

**NORTH AMERICAN DIVISION**  
**APPLICATION**  
**FOR**  
**SENIOR ACADEMY STATUS**



**NORTH AMERICAN DIVISION**

**OFFICE OF EDUCATION**

**2004**

## PREFACE

The purpose of this handbook is to provide information on criteria, guidelines, and procedures for establishing a senior academy or upgrading a junior academy to senior academy status.

This document has three parts:

- Part I           Criteria for authorization/approval for senior academy status and the procedure for obtaining authorization.
  
- Part II           *NAD Senior Academy Status Pre-Qualification Checklist*
  
- Part III         The form *Application for Senior Academy Status* that is to be submitted to the North American Division Office of Education through the local and union conferences as outlined.

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# PART I

## Criteria for Authorization/approval For Senior Academy Status

The following criteria must be met in order to receive authorization/approval for senior academy status. In some instances junior academies may already have a philosophy, mission, and goals in place as well as a school constitution. It will be necessary that these be rewritten to meet the needs of a senior academy.

### A. Philosophy, Mission and Goals

Statements of philosophy and mission with appropriate goals that support the statements are to be adopted by the school board. They are to be developed through the cooperative efforts of the constituency, school board, administration, and faculty.

### B. Organization and Administration

The following elements of organization and administration are required.

#### 1. School Constitution

A school constitution is to be developed and adopted by the constituency that identifies the roles and functions of the constituency, the school board, the administration, the faculty, and the relationships between/among the entities. The constitution should also address the issue of dissolution of the net assets of the school. In case of dissolution of the school, assets should be transferred to an Adventist organization which qualifies as tax exempt as described in section 501. C (3) of the Internal Revenue Code, if permitted by law.

#### 2. Policies Governing the Areas of Organization and Administration, Finance, Curriculum, and Personnel.

The policies related to organization and administration, finance, curriculum, and personnel are to be based on the general and specific policies for a senior academy contained in the *North American Division Working Policy*, the union conference education code, and local conference policy handbooks.

#### 3. Functioning School Board

The school board should consist of representatives from the constituent church(es), elected in harmony with the provisions of the school constitution.

4. Record Keeping

Provision is to be made for the keeping of records for the school program. This should include a locked fireproof vault, safe, or cabinet. Procedures must be established to ensure the safety and confidentiality of student academic records, transcripts, student attendance, staff and student medical information, and progress reports.

**C. Finance**

The following financial provisions are required:

1. A financial plan for the support and operation of the school as a senior academy that includes the following:
  - a. An annual operating budget approved by the school board that identifies the following:
    - (1) The income that is to provide the financial resources needed to operate the school on a sound financial basis from sources such as, but not necessarily limited to, the following:
      - (a) Tuition
      - (b) Subsidies from the constituent church(es)
      - (c) Appropriations from the local conference
      - (d) Other sources such as grants, gifts, and endowments
      - (e) Provisions for maintaining denominationally recommended working capital (reserves.)
    - (2) The specific areas of expenditures for salaries and salary-related expenses, including participation in the Seventh-day Adventist Retirement Plan and other costs inherent in the operation of a senior academy.
  - b. A capital expenditures budget that provides for the initial and ongoing capital needs of the school.
2. Adoption and implementation of budget controls that will ensure regular review of the financial status of the school. This includes the preparation of monthly financial statements that are reviewed by administration and the school board.
3. Documented participation in the General Conference auditing process or a letter from the General Conference Auditing Service that they know of plans

to move to senior academy status and that they are planning on conducting audits for the school. Include the most recent audited statement.

4. Implementation of the accounting procedures stipulated in the *North American Division Academy Accounting Manual* in consultation with the union treasury.
5. Approval of denominational status from the North American Division is required before a senior academy can apply for a 501C (3) tax exemption and can participate in the Seventh-day Adventist Retirement Plan.
6. Documented procedures for the collecting, receipting and posting of student charges.
7. Use of an approved accounting package with audit trails.
8. Development of a plan between the school and the local conference to deal with the complexities of payroll and personnel issues.
9. An employee remuneration plan aligned with the denominational wage scale as set by the union conference or local conference and in harmony with the NAD guidelines.

