersfield Adventist Academy	PK-12	Bakersfield	CA	93306-3005	USA
Pacific Union Conference	Central California Conference	Central Valley Christian Academy	PK-12	Ceres	CA	95307-1516	USA
Pacific Union Conference	Central California Conference	Chowchilla Adventist School	PK-8	Chowchilla	CA	93610-8802	USA
Pacific Union Conference	Central California Conference	Dinuba Junior Academy	PK-8	Dinuba	CA	93618-2507	USA
Pacific Union Conference	Central California Conference	Foothill SDA Elementary	PK-8	Milpitas	CA	95035-7071	USA
Pacific Union Conference	Central California Conference	Fresno Adventist Academy	PK-12	Fresno	CA	93727-2522	USA
Pacific Union Conference	Central California Conference	Hollister SDA Christian School	PK-8	Hollister	CA	95023	USA
Pacific Union Conference	Central California Conference	Los Banos Adventist Christian School	PK-8	Los Banos	CA	93635-9708	USA
Pacific Union Conference	Central California Conference	Valley View Adventist School	PK-8	Arroyo Grande	CA	93420-2629	USA
Pacific Union Conference	Hawaii Conference	Kohala Adventist School	PK-8	Hawi	HI	96719	USA
Pacific Union Conference	Hawaii Conference	Kahili Adventist School	PK-8	Kapaa	HI	96746-1628	USA
Pacific Union Conference	Hawaii Conference	Hawaiian Mission Academy Windward Cam	PK-8	Kailua	HI	96734-2340	USA
Pacific Union Conference	Hawaii Conference	Hawaiian Mission Academy Maui	PK-8	Kahului	HI	96732-2426	USA
Pacific Union Conference	Hawaii Conference	Hawaiian Mission Academy Ka Lama Iki	PK-8	Honolulu	HI	96814-1347	USA
Pacific Union Conference	Hawaii Conference	Hawaiian Mission Academy	9-12	Honolulu	HI	96822-5829	USA
Pacific Union Conference	Hawaii Conference	Adventist Malama Elementary School	PK-8	Waianae	HI	96792-3042	USA
Pacific Union Conference	Hawaii Conference	Kona Adventist Christian School	PK-8	Captain Cook	HI	96704-8286	USA
Pacific Union Conference	Hawaii Conference	Mauna Loa School	PK-8	Hilo	HI	96720-2646	USA
Pacific Union Conference	Nevada-Utah Conference	Vegas Valley Adventist Academy	PK-10	Las Vegas	NV	89146-1252	USA
Pacific Union Conference	Nevada-Utah Conference	Riverview Christian Academy	PK-8	Reno	NV	89523-9008	USA
Pacific Union Conference	Nevada-Utah Conference	Summit Christian Academy	PK-8	Salt Lake City	UT	84124-1169	USA
Pacific Union Conference	Nevada-Utah Conference	Susanville Adventist Christian School	PK-8	Susanville	CA	96130-3717	USA
Pacific Union Conference	Nevada-Utah Conference	Bishop Adventist Christian School	PK-8	Bishop	CA	93514-2316	USA
Pacific Union Conference	Nevada-Utah Conference	Fallon Adventist Christian School	PK-8	Fallon	NV	89406-3954	USA
Pacific Union Conference	Northern California Conference of SDA	Crescent City SDA School	PK-8	Crescent City	CA	95531-8921	USA
Pacific Union Conference	Northern California Conference of SDA	Echo Ridge Christian School	PK-8	Nevada City	CA	95959-9636	USA
Pacific Union Conference	Northern California Conference of SDA	El Dorado Adventist School	PK-8	Placerville	CA	95667-6003	USA
Pacific Union Conference	Northern California Conference of SDA	Feather River Adventist School	PK-8	Oroville	CA	95965-9660	USA
Pacific Union Conference	Northern California Conference of SDA	Foothills Adventist Elementary School	PK-8	Saint Helena	CA	94574-9742	USA
Pacific Union Conference	Northern California Conference of SDA	Fortuna Junior Academy	PK-8	Fortuna	CA	95540-3402	USA
Pacific Union Conference	Northern California Conference of SDA	Galt Adventist School	PK-8	Galt	CA	95632-1725	USA
Pacific Union Conference	Northern California Conference of SDA	Hilltop Christian School	PK-8	Antioch	CA	94509-7403	USA
Pacific Union Conference	Northern California Conference of SDA	Lodi Academy	9-12	Lodi	CA	95240-5907	USA
Pacific Union Conference	Northern California Conference of SDA	Lodi SDA Elementary School	PK-8	Lodi	CA	95240-5907	USA
Pacific Union Conference	Northern California Conference of SDA	Middletown Adventist School	PK-8	Middletown	CA	95461	USA
Pacific Union Conference	Northern California Conference of SDA	Napa Christian Campus of Ed	PK-12	Napa	CA	94559-3120	USA
Pacific Union Conference	Northern California Conference of SDA	Orangevale SDA School	PK-8	Orangevale	CA	95662-4623	USA
Pacific Union Conference	Northern California Conference of SDA	Clearlake SDA Christian School	PK-8	Clearlake	CA	95422-9078	USA
Pacific Union Conference	Northern California Conference of SDA	PUC Preparatory School	9-12	Angwin	CA	94508-9713	USA
Pacific Union Conference	Northern California Conference of SDA	Paradise Adventist Academy	9-12	Paradise	CA	95969-4702	USA
Pacific Union Conference	Northern California Conference of SDA	Paradise Adventist Elementary School	PK-8	Paradise	CA	95969-4702	USA
Pacific Union Conference	Northern California Conference of SDA	Pine Hills Adventist Academy	PK-12	Auburn	CA	95603-9071	USA
Pacific Union Conference	Northern California Conference of SDA	Pleasant Hill Adventist Academy	PK-12	Pleasant Hill	CA	94523-2640	USA
Pacific Union Conference	Northern California Conference of SDA	Redding Adventist Academy	PK-10	Redding	CA	96002-1216	USA
Pacific Union Conference	Northern California Conference of SDA	Redwood Adventist Academy	PK-8	Santa Rosa	CA	95404-1101	USA
Pacific Union Conference	Northern California Conference of SDA	Rio Lindo Adventist Academy	9-12	Healdsburg	CA	95448-9411	USA
Pacific Union Conference	Northern California Conference of SDA	Chico Oaks Adventist School	PK-8	Chico	CA	95926-1738	USA
Pacific Union Conference	Northern California Conference of SDA	Tracy SDA Christian Elem School	PK-8	Tracy	CA	95376-2624	USA
Pacific Union Conference	Northern California Conference of SDA	Ukiah Junior Academy	PK-10	Ukiah	CA	95482-6924	USA
Pacific Union Conference	Northern California Conference of SDA	Vacaville Adventist Christian School	PK-8	Vacaville	CA	95688-8608	USA
Pacific Union Conference	Northern California Conference of SDA	Westlake SDA School	PK-8	Lakeport	CA	95453-9448	USA
Pacific Union Conference	Northern California Conference of SDA	Yreka Adventist Christian School	PK-8	Yreka	CA	96097-3441	USA
Pacific Union Conference	Northern California Conference of SDA	Bayside Adventist Christian School	PK-8	Hayward	CA	94544-3617	USA
Pacific Union Conference	Northern California Conference of SDA	ACS of Yuba City	PK-8	Yuba City	CA	95993-5114	USA
Pacific Union Conference	Northern California Conference of SDA	ACES of Red Bluff	PK-8	Red Bluff	CA	96080-4247	USA
Pacific Union Conference	Northern California Conference of SDA	PUC Elementary School	PK-8	Angwin	CA	94508-9667	USA
Pacific Union Conference	Northern California Conference of SDA	Sacramento Adventist Academy	PK-12	Carmichael	CA	95608-1212	USA
Pacific Union Conference	Southeastern California Conference	Loma Linda Academy	PK-12	Loma Linda	CA	92354-2104	USA
Pacific Union Conference	Southeastern California Conference	Mentone SDA School	PK-8	Mentone	CA	92359-1222	USA

