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## **FOREWORD**

This handbook is planned to provide a resource that will assist the administrator of a senior academy in meeting the responsibilities as the educational leader of the school.

Policies or procedures that are unique to a union, conference, or a school may be added to this handbook.

## I. INTRODUCTION

The purpose of this handbook is to provide a resource that will assist school administrators in meeting their responsibilities as educational leaders in the Seventh-day Adventist (Adventist) K-12 school system. While it is written primarily for senior academy principals, much of the information will be useful for elementary principals as well.

The layout of the handbook is designed to include three subdivisions at the end of each chapter: Legal Issues, Resources, and Forms. These subdivisions will contain pertinent information, but the expectation is that these subdivisions will be constantly updated by the principal.

### UNDERSTANDING CHURCH STRUCTURE AND GOVERNANCE

It is important for a principal to understand the structure of the North American Division (NAD) K-12 school system and the church hierarchy that governs that structure. The accompanying flowchart illustrates the relationship of the five levels of the NAD church structure and the K-12 school system. (See Resources.) Notice that some of the arrows indicate lines of authority and others indicate advisory functions.

The *NAD Working Policy and Church Manual* contain the basic policies for the operation of the Adventist Church and related institutions within the NAD.

### NAD BOARD OF EDUCATION

The NAD Board of Education serves as the central planning body and policy voting council for Adventist education throughout the division. It provides general direction and guidance for the system and is responsible for major initiatives such as *Focus on Adventist Curriculum for the 21st Century (FACT-21)*. (See Resources.)

### NAD OFFICE OF EDUCATION (NADOE)

The NADOE provides leadership and direction to K-12 education. Some examples of their responsibilities include the following:

- Arrange for and plan regular meetings of the union directors in order to coordinate education throughout the division
- Coordinate all major curriculum initiatives

- Coordinate and fund all curriculum projects voted by the NAD Curriculum Committee (NADCC)
- Direct the school accreditation process
- Prepare and distribute the *NAD Secondary Textbook List* that identifies all of the NADCC approved secondary text materials
- Recommend all additions, deletions, and revisions concerning education to the NAD for inclusion in the *NAD Working Policy*

## **NAD CURRICULUM GUIDES**

A curriculum guide for a subject area is a description of the content including essential elements of a specified discipline. It also identifies philosophy, goals, and objectives for each discipline. It includes a basic outline for each course in the subject area. The expectation is that the curriculum guide will be used by the teacher for both long- and short-range planning. The responsibility for teacher accountability regarding curriculum guides rests with the principal.

All unions have a curriculum audit process that requires teachers to use NAD curriculum guides as benchmarks for the preparation of individual course outlines. Principals are expected to ensure that these guides are available to teachers and that they are being used.

Curriculum guides in the NAD have all been prepared by master teachers within the system who work under the direction of the NADCC. Each guide is submitted for approval to the NADCC before it is printed and distributed. NAD curriculum guides are revised on a regular schedule.

## **NAD TEXTBOOK LIST**

The *NAD Secondary Textbook List* is regularly updated and identifies textbooks that have been approved for use in Adventist secondary schools. These textbooks are to be used unless authorization has been granted to use an alternative. The form for requesting an alternative textbook can be found in the "General Information" section of the textbook list.

## **THE UNION CONFERENCE K-12 BOARD OF EDUCATION (UCBOE)**

The UCBOE is the policy-formulating body for the education program. It derives its authority from the union conference executive committee.

The functions of the UCBOE include:

- Approving salary and wage scales in harmony with NAD and union conference executive committee actions
- Authorizing recommended curriculum development
- Considering recommended education code items
- Reviewing the applications for the establishment of new senior academies

## **THE UNION CONFERENCE OFFICE OF EDUCATION (UCOE)**

The UCOE is an administrative entity operating within a structure authorized by the union executive committee.

A list of functions for the UCOE can be found in each union conference *Education Code* and includes the following:

### **Administrative and Supervisory**

- Acting as the denominational certificating agency for education personnel
- Advising the UCBOE on educational policies, standards, practices, and problems
- Developing and maintaining a cohesive K-12 program of education involving school and conference education personnel
- Developing and maintaining effective working relationships with local and state offices of education and with regional accrediting associations
- Developing a systematic plan by which local conferences are to keep accurate records of all students and education personnel
- Establishing and maintaining regularly scheduled education councils
- Maintaining effective working relationships with the union college in the preparation of elementary and secondary school personnel
- Participating in the program of on-site school evaluations
- Participating in the local conference office of education in-service education programs
- Preparing and submitting statistical and financial reports as required by the NADOE
- Processing applications for the establishment of new junior and senior academies
- Providing assistance in the supervision of instruction
- Providing leadership in acquainting the constituency with the imperatives of Adventist Christian education
- Providing leadership in the development and maintenance of a union education code
- Serving as ex officio members of the local conference K-12 board of education (K-12 Board) and the senior academy school board
- Serving as member(s) and/or consultant(s) to union subcommittees in matters pertaining to education

## **Financial**

- Preparing a wage scale for education personnel to be submitted for union and local conference K-12 boards of education approval
- Providing leadership in the development and maintenance of up-to-date remuneration information in harmony with NAD and local union actions

## **Curricular**

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

## **THE UNION CONFERENCE *EDUCATION CODE***

Each union conference has an *Education Code* that is a compilation of policies and procedures relating to the establishment, organization, administration, operation, and maintenance of the K-12 school system in that union. It clarifies and details the role and responsibilities of persons, committees, and school boards of each entity school, conference, and union. Policies contained in the union *Education Code* are developed and adopted through cooperative efforts of the school, conference, union, and K-12 boards. When there is no provision, stipulation, or prohibition for a matter under consideration, a conference or institution may:

- Develop a policy, procedure, or practice to meet a local need
- Recommend that a policy be adopted for inclusion in the union *Education Code*

## **THE LOCAL CONFERENCE K-12 BOARD**

The K-12 Board is the body authorized by the local conference executive committee to oversee the conference K-12 school system and is the employer of all certificated school personnel.

For a description of the functions of the K-12 Board, refer to the union *Education Code*.

## **THE LOCAL CONFERENCE OFFICE OF EDUCATION (LCOE)**

The LCOE is the administrative office for the conference K-12 school system. It operates within a structure authorized by the conference executive committee and is based on the union *Education Code*, the *NAD Working Policy*, and the *Church Manual*.