#### **D. Curriculum**

The curriculum shall include the required and elective course offerings in the subject areas specified by the union conference education code. The curricular offerings are to be comprehensive in scope, allowing students to meet the union conference and applicable governmental requirements for graduation. The electives should be selected with reference to the philosophy and mission of the school and the needs and interests of the students. The use of correspondence courses or distance education is to be in compliance with policies outlined in the union education code.

#### **E. Faculty and Staff**

Qualified Seventh-day Adventist faculty and staff are to be employed who have the personal and professional qualifications for the assigned positions/responsibilities.

The size of the faculty and staff is to be adequate for the size and type of school and should include, but not necessarily be limited to, the following:

1. Principal

The principal should hold a valid Administrator Certificate with principal endorsement and have the essential leadership qualifications and skills for

the position. A suggested list of qualifications and duties/responsibilities is provided in the union education code and in the *North American Division Principal's Handbook*.

2. Vice-Principal

A vice-principal may be designated as needed, based on the size and type of school, with allocation of time for administrative duties and responsibilities based on the union, local conference, and school board policies.

3. Business Manager/Assistant Business Manager or Treasurer

The business manager/assistant business manager or treasurer is responsible for the fiscal management and oversight of the business affairs under the direction of the principal. A plan for becoming a payroll center is to be implemented, or an alternative arrangement must be agreed upon with the local conference.

4. Certificated Instructional Faculty

An adequate number of qualified persons are to be employed as instructional faculty who hold valid teaching certificates with endorsements for the subject areas and/or courses in the assigned teaching load. Certification requirements are detailed in the current edition of *Certification Requirements* published by the NAD Office of Education.

5. Registrar

The registrar is responsible for the official academic records such as, but not limited to, transcripts and reports of student progress and attendance. Provision is to be made for the permanent safekeeping of student records and adequate registrar staffing (usually at least ½ FTE).

6. Librarian

The librarian is responsible for maintaining a media center/library which meets the criteria and guidelines of the union education code, the applicable accrediting association, and/or the state/province department/ministry of education. Provisions are to be made to allow the librarian to have some (usually at least 1/3 FTE) non-teaching time to dedicate to the library.

7. Director of Guidance and Counseling Services

The director of guidance and counseling services should hold the appropriate

credentials/qualifications for the position. The time allocated for counseling and guidance services should be based on the size and type of school. The duties and responsibilities are to be based on the union education code, local conference and school policy, and the applicable accrediting association and/or state/province department/ministry of education. The following areas of guidance need to be addressed within the school personnel: career guidance, testing, academic guidance, and needs-based counseling.

8. Ancillary/Support Staff

Qualified ancillary/support staff are to be provided for support services as needed. This includes secretarial, custodial, maintenance, grounds, cafeteria, accounting, and instructional aides. Adequate job descriptions and budgetary allowances need to be provided.

**F. Facilities and Equipment**

Adequate facilities and equipment needed to implement the academic program for grades 9-12 are to be provided. These facilities need to meet the health and safety codes of the state, country, province, and Adventist Risk Management. Criteria for facilities and equipment are contained in the evaluation instruments (*Evaluative Criteria for Seventh-day Adventist Secondary Schools, Grades 9-12*, or *Evaluative Criteria for Seventh-day Adventist Schools, Grades K-12*).

If the senior academy is to be located on the same site as an elementary school, the facilities are to be allocated to identify grades 9-12 as a distinct unit. While facilities for physical education or classrooms for specialized areas may be shared with the elementary school or grades 7 and 8, the classrooms and laboratories for grades 9-12 should be located and designed to maintain the senior academy as a separate unit when possible.

The following facilities with appropriate equipment are to be provided:

1. Administrative offices
2. Adequate number of appropriately sized classrooms for the curricular offerings
3. Specialized facilities and laboratories for subject areas such as, but not necessarily limited to, physical education, music, science, technology education, home economics, computer education, and business education.
4. Media center/library
5. Cafeteria (if meal service is provided) or a lunch room facility for students



6. Ancillary/support services, i.e., accounting, secretarial, custodial, grounds, maintenance, transportation
7. Residence halls (for a boarding school only)

**G. Accreditation**

A senior academy must achieve and maintain accreditation status with the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities, Inc. A school that is granted authorization for senior academy status must complete a self-study report and participate in an on-site evaluation by a visiting committee no later than the second year of operation as a senior academy. The appropriate document—*Evaluative Criteria for Seventh-day Adventist Secondary Schools, Grades 9-12*; or *Evaluative Criteria for Seventh-day Adventist Schools, Grades K-12*; or the approved regional accreditation instrument—is to be used as the basis for the self-study report. The school may also elect to seek accreditation with the appropriate regional accrediting association and/or governmental agency.