Pacific Union Conference	Southeastern California Conference	Victor Valley SDA School	PK-8	Victorville	CA	92395-4640	USA
Pacific Union Conference	Southeastern California Conference	Murrieta Springs Adventist Christian Sch	PK-8	Murrieta	CA	92562-4207	USA
Pacific Union Conference	Southeastern California Conference	Needles SDA School	PK-8	Needles	CA	92363-3422	USA
Pacific Union Conference	Southeastern California Conference	Oceanside Adventist Elementary	PK-8	Oceanside	CA	92054-5603	USA
Pacific Union Conference	Southeastern California Conference	Orangewood Academy	PK-12	Garden Grove	CA	92843-4113	USA
Pacific Union Conference	Southeastern California Conference	Redlands Adventist Academy	PK-12	Redlands	CA	92373-4439	USA
Pacific Union Conference	Southeastern California Conference	San Antonio Christian School	PK-8	Ontario	CA	91764-1234	USA
Pacific Union Conference	Southeastern California Conference	San Diego Academy	PK-12	National City	CA	91950-3057	USA
Pacific Union Conference	Southeastern California Conference	Valley Adventist Christian School	PK-8	Moreno Valley	CA	92553-2849	USA
Pacific Union Conference	Southeastern California Conference	Laguna Niguel Junior Academy	PK-8	Laguna Niguel	CA	92677-1658	USA
Pacific Union Conference	Southeastern California Conference	La Sierra Academy	PK-12	Riverside	CA	92505-3225	USA
Pacific Union Conference	Southeastern California Conference	Escondido Adventist Academy	PK-12	Escondido	CA	92026-2210	USA
Pacific Union Conference	Southeastern California Conference	El Cajon SDA School	PK-8	El Cajon	CA	92019-1045	USA
Pacific Union Conference	Southeastern California Conference	Calexico Mission School	PK-12	Calexico	CA	92231-3022	USA
Pacific Union Conference	Southeastern California Conference	Desert Adventist School	PK-8	Palm Desert	CA	92260-1688	USA
Pacific Union Conference	Southeastern California Conference	Mesa Grande Academy	PK-12	Calimesa	CA	92320-1439	USA
Pacific Union Conference	Southern California Conference	East Valley Adventist School	PK-8	Baldwin Park	CA	91706-5153	USA
Pacific Union Conference	Southern California Conference	Conejo Adventist Elementary School	PK-8	Newbury Park	CA	91320-1135	USA
Pacific Union Conference	Southern California Conference	Linda Vista Adventist School	PK-8	Oxnard	CA	93036-1032	USA
Pacific Union Conference	Southern California Conference	Antelope Valley Adventist School	PK-8	Lancaster	CA	93534-2486	USA
Pacific Union Conference	Southern California Conference	Adventist Union School	PK-8	Bellflower	CA	90706-3547	USA
Pacific Union Conference	Southern California Conference	San Gabriel Academy	PK-12	San Gabriel	CA	91776-2113	USA
Pacific Union Conference	Southern California Conference	South Bay Christian School	PK-8	Torrance	CA	90503-2121	USA
Pacific Union Conference	Southern California Conference	Adventist Education Simi Valley	PK-8	Simi Valley	CA	93065-3034	USA
Pacific Union Conference	Southern California Conference	San Fernando Valley Academy	PK-12	Northridge	CA	91325-1408	USA
Pacific Union Conference	Southern California Conference	Ridgecrest Adventist Elementary	PK-8	Ridgecrest	CA	93555-3401	USA
Pacific Union Conference	Southern California Conference	Newbury Park Adventist Academy	9-12	Newbury Park	CA	91320-1102	USA
Pacific Union Conference	Southern California Conference	Los Angeles Adventist Academy	PK-8	Los Angeles	CA	90059-3310	USA
Pacific Union Conference	Southern California Conference	Glendale Adventist Academy	PK-12	Glendale	CA	91206-1641	USA
Pacific Union Conference	Southern California Conference	West Covina Hills SDA School	PK-8	West Covina	CA	91791-2331	USA
Southern Union Conference	Carolina Conference, Inc.	ACA of Charleston	PK-10	Charleston	SC	29414-5325	USA
Southern Union Conference	Carolina Conference, Inc.	Asheville-Pisgah Christian School	PK-8	Candler	NC	28715-9408	USA
Southern Union Conference	Carolina Conference, Inc.	Blue Ridge Adventist Christian School	PK-8	Waynesville	NC	28786-6921	USA
Southern Union Conference	Carolina Conference, Inc.	ACA Raleigh	PK-10	Raleigh	NC	27606-4110	USA
Southern Union Conference	Carolina Conference, Inc.	ACA Charlotte	PK-8	Charlotte	NC	28211-3061	USA
Southern Union Conference	Carolina Conference, Inc.	Brookhaven SDA School	PK-8	Winterville	NC	28590-8924	USA
Southern Union Conference	Carolina Conference, Inc.	Cornerstone Adventist Academy	PK-8	Charlotte	NC	28213-9254	USA
Southern Union Conference	Carolina Conference, Inc.	Eddlemon Adventist Christian Academy	PK-8	Spartanburg	SC	29306-3923	USA
Southern Union Conference	Carolina Conference, Inc.	Tryon SDA School	PK-8	Tryon	NC	28782-6681	USA
Southern Union Conference	Carolina Conference, Inc.	Mills River SDA School	PK-8	Mills River	NC	28759-4620	USA
Southern Union Conference	Carolina Conference, Inc.	Mount Pisgah Academy	9-12	Candler	NC	28715-9408	USA
Southern Union Conference	Carolina Conference, Inc.	Myrtle Beach ACA	PK-8	Myrtle Beach	SC	29579-3203	USA
Southern Union Conference	Carolina Conference, Inc.	Poplar Springs SDA School	PK-8	Westminster	SC	29693-3123	USA
Southern Union Conference	Carolina Conference, Inc.	Salisbury Adventist School	PK-8	Salisbury	NC	28146-6824	USA
Southern Union Conference	Carolina Conference, Inc.	Wm H Johnston Elementary	PK-8	Hickory	NC	28601-5729	USA
Southern Union Conference	Carolina Conference, Inc.	Tri-City Christian Academy	PK-10	High Point	NC	27265-9181	USA
Southern Union Conference	Carolina Conference, Inc.	Wilmington SDA School	PK-8	Wilmington	NC	28403-1219	USA
Southern Union Conference	Carolina Conference, Inc.	Upward Adventist School	PK-8	Flat Rock	NC	28731-8799	USA
Southern Union Conference	Carolina Conference, Inc.	Five Oaks Adventist Christian	PK-8	Durham	NC	27707-5241	USA
Southern Union Conference	Carolina Conference, Inc.	Silver Creek Adventist School	PK-8	Morganton	NC	28655-9101	USA
Southern Union Conference	Florida Conference	Winter Haven Adventist Academy	PK-8	Winter Haven	FL	33880-4126	USA
Southern Union Conference	Florida Conference	William A Kirlow Jr Academy	PK-8	Miami Gardens	FL	33056-3026	USA
Southern Union Conference	Florida Conference	West Palm Beach Junior Academy	PK-8	West Palm Beach	FL	33415-3551	USA
Southern Union Conference	Florida Conference	West Coast Christian Academy	PK-8	Bradenton	FL	34203-2648	USA
Southern Union Conference	Florida Conference	Walker Memorial Academy	PK-10	Avon Park	FL	33825-9512	USA
Southern Union Conference	Florida Conference	Tallahassee Adventist Christian Academy	PK-8	Tallahassee	FL	32301	USA
Southern Union Conference	Florida Conference	Sawgrass Adventist School	PK-8	Plantation	FL	33325-2511	USA
Southern Union Conference	Florida Conference	Port Charlotte Adventist School	PK-10	Port Charlotte	FL	33980-5753	USA
Southern Union Conference	Florida Conference	Orlando Junior Academy	PK-8	Orlando	FL	32804-3942	USA
Southern Union Conference	Florida Conference	Okeechobee Adventist Christian School	PK-8	Okeechobee	FL	34972-2519	USA
Southern Union Conference	Florida Conference	Ocala Adventist Academy	PK-8	Ocala	FL	34470-1462	USA
Southern Union Conference	Florida Conference	North Tampa Christian Academy	PK-12	Wesley Chapel	FL	33544-9301	USA

Southern Union Conference	Florida Conference	Naples Adventist Christian School	PK-8	Naples	FL	34104-6122	USA
Southern Union Conference	Florida Conference	Miami Springs Adventist School	PK-8	Miami Springs	FL	33166-7103	USA
Southern Union Conference	Florida Conference	Living Springs SDA Academy	PK-8	High Springs	FL	32643-8754	USA
Southern Union Conference	Florida Conference	LifePoint Academy of SDA	PK-8	Jacksonville	FL	32257-7019	USA
Southern Union Conference	Florida Conference	James E Sampson Memorial SDA School	PK-8	Fort Pierce	FL	34981-4401	USA
Southern Union Conference	Florida Conference	Indigo Christian Jr. Academy	PK-8	Daytona Beach	FL	32114-7101	USA
Southern Union Conference	Florida Conference	Gulfcoast SDA Elementary School	PK-8	Saint Petersburg	FL	33707-2404	USA
Southern Union Conference	Florida Conference	Greater Miami Adventist Academy	PK-12	Miami	FL	33182-1200	USA
Southern Union Conference	Florida Conference	Gateway Christian School	PK-8	Mount Dora	FL	32757-6707	USA
Southern Union Conference	Florida Conference	Forest Lake Education Center	PK-8	Longwood	FL	32779-5840	USA
Southern Union Conference	Florida Conference	Forest Lake Academy	9-12	Apopka	FL	32703-6176	USA
Southern Union Conference	Florida Conference	Forest City Adventist School	PK-8	Orlando	FL	32810-3709	USA
Southern Union Conference	Florida Conference	East Pasco Adventist Academy	PK-8	Dade City	FL	33525-1633	USA
Southern Union Conference	Florida Conference	Deltona Adventist School	PK-8	Deltona	FL	32738-9541	USA
Southern Union Conference	Florida Conference	Cocoa Adventist Christian School	PK-8	Cocoa	FL	32926-4742	USA
Southern Union Conference	Florida Conference	Beryl Wisdom Adventist School	PK-8	Orlando	FL	32808-5950	USA
Southern Union Conference	Florida Conference	Osceola Adventist Christian School	PK-8	Kissimmee	FL	34744-3989	USA
Southern Union Conference	Florida Conference	Adventist Christian Academy	PK-8	New Port Richey	FL	34653-5800	USA
Southern Union Conference	Georgia-Cumberland Conference	Knoxville Adventist School	PK-10	Knoxville	TN	37919-4603	USA
Southern Union Conference	Georgia-Cumberland Conference	Learning Tree Elementary School	PK-8	Dalton	GA	30720-8040	USA
Southern Union Conference	Georgia-Cumberland Conference	Lester Coon Adventist School	PK-8	Apison	TN	37302-9772	USA
Southern Union Conference	Georgia-Cumberland Conference	Lighthouse Christian Academy	PK-8	Morristown	TN	37814	USA
Southern Union Conference	Georgia-Cumberland Conference	Living Springs Christian Academy	PK-8	Gray	TN	37615-3243	USA
Southern Union Conference	Georgia-Cumberland Conference	Murphy Adventist Christian School	PK-8	Murphy	NC	28906-3354	USA
Southern Union Conference	Georgia-Cumberland Conference	Northeast Georgia Christian Academy	PK-8	Cleveland	GA	30528-1030	USA
Southern Union Conference	Georgia-Cumberland Conference	Oglethorpe SDA School	PK-8	Oglethorpe	GA	31068	USA
Southern Union Conference	Georgia-Cumberland Conference	Ooltewah Adventist School	PK-8	Ooltewah	TN	37363-8676	USA
Southern Union Conference	Georgia-Cumberland Conference	Savannah Adventist Christian School	PK-10	Pooler	GA	31322-4020	USA
Southern Union Conference	Georgia-Cumberland Conference	Shoal Creek Adventist School	PK-8	Newnan	GA	30263-5238	USA
Southern Union Conference	Georgia-Cumberland Conference	Standifer Gap SDA School	PK-8	Chattanooga	TN	37421-5046	USA
Southern Union Conference	Georgia-Cumberland Conference	Valdosta Christian Academy	PK-8	Valdosta	GA	31602-4424	USA
Southern Union Conference	Georgia-Cumberland Conference	Wimbish Adventist School	PK-8	Macon	GA	31210-4316	USA
Southern Union Conference	Georgia-Cumberland Conference	Carman Adventist School	PK-8	Marietta	GA	30062-2422	USA
Southern Union Conference	Georgia-Cumberland Conference	Collegedale Academy-Elementary	PK-8	Collegedale	TN	37315	USA
Southern Union Conference	Georgia-Cumberland Conference	Collegedale Academy-High	9-12	Collegedale	TN	37315	USA
Southern Union Conference	Georgia-Cumberland Conference	John L. Coble Elementary School	PK-8	Calhoun	GA	30701-7406	USA
Southern Union Conference	Georgia-Cumberland Conference	Jellico Christian Academy	PK-8	Jellico	TN	37762-3859	USA
Southern Union Conference	Georgia-Cumberland Conference	Jasper Adventist Christian School	PK-8	Jasper	TN	37347	USA
Southern Union Conference	Georgia-Cumberland Conference	Inez Wrenn SDA School	PK-10	Crossville	TN	38571-4001	USA
Southern Union Conference	Georgia-Cumberland Conference	Greeneville Adventist Academy	PK-10	Greeneville	TN	37743-4629	USA
Southern Union Conference	Georgia-Cumberland Conference	Faulkner Springs Christian School	PK-8	McMinnville	TN	37110-4113	USA
Southern Union Conference	Georgia-Cumberland Conference	Dunlap Adventist Christian School	PK-8	Dunlap	TN	37327-7713	USA
Southern Union Conference	Georgia-Cumberland Conference	Duluth Adventist Christian School	PK-8	Duluth	GA	30096-3701	USA
Southern Union Conference	Georgia-Cumberland Conference	Adventist Christian School	PK-8	Martinez	GA	30907-8755	USA
Southern Union Conference	Georgia-Cumberland Conference	Adventist Christian School of Maryville	PK-8	Maryville	TN	37804-2305	USA
Southern Union Conference	Georgia-Cumberland Conference	Georgia-Cumberland Academy	9-12	Calhoun	GA	30701-7407	USA
Southern Union Conference	Georgia-Cumberland Conference	Collegedale Academy-Middle	PK-8	Collegedale	TN	37315	USA
Southern Union Conference	Georgia-Cumberland Conference	Columbus SDA School	PK-8	Columbus	GA	31909-2000	USA
Southern Union Conference	Georgia-Cumberland Conference	Conyers Adventist Academy	PK-8	Conyers	GA	30013-2230	USA
Southern Union Conference	Georgia-Cumberland Conference	Bowman Hills SDA School	PK-8	Cleveland	TN	37312-5043	USA
Southern Union Conference	Georgia-Cumberland Conference	Atlanta North SDA School	PK-8	Atlanta	GA	30338-4801	USA
Southern Union Conference	Georgia-Cumberland Conference	Atlanta Adventist Academy	9-12	Duluth	GA	30096-3701	USA
Southern Union Conference	Georgia-Cumberland Conference	Algood Christian Elementary School	PK-8	Cookeville	TN	38506-8682	USA
Southern Union Conference	Georgia-Cumberland Conference	Douglasville Adventist School	PK-8	Douglasville	GA	30134-1425	USA
Southern Union Conference	Georgia-Cumberland Conference	Josephine Edwards Christian School	PK-8	Ellijay	GA	30536-2575	USA
Southern Union Conference	Gulf States Conference of SDA	Bass Christian Elementary School	PK-8	Lumberton	MS	39455-7647	USA
Southern Union Conference	Gulf States Conference of SDA	Hoover Christian School	PK-10	Hoover	AL	35216-6101	USA
Southern Union Conference	Gulf States Conference of SDA	Adventist Christian Academy	PK-8	Panama City	FL	32405-2708	USA
Southern Union Conference	Gulf States Conference of SDA	Bass Memorial Academy	9-12	Lumberton	MS	39455-7504	USA
Southern Union Conference	Gulf States Conference of SDA	Big Cove Christian Academy	PK-8	Owens Cross Road	AL	35763-9210	USA
Southern Union Conference	Gulf States Conference of SDA	College Drive SDA School	PK-8	Pearl	MS	39208-8949	USA
Southern Union Conference	Gulf States Conference of SDA	Floral Crest School	PK-8	Bryant	AL	35958-5332	USA