The LCOE provides educational leadership and supervision through the superintendent, associates, and staff. The superintendent is the chief executive officer of the school system with responsibilities generally in the areas of:

- Administration
- Curriculum and instruction
- Financial management
- Personnel

For a detailed listing of the responsibilities of the LCOE, refer to the union *Education Code*.

## **LOCAL SCHOOL CONSTITUENCY**

The constituency that operates a school consists of the conference where the school is located and the local church(es). The voting members of the constituency are determined by the school constitution and include members of the local church(es) operating the school, the local conference, and union conference representatives.

The functions of the constituency are to:

- Approve major capital improvements as recommended by the school board
- Establish, adopt, and revise the constitution in harmony with denominational policies
- Provide adequate financing for the general operating costs
- Receive reports on the operation of the school



## **THE LOCAL SCHOOL BOARD**

In each school there is a local school board elected as specified by the school constitution. The school board is responsible for the operation of the school within the guidelines and policies found in the union *Education Code*, the policies adopted by the K-12 Board, the provisions of the school constitution, and any other policies already voted by the school board.

The school board has authority only when meeting in official session. The school board acts as a group, and no individual member or committee can act in place of the school board except by school board action. All actions of the school board are implemented through its executive secretary, the principal.

The principal, as executive secretary, is also responsible for recording the official minutes of each school board meeting. A copy of the minutes is to be sent to the conference and union offices regularly with the originals kept at the school and archived according to accepted policy.

## **MEMBERSHIP OF THE SCHOOL BOARD**

The school board must be composed of members of the Adventist Church who represent a cross section of the school constituency and who support Adventist education. The officers of the school board include the chairperson, vice-chairperson, and executive secretary (the principal). In addition, the school board is to identify conference officers, the conference superintendent, and the union director of education as ex officio voting members.

Each school constituency should have guidelines/policies regarding the eligibility of school personnel or relatives of school personnel for school board membership. School board members, other than ex officio members, are elected based on the provisions of the school constitution.

## **FUNCTIONS OF THE SCHOOL BOARD**

The school board is responsible for the development of policies for the operation of the school within the guidelines and policies adopted by the NAD, the union conference, and the local conference.

For a detailed listing of the duties and functions of the school board and the responsibilities of the chairperson, refer to the union *Education Code* or the union handbook for school board members.

## **THE PRINCIPAL**

The principal is the chief administrative officer of the school and as such serves as the executive secretary of the school board. The principal has delegated responsibilities and authority as well as prerogatives of discretionary and independent judgment in administering the school within the provisions of the union *Education Code* and the policies adopted by the K-12 Board and the local school board. If a situation is not specifically addressed by these policies, it is advisable to contact the local conference superintendent for counsel.

A job description for the principal is listed in the union *Education Code* and includes responsibilities in administration, curriculum and instruction, personnel, and finance.

## **ACCREDITATION**

Accreditation is the process of reviewing and certifying the performance of educational institutions that entitles them to the confidence of the educational community, the public, and the Adventist Church. In the Adventist K-12 school system, recognition is granted by the Accrediting Association of Adventist Schools, Colleges, and Universities, Inc. This association is responsible for establishing criteria, adopting procedures for visiting and evaluating conference-subsidized institutions, and accrediting those institutions that meet the criteria.

The process of accreditation assists each institution toward achieving the highest standards of physical, mental, social, spiritual, and cultural development. It encourages each school to examine its total program in light of its philosophy, goals, and objectives. This self-study process is validated by a visiting committee. The accredited status of an institution is reviewed periodically. Accreditation validates the student's credits for admission or transfer to other institutions.

Senior academies may also be accredited by a local regional accrediting association along with the Accrediting Association of Adventist Schools, Colleges, and Universities, Inc. The principal should consult with the UCOE in attempting to coordinate a joint visit so there is only one site visit per term of accreditation.

The principal should secure the most recent accreditation site-visit committee report and make the implementation of recommendations a priority.

## ***FACT-21***

In 1997, the NAD K-12 Board of Education voted to approve the *FACT-21* report prepared by the NAD Curriculum Futures Commission. This report is designed to be the foundation

of change and provide the impetus for improvement for Adventist secondary education in the 21<sup>st</sup> century. The report includes a philosophy statement that is short, focused, and usable. It also identifies ten broad goal statements with associated essential elements. The final section consists of nine preferred practices for use in Adventist academies. For the latest revision, contact the UCOE.