## **Procedure for Obtaining Authorization for Senior Academy Status**

The following procedure for obtaining authorization/approval for senior academy status is based on the provisions of the *North American Division Working Policy*, F 25 15.

Authorization to establish a senior academy is contingent upon the approval of local conference, union, and division boards of education as well as the local conference executive committee. The process for establishing a senior academy is described below. A time line for application procedures should be prepared to ensure an orderly progression through the steps toward final approval.

1. The local school board will receive the *Pre-Qualification Checklist for Achieving Senior Academy Status* and the *Application for Senior Academy Status*. Both forms are available at [www.nadeducation.org](http://www.nadeducation.org).
2. Working in consultation with the local conference office of education, the school will complete the *Checklist*, review the application form, and develop the Justification Statement.
3. If both the school board and the local conference office of education consider the results of the *Checklist* and the review of the application requirements to be positive and the school board has approved the Justification Statement, the local conference office of education will request a review of the *Checklist* and Justification Statement by the local conference K-12 board of education.
4. If the local conference K-12 board of education approves the *Checklist* and Justification Statement, the school board will formally fill out the *Application for Senior Academy Status*.
5. Upon completion of the *Application for Senior Academy Status*, the school board will submit it to the school constituency for action.
6. Upon approval of the application by the school constituency, the local conference office of education, through the union office of education, will request an NAD on-site committee to visit the school. The on-site committee includes the following members:
  - a. A representative from the NAD Office of Education, who chairs the committee
  - b. The union director of education or designee
  - c. One out-of-union director of education
  - d. One out-of-conference financial administrator
  - e. One member-at-large appointed by the chair
  - f. The local conference superintendent of schools as an invitee

The travel expenses of the out-of-union director of education, the out-of-conference financial administrator, and the member-at-large will be paid by the local conference office of education.

7. The NAD on-site committee will report its findings and make whatever recommendations it deems necessary to the local conference board of education, with a copy to the local school board. The local school board will submit documentation to the local conference board of education showing appropriate compliance with the recommendations made by the NAD on-site committee.
8. Upon receipt of the *Application for Senior Academy Status*, the on-site committee report, and the school's response to the committee report, the conference board of education will make a recommendation to the local conference executive committee to approve or deny the application.
9. The local conference executive committee will act on the recommendation from the local conference board of education and, if the action is favorable, recommend approval of the proposed senior academy to the union K-12 board of education.
10. The union board of education will act on the recommendation from the local conference executive committee and, if favorable, recommend approval of the proposed senior academy to the NAD Board of Education.
11. The NAD Board of Education will act on the recommendation from the union board of education.
12. Initial approval by the NAD to operate a senior academy will be for a three-year provisional period. During the third year, an evaluation by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities will be conducted, at which time the school will be expected to meet the standards for accreditation identified in the NAD Evaluative Criteria and any regional accreditation requirements that apply.

## Transmittal Record

### APPLICATION FOR SENIOR ACADEMY STATUS

The school named below submits the attached *Application for Senior Academy Status* for the establishment of a senior academy on its campus.

Current name of the school \_\_\_\_\_

Current address \_\_\_\_\_

Current principal \_\_\_\_\_

Proposed name of the senior academy \_\_\_\_\_

New address if senior academy will be on a new site \_\_\_\_\_

\_\_\_\_\_

Local conference superintendent \_\_\_\_\_

The following entities have acted upon the school's request for senior academy status as recorded below:

**1. Local Conference Office of Education: Initial Approval of Pre-Qualification Checklist**

Authorized signature:

Superintendent of Schools \_\_\_\_\_ Date \_\_\_\_\_

**2. School Board: Decision to Apply for Senior Academy Status; Approval of Justification Statement**

Date of Action \_\_\_\_\_ Action Voted: Approved \_\_\_\_\_ Denied \_\_\_\_\_

Approval of Justification Statement Yes \_\_\_\_\_ No \_\_\_\_\_

Authorized signatures: \_\_\_\_\_

Chair of School Board

Principal

**3. Local K-12 Board of Education: Initial Approval of Request to Seek Senior Academy Status and Review of Justification Statement**