Southern Union Conference	Gulf States Conference of SDA	Community Christian School	PK-8	Meridian	MS	39305-9113	USA
Southern Union Conference	Gulf States Conference of SDA	Emerald Coast Christian School	PK-8	Fort Walton Beach	FL	32548-6646	USA
Southern Union Conference	Gulf States Conference of SDA	Faith Adventist Christian School	PK-8	Summit	MS	39666-7095	USA
Southern Union Conference	Gulf States Conference of SDA	Mobile Junior Academy	PK-8	Mobile	AL	36695-3007	USA
Southern Union Conference	Gulf States Conference of SDA	Pensacola Junior Academy	PK-8	Pensacola	FL	32514-4910	USA
Southern Union Conference	Kentucky-Tennessee Conference	Highland Elementary School	PK-8	Portland	TN	37148-4917	USA
Southern Union Conference	Kentucky-Tennessee Conference	Lawrenceburg Adventist School	PK-8	Lawrenceburg	TN	38464-6136	USA
Southern Union Conference	Kentucky-Tennessee Conference	Highland Academy	9-12	Portland	TN	37148-4918	USA
Southern Union Conference	Kentucky-Tennessee Conference	Centerville Christian School	PK-8	Centerville	TN	37033	USA
Southern Union Conference	Kentucky-Tennessee Conference	Appalachian Christian Academy	PK-8	Manchester	KY	40962-6198	USA
Southern Union Conference	Kentucky-Tennessee Conference	Lexington Adventist Academy	PK-10	Lexington	KY	40504-3131	USA
Southern Union Conference	Kentucky-Tennessee Conference	Louisville Adventist Academy	PK-10	Louisville	KY	40205-2710	USA
Southern Union Conference	Kentucky-Tennessee Conference	Madison Academy	9-12	Madison	TN	37115	USA
Southern Union Conference	Kentucky-Tennessee Conference	Tullahoma SDA Christian School	PK-8	Tullahoma	TN	37388-4688	USA
Southern Union Conference	Kentucky-Tennessee Conference	Taylor Mill Christian Academy	PK-8	Taylor Mill	KY	41015-2127	USA
Southern Union Conference	Kentucky-Tennessee Conference	Ridgetop Adventist Elementary School	PK-8	Ridgetop	TN	37152	USA
Southern Union Conference	Kentucky-Tennessee Conference	Murfreesboro Adventist School	PK-8	Murfreesboro	TN	37127-6135	USA
Southern Union Conference	Kentucky-Tennessee Conference	Madison Campus Elementary	PK-8	Madison	TN	37115-5054	USA
Southern Union Conference	Kentucky-Tennessee Conference	Memphis Junior Academy	PK-10	Memphis	TN	38117-2631	USA
Southern Union Conference	Kentucky-Tennessee Conference	Woodbury SDA Elementary School	PK-8	Woodbury	TN	37190-6043	USA
Southern Union Conference	South Atlantic Conference	Atlanta Adventist International School	PK-8	Forest Park	GA	30297-3951	USA
Southern Union Conference	South Atlantic Conference	Berea Junior Academy	PK-8	Sumter	SC	29150-6682	USA
Southern Union Conference	South Atlantic Conference	Berean Christian Junior Academy	PK-8	Atlanta	GA	30318	USA
Southern Union Conference	South Atlantic Conference	Berean Junior Academy	PK-8	Charlotte	NC	28216-3214	USA
Southern Union Conference	South Atlantic Conference	Carolina Adventist Academy	PK-10	Whiteville	NC	28472-8686	USA
Southern Union Conference	South Atlantic Conference	Decatur Adventist Junior Academy	PK-8	Stone Mountain	GA	30088-4204	USA
Southern Union Conference	South Atlantic Conference	Ebenezer SDA School	PK-8	Augusta	GA	30904-4984	USA
Southern Union Conference	South Atlantic Conference	Emanuel Junior Academy	PK-8	Albany	GA	31705-2259	USA
Southern Union Conference	South Atlantic Conference	Ephesus Junior Academy	PK-8	Winston Salem	NC	27101-1612	USA
Southern Union Conference	South Atlantic Conference	Gethsemane Christian SDA Junior Academy	PK-8	Raleigh	NC	27610-5829	USA
Southern Union Conference	South Atlantic Conference	Greater Atlanta Adventist Academy	9-12	Atlanta	GA	30318-7303	USA
Southern Union Conference	South Atlantic Conference	New Bethel Christian Academy	PK-8	Columbus	GA	31907-6855	USA
Southern Union Conference	South Atlantic Conference	Lithonia Adventist Academy	PK-8	Lithonia	GA	30038-3421	USA
Southern Union Conference	South Atlantic Conference	Norma D. Richards Adventist School	PK-8	Pageland	SC	29728-6413	USA
Southern Union Conference	South Atlantic Conference	Ramah Junior Academy	PK-8	Savannah	GA	31405-1883	USA
Southern Union Conference	South Atlantic Conference	Greater Fayetteville Adventist Academy	PK-10	Fayetteville	NC	28306-2255	USA
Southern Union Conference	South Central Conference	F. H. Jenkins SDA Preparatory School	PK-10	Nashville	TN	37207-4828	USA
Southern Union Conference	South Central Conference	Ephesus Junior Academy	PK-10	Birmingham	AL	35211-1730	USA
Southern Union Conference	South Central Conference	Emma L. Minnis Jr. Academy	PK-8	Louisville	KY	40203-3559	USA
Southern Union Conference	South Central Conference	E. E. Rogers SDA School	PK-8	Jackson	MS	39204	USA
Southern Union Conference	South Central Conference	Bethany Christian Academy	PK-8	Montgomery	AL	36107-2657	USA
Southern Union Conference	South Central Conference	Oakwood Adventist Academy	PK-12	Huntsville	AL	35896-0001	USA
Southern Union Conference	South Central Conference	Avondale SDA School	PK-8	Chattanooga	TN	37406	USA
Southern Union Conference	Southeastern Conference (Florida)	Shiloh SDA School	PK-8	Ocala	FL	34471-1421	USA
Southern Union Conference	Southeastern Conference (Florida)	Perrine Seventh-day Adventist School	PK-8	Miami	FL	33157	USA
Southern Union Conference	Southeastern Conference (Florida)	Ephesus Adventist Academy	PK-12	West Palm Beach	FL	33407-3535	USA
Southern Union Conference	Southeastern Conference (Florida)	New Hope SDA School	PK-8	Ft Lauderdale	FL	33312-1905	USA
Southern Union Conference	Southeastern Conference (Florida)	Mt. Calvary Junior Academy	PK-8	Tampa	FL	33610-6428	USA
Southern Union Conference	Southeastern Conference (Florida)	Mount Olivet SDA School	PK-8	Fort Lauderdale	FL	33311-5617	USA
Southern Union Conference	Southeastern Conference (Florida)	Miami Union Adventist Academy	PK-12	North Miami	FL	33168-3628	USA
Southern Union Conference	Southeastern Conference (Florida)	Ephesus Junior Academy	PK-8	Jacksonville	FL	32209-2315	USA
Southern Union Conference	Southeastern Conference (Florida)	Bethel Jr. Academy-Florida City	PK-8	Florida City	FL	33034-1610	USA
Southern Union Conference	Southeastern Conference (Florida)	Bethel Jr. Academy-Riviera Beach	PK-8	Riviera Beach	FL	33404-3700	USA
Southern Union Conference	Southeastern Conference (Florida)	Broward Junior Academy	PK-10	Plantation	FL	33317-3148	USA
Southern Union Conference	Southeastern Conference (Florida)	Daughter of Zion Junior Academy	PK-8	Delray Beach	FL	33444-2712	USA
Southern Union Conference	Southeastern Conference (Florida)	Elim Junior Academy	PK-8	Saint Petersburg	FL	33711-1016	USA
Southern Union Conference	Southeastern Conference (Florida)	Palm Bay SDA School	PK-8	West Melbourne	FL	32904-9596	USA
Southwestern Union Conference	Arkansas-Louisiana Conference	Shreveport Adventist Christian School	PK-8	Shreveport	LA	71119-8318	USA
Southwestern Union Conference	Arkansas-Louisiana Conference	Ozark Adventist School	PK-8	Gentry	AR	72734-8895	USA
Southwestern Union Conference	Arkansas-Louisiana Conference	Ozark Adventist Academy	9-12	Gentry	AR	72734-8870	USA
Southwestern Union Conference	Arkansas-Louisiana Conference	Little Rock Adventist Academy	PK-10	Little Rock	AR	72205-1601	USA
Southwestern Union Conference	Arkansas-Louisiana Conference	Greater New Orleans Christian Academy	PK-10	Metairie	LA	70006-1911	USA