**INTRODUCTION**

**LEGAL ISSUES**

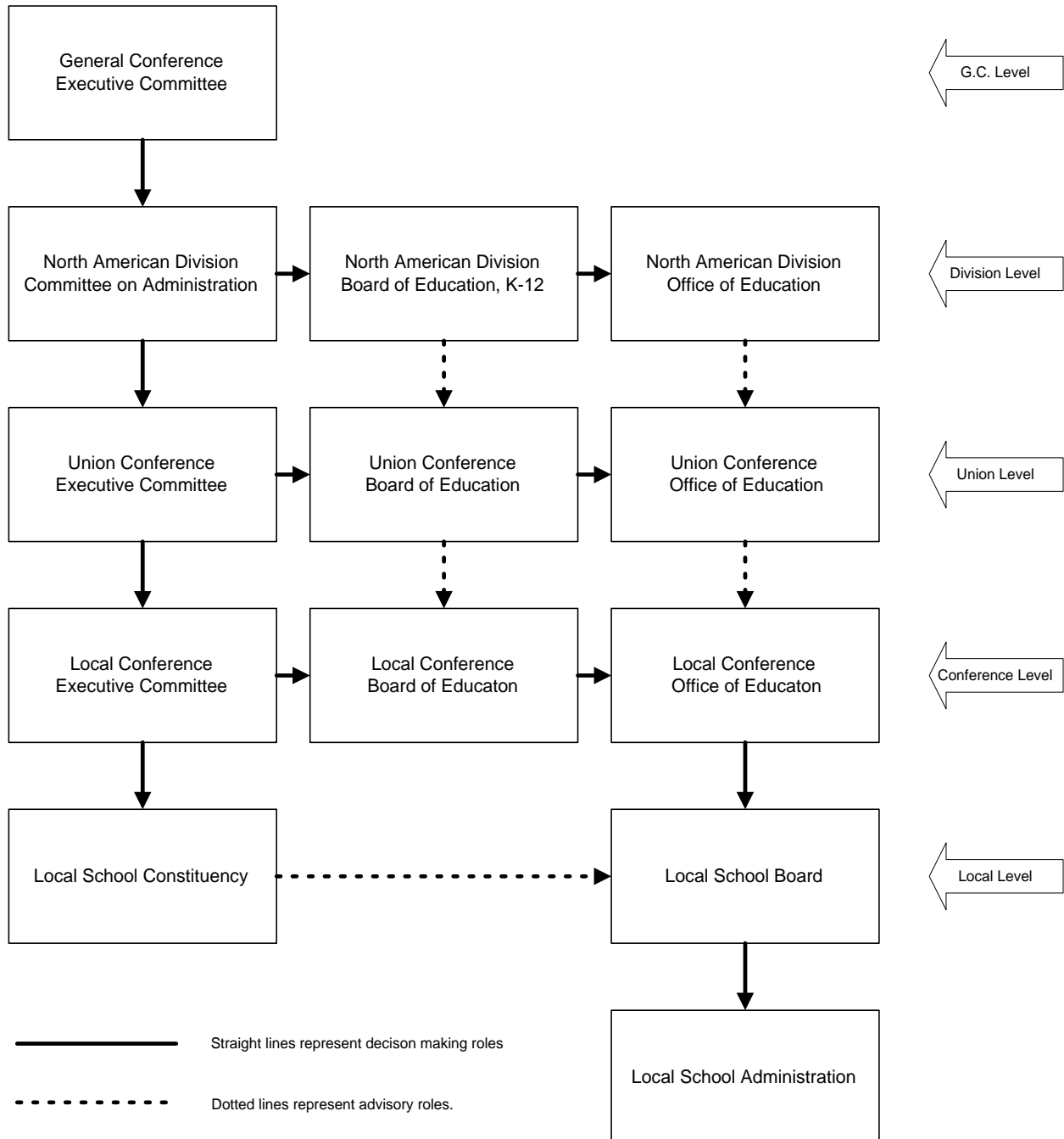
**INTRODUCTION**

**RESOURCES**

## RESOURCES

- *Focus on Adventist Curriculum for the 21<sup>st</sup> Century*. NADOE
- Middle States Association of Schools and Colleges [www.css-msa.org](http://www.css-msa.org)
- New England Association of Schools and Colleges [www.neasc.org](http://www.neasc.org)
- North American Division Office of Education [www.nadeducation.adventist.org](http://www.nadeducation.adventist.org)
- North Central Association of Schools and Colleges [www.nca.asu.edu](http://www.nca.asu.edu)
- Northwest Association of Schools and Colleges [www2.idbsu.edu/nasc](http://www2.idbsu.edu/nasc)
- Southern Association of Colleges and Schools [www.sacs.org](http://www.sacs.org)
- Western Association of Colleges and Schools [www.wascweb.org](http://www.wascweb.org)
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# SDA K-12 Educational System in the North American Division



# **INTRODUCTION**

## **FORMS**



## II. LEADERSHIP

### OVERVIEW

The success of the principal is dependent on good management and leadership when implementing school policies and rules. Experience is gained as one learns how to deal with the various groups and individuals. The most successful principals are those who know the appropriate role or approach to take when dealing with groups or individuals.

The principal's managerial duties and responsibilities are mandated by policies that have been established by various regulatory groups. The managerial duties are described in the chapter on management. Leadership activities are those areas in which the administrator has opportunity to establish his/her own program. It is while functioning in a leadership role that the principal will find success or failure. The remainder of this section outlines areas that will allow the principal to demonstrate leadership abilities.

### PHILOSOPHY AND GOALS

The principal should build a team that understands and establishes a program to implement the vision, mission, and goals of the school. The principal will lead the school board and staff in helping each student accept personal goals in the following areas as listed in the *Focus on Adventist Curriculum for the 21st Century (FACT-21)* "Goals" section.

- Acceptance of God and His Word
- Aesthetic appreciation
- Career and service
- Commitment to the Adventist Church
- Communication skills
- Family and interpersonal relationships
- Healthy balanced living
- Intellectual development
- Life skills
- Responsible citizenship

### SPIRITUAL PROGRAM

The principal will strengthen the spiritual program by assuming spiritual leadership of the school. While many aspects of spiritual leadership may be delegated to others, the personal influence of the principal as a positive role model to students, teachers, and parents cannot be underestimated. It is the pervasive influence of the principal's actions and concerns that inspires and encourages others to be drawn to Christ.

## **CODE OF ETHICS**

The principal should develop a code of ethics to guide him/her in all aspects of leadership. Principals have a profound effect on what is valued in the school. The principal must embrace and act upon a set of internal, consistent beliefs and principles. A code of ethics is an expression of those beliefs and principles. This code will help a principal to:

- Adhere to the adopted education policies of the conference and union, to accepted professional practice, and to applicable state laws and statutes
- Adopt and promote a lifestyle that incorporates principles advocated by the Adventist Church
- Demonstrate support of and loyalty to the philosophy, goals, and ideals of Adventist Christian education
- Maintain high standards of integrity, fairness, loyalty, and confidentiality when dealing with conference personnel, other school administrators, faculty, staff, parents, and students
- Promote a high level of professional competence through planned and systematic instructional leadership and supervision
- Recognize that the school exists for the purpose of serving the needs of students
- Recognize the universal brotherhood of man and the right of equality of opportunities of all according to their abilities, without discrimination based on race, gender, or ethnic origin

## **STUDENT NEEDS**

The principal should remember that the program exists to serve the needs of students. In planning the program, the following considerations are to have high priority:

- Create and maintain a school climate that is conducive to student learning.
- Lead in the formulation, implementation, and enforcement of school rules and regulations.
- Model consistent fairness in dealing with parents, staff, and students.
- Provide leadership in the development, coordination, and implementation of a balanced curricular program to meet the needs of all students.
- Recognize that:
  - If it is good for kids, then it is probably good for the school.
  - If there is no fun in it, there is not going to be any long-term learning.
  - Kids are more important than teachers.
  - Teachers are more important than principals.
  - Principals are only important when they are helping kids and teachers.

## **PROFESSIONAL GROWTH ACTIVITIES**

The principal should assume an active role in providing professional growth activities for the faculty and staff. These activities should be planned and provided to help teachers:

- Develop competency in curriculum development and incorporate the distinctive Adventist philosophy as an integral part of the concepts, skills, and values of each course. (See *North American Division (NAD) Policy F 05 01.*)
- Broaden subject matter knowledge
- Improve instructional methods and techniques by recognizing the varying needs and learning styles of students and using a variety of teaching styles to meet those needs
- Join national organizations in their respective disciplines and provide opportunity to attend the national conventions

## **SUPERVISION OF INSTRUCTIONAL PROGRAM**

Teaching is the most important function of the school, therefore it must be of the highest quality. Supervision of instruction is the process for helping teachers grow professionally. This is accomplished through formal and informal observation of instruction, through the analysis of the teacher's teaching strengths and weaknesses, and in providing help to teachers through the feedback process.