Date of Action \_\_\_\_\_ Action Voted: Approved \_\_\_\_\_ Denied \_\_\_\_\_

Authorized signature: \_\_\_\_\_  
Chair of K-12 Board

**4. School Constituency: Decision to Request Senior Academy Status**

Date of Action \_\_\_\_\_ Action Voted: Approved \_\_\_\_\_ Denied \_\_\_\_\_

Authorized signatures: \_\_\_\_\_  
Chair of Constituency

\_\_\_\_\_  
Secretary of Constituency

**5. Union Office of Education Request for an NAD On-Site Visiting Committee**

Date of request submitted to NADOE \_\_\_\_\_

Requested by: \_\_\_\_\_  
Union Director of Education                      Union Conference

**6. On-Site Visiting Committee**

Date of Visit \_\_\_\_\_ Recommendation: Approved \_\_\_\_\_ Denied \_\_\_\_\_ Pending \_\_\_\_\_

\_\_\_\_\_  
Chair, On-Site Visiting Committee

**7. Local Conference Board of Education: Recommendation to Conference Executive Committee**

Date of Action \_\_\_\_\_ Action Voted: Approved \_\_\_\_\_ Denied \_\_\_\_\_

Authorized signatures:  
\_\_\_\_\_  
Chair, Local Conference Board of Education

\_\_\_\_\_  
Secretary, Local Conference Board of Education

**8. Local Conference Executive Committee: Recommendation to Union K-12 Board**

Date of Action \_\_\_\_\_ Action Voted: Approved \_\_\_\_\_ Denied \_\_\_\_\_

Authorized signature:

\_\_\_\_\_ Chair, Local Conference Executive Committee

**9. Union Conference Board of Education: Recommendation to NAD K-12 Board**

Date of Action \_\_\_\_\_ Action Voted: Approved \_\_\_\_\_ Denied \_\_\_\_\_

\_\_\_\_\_ Secretary, Union Conference Board of Education

**10. North American Division Board of Education K-12: Approval to Operate a Senior Academy**

Date of Action \_\_\_\_\_ Action Voted: Approved \_\_\_\_\_ Denied \_\_\_\_\_

\_\_\_\_\_ Secretary, NAD Board of Education K-12

## PART II

### Pre-qualification Checklist for Achieving Senior Academy Status

The purpose of this checklist is to assist the applicant school and local conference office of education in determining the extent to which the local school is prepared to meet the criteria for senior academy status. It is assumed that the administration and school board have reviewed the application and accompanying materials.

Met  
In Process  
Cannot be met

#### Philosophy

- | Met                      | In Process               | Cannot be met            |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. The school has a philosophy which is based on tenets of Adventist education and the needs of the local constituency.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. The philosophy has been revised to reflect the educational program of a senior academy.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. The school has a mission statement which gives direction to the school program   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Educational and curriculum goals have been developed reflecting Adventist education and the needs and interests of the constituency, board, administration, faculty, and students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. The educational and curriculum goals were reviewed by the administration and staff as the new curriculum was developed and school activities were planned.                         |

#### Organization and Administration

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. The school constitution, appropriate for the operation of a senior academy, has been developed in collaboration with the local conference office of education and adopted by the constituency.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. The policies related to organization and administration, finance, curriculum, and personnel are based on the general and specific policies for a senior academy contained in the <i>NAD Working Policy</i> , the union education code, and local conference policy handbooks. |

Met	In Process	Cannot be met	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. There is a local operating school board consisting of representatives from the school constituency elected in harmony with the provisions of the school constitution and union education code.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. There are adequate record-keeping procedures to ensure the safety and confidentiality of student academic records, transcripts, and student attendance and progress reports. Storage facilities should include a locked, fireproof vault, safe, or cabinet.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. There is a principal/administrator who is provided with sufficient time to adequately fulfill the administrative responsibilities as outlined in the union education code and the <i>NAD Principal's Handbook</i> .