Southwestern Union Conference	Arkansas-Louisiana Conference	Hot Springs Adventist School	PK-8	Hot Springs	AR	71913-5356	USA
Southwestern Union Conference	Arkansas-Louisiana Conference	Harrison SDA School	PK-8	Harrison	AR	72601-9698	USA
Southwestern Union Conference	Arkansas-Louisiana Conference	Bentonville SDA School	PK-8	Bentonville	AR	72712-6960	USA
Southwestern Union Conference	Arkansas-Louisiana Conference	Ewing Adventist Junior Academy	PK-10	Bonnerdale	AR	71933-6736	USA
Southwestern Union Conference	Arkansas-Louisiana Conference	Jones Creek Adventist Academy	PK-8	Baton Rouge	LA	70817-1518	USA
Southwestern Union Conference	Oklahoma Conference	Ardmore Adventist Academy	PK-10	Ardmore	OK	73401-7506	USA
Southwestern Union Conference	Oklahoma Conference	Bristow Adventist School	PK-8	Bristow	OK	74010-3607	USA
Southwestern Union Conference	Oklahoma Conference	Heritage Adventist School	PK-8	Claremore	OK	74017-2239	USA
Southwestern Union Conference	Oklahoma Conference	Muskogee SDA Christian Academy	PK-8	Muskogee	OK	74401-4596	USA
Southwestern Union Conference	Oklahoma Conference	Parkview Adventist Academy	PK-10	Oklahoma City	OK	73111-6252	USA
Southwestern Union Conference	Oklahoma Conference	Pioneer Adventist Christian School	PK-8	Guymon	OK	73942-3014	USA
Southwestern Union Conference	Oklahoma Conference	Tulsa Adventist Academy	PK-10	Tulsa	OK	74112-3938	USA
Southwestern Union Conference	Southwest Region Conference	Shiloh Excel Christian School	PK-8	Little Rock	AR	72204-5420	USA
Southwestern Union Conference	Southwest Region Conference	MLK Christian Academy	PK-8	Baton Rouge	LA	70805-4526	USA
Southwestern Union Conference	Southwest Region Conference	Excel Adventist Academy	PK-8	Missouri City	TX	77489-2455	USA
Southwestern Union Conference	Southwest Region Conference	Southwest Adventist Junior Academy	PK-8	Dallas	TX	75203-4511	USA
Southwestern Union Conference	Southwest Region Conference	Bethel Adventist Church School	PK-8	Texarkana	TX	75501-9500	USA
Southwestern Union Conference	Southwest Region Conference	Applegate Adventist Christian Academy	PK-8	Round Rock	TX	78665-9417	USA
Southwestern Union Conference	Southwest Region Conference	New Orleans Adventist Academy	PK-8	New Orleans	LA	70127-4053	USA
Southwestern Union Conference	Southwest Region Conference	Emmanuel Adventist School	PK-8	Hammond	LA	70401-2609	USA
Southwestern Union Conference	Texas Conference	Advent Ridge Academy	PK-10	San Marcos	TX	78666-2921	USA
Southwestern Union Conference	Texas Conference	Burleson Adventist School	PK-8	Burleson	TX	76028-4336	USA
Southwestern Union Conference	Texas Conference	Burton Adventist Academy	PK-12	Arlington	TX	76017-1353	USA
Southwestern Union Conference	Texas Conference	Chisholm Trail Academy	9-12	Keene	TX	76059-1412	USA
Southwestern Union Conference	Texas Conference	Cleburne Adventist Christian School	PK-8	Cleburne	TX	76033-4511	USA
Southwestern Union Conference	Texas Conference	Coggin Memorial School	PK-8	Corpus Christi	TX	78414-3535	USA
Southwestern Union Conference	Texas Conference	Conroe Adventist Academy	PK-8	Conroe	TX	77301-6843	USA
Southwestern Union Conference	Texas Conference	Cypress Bend Adventist Elementary School	PK-8	Jefferson	TX	75657-6503	USA
Southwestern Union Conference	Texas Conference	Dallas Christian Academy	PK-10	Dallas	TX	75204-3166	USA
Southwestern Union Conference	Texas Conference	Fort Worth Adventist Junior Academy	PK-8	Fort Worth	TX	76133-7771	USA
Southwestern Union Conference	Texas Conference	Garland Christian Adventist School	PK-8	Garland	TX	75041-2104	USA
Southwestern Union Conference	Texas Conference	Houston Adventist Academy	PK-12	Cypress	TX	77429-2973	USA
Southwestern Union Conference	Texas Conference	Joshua Adventist Multi-Grade School	PK-8	Joshua	TX	76058-0329	USA
Southwestern Union Conference	Texas Conference	Katy Adventist Christian School	PK-8	Katy	TX	77493-1646	USA
Southwestern Union Conference	Texas Conference	Tyler Adventist School	PK-8	Tyler	TX	75701-7318	USA
Southwestern Union Conference	Texas Conference	Killeen Adventist Junior Academy	PK-10	Killeen	TX	76543-3823	USA
Southwestern Union Conference	Texas Conference	North Dallas Adventist Academy	PK-12	Richardson	TX	75080-1633	USA
Southwestern Union Conference	Texas Conference	Scenic Hills Christian Academy	PK-10	San Antonio	TX	78250-6817	USA
Southwestern Union Conference	Texas Conference	South Texas Christian Academy	PK-12	McAllen	TX	78504-5330	USA
Southwestern Union Conference	Texas Conference	Stonehill Christian Academy	PK-8	Pflugerville	TX	78660-5846	USA
Southwestern Union Conference	Texas Conference	Keene Adventist Elementary School	PK-8	Keene	TX	76059-2208	USA
Southwestern Union Conference	Texico Conference	Crestview SDA Academy	PK-8	Albuquerque	NM	87120-1382	USA
Southwestern Union Conference	Texico Conference	Canyon Christian Academy	PK-8	Alamogordo	NM	88310-3614	USA
Southwestern Union Conference	Texico Conference	Amarillo SDA Christian Academy	PK-8	Amarillo	TX	79104-3605	USA
Southwestern Union Conference	Texico Conference	Abilene Junior Academy	PK-8	Abilene	TX	79601-6625	USA
Southwestern Union Conference	Texico Conference	El Paso Adventist Junior Academy	PK-12	El Paso	TX	79936-1209	USA
Southwestern Union Conference	Texico Conference	Lubbock Junior Academy	PK-10	Lubbock	TX	79413-4928	USA
Southwestern Union Conference	Texico Conference	Sandia View Academy	9-12	Corrales	NM	87048-8718	USA
Southwestern Union Conference	Texico Conference	Sandia View Christian School	PK-8	Corrales	NM	87048-8730	USA



STANDARDS

FOR ACCREDITATION OF SEVENTH-DAY ADVENTIST SCHOOLS

North American Division Commission on Accreditation Representing the Adventist Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc.

Visiting Team HANDBOOK

Sedalia SDA School
Sedalia, Missouri
March 9, 2022

NAD Accreditation of Schools

The Adventist Accrediting Association (AAA) is the denominational accrediting authority for all educational institutions operated in the name of the Seventh-day Adventist Church. It fosters close cooperation among the educational institutions of the Adventist system and effective working relationships with other educational organizations or institutions, accrediting agencies, and government departments of education.

The AAA provides a process by which the educational community holds an institution accountable for its own objectives. It assures the church and constituency that an accredited Adventist educational institution offers programs of quality to the youth of the church and provides professional personnel who meet both church and national/provincial standards. This process ensures a basis for reciprocity among Adventist schools.

The Standards for Accreditation of Seventh-day Adventist Schools are the basis for the evaluation and accreditation of all educational institutions in the North American Division.

The accreditation process:

- Assists each school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished, and the extent to which these purposes and functions address the standards for accreditation.
- Involves the administration, faculty, staff, local governing board, constituency, students, and parents in a meaningful evaluation of the program.
- Provides an independent review of the Self-study Report.
- Provides the basis for action plans to address areas needing improvement.
- Provides the basis for determining a term of accreditation.
- Assists in providing external validation with regional and/or national accrediting associations.