Supervision of instruction is a major responsibility of the principal. While some aspects of this responsibility may be delegated, it is the principal who makes the difference in the quality of the teaching and learning process. Research indicates that one of the essential ingredients of an effective school is a principal who provides leadership to the instructional program.

Too often in schools where there is no plan for supervision of the instructional program, the reasons given are that there is not enough time or there is just too much to do. This may not be the real situation. When it is not done it is usually because:

- The principal does not know what to observe when in the classroom.
- There is no understanding of effective teaching skills.
- The principal does not feel at ease talking to the teachers about their teaching.
- The principal is afraid that the teacher might ask for help.

To alleviate these concerns there are a number of suggestions:

- Ask for and review the goals and objectives for that class period before class. If one knows what is to be accomplished in class that day, it will be easier to determine if it was achieved. If there is a concern that the teacher might teach to the

objectives, since they know that they will be observed, then keep this thought in mind; if the teacher can do it on the day they will be observed, then they can be expected to do it every day. That alone can give the observer an edge.

- It is imperative that the principal review and have in mind what constitutes effective teaching skills. Learn what those skills are.
- Always have a follow-up conference. Not to do so would be like taking a test and never having it graded. Some questions to use in the conference are:
  - What happened in class today that you thought was good?
  - What would you change and why?

This gives the observer opportunity to give positive reinforcement to good things that took place, and the second question opens the door to making suggestions in areas that need improvement.

When the supervisor visits the classroom, a number of observations can be made. The following is a list of questions the supervisor may consider as the visit is made:

- What is the atmosphere of the classroom?
- Are the teacher and students secure with each other?
- Is the teacher involved in facilitating learning?
- Do the students show that the teacher has established sound classroom management and discipline procedures?
- Does the teacher have clearly stated objectives for the lesson?
- Are the students aware of the teacher's objectives for the lesson?
- Are the objectives and materials used appropriate to the achievement level of students?
- Did the teacher interfere with learning?
- Did the teacher use a variety of teaching techniques including the use of technology?
- Did the instruction take into account differing learning styles?
- Is the teacher using the North American Division (NAD) adopted textbooks?

It must be remembered that class visitation is a planned and scheduled activity. It is the responsibility of the principal to plan for this in his/her schedule.

## **SCHOOL CLIMATE**

The school climate reflects the effectiveness of the spiritual and scholastic growth taking place in the school. The climate, good or bad, is determined by the school spirit of the students, by esprit de corp in the staff, and by the strong communication program that is in place between administration, staff, students, parents, and the local community. It is imperative that the principal formulate and implement a program for providing a positive

climate in each of these areas. One sign of a good leader is the ability to listen. The following are suggestions to help the principal be a listener and provide a positive climate:

### **DEVELOPING GOOD LISTENING TECHNIQUES**

- Give the speaker your full attention. Keep your mind on what is being said.
- Maintain eye contact with the speaker.
- Position yourself so that you can hear easily.
- Notice gestures, facial expressions, and body language.
- Ask questions for clarification.
- Take notes when necessary.
- Quiz yourself on what is being said.
- Listen to the whole message. Don't start drawing conclusions before the speaker is finished.
- Summarize what you think you've heard by paraphrasing it back to the speaker.

### **TEN TIPS FOR MAKING THE GRADE FOR A NEW PRINCIPAL**

These ten tips are adapted from an article that appeared in the February 1996 *National Association of Secondary School Principals (NASSP) Bulletin*. (See Resources.)

- Understand the power of the position and respect it.
- Have a mentor.
- Listen.
- Be humble.
- Do something safe, dramatic, and visible early.
- Find out as much as possible about your predecessors and where the "land mines" are.
- Ask people for advice on how to make decisions and move slowly to change existing policies.
- Be an educational leader.
- Be positive.
- Keep things in perspective.

### **THE CHANGE PROCESS**

Change in the school program, particularly in the area of curriculum and instruction, must be fostered by the school board and administration. Teachers should feel free to learn and share successes and failures without recrimination. In order to stimulate the process of change, the following recommendations are made:

- The school should utilize a process of planned change that allows for a variety of innovations. Administrators and staff should work together in developing long-range goals and priorities. Some start-up activities might include:
  - Talk together to create a shared vision.
  - Involve opinion makers: those that are on the “cutting edge” and those that want to try but don’t know where to start.
  - Pilot and strategize any first efforts. Let everyone know that it is all right to fail occasionally.
  - Involve staff, students, and parents in the process. Talk it over with them. Get their ideas on how to make “it” work.
- Administrators should lead the education team in the selection of what educational innovations should be attempted. Individual and diverse interests and strengths of teachers should be recognized. Any changes should include planned in-service and peer-coaching to assure teachers are prepared to make change and to ensure accountability.
- School boards and administrators should recognize that innovative practices will require additional time and resources, and will seek ways to make them available.

See the NAD document *FACT-21* for additional information. The *FACT-21* report and NAD Web site also provide additional information about the change process. (See Resources.)

**LEADERSHIP**

**LEGAL ISSUES**

**LEADERSHIP**

**RESOURCES**



## RESOURCES

- Bradshaw, Lynn K. "Technology-Supported Change: A Staff Development Opportunity." *NASSP Bulletin*, December 1997, pp. 86–92.
- *Focus on Adventist Curriculum for the 21st Century*. North American Division Office of Education.
- Mojkowski, Charles. "The Essential Role of Principals in Monitoring Curriculum Implementation." *NASSP Bulletin*, February 2000, pp. 76–83.
- Powell, Norman D. *Supervision and Evaluation of Instructional Personnel, A Guide for Principals*. La Sierra University, Riverside, Calif., 1999.
- Preferred Practices and Programs in Effective Adventist Schools. [www.nadeducation.adventist.org](http://www.nadeducation.adventist.org)
- Streifer, Philip A. "School Improvement: Finding the Time." *NASSP Bulletin*, January 2000, pp. 66–71.
- Sullivan, Kathleen A. and Zirkel, Perry A. "Documentation in Teacher Evaluation: What Does the Professional Literature Say?" *NASSP Bulletin*, May 1999, pp. 48–58.
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**LEADERSHIP**

**FORMS**

## **III. MANAGEMENT**

### **OVERVIEW**

Principals who do any reading about their roles in a school quickly realize that their primary function is that of leader. There are many good resources for identifying and developing the skills necessary to provide leadership to a school campus. However, there are a significant number of management issues that must also be addressed if a principal is to be successful. Learning to balance the areas of leadership and management and to know that duties can be delegated to other administrative staff is a career-long process.