### **Finance**

The school should be prepared to implement a financial plan for the support and operation of the school as a senior academy which includes but is not limited to the following:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. An annual operating budget is developed based on a fund accounting system as outlined in the <i>NAD Academy Accounting Manual</i> .
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Provision is made to meet the requirements of the <i>NAD Academy Accounting Manual</i> , including budgeting for funding of employee retirement, medical, educational, and other benefits.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. A business manager/assistant business manager is in place responsible for fiscal management and capable of implementing the accounting procedures stipulated in the <i>NAD Academy Accounting Manual</i> .
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Tuition rates are established to meet budgetary needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Subsidy rates sufficient to support a senior academy have been approved by the constituent churches.



Met	In Process	Cannot be met	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Senior academy subsidy appropriations are approved by the local conference.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. A plan for becoming a payroll center is implemented, or an alternative arrangement has been made with the local conference.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Budget controls are implemented to ensure regular review of the financial status of the school, including the preparation of monthly financial statements for review by administration and the local school operating board.

**Curriculum**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. The school offers all required courses in subject areas as specified by the union education code to meet denominational and governmental graduation requirements.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Electives are offered to meet the interest and needs of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Alternation of subjects is in accordance with union policies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. The use of correspondence courses is within policies outlined in the union education code.

**Faculty and Staff**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. A qualified faculty and staff are in place holding valid denominational teaching and administrative certification with appropriate endorsements in assigned teaching areas.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. All faculty and staff are Seventh-day Adventists in regular standing and have the personal and professional qualifications for the assigned positions and responsibilities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Instructional staff carry teaching loads as outlined in the union education code.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Personnel are provided for maintaining a media center/library.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Provision is made for students to receive educational, career, and personal counseling from qualified personnel.

Met	In Process	Cannot be met	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Qualified ancillary/support staff are provided for support services, to include secretarial, custodial, maintenance, grounds, accounting, and instructional aides.

**Facilities and Equipment**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. The administrative offices (principal, registrar, business, and secretarial) are sufficient in size and number to meet the needs of a senior academy.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. There is an adequate number of appropriately sized classrooms for the planned curriculum.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. There is adequate provision for meeting the needs of the physical education program.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. There is a science laboratory adequate in size and properly equipped to support such science courses as biology, chemistry, and physics.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. There is adequate computer/business education equipment to meet student needs with a plan to update hardware and software on a regular basis.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. The facilities are provided for a planned music program.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. The media center/library is adequate in size and materials to meet the guidelines outlined in the union education code.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Equipment and materials for ancillary/support services (i.e. secretarial, accounting, custodial, grounds, maintenance, and transportation) meet the needs of a senior academy program.

## **PART III**

### **Application for Senior Academy Status**

This *Application for Senior Academy Status* is to be completed by the school administration in preparation for the visit of the on-site evaluation committee. The completed application is to be distributed one month prior to the scheduled visit as follows:

1. A copy to each member of the on-site evaluation committee
2. A copy to each school board member
3. A copy to the local conference office of education
4. Additional copies to the faculty

**APPLICATION FOR  
SENIOR ACADEMY STATUS**

CURRENT NAME OF SCHOOL

(Name)  
and  
(Address)

PROPOSED NAME FOR THE SENIOR ACADEMY

(Name)  
and  
(Address)

Date of Application

## **Justification Statement**

Please attach a one- to two-page statement to justify why the school is requesting senior academy status. Include the following information:

1. The impact on other Adventist schools.
2. The impact on finances of the local conference.
3. The impact on the school and its constituency if senior academy status is not granted.

This statement should be voted by the local board and the conference K-12 board before the application is submitted.

Date approved by local school board \_\_\_\_\_

Date approved by the local conference K-12 board \_\_\_\_\_

## The Constituency

Names of Churches (Constituent)	Current Membership	Projected Membership In 5 Years	Tithe for Last Calendar Year	Number of Students In This School	Number of Students Not In This School
Names of Churches* (Non-constituent)					

\*List information for churches that may become part of a newly formed constituency.