The North American Division Commission on Accreditation (NADCOA) serves as the agent of the AAA for accreditation of all schools in the North American Division. The duties and functions of the NADCOA are to:

1. Establish standards for quality education.
2. Adopt criteria, guidelines, and procedures for accreditation visits.
3. Periodically review the accreditation status of each school in the North American Division.
4. Determine the data to be collected for the periodic evaluation of schools.
5. Review the Visiting Team Report, determine the term of accreditation for each school, and forward recommendations to the AAA for final action.
6. Review appeals from schools regarding the recommendations of the Visiting Team.
7. Consider all matters referred to the NADCOA by the North American Division Office of Education, General Conference Department of Education, and/or the AAA.
8. Initiate, process, and revise reports, recommendations, and resolutions for action by the AAA.

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Orientation Letter

April 22, 2021

Greetings Team:

I am looking forward to working with you on behalf of Sedalia SDA School and the Adventist Accrediting Association (AAA). The school accreditation visit is scheduled for Tuesday, March 9 2022 and with your high level of professionalism and performance, I trust that our time spent together will prove to be both productive and enjoyable.

Below are several items you need to keep in mind as you plan for this visit:

Travel Arrangements

We will begin at 9:00 a.m. on Wednesday, March 9. Please arrange your travel accordingly. We will spend the first part of the day getting acquainted with each other, with school facilities, and with school administration, and to receive respective assignment updates and instructions. A tour of the school facilities is planned. I believe that your conference has already informed you of how visit-related expenses are covered but if you have any questions, please let me know.

Visiting Team Handbook

This Handbook includes key information with which you should become familiar at your earliest convenience, certainly before arrival. Among the items included are:

1. Visitation Schedule
2. Team Member Assignments for STANDARDS
3. Instructions, Suggestions, and Writing Tips (includes information on recommended term options)
4. Sample Questions for Administration and Student Groups

Prior to the visit, please review this Handbook carefully. Keep in mind that the North America Division's new digital *STANDARDS OF ACCREDITATION SELF-STUDY DOCUMENT*, and most of your review and your responses will be recorded within the Accreditrac document.

School Self-Study

As part of the NAD's new Accreditrac protocols, Sedalia SDA School's self-study is completely digital. Once you are given access, please read through the entire digital document to gain a general overview of the Sedalia SDA School program and how the digital platform works, but focus on the standard(s) that have been specifically assigned to you. Gaining a thorough understanding of self-study responses to your assigned standard will prove invaluable throughout the visit and will help us to complete our work in the time allotted. You will be sent an email notification for access to the NAD Accreditation Website. Your username is the email address your conference has on file for you. The email should include a password. If you do not receive the email notification by March 7, please contact me.

Orientation Letter, continued

Preparation for the Visit

After reading the self-study in its entirety, with a focus on Sedalia Adventist School's responses to your assigned standard(s), begin writing the narrative and recommendations for each standard that you have been assigned. You will have the opportunity to verify these during your time on campus and may choose to revise at that time, but the work done in advance will be helpful in the process. The new digital format will allow for you to review backup and supporting documents that have been uploaded as evidence. This handbook provides tips for writing the narrative and recommendations as well as sample forms with the desired format for submitting your work. During the onsite visit, you will have time to consult and collaborate with other team members on your findings.

Please bring your personal digital device to facilitate your work and that of the committee.

Team Member Assignments

Each committee member has multiple assignments, with the responsibility to be the primary writer for at least one standard. It is important for you to meet the writing deadlines outlined so that we can have the full team report ready for presentation. Every effort has been made to select standards assignments based on your experience, job titles, and recommendations from your conference. I have sought a balanced distribution of assignments. This is a team effort and we will each assist in other areas as needed.

Visitation Schedule Changes

It may be necessary to make changes to the schedule after the Visiting Team arrives on campus. The proposed schedule is very tight and, at times, the work may be quite intense. I will make every effort to inform committee members as soon as possible of any schedule changes.

Exit Report

We plan on providing an Exit Report to the school at 4:30 pm. Please keep that in mind when planning your return travel.

I look forward to the time we will share together not only to accomplish our task but to also enjoy professional Christian fellowship. Please feel free to contact me if you have any questions.

Sincerely,



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How to Use Accreditrac

PHILOSOPHY

The NAD accreditation instrument can be found on the NAD Accreditrac website (<https://nad.accreditrac.com>). Appropriate access is granted by the union and/or conference office to the members of the Visiting Team.

The main item for the Visiting Team to focus on is the school's Self-Study. In addition, a number of school forms under School Profile, completed as part of the self-evaluation process, provide some overview information about finances, teacher certification and teaching responsibilities, etc. Results of the student and parent surveys, and the school's Action Plans will also be reviewed, but Visiting Team members will focus primarily on the Standards assigned to them which can be found in the Self-Study.

FORMS COMPLETED BY THE PRINCIPAL

- Principal Profile
- Coordinating Team
- General Information
- School History
- The Constituency
- Significant Financial Data
- The Staff - Administration and Instructional
- The Staff - Auxiliary/Classified
- The Staff - Staff Data - FTE by Assignment
- The Staff - Staff Data - Academic Preparation
- The Students - Enrollment Profile
- The Students - Enrollment Data
- The Students - Student Follow-up Data
- Student Achievement - Standardized Tests
- Student Achievement - Test Scores
- Secondary Curriculum
- Student Support Services
- Philanthropy Program
- Action Plans
- Progress Reports

SCHOOL SELF-STUDY

- Focus on Self-study (organized by the nine standards)
- Select a rating for each indicator
- Add comments where appropriate
- Review attached evidence

Log in to: <https://nad2.accreditrac.com/login.php?logout>

Visiting Team Members

TEAM MEMBERS	CONTACT INFORMATION
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Visiting Team Responsibilities

The chart below outlines the visiting team responsibilities, including standards, school profile, surveys, and action plans. Expressed preferences and/or expertise of committee members have been taken into account. Every attempt has been made to reasonable distribute assignments among members, including assignments to the chairperson. We will all be very busy! **Note: W indicates the primary writer for the indicated standard or section.**

Assignments	LH	JA	SB
1 Philosophy & Mission	W		
2 Curriculum			W
3 Instruction			W
4 Assessment			W
5 Sustainable Leadership		W	
6 School Environment		W	
7 Professional Learning		W	
8 Communication & Collaboration		W	
9 School Improvement		W	
Action Plans			W
Justification Statement	W		
Parent Surveys			W
School History	W		
School Profile	W		
Student Surveys			W

Visiting Team Schedule

Tuesday, May 4

9:00 a.m.	Devotional: LouAnn Howard
9:15 a.m.	Tour of School
9:30 a.m.	Class Visitation and Interviews
12:30 p.m.	Lunch
1:15 p.m.	Class Visitation, Interviews, and Writing Report
2:30 p.m.	Reading and Editing Report
4:30 p.m.	Exit Report

Instructions and Guidelines

Responsibilities Before, During, and After

Guidelines for Team Members

Writing the Narrative

Writing Recommendations

Evidences

Sample Narrative

Accreditation Status Options

Responsibilities Before, During, and After

The success of the evaluation process depends upon the cooperative efforts of all school stakeholders. The primary responsibility of the Visiting Team is to verify and validate the self-assessment work that has been completed by the school. The primary responsibilities of Visiting Team members are outlined below:

BEFORE THE VISIT

- Ensure that you are able to access the accreditation documents through Accreditrac.
- Navigate through the self-study document in Accreditrac, paying special attention to the standards you have been assigned in the self-study and the evidences the school has uploaded to support those standards.
- Note questions you may want to ask, classes you plan to visit, instructors you need to speak with, additional evidences you may need to locate.
- Begin to develop recommendations for the standards you are responsible for based on the information you read in the self-study. You may choose to revise these during the visit.

DURING THE VISIT

- Be on time and engaged in all parts of the process.
- Start the evaluative process by seeking to validate data in the self-study. Look for additional evidences to help you determine if any discrepancies and/or inconsistencies exist.
- Be strategic in planning classroom visits and interviews with individual staff. The goal is for each staff member to be visited by at least two different Visiting Team members. Sign off on the sheet provided.
- Write the narrative for the standards you are responsible for following the guidelines provided.
- Participate respectfully in the group editing process of the final Visiting Team Report, being flexible in the review of your own and others' narratives.

AFTER THE VISIT

- Remember that what happens during a school visit is confidential and should not be discussed with anyone outside the Visiting Team.
- Use your experience to assist your own school with its Continuous School Improvement plans

Guidelines for Team Members

CLASSROOM VISITS

- Do not pre-judge or jump to conclusions about the school program; look for evidence.
- Remember that you are there to consider the effectiveness of the school program, and NOT to evaluate the teacher.
- Try not to disrupt the class when you enter and leave.
- Pay attention to student engagement, curriculum used, variety of instructional strategies used, classroom displays, etc.

INTERVIEWS

- Be friendly, objective, and timely, and ask concise, specific questions.
- Keep questions simple and nonthreatening.
- Ask open-ended questions.
- Ask questions that either validate your understanding of an issue, concern, etc., or that fill "gaps" for needed information.
- Offer clarifying questions or comments as necessary.
- Be an engaged listener.
- Encourage responses from everyone.
- Be non-judgmental.
- Remember the value of nonverbal feedback (e.g., facial expressions, body language, etc.)

GENERAL GUIDELINES

1. Remember that the purpose of the visit is to verify the school's self-study to assist them in the process of continuous school improvement. We are NOT here to evaluate personnel.
2. Avoid expressed comparisons or references to your own school or any other school.
3. Be observant. Look for evidences of what the school is doing well and for areas that may need improvement.
4. If you complete your assignments with time to spare, offer assistance to other team members.
5. Remember that visitation conversations, observations, and conclusions are confidential and should not be shared with anyone outside of the Visiting Team.
6. Enjoy the experience. Work diligently, prayerfully, thoughtfully, and efficiently.

Writing the Narrative

All Visiting Team members are responsible for writing a narrative for the standards assigned to them.

It is recommended that the narrative include the following 4 parts (usually a paragraph for each, but some may be combined):

1. Summary of how the school rated itself
2. Observations related to the standard
3. A brief description of what the school is doing well
4. A summary of any concerns

In addition to the written narrative, the narrative page for each Standard will include the Visiting Team's overall rating for the standard, the evidences that helped to determine this rating, and one or more recommendations, if warranted.