### **ACCREDITATION**

#### **Process**

In preparation for an accreditation visit, the principal should review the self-study document. A time line for completing the self-study should be in place with enough flexibility to provide for meeting deadlines. The school board, administration, faculty, students, and parents should be included in the subcommittees to provide for adequate input to the process.

#### **Responsibilities**

The North American Division (NAD) Commission on Accreditation is responsible for establishing guidelines, criteria, and procedures for the evaluation of schools and recommending terms of accreditation to the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc.

The North American Division Office of Education (NADOE) is responsible for directing the accreditation process.

The Union Conference Office of Education (UCOE) is responsible for overseeing the preparation for the evaluation of senior academies.

The Local Conference Office of Education (LCOE) is responsible for assisting schools throughout the evaluation process.

The principal is responsible for organizing and supervising the self-study process. The principal, in counsel with the school board, should select the coordinating committee and assist the chairperson in the completion of the Self-Study Report. Specifically, the principal needs to:

- Cooperate with the LCOE and UCOE and regional accrediting associations regarding the instrument to be used and the date for the evaluation visit
- Inform the faculty/staff and the school board of the dates that have been designated for the evaluation visit
- Arrange for the on-site faculty/staff orientation with the UCOE
- Lead the faculty/staff in the development or review of the school's mission statement and additional curriculum goals that are unique to the needs of students in the school
- Make recommendations to the school board for membership of the coordinating committee
- Work with the coordinating committee to establish study committees and distribute necessary materials to the members of each committee
- Consult with the union associate director of education in the development of action plans
- Seek school board approval for the action plans developed in the self-study report
- Complete the "School Profile" and "Progress Report" sections of the self-study
- Collect and organize the supplementary materials
- Distribute the completed self-study report at least 30 days prior to the visit
- Arrange housing, meals, and local transportation for the visiting committee
- Provide a private meeting room for the visiting committee as well as secretarial help as needed
- Cooperate with the chairperson of the visiting committee in arranging meetings of committees, faculty/staff, etc., as necessary
- Duplicate and distribute copies of the final Visiting Committee Report
- Review the Visiting Committee Report with the school board and the faculty and develop time frames for implementation of action plans and other recommendations
- Provide training for the school board to make them aware of their responsibility for providing support to the principal and committees in the preparation of the Self-Study Report and in implementation of the recommendations in the Visiting Committee Report
- Complete interim progress reports as necessary

## **MEETINGS**

The principal generally serves as the executive secretary of the local school board. As such, the following duties must be performed:

- Develop, in consultation with the school board chairperson, the agenda for each meeting
- Ensure that minutes are kept at the school as well as distributed in a timely manner to all members of the school board

- Provide regular school board training to ensure that school board members have a clear understanding about roles and expectations
- Send copies of the school board minutes to the LCOE and UCOE after each meeting

## **CALENDAR OF RECURRING EVENTS**

A typical list of monthly activities includes:

- Assemblies, chapels
- Attendance at school sponsored events
- Bulletins for faculty/staff
- Classroom visitations and follow-up conferences with teachers
- Disaster drill(s)
- Faculty meetings
- School board and related subcommittee meetings
- Spot-check of budget
- Walk-through of facilities to identify physical plant needs
- Written communication to parents

Each school, conference, and union will have different expectations about when certain tasks must be completed. However, here is a general listing of yearly duties:

### **July**

- Complete scheduling, room assignments, and assignment of students for coming year
- Finalize school calendar for coming year
- Review/revise school policies
- Prepare new faculty/staff packets
- Develop schedule and agenda for pre-session

### **August**

- Prepare back-to-school communications (students, faculty/staff, parents)
- Check/test bell signal system
- Establish disaster drill schedule
- Review emergency procedures with faculty/staff
- New faculty/staff orientation
- Pre-session meetings with faculty/staff
- New student orientation
- Review child abuse, sexual harassment, and blood-borne pathogen policies with faculty/staff

**September**

- Set up classroom visitation schedule
- Schedule faculty/staff and other regular meeting dates
- Establish emergency calling tree
- School pictures
- Open house or back-to-school night
- Achievement testing as required by the local union

**October**

- PSAT testing
- Prepare revised budget and present to school board
- End of first quarter
- Honor roll
- Report cards

**November**

- Parent/teacher conferences

**December**

- Faculty/staff Christmas party
- Christmas program

**January**

- Teacher intent forms for following year
- End of semester
- Report cards
- Honor roll

**February**

- Begin plans for graduation
- Personnel needs for following year (personnel committee)
- Develop school calendar for following year
- Review/revise student handbook

**March**

- Begin preliminary budget process for following year
- End of quarter
- Report cards
- Honor roll

**April**

- Build master schedule for following year
- Solicit class choice preferences from students for following year
- Complete graduation arrangements

## **May**

- Set final examination schedule
- Solicit activity dates for next year's school calendar
- Make plans for camp meeting, as appropriate

## **June**

- Final examinations
- Report cards
- Honor roll
- Faculty farewells
- Graduation
- Post-session with faculty/staff
- Year-end inventory of textbooks, supplies, equipment
- Book orders and supply requisitions for following year

## **CONSTITUENCY MEETINGS**

Meetings of delegates from the school's constituent churches are held in accordance with the school's constitution. At a constituency meeting delegates will:

- Approve financial plans for major capital improvements as recommended by the school board
- Establish and/or revise the school's constitution, in harmony with denominational policies that define the principles and guidelines by which the school will be operated
- Make recommendations to the school board
- Provide adequate financing for operating costs
- Receive reports regarding the operation of the organization

## **CRISIS MANAGEMENT**

A crisis can occur at any time. The following suggestions can help guide the preparation process:

- Every school should have a written crisis/disaster plan.
- A building floor plan should be attached to the crisis/disaster plan.
- One person should carry the designation as the school's official spokesperson (it doesn't always have to be the principal).
- Regular drills should be held for various types of disasters, e.g., earthquake, tornado, lockdown (local conference policies should be followed).