### Church Subsidies

Institution	Subsidy	Past and Current Subsidy				Projected Subsidies	
		3 Years Ago	2 Yrs. Ago	1 Year Ago	Current School Year	Next Year	2 Years From Now
Local Conference	Operating						
	Capital						
Church #1Name:	Operating						
	Capital						
Church #2Name:	Operating						
	Capital						
Church #3Name:	Operating						
	Capital						
Church #4Name:	Operating						
	Capital						
Church #5Name:	Operating						
	Capital						

## Operating Income and Expense Summary

INCOME & EXPENSE	PAST		CURRENT	PROJECTED	
Income	2 Years Ago	1 Year Ago	School Year	Next Year	2 Years From Now
1. Tuition					
2. Church Subsidies					
3. Conference Appropriation					
4. Other					
<b>TOTAL INCOME</b>					
Expense					
1. Salary Expense					
a. Administrative & Instructional					
b. Ancillary Personnel					
2. Instructional Materials					
3. Depreciation					
<b>TOTAL EXPENSE</b>					
Year-end Operating Balance					
June 30 Student A/R					



## Collections Record

	4 Years Ago	3 Years Ago	2 Years Ago	1 Year Ago
<b>Total Student Charges Billed</b>				
<b>Total Student Charges Collected</b>				
<b>Percentage of Collections</b>				

**Opening Enrollment History and Projections  
(Constituent and Non-constituent)**

Grade	ACTUAL						CURRENT		PROJECTED			
	3 Years Ago		2 Years Ago		1 Year Ago		Current Year		Next Year		2 Years From Now	
	Constit.	Non- Constit.	Constit.	Non- Constit.	Constit.	Non- Constit.	Constit.	Non- Constit.	Constit.	Non- Constit.	Constit.	Non- Constit.
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
TOTAL												



## Staffing Plans for Administrative and Classified Services Positions

Provide information about the current provision and proposed plans for staffing the following positions.

POSITION	FULL-TIME EQUIVALENT FTE *			COMMENTS ON STAFFING PLANS
	Current Employees Staffing	Projected Staff	FTE Difference	
Principal				
Business Manager/Treasurer				
Registrar				
Guidance and Counseling				
Librarian				
Office Secretary				
Custodian, Maintenance, Grounds				
Other:				

\* A staff member should not be assigned a combined FTE (Full-Time Equivalency) greater than 1.

## Staffing Plans for Instructional (Exempt) Positions

Provide information about the current provision and plans for instructional faculty for the course offerings in grades 9-12.

SUBJECT AREA	FULL-TIME EQUIVALENT FTE *		COMMENTS ON STAFFING PLANS
	Current Staff	Projected Staff	
Art			
Bible/Religion			
Business Education			
Computer Education			
English			
Foreign Language			
Health			
Home Economics			
Mathematics			
Music			
Physical Education			
Science			
Social Studies			
Tech. Education			

\* An instructor should not be assigned a total FTE (Full-Time Equivalency) greater than 1. One (1) FTE would be equal to six teaching class periods per day.

### Current and Proposed Course Offerings for Grades 9-12

List Specific Courses Under the General Headings	Course Offerings *				Time Allocation			Course Credit
	Currently Offered Gr. 9	Currently Offered Gr. 10	To Be Offered Gr. 11	To Be Offered Gr. 12	Min. Per Week	# Days Per Week	Number of Semesters	
<b>Art</b>								
<b>Bible/Religion</b>								
<b>Business Education</b>								
<b>Computer Education</b>								
<b>English</b>								
<b>Foreign Language</b>								

List Specific Courses Under the General Headings	Course Offerings *				Time Allocation			Course Credit
	Currently Offered Gr. 9	Currently Offered Gr. 10	To Be Offered Gr. 11	To Be Offered Gr. 12	Min. Per Week	# Days Per Week	Number of Semesters	
<b>Health</b>								
<b>Home Economics</b>								
<b>Mathematics</b>								
<b>Music</b>								
<b>Physical Education</b>								

List Specific Courses Under the General Headings	Course Offerings *				Time Allocation			Course Credit
	Currently Offered Gr. 9	Currently Offered Gr. 10	To Be Offered Gr. 11	To Be Offered Gr. 12	Min. Per Week	# Days Per Week	Number of Semesters	
<b>Science</b>								
<b>Social Studies</b>								
<b>Technology Education</b>								
<b>Other</b>								

\* Include all current and projected courses for the four-year period.



## Alternation Courses

List all courses that will be taught on an alternation basis.