(See the Sample on p. 17 of this handbook)

SAMPLE NARRATIVE [Communication and Collaboration]

Of the six indicators in this standard, the school marked themselves as Highly Effective for one indicator and Effective for five indicators.

The school collaborates with various church and community entities to support its students and school program. A full-time chaplain assists with the spiritual programming. Area pastors regularly visit the school. Regular opportunities are provided for student groups to perform at local churches. To enrich its curricular and extracurricular programs, the school participates with the other schools in the conference-sponsored outdoor education programs and in SDA sports tournaments with schools from neighboring conferences and the local independent school board.

School personnel are adept at identifying needs and working hard to fill them. For example, breakfast and lunch are provided free of charge every day for all students who choose to participate. Busing is available to all students. After school programs include various sports and student-led clubs. Multiple means of communicating with parents have been implemented including text messaging, email notification, phone calls, newsletters, and Parent Teacher conferences. The adoption of PowerSchool has facilitated more regular and varied communications with both parents and students.

Most of the marketing and recruitment efforts happen by word of mouth. The school does not currently have a formalized recruitment plan in place since many of the elementary and junior high grades are at capacity with waiting lists. Marketing efforts include creating awareness of the school and its building campaign to raise support and funds, a monthly column in the union magazine, and camp meeting presentations and booths. To continue to build enrollment in the senior high program, a more formalized marketing and recruitment program and ongoing funding initiatives will be needed, as well as increased curricular and extracurricular opportunities for high school students (e.g., student government, interschool sports).

Rating: Effective

Evidences: Self-study, Interviews, School website, School Facebook page, Surveys, Observation

Recommendation: That the board, administration, and faculty formalize a marketing and recruitment plan specially aimed at the recruitment and retention of high school students.

Writing the Narrative

A recommendation includes 3 parts:

1. Identified, verifiable program weakness or area for improvement
2. Person(s) or group(s) responsible for addressing the weakness
3. Desired outcome

WRITING TIPS

- Focus on quality, not quantity; not every standard necessarily requires a recommendation.
- Ask yourself whether the proposed recommendation would enhance student learning or improve the quality of the school's program.
- Avoid "weasel" words (e.g., "continue to," "give study to," "consider," etc.)

SUGGESTED VERBS

- | | | | |
|-----------------|-------------------|-----------------|-----------------|
| 1. accelerate | 13. create | 25. form | 37. reevaluate |
| 2. acquire | 14. define | 26. fulfill | 38. repair |
| 3. adapt | 15. design | 27. give | 39. require |
| 4. adopt | 16. develop | 28. incorporate | 40. restructure |
| 5. allocate | 17. differentiate | 29. increase | 41. revise |
| 6. begin | 18. emphasize | 30. integrate | 42. schedule |
| 7. build | 19. ensure | 31. involve | 43. support |
| 8. calculate | 20. establish | 32. maintain | 44. take |
| 9. clarify | 21. evaluate | 33. plan | 45. update |
| 10. collaborate | 22. examine | 34. prepare | 46. use |
| 11. communicate | 23. expand | 35. present | 47. utilize |
| 12. coordinate | 24. focus | 36. provide | 48. work |

EXAMPLES

The Visiting Team recommendations:

- A. That administration and staff develop personal growth plans and regularly participate in professional development activities that guide improvement in areas of identified need with special attention to distance learning pedagogy.
- B. That administration work with the Conference to ensure that all teachers have current NAD certification and hold endorsements to match their teaching assignments.

Evidences

The required evidences serve to validate the information provided in the school's self-study.

To assist in determining the rating for each standard, Visiting Team members should look for evidences such as the following (digital or hardcopy):

- Annual progress report and interim or revisit reports
- Bulletin Boards and other displays
- Campus map and floor plans
- Current class schedule(s)
- Current inventory of instructional equipment and supplies
- Emergency Preparedness Plan that includes record of emergency drills
- Faculty meeting minutes
- Financial statements
- Hazardous materials management plan (asbestos, chemicals, etc.)
- Interviews (individual and group)
- Last audited report with the statement
- Observation
- Operating budget for current year
- Previous visiting team report
- School board minutes
- School bulletin and/or student handbook
- School constitution and by-laws
- School Improvement Plan (Strategic Plan)
- School marketing and recruitment plan
- School spiritual growth plan
- School safety plan
- School website
- Standardized test results
- Student portfolios/notebooks/displayed work
- Survey results (parent, student, teacher)
- Teacher course outlines for each course (secondary)
- Technology plan that includes acceptable use policy for Internet

Sample Narrative

Try to fit each Standard on one page, if possible, but continue on next page if necessary.

8. Standard for Communication and Collaboration

<p><i>Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program.</i></p>	<p>RATING:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input checked="" type="checkbox"/> Somewhat Effective <input type="checkbox"/> Ineffective
<p>VISITING COMMITTEE RESPONSE:</p> <ol style="list-style-type: none"> 1. The Self-study reported 5 of 6 indicators as “Effective.” The one indicator marked as “Somewhat Effective” concerns the formalized school marketing, recruitment, and retention plan. School administration, board, and staff have recognized their need for such a plan and have created preliminary action plans that address various areas to strengthen the school program and community partnerships. These do not, however, constitute the “formalized plan” referred to in Indicator 6. 2. Recent efforts to build community partnerships are notable. These include: <ul style="list-style-type: none"> ● an after-school sports program with local independent schools ● introduction of a variety of tools to assist with communication to parents including <i>Remind</i> and <i>Class Dojo</i> ● local pastor involvement in weekly Bible studies and weeks of prayer ● initial planning conversations with Shoulder Tappers regarding career education and job experience opportunities for students ● partnerships with local industry and businesses to provide resources for Intarsia class 3. Ongoing attention also needs to be given to internal communication and collaboration, especially the communication between school and home. Many parents expressed a desire for better communication between school and home including an active parent council, up-to- date online records of student progress, and timely administrative response to concerns. Training for faculty, followed by parent and student training, on the effective use of MyEd would strengthen communication between faculty and parents. Consistent, timely communication between administration and faculty/staff is also needed. 	<p>SUPPORTING EVIDENCE:</p> <ul style="list-style-type: none"> Action plans Interviews Observation Parent surveys Self-study Student surveys <p>Note: Use “Interviews” without specifying who was interviewed; specify student or parent surveys; alphabetize list.</p> <p>The narrative should include:</p> <ol style="list-style-type: none"> 1. A summary of the school’s ratings 2. What you observed (include positives, as appropriate) 3. Concerns
<p>VISITING TEAM RECOMMENDATION:</p> <p>A. That the administration and faculty continue to find a variety of ways to strengthen communication between and among all stakeholders to ensure that the school functions as a team to meet the learning needs of all students.</p> <p>Use letters, not numbers</p> <p>Note: Recommendations begin with “That” followed by who is responsible and the action required</p>	

Accreditation Status Options

Adventist Accrediting Association (AAA) accreditation process is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and continuous school improvement within the context of the Adventist Worldview. One of the following options is to be recommended.

SIX-YEAR STATUS WITH A MID-CYCLE VISIT

There is evidence that the school needs additional support in strengthening student learning and implementation of a continuous school improvement plan. An annual progress report on the recommendations and the continuous school improvement plans will be submitted, as well as an on-campus visit in three years.

Special Circumstances:

1. The visiting team has the option of assigning a focused visit in the first year to assess special circumstances, such as finances, lack of CSI planning, enrollment trends, etc.
2. In special cases, mid-cycle visits may be recommended to occur on the second and/or fourth years of the accreditation cycle.

PROBATION

A school may be placed on probation for one or two years. See the options below:

One-Year: There is compelling evidence that the school has not met the Standards of Accreditation criteria in one or more critical areas requiring immediate attention and support. A visit at the end of the year of probation shall result in the continuation of the accreditation cycle, one-year extension of probation, or denial of accreditation.

Two-Year: There is compelling evidence that the school has not met the Standards of Accreditation criteria in one or more critical areas with the recognition that improvement may take up to two years. There will be a Revisit at the end of the second year of probation. This visit shall result in the continuation of the accreditation cycle or denial of accreditation.

ACCREDITATION DENIED

Denial of accreditation would be based on evidence that the school does not or could not reasonably meet the Standards for Accreditation.

NOTE 1: When there is a joint visit with a regional accrediting association, every effort will be made to ensure accreditation status alignment. In no case shall the status exceed six years.

NOTE 2: The North American Division Commission on Accreditation (NADCOA) has the option of assigning an administrative visit to deal with specific concerns raised by NADCOA.

Resources

Overview of Roles and Responsibilities

Rationale for Accreditation Standards

Standards for Accreditation

Standards and Indicators (summary)

Recommendations from Previous Visit

Action Plans from Previous Visit

Overview of Roles and Responsibilities

The success of the evaluation process depends upon the cooperative efforts of the following: school board, principal, teachers, parents, students, members of constituent churches, and personnel from the union and local conference offices of education. The primary responsibilities of those involved in the accreditation process are indicated below.

1. NORTH AMERICAN DIVISION COMMISSION ON ACCREDITATION

The North American Division Commission on Accreditation (NADCOA) is responsible for establishing and voting guidelines, criteria, and procedures for the evaluation of schools, as well as vote terms of accreditation. It officially represents the AAA in the North American Division.

2. NORTH AMERICAN DIVISION OFFICE OF EDUCATION

This office is responsible for supervising the accreditation process in the K-12 schools and K-12 schools with Pre-K classrooms in the North American Division. The vice president for education serves as chair of the NADCOA.

3. UNION CONFERENCE OFFICE OF EDUCATION

The responsibility of this office is to in-service the local conference office of education and school personnel on the evaluation process. The union conference office of education is responsible for overall supervision of the evaluation process for junior and senior academies in the union conference.

4. LOCAL CONFERENCE OFFICE OF EDUCATION

This office is responsible for overall supervision of the evaluation process for the elementary schools in the conference and for reviewing and approving self-study documents before distribution to the Visiting Team.

5. PRINCIPAL

As the agent of the school board, the principal is responsible for organizing and supervising the self-study process at the school.

6. SCHOOL BOARD

The local school board is responsible for providing support to the principal and teams in the preparation of the self-study Report. This school board is to review and approve the self-study Report, including all action plans.