State law generally requires that fire drills be conducted at least once a month. A record of times and dates of these drills is to be on file in the school office. Schools must be equipped with an approved fire alarm system. Students and faculty/staff are to be informed of fire drill procedures. Emergency exit routes are to be posted in classrooms, laboratories, offices, cafeteria, dormitories, etc., to meet state and local fire codes. Fire extinguishers should be inspected and maintained as prescribed by law.

A principal must also be prepared to deal with the untimely death of a student or faculty/staff member or any other tragedy. A crisis team made up of the guidance counselor, local pastors, and other counselors in the community should be available to provide counseling to students and faculty/staff in such an event. This team should be developed and trained early in each school year to provide adequate preparation.

Emergency situations in schools are “news.” The presence of the media is inevitable and sometimes can be helpful. Principals need to learn to deal with the media in ways that accurately inform the public, maintain perspective, and bolster confidence in the school’s ability to manage adverse situations. Following the tips below can help convey an image of responsibility, credibility, and professionalism during periods of emergency:

- Remember, the goal is always to inform the public accurately, completely, and in a timely manner.
- Get help from the local conference or union conference communications director.
- Be patient with questions from the media. Avoid using “no comment” as a response.
- Try to minimize media intrusion, distraction, and disruption if school is in session.
- Don’t try to second guess the media as to what is newsworthy.
- Despite media pressure, always respect individual privacy.
- Answer questions truthfully and accurately, without embellishment or editorializing.
- Never lie to the media!
- Tell the bad news first and quickly. Get it over with.
- Guard students from intrusion or harassment.
- Get parental permission before granting interviews with students.
- Don’t stall. The media have deadlines.
- Avoid jargon.
- Always keep your promise to return calls to reporters.
- Avoid impromptu comments that may haunt or embarrass you later.
- Talk to reporters in a natural conversational manner. Avoid speaking too rapidly.
- Don’t assume that anything is “off the record.”
- Don’t back away from microphones or cameras.
- Stay focused. Don’t allow reporters to lead you away from the subject.
- Establish the school spokesperson as the source of information on the crisis.



## DISCIPLINE

Good discipline begins with clear-cut, reasonable expectations. Rules should be few and written in clear language with simplicity, fairness, consistency, and reasonableness. Due process must be followed in any disciplinary situation and include:

- Proper notification about all applicable policies, rules, etc.
- Notice of any accusation or charge of violation or infraction
- Full and complete investigation of all allegations or charges
- Opportunity to meet with accusers and witnesses (if appropriate)
- Provision for hearings as provided in policy
- Documentation of findings of the investigation
- Disciplinary measures in compliance with existing policy, commensurate with the seriousness of the offense, and consistent with similar situations
- Access to appropriate grievance procedures

A well-defined grievance procedure seeks to settle the conflict at the lowest level and might include:

- Initially, the student and/or parent should discuss the issue and seek resolution with the teacher or other faculty/staff member involved.
- If still unresolved, the matter should be directed to the principal for disposition.
- If the dispute continues, it should be handled by the school board according to the local appeal process.

A discipline policy should be redemptive and progressive. In order for progressive discipline to be most effective, communication must take place between the school and the parents of the student involved. Remembering that **corporal punishment is never an option**, a typical sequence of progressive disciplinary action might include such steps as:

- Verbal reminder
- Verbal reprimand
- Change of environment (i.e., seating in the classroom)
- Isolation
- Loss of privileges
- Parent conference
- Removal from class
- Detention
- In-school suspension
- Out-of-school suspension
- Loss of credit
- Expulsion

## **DORMITORY OPERATIONS**

Personnel must be selected as deans who can serve as effective administrators in the dormitories. The principal must share the philosophy of the school campus with the deans who must then implement that philosophy in the dormitories. Because regular communication must take place between the administrator and deans, there should be some sort of deans' council meeting on a weekly basis. This will become the forum for problems to be addressed and planning to take place. The principal should ensure that the deans have developed and distributed dormitory handbooks that outline the goals and expectations for resident students.

## **FACULTY/STAFF HANDBOOK**

Every school campus has its own culture and set of policies. The principal should collect local school policies and procedures and develop a faculty handbook. This document can then be distributed to all faculty/staff and reviewed as appropriate. Some procedures and policies that might be included are:

- Attendance—students and faculty/staff
- Course outlines/lesson plans
- Departmental budgets
- Faculty committees
- Field trips
- Grades/midterm reports
- Maintenance/custodial
- Payroll
- Purchases and reimbursements
- Schedules for faculty meetings
- School events
- School vehicles
- Sponsorship responsibilities
- Student labor
- Substitute teachers
- Supervision
- Textbooks
- Use of the copy machine

## **FACULTY/STAFF MEETINGS**

Faculty meetings are a time for the faculty/staff to discuss important issues, review coming events, participate in morale-building activities, and set goals. It is generally the

primary forum for communication. Some things to remember for effective faculty meetings:

- Have regularly scheduled meetings
- Hold no more meetings than necessary
- Start and end on time
- Change the setting periodically
- Avoid top-down meetings whenever possible (participation is imperative)
- Encourage appropriate humor
- Be a facilitator, not a lecturer
- Radiate enthusiasm
- Arrange seating so participants can see one another's faces
- Distribute agendas in advance and provide a process for adding items to the agenda
- Use meetings to solve problems, not just dispense information
- Encourage idea sharing between departments and grade levels
- Summarize discussions and actions and distribute minutes
- Encourage teachers to share interesting projects
- End on a positive note

## **FIELD TRIPS**

Field trips provide experiences that enhance the academic life for each student. Field trips should be planned and arranged by the classroom teacher. Schools should provide a process for the:

- Approval of trips
- Arranging for transportation
- Collection of funds

## **FOREIGN STUDENTS**

Students who are not permanent residents of the United States must have a student visa in order to attend school. To begin the process for receiving the F1 immigration status, the school must issue an I-20 form. An individual on each campus should be designated as the school contact with Immigration and Naturalization Services. (See Resources.)

## **FUND RAISING**

Finding adequate funds for programs and activities on a school campus is a constant priority. Fund raising can be separated into two categories:

## **Development**

It is becoming recognized that academies must have an organized development program in order to meet the pressing financial needs of the institution. This type of program develops a base of financial support through contact with the school's alumni, interested parties, local businesses, and foundation grants. While the principal can develop such a program, time does not generally allow for the principal to carry out all the duties necessary. It is handled best through a full-time development director. Using the consulting services of Philanthropic Service for Institutions (PSI) at the NAD office, a principal can initiate and support a successful development program.