Course Title	Odd Year	Even Year	Grade Course is Offered	Other Course Alternated With



## Media Center/Library

### A. General Items

1. The total number of titles in the library collection, including paperbacks but excluding reference books and textbooks, suitable for students in grades 9-12  
\_\_\_\_\_
2. Total annual media center/library expenditures (excluding equipment) for each of the last two years for grades 9-10 or 9-12:  
Year\_\_\_\_\_ \$\_\_\_\_\_ Year\_\_\_\_\_ \$\_\_\_\_\_
3. Projected annual media center/library expenditures for grades 9-12 per student, for books, periodicals and media software \$\_\_\_\_\_
4. What is the classification system used to organize the book collection?  
\_\_\_\_\_

### B. Library Collection

Indicate the number of volumes in each category.

#### 1. Reference Materials (000-099)

Provide data on the reference materials by supplying information requested for each category.

- a. Encyclopedias appropriate for grades 9-12  
[List titles and copyright dates]

\_\_\_\_\_ Date\_\_\_\_\_

\_\_\_\_\_ Date\_\_\_\_\_

\_\_\_\_\_ Date\_\_\_\_\_

- b. Unabridged Dictionary [Title and date]

\_\_\_\_\_ Date\_\_\_\_\_

- c. World Atlas [Title and date]

\_\_\_\_\_ Date\_\_\_\_\_

- d. Current Almanac [Title and date]  
 \_\_\_\_\_ Date\_\_\_\_\_
- e. Bible Concordance [Title(s) and date(s)]  
 \_\_\_\_\_ Date\_\_\_\_\_
   
 \_\_\_\_\_ Date\_\_\_\_\_
- f. Bible Dictionary(ies) [Title(s) and date(s)]  
 \_\_\_\_\_ Date\_\_\_\_\_
   
 \_\_\_\_\_ Date\_\_\_\_\_
- g. Three-volume *Index to E. G. White Writings* or *Comprehensive Index* CD  
 Yes\_\_\_ No\_\_\_ No. of copies of the set\_\_\_\_\_

**2. General Works (Library Books)**

Provide data on the book collection suitable for grades 9-12. Indicate the number of titles on the lines to the left of each of the categories of books.

- \_\_\_\_\_Philosophy (100-199)
- \_\_\_\_\_Religion (200-299)
- \_\_\_\_\_Social Sciences (300-399)
- \_\_\_\_\_Language (400-499)
- \_\_\_\_\_Natural Science (500-599)
- \_\_\_\_\_Applied Science (600-699)
- \_\_\_\_\_The Arts, Recreation (700-799)
- \_\_\_\_\_Literature (800-899)
- \_\_\_\_\_History, Biography and Travel (900-999)
- \_\_\_\_\_Ellen G. White books (W)

**3. Periodicals**

List the periodical subscriptions which are suitable for student use in grades 9-12.

**4. Newspapers**

List the names of newspapers received regularly at the school.

**5. Technology in the Media Center/Library and/or Total School Program**

a. Computers in the media center/library

Number for administrative usage \_\_\_\_\_

Number for student usage \_\_\_\_\_

Write a short statement about the adequacy of the computers (total school program) for staff and students use, including Internet access and networking.

b. Do you have an electronic catalog?                      Yes \_\_\_\_\_      No \_\_\_\_\_

c. Software Titles

Number of titles for content areas \_\_\_\_\_

Number of reference sources \_\_\_\_\_

Number of other titles \_\_\_\_\_

d. Internet Connection

Can students access Internet in the Media Center? Yes \_\_\_\_\_ No \_\_\_\_\_

Do teachers have access to the Internet in their classrooms?

Yes \_\_\_\_\_ No \_\_\_\_\_

Is there provision for Internet content filtering?

Explain:

Do you have a program for introducing students to the use of technology  
in the media center/library? Yes \_\_\_\_\_ No \_\_\_\_\_

## Supplementary Materials

The following materials/documents are to be placed in the room assigned to the visiting committee at the time of the on-site visit.

1. Audited year-end financial statements for the preceding three years.
2. Most recent three (3) monthly financial statements.
3. Operating budget for the current school year.
4. Proposed budget, including staffing, for the year the school plans to offer grade 11.
5. Proposed budget, including staffing, for the year the school plans to offer grade 12.
6. Current class schedule.
7. Proposed class schedule for the year grade 11 will be offered.
8. Proposed class schedule for the year grade 12 will be offered.
9. The current and proposed school constitution that addresses the dissolution of the school and transferring of assets.
10. Written confirmation that the employees are being paid in harmony with denominational wage scales as determined by the union conference or local conference.