Overview of Roles and Responsibilities, continued

7. COORDINATING TEAM

The Coordinating Team is composed of the principal and representatives from the Standards Assessment Teams (SAT) and school board. It is responsible for:

- a. Appointing 3-5 members to serve on each SAT.
- b. Coordinating and monitoring the self-study process to ensure completion of the Self-study Report according to an approved time line.
- c. Identifying and building consensus on significant school-wide areas needing improvement.
- d. Overseeing the development of school-improvement action plans.
- e. Establishing an ongoing follow-up process to monitor the implementation and accomplishment of each action plan.

8. STANDARDS ASSESSMENT TEAMS

The Standards Assessment Teams are composed of staff, parents, and school board members and are responsible for assessing the school in the nine standards which are the core of the evaluation process. Team members should be knowledgeable of the mission, operation, successes, and challenges of the school, and qualified representatives from the varying grade levels should be included as team members.

9. VISITING TEAM

The Visiting Team is responsible for:

- a. Preparing for the on-site visit by reading and analyzing the Self-study Report for the purpose of drafting preliminary commendations and recommendations.
- b. Validating the Self-study Report by observing the school in operation; visiting classes; and interviewing administrators, teachers, students, and others.
- c. Preparing a report that commends the school for its areas of strength, validates action plans, and recommends specific actions to support school improvement.
- d. Recommending a term of accreditation based on the Self-study Report and on-site findings.

Rationale for Accreditation Standards

"Every teacher should see to it that his work tends to definite results." (Education, p. 233)

"And whatever you do, do it heartily, as to the Lord and not to men." Colossians 3:23

"Whatever your hand finds to do, do it with all your might." Ecclesiastes 9:10

"The process of accreditation makes good schools better and great schools even greater.

Equally important, it can place a poorly performing school on a path to improvement.

Accreditation is what every school should be doing to help ensure that every student gets the quality education they deserve."

(Henry G. Cram, Ed.D., President, MSA-CSS)

"Accreditation is a quality seal. It provides an independent and external affirmation that a school meets the rigorous standards set by educational peers."

(Gary L. Wirt, Ed.D., Vice President, Goldey-Beacom College)

The accreditation process provides all schools in the North American Division with a robust structure for reflecting upon programs and practices, raising quality, achieving excellence, and delivering better outcomes for our students and their families. The Standards for Accreditation of Seventh-day Adventist Schools is a dynamic, researched-based tool designed to assist schools in the process of self-assessment that is context-specific, evidence-informed, and outcomes-focused. In this process, the instrument provides a focus through which schools evaluate the extent to which they are meeting stakeholder expectations, delivering on system, school, and community priorities, and implementing strategic goals and initiatives (Quality Adventist Schools Framework, 2013).

Fundamental to accreditation is the quality of the educational program experienced by our students. Thus, the accreditation process is designed to address the areas described below.

FOUNDATIONAL BELIEFS & VALUES

The Core of Adventist Education is grounded in the worldview of the Seventh-day Adventist Church, and school improvement should always be viewed through the lens of our core beliefs and values.

ATTAINMENT OF EXCELLENCE

Excellent schools demonstrate a commitment to ongoing self-assessment, evidence-informed practice, and strategic planning. Reflective practices assist schools to focus on important questions, such as: How can this school better demonstrate and integrate its faith and philosophy? How can this school help students become successful learners and informed citizens? How can this school support quality teaching and leadership? How can this school develop and sustain strong partnerships? How can this school improve outcomes for all students?

CONTINUOUS IMPROVEMENT

Achieving excellence requires a commitment to continuous improvement and quality assurance with energies and resources directed towards the improvement of teaching and learning within a standards-based framework.

Standards for Accreditation

Standards are ideals for quality educational programs that are specific, attainable, and measurable. They describe an effective program that leads to continuous school improvement and results in improved student learning.

Standards for Accreditation of Seventh-day Adventist Schools have been established for the four domains: Purpose, Plan, Practice, Product. These domains identify the Core of Adventist Education and are in alignment with A Journey to Excellence and The Core of Adventist Education Curriculum. The Standards offer a shared vision of Seventh-day Adventist education, but to make the vision real, the details must be constructed uniquely and personally, within particular communities of learners. Thus, quality educational programs may look very different from one another. In the same way, good educational programs should find many pathways to help our students meet high standards, so that they can effectively achieve academic success and become effective witnesses of the mission of the church.

PURPOSE

1. Philosophy and Mission—The philosophy and mission statement reflect the Seventh-day Adventist worldview and educational philosophy and give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board.

PLAN

2. Curriculum—The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of students and preparing them for this world and for eternity.
3. Instruction—The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the school's philosophy, goals, and standards, and actively engages students in learning.
4. Assessment—Assessment data informs changes in curriculum and instruction.

PRACTICE

5. Sustainable Leadership—Administration and school board ensure the effective and successful operation of the school.
6. School Environment—The school environment is designed and maintained to promote student learning and to support the school's mission and goals.
7. Professional Learning—Administration and faculty collaborate to develop and implement professional learning opportunities to enhance the ongoing growth and development of school personnel.
8. Communication and Collaboration—Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program.

PRODUCT

9. School Improvement—The accreditation process assists a school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished as well as in providing the basis for action plans to address areas needing improvement.

Standards and Indicators (summary)

STANDARDS	INDICATORS	EVIDENCES
<p>Standard 1: PHILOSOPHY AND MISSION</p> <p>The philosophy and mission statement give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board, and reflect the Seventh-day Adventist worldview and educational philosophy.</p>	<ol style="list-style-type: none"> 1. The school's philosophy and mission statement reflect the Seventh-day Adventist worldview and educational philosophy and are integrated in its school-wide goals and practices. 2. The school's philosophy and mission are expressed in a written statement and are clearly communicated to faculty, staff, students, parents, and constituents. 3. The school takes intentional steps to help students and their families understand and support the school's philosophy/mission. 4. The school's mission statement is reviewed regularly by stakeholder groups to ensure that it is relevant and continues to meet the needs of students and constituency. 5. The school systematically assesses its effectiveness in fulfilling its philosophy/mission. 6. The administration, school personnel, and school board demonstrate Christ-like behavior. 	<p>school improvement plan, school philosophy and mission statements, lesson plans, curriculum maps, website, brochures, school bulletin and/or student handbook, newsletters, school logo, minutes of meetings such as school board, faculty, home and school, parent and student surveys, stakeholder surveys</p>
<p>Standard 2: CURRICULUM</p> <p>The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of students, and preparing them for this world and for eternity.</p>	<ol style="list-style-type: none"> 1. The school-wide curriculum is based on the Adventist worldview and reflects the stated mission and philosophy of the school. 2. NAD Adventist education standards serve as the framework for curriculum which is inclusive of the following subject areas: Bible, English Language Arts, Mathematics, Science, Social Studies, Health, Physical Education, Visual and Performing Arts, Modern/World Languages, Technology. 3. Curriculum and instruction are organized, reviewed, and revised based on assessment data using tools such as mapping. 4. The school-wide curriculum promotes students' inquiry skills such as critical thinking, problem-solving, reasoning, and research skills. 5. The school-wide curriculum promotes the development of student attitudes and habits such as persistence, managing impulsivity, respect for diversity, social skills, and responsibility. 6. The school-wide curriculum includes opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle consistent with the Seventh-day Adventist health message. 7. The school-wide curriculum provides opportunities to engage in witnessing and service learning experiences. 8. The school-wide curriculum considers the development, ages, cultures, abilities, interests, and needs of students. 9. The school-wide curriculum is understood and supported by the school stakeholders. 10. Co-curricular activities are aligned with the school's mission and philosophy, extend the curriculum, and are sufficient in number and variety to meet the needs and interests of all students. 	<p>curriculum maps, lesson plans, current class schedules, NAD standards or curriculum guides, school bulletin and/or student handbook, student assessments, student work, portfolios, projects and/or presentations, student health logs, school lunch program, constituent communication such as newsletters, school board minutes for at least one year, operating budget for current year, teacher course outlines for each course (secondary), curriculum or academic standards committee minutes, school improvement plan, current inventory of instructional equipment and supplies</p>

Standards and Indicators (summary), continued

STANDARDS	INDICATORS	EVIDENCES
<p>Standard 3: INSTRUCTION</p> <p>The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the school's philosophy, goals, and standards, and actively engages students in learning.</p>	<ol style="list-style-type: none"> 1. Educators create an environment that maintains students' engagement in the learning process in an age and developmentally appropriate manner. 2. Educators provide opportunities for learners to connect the Adventist worldview with the knowledge, understanding, and skills acquired. 3. Educators are certified/endorsed to teach the subjects and grade levels they are teaching. 4. Educators use a variety of instructional techniques aligned with best practices to address the diverse ages, cultures, abilities, interests, and needs of individual students. 5. Educators use ample and appropriate materials, equipment, and resources to support instruction and learning. 6. Educators are reflective practitioners who think systematically about their practice, and refine their instructional practices based on student feedback/data. 	<p>classroom observations, lesson plans, student work or portfolios, instructional materials and/or resources, student survey responses, school bulletin or student handbook, teacher's journal or log, evidence of participation in or presentation of professional learning, teacher course outlines for each course (secondary), school improvement plan, current inventory of instructional equipment and supplies, financial statements of expenditures for instructional equipment.</p>
<p>Standard 4: ASSESSMENT</p> <p>Assessment data informs changes in curriculum and instruction</p>	<ol style="list-style-type: none"> 1. Varied and appropriate assessments, aligned with best practices, are used to generate formative data to provide instructional feedback and summative data to track student progress toward learning outcomes. 2. Teachers collaboratively and routinely share and analyze data across grade levels to inform curriculum, instruction, and assessment. 3. For students who are not meeting learning standards, appropriate strategies are implemented to ensure progress toward learning outcomes. 4. Students use assessment data to manage their own learning. 5. Standards-based grading and reporting practices are used. 6. Technology is used as a tool to collect, manage, and analyze data. 7. Assessment results are used to make decisions regarding the selection and allocation of resources. 8. Communication with families regarding students' progress is regular, productive, and meaningful. 9. Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. 10. Administrators and teachers have the needed training, support, and resources to collect, analyze, and use assessment data effectively. 	<p>student progress reports, report cards, tracking cards, observational notes, student portfolios, samples of assessments used, student feedback, lesson plans, meeting logs/notes, school board and faculty meeting minutes, curriculum maps, student improvement plans, data reports, standardized test results, operating budgets, REACH MAPS, school improvement plan, email, texts, Skype logs</p>
<p>Standard 5: SUSTAINABLE LEADERSHIP</p> <p>Administration and school board ensure the effective and successful operation of the school.</p>	<ol style="list-style-type: none"> 1. The administration and school board work cooperatively to develop and implement policies and practices, aligned with conference/union educational policies, the school constitution, and civil authorities (where applicable) to achieve a successful program. 2. The administration and school board work collaboratively to review regularly, and update as necessary, the school constitution and bylaws. 3. The school communicates to parents the provisions of the Individuals with Disabilities Education Act/Canadian human rights legislation for children with disabilities enrolled in private schools. 	<p>school improvement plan, school board minutes, personnel committee minutes, faculty meeting minutes, safety committee minutes, operating budget, classroom supervision schedule and observation data, spiritual plan, non-instructional personnel job descriptions and performance review data, school-wide curriculum goals, school constitution and bylaws,</p>