## **Activities**

Various organizations (e.g., senior class, student association, music department, etc.) on a school campus will choose to raise funds for their activities. A school should have a policy for determining:

- Any prioritizing for the various organizations
- How these fund raisers are scheduled
- What parameters there are (types of items to be sold, activities presented as fund raisers)

## **MANAGEMENT BY WALKING AROUND ("MWA")**

Good principals go where the action is. "MWA" has become an element of effective administration. Being visible is not easy. Following are some examples that may be helpful:

- Drop by the teachers' lounge
- Eat lunch with students and teachers
- Go on student field trips
- Help serve lunch
- Schedule daily "visibility time" in the halls before, during, and after school
- Spend a few minutes reading in the school library each day
- Substitute teach once in a while
- Supervise study hall occasionally
- Use walk-by and drop-in classroom observations
- Visit game practices and rehearsals

## **ORIENTATION**

### **Faculty/Staff**

Often the faculty/staff's measure of success in, and contribution to, the school program will be in direct proportion to the quality of the orientation program. Therefore, the administration should develop and implement plans for the orientation of newly employed faculty and staff. The faculty/staff handbook could be used as the basis for the orientation.

### **Students**

A program of student orientation should be conducted each fall. This orientation could be expanded to include parents as well as students. Topics that might be covered include:

- Guidance program
- Media services
- Procedures
- Student handbook
- Student organizations

### **School Board**

Time should be provided annually to familiarize the members with their responsibilities.

## **PUBLIC EVENTS**

Public functions such as student rallies, class nights, graduation, and all other activities for which the school bears direct responsibility should:

- Be conducted in accordance with recognized principles of correct decorum
- Be sensitive to the values of the local constituency
- Conform to the standards and principles of the Adventist Church

## **SCHOOL CALENDAR**

In order to manage the many activities on a school campus, a master calendar should be kept. It is recommended that faculty/staff provide administration with a suggested list of activities and dates for the next school year during the spring. These can then be coordinated to minimize conflicts and time out of class, and to best utilize resources such as transportation.

The activities calendar should be communicated regularly to faculty/staff, parents, and students to allow for appropriate planning.

## **SCHOOL RECORDS**

The normal operation of the school results in the production and accumulation of a large volume of files and records of varying degrees of administrative and historical value. In order to preserve documents of permanent value and to avoid the unnecessary preservation of unneeded materials, each school should establish a records-management program.

The principal should evaluate the legal, financial, and cultural value of various types of files and records. Corporate papers and school-board minutes not only tell the history of an organization, but may be called upon in case of litigation. Many other documents and general files that seem to be of little value beyond their initial retention period grow rapidly in historical value as time passes and may serve future administrators in restudying issues and problems.

## **RECORDS RETENTION**

Each school should establish a records center to protect documents from fire, deterioration, and unauthorized access. The records center should have non-current documents or files designated for either short-term or permanent storage. The records center should not be used for the storage of current files that are consulted several times a year in the normal course of business.

A records retention schedule might be based on the following:

- **Historical materials** are to be kept indefinitely: faculty and committee minutes, school bulletins, student publications, class composite pictures.
- **Student permanent records** are to be kept indefinitely. The union code may define what constitutes student permanent records. Lacking a definition, these would include student transcripts showing legal name of pupil, date of birth, sex, place of birth, dates of attendance, courses taken, credits earned, grades given, date of graduation.
- **Student cumulative folder** is to be kept for five years beyond the year when the student did or should have graduated from grade twelve.
- **Teacher grade books or equivalent records** are to be kept a minimum of seven years.
- **Vital school records** are to be kept indefinitely and include, but are not limited to: articles of incorporation, constitution and bylaws, minutes of school boards or governing committees, property records, and other legal documents.

When disposing of files that are no longer needed, a secure method—such as shredding—should be used.

## **SCHOOL ASSEMBLIES**

School assemblies are an opportunity for the school family to come together for a variety of reasons. Schools must be sensitive to the types of programs provided for the students. Assemblies can provide an outlet for student talent, for visiting groups from other schools, for educational experiences, etc.

## **SCHOOL COMMITTEES**

Each school needs a number of standing committees to function effectively. Some general guidelines for working with committees are:

- Allow faculty/staff members input in choosing the committee on which to serve
- Document all committee work
- Give committees full credit for what they do
- Have a good reason for the existence of every committee
- Hold all committees accountable
- Limit the size of each committee
- Schedule committee meetings only when there's something to do

Some examples of school committees are:

### **Academic Standards (Curriculum)**

The academic standards committee assists administration in curriculum leadership of the school. This committee is responsible to:

- Aid in the development of the class schedule
- Assist in the evaluation of textbooks, supplementary reading materials, and instructional media
- Assist in the implementation of curriculum policies found in the *Education Code* of the union conference
- Assist in the preparation of accreditation reports
- Evaluate transcripts received from other schools, when requested by the registrar
- Identify resources that will improve learning opportunities
- Initiate and encourage innovative programs and assist in their evaluation
- Provide leadership for the campus in the area of curriculum planning
- Recommend ideas for teacher in-service

- Review and accept teachers' course outlines
- Review annually the achievement test results so that student needs are diagnosed and appropriate instructional prescriptions are developed and implemented
- Serve as a review board for appeals regarding adjustments in a student's program
- Study and assess current national curriculum issues and their application to Adventist education
- Study and suggest a variety of teaching strategies that meet the diverse learning styles and achievement levels of students

### **Administrative Council**

The functions of the administrative council may include:

- Coordinating school schedule and calendar
- Formulating policies to recommend to the faculty/staff
- Functioning as a discipline committee
- Serving as a council where any administrative problems may be discussed and action taken if needed
- Serving as coordinating agency between all parts of the institution

### **Admissions**

The duties of the admissions committee are to:

- Accept/reject all student applications for admission
- Assist the registrar in any matters connected with admission of students

### **Marketing**

Each school should have a written marketing strategy that includes plans for student retention, recruitment, and constituency awareness. The marketing committee should include teachers, students, and parents.

### **Religious Activities**

The religious activities committee is generally coordinated by the campus chaplain or Bible teacher. It is recommended that students be included on this committee. The duties of this committee are to coordinate such activities as:

- Bible study groups
- Chapels
- Church services



- Vespers
- Weeks of prayer

## **Safety**

Each school must initiate and activate a continuous safety education program. This program should consider the safety of individuals as well as property. The safety committee should meet at a minimum on a quarterly basis.