Standards and Indicators (summary), continued

STANDARDS	INDICATORS	EVIDENCES
	<ol style="list-style-type: none"> 4. The school uses a collaborative process to develop and implement a written strategic or long-range plan that is aligned with the school's mission and philosophy to continuously improve its educational program and services. 5. The administration and school board promote spiritual growth by providing resources and activities that foster the development and maintenance of a positive spiritual climate. 6. The administration and school board cooperate with the local conference office of education to identify qualified administrative, instructional, and non-instructional personnel for employment. 7. The administration cooperates with the local conference office of education to ensure that administrative, instructional, and noninstructional personnel are oriented with written job descriptions and aware of their influence on students, including their role as spiritual mentors. 8. The administration and school board cooperate with local conference office of education to ensure compliance with government regulations and denominational policies regarding health and safety requirements and employment practices. 9. The administration cooperates with the local conference office of education to implement a plan of supervision and evaluation of personnel that fosters ongoing professional growth. 10. The administration and school board admit students based on policies and procedures consistent with its mission and philosophy. 11. The administration ensures that teacher-student ratios and teacher class loads meet union, conference, and state/provincial regulations. 12. The principal, as instructional leader, makes decisions and facilitates actions that focus on school-wide curriculum goals, innovative instructional strategies, and student achievement. 13. The administration ensures the security of all school, student, and school board documents, records, and information. 14. The school board cooperates with the local conference office of education to plan for and provide resources to ensure that sufficient funds are available for the annual budget and capital improvements. 15. The school board provides fiscal oversight to ensure operation of the school on a sound financial basis. 16. The school board develops policies to ensure implementation of sound financial record keeping, including student accounts. 	<p>employee handbook, preK state/provincial license, education code, data that tracks instructional strategies used and frequency of use, school safety plan, completed safety and security checklist, school bulletin or student handbook, financial statements, audit report with the statement, parent and student surveys, teacher supervision duty schedule, locked files for immunization/health records and other confidential/sensitive documents</p>

Standards and Indicators (summary), continued

STANDARDS	INDICATORS	EVIDENCES
<p>Standard 6: SCHOOL ENVIRONMENT (includes Learning Climate, School Facilities, Health and Safety, Information Resources, and Technology Integration)</p> <p>The school environment is designed and maintained to promote student learning and to support the school's mission and goals.</p>	<p>LEARNING CLIMATE</p> <ol style="list-style-type: none"> 1. School-wide rules and procedures for behavior are clearly communicated to parents, students, and personnel. 2. School personnel create a positive, safe, nurturing, and welcoming school environment that supports student learning and fosters an appreciation for diversity. 3. The learning climate promotes student core values such as self-discipline, responsibility, positive attitudes, and habits. 4. School personnel are sensitive to the non-academic needs of students with a process in place to develop respectful relationships with students and to address students' spiritual, physical, emotional, and social needs. 5. The work-study program, where applicable, is clearly stated and aligned with Seventh-day Adventist education philosophy. 	<p>written rules and procedures, school bulletin and/or student handbook, website, student/parent consent/registration/acknowledgement forms, student and parent surveys, work-study program philosophy and procedures</p>
	<p>SCHOOL FACILITIES</p> <ol style="list-style-type: none"> 6. The school's facilities, grounds, playgrounds, and equipment are appropriate and sufficient to support the school's philosophy/mission, the desired learner outcomes, and the educational program. 7. The school's facilities include appropriate accommodation for: instruction, administration, student activities, student services, staff meetings, storage of school property, storage for student belongings, dorms. 8. The school board and administration allocate funds for maintenance and repairs, ensuring the school's facilities, grounds, playgrounds, and equipment are functional and well-maintained. 9. The school is identified by an appropriate sign and displays the national flag. 	<p>operating budget, maintenance logs/records, photos, campus map and floor plans, inspection reports, certificates, observations, minutes of student council, signage, school improvement plan, current inventory of instructional equipment and supplies, finance committee minutes</p>
	<p>HEALTH AND SAFETY</p> <ol style="list-style-type: none"> 10. The administration and school board use resources to ensure a safe, healthy environment (including internet safety), with adequate supervision that supports student learning. 11. The school personnel annually review, update, and implement the board-approved Emergency Preparedness Plan (including a safety audit to ensure fire, health, and safety regulations are met). 12. Appropriate safety training is provided to relevant stakeholders. 13. Emergency drills and exercises (such as fire, school lockdown, severe weather) are conducted as required by government and/or local regulations. 14. The school has an effective protocol for screening volunteers. 15. The school has an effective system to control access to the school by non-school personnel. 16. Emergency exit maps are prominently displayed in each room. 17. School personnel are trained to recognize and report signs of abuse, neglect, and/or distress in students. 18. Procedures and resources are in place to respond to illnesses, medical conditions, medical emergencies, and medication storage and distribution. 	<p>school safety plan, written safety policies, record of emergency drills, annual safety audits, health and safety training schedule/attendance record, vehicle maintenance logs, food service menus, inspection reports, observations, hazardous material management plan (asbestos, chemicals, etc.), incident report form, school improvement plan</p>

Standards and Indicators (summary), continued

STANDARDS	INDICATORS	EVIDENCES
	<ol style="list-style-type: none"> 19. The drivers and vehicles used to transport students are in compliance with governmental regulations and denominational policies. 20. Food service, when provided, is in alignment with the Seventh-day Adventist health message and meets regulations as well as nutritional guidelines 	
	<p>INFORMATION RESOURCES AND TECHNOLOGY INTEGRATION</p> <ol style="list-style-type: none"> 21. The school provides access to an adequate collection of appropriate information resources, including denominational publications, in print and/or electronic forms. 22. The school has developed a philosophy for selecting and utilizing information resources and technology to positively impact student learning that maximizes financial and human resources. 23. The school has a process for the development, implementation, annual review, and update of a board-approved information resources and technology plan that supports the school's philosophy, mission, and student learning outcomes. 24. The technology infrastructure, equipment, and resources are sufficient to support the school-wide student learning outcomes and operational needs, and are appropriately maintained and supported annually through funding from the school's budget. 25. The school has developed and implemented written policies and procedures for acceptable use of technology. 26. Students use digital media and environments to communicate and work collaboratively, locally and virtually, to support individual learning and contribute to the learning of others. 27. 27. Opportunities are provided for students to access, use, and evaluate information, and integrate information literacy skills into all areas of learning. 	<p>informational technology plan, financial statements of expenditures for information resources and technology, school board minutes, meeting logs, technology plan, training logs, acceptable use policy for Internet, lesson plans, operating budget, student use data, school improvement plan, current inventory of instructional equipment and supplies, current class schedule</p>
<p>Standard 7: PROFESSIONAL LEARNING</p> <p>Administration and faculty collaborate to develop and implement professional learning opportunities to enhance the ongoing growth and development of school personnel.</p>	<ol style="list-style-type: none"> 1. School personnel collaborate annually to develop and implement a school-wide professional learning plan that: is driven by student learning needs, is aligned to the system-wide and school-wide philosophy and goals, includes continuous and varied professional learning opportunities. 2. School personnel are implementing individual professional learning plans that: are driven by student learning needs, are aligned to the system-wide and school-wide philosophy and goals, include continuous and varied professional learning opportunities. 3. The professional learning culture fosters collaborative learning opportunities within and across schools. 4. School personnel are provided with the time, resources, and materials necessary to sustain professional learning. 5. School personnel maintain NAD certification/endorsements aligned with instructional assignments. 	<p>school improvement plan, individual professional growth plans, operating budget, school calendars, meeting logs/minutes, school-wide goals, written teacher reflections, teacher portfolios, teacher observation feedback, professional library/resources</p>

Standards and Indicators (summary), continued

STANDARDS	INDICATORS	EVIDENCES
<p>Standard 8: COMMUNICATION AND COLLABORATION</p> <p>Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program.</p>	<ol style="list-style-type: none"> 1. School personnel engage with and respond to constituency and community needs when planning school activities, programs, and services. 2. School personnel develop and maintain consistent and collaborative communication with all stakeholders. 3. School personnel and constituent church pastor(s) collaborate to mutually support school and church programs and activities. 4. School personnel foster partnerships with local community organizations to encourage opportunities such as community-based learning projects, service learning, work experience, career awareness, and financial support. 5. School personnel collaborate with parents of home-schooled children, neighboring schools (SDA, public, and/or private), and other educational entities. 6. School personnel develop and maintain a formalized school marketing, recruitment, and retention plan. 	<p>minutes from meetings (e.g., Home and School, church, and board meetings), current class schedules, church bulletins, website, school newsletters/newspapers, conference and union publications, invitations to school activities, student participation in church services and activities, exit interview protocols, service projects, school bulletin and/or student handbook, school marketing, recruitment, and retention plan, calendars</p>
<p>Standard 9: SCHOOL IMPROVEMENT</p> <p>The accreditation process assists a school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished as well as in providing the basis for action plans to address areas needing improvement.</p>	<ol style="list-style-type: none"> 1. The self-study process is coordinated and monitored to ensure the development and implementation of a school improvement plan. 2. School-wide areas needing improvement are collaboratively identified by stakeholders. 3. School-improvement action plans are developed to address the identified needs. 4. An ongoing follow-up process is established to monitor the implementation and accomplishment of each action plan. 	<p>self-study report, action plans, continuous school improvement plan</p>