The duties may include:

- Assuring that fire alarms are always in working order
- Assuring that fire extinguishers are placed strategically throughout the campus
- Conducting and monitoring monthly fire drills
- Conducting walking tours of the school plant to assure that all fire and safety hazards are eliminated
- Developing a building exit plan and posting it in each classroom
- Ensuring that OSHA requirements are met
- Monitoring the storage, use, and disposal of hazardous and toxic materials

## **Technology**

Each school should have a written technology plan. This plan should be developed and monitored by the school's technology committee. The committee may also be responsible for:

- Outlining long-range goals for campus technology
- Prioritizing purchases of hardware and software

## **SCHOOL SAFETY ISSUES**

School safety issues can fall into a variety of categories:

### **Physical Plant**

The school's safety committee should regularly inspect the physical plant to determine that students and faculty/staff are in an environment free from known risks.

### **School Violence**

Schools are aware of the need to safeguard the students and faculty/staff from violent episodes. Listed below are some things that can be done to decrease the likelihood of a violent episode.

- Build a partnership with local law enforcement
- Create ways for students to share their concerns
- Design an effective discipline policy
- Develop links to the community
- Devise a system for reporting and analyzing student behavior that, while noncriminal, raises concerns about potential violence
- Discuss safety and security issues openly
- Emphasize positive relationships among students and faculty/staff
- Enlist school security professionals in designing and maintaining the school security system
- Focus on academic achievement
- Have in place a system for referring students who are suspected of being abused or neglected
- Help students feel safe expressing their feelings
- Implement school-wide education and training on avoiding and preventing violence
- Involve families in meaningful ways
- Involve students in making decisions about school policies and programs
- Offer extended day programs for students, i.e., athletics
- Promote good citizenship and character
- Provide all students access to a school counselor
- Provide appropriate educational services to all students
- Provide crisis response services
- Provide strong administrative support for assessing and enhancing school safety
- Redesign the school facility to eliminate dark, secluded, and unsupervised spaces
- Support students in making the transition to adult life and the workplace
- Train school faculty/staff in all aspects of violence prevention
- Treat students with equal respect

### **Warning Systems**

Fire alarms and other warning systems should be regularly checked and maintained to ensure appropriate notification in the event of an emergency.

### **SCHOOL BULLETINS**

Each year, a school publishes a bulletin that includes, but is not limited to, the following information:

- Academic policies
- Admissions policies
- Course descriptions

- Discipline policy
- Faculty and staff
- Financial policies and tuition rates
- Graduation requirements
- Philosophy, mission, and goals
- School board members

## **STUDENT HANDBOOK**

The student handbook may be included with the school bulletin or published separately. This is the document that outlines policies for student behavior. It should include policies such as:

- Attendance
- Dress
- General decorum
- Substance abuse
- Policies unique/specific to the school

## **SUPERVISION OF STUDENTS**

Supervision of students is a critical issue in the planning of school activities. From an insurance perspective, reasonable and appropriate supervision must be provided to ensure the safety of the students. Adventist Risk Management Services can provide guidelines as to the number of students per supervisor in various situations.

More importantly, there must be appropriate supervision to provide parents and constituents with the assurance that unacceptable activities will not take place.

## **TEACHER EVALUATION**

Principals must be aware of union policy regarding the evaluation of teachers. Some definitions may be useful in understanding the role of the principal.

### **Supervision of Instruction**

This is a process for helping teachers grow professionally. This is accomplished through:

- Performing formal and informal observation of instruction
- Analyzing the teacher's instructional strengths and weaknesses

- Providing effective feedback to teachers
- Assisting the teacher to further develop his/her strengths and minimize weaknesses

### **Summative Evaluation**

This takes place at the close of some period of time, generally relating to the prescribed requirement for teacher evaluation. Summative evaluation brings closure to a process that has occurred over a period of time, and results in some form of evaluative document. It covers the full range of the evaluative criteria and the teacher's experiences relative to those criteria.

### **Performance Standards**

Many unions and conferences provide schools with a document to be used in the evaluation of teachers. These forms constitute the performance standards to be met. Such evaluation instruments generally include the following areas:

- Adherence to curricular objectives
- Community relations
- Learning environment
- Professional relationships
- Pupil progress
- Spiritual leadership
- Teaching methodologies

### **Evaluation Model**

Evaluation is an ongoing process consisting of a number of events and activities. There are some specific steps that should be included.

**Planning Phase** – The faculty should be oriented regarding:

- How evaluation will be used
- The evaluation events
- The purpose of evaluation
- The performance standards

Teachers should also be part of planning for their own evaluations. A planning conference held at the beginning of the evaluation period should include:

- Instructional plans
- Job description

- Professional growth plans
- Self-assessment

**Data-Gathering Phase** – A variety of sources must be used while gathering the necessary information for teacher evaluation:

- Documents – student work, test scores (not to evaluate teachers but to reveal patterns that might warrant further investigation), lesson plans, course outlines, teacher-made tests, student evaluations
- Interviews – from students, parents, colleagues, school board members
- Observations – both in and out of the classroom with appropriate feedback

**Summative Phase** – This phase includes completing the evaluation document and having a conference with the teacher to review the findings. The teacher must have the opportunity to respond to the evaluation document and to indicate, by signature, its receipt. (See Forms.)

**MANAGEMENT**

**LEGAL ISSUES**

## LEGAL ISSUES

In the area of management, legal issues can be found on a variety of topics:

### **Legal Issues Pertaining to Student Records**

- Affected parents and students (18 or over) have a right to review and copy school records.
- The affected parties may challenge the accuracy of student records.
- Most educational data, including health information, cannot be disclosed without proper consent.
- Appropriate faculty/staff members with a reasonable “right to know” may have legal access to student records.
- Officials in another district to which the student is moving may have access to the student’s records. (Records that are hand-carried by the student should not be considered official.)
- Records subject to a court order may be made available without consent.
- Release of record information to other outside parties can be made only with proper consent.

It is not unreasonable to allow 24 hours to elapse from the time of the request to the time when records are presented for review.

### **Liability of School Board Members** – Members can be liable for a variety of issues:

- Financial issues at the school
- Negligence in hiring
- Negligence in supervision of students
- Wrongful termination

**Discipline Policies** – Policies must be written and disseminated to appropriate parties. Policies should include due process procedures, appeal procedures, and an overview of the discipline expected for various infractions.

**IRS Policies Regarding Donations** – When accepting donations for the school and its activities, IRS policies must be followed to provide appropriate documentation to givers and to comply with any restrictions placed on the gift.

**Attractive Nuisance** – Principals must be aware of physical plant issues that could generate liability problems.

**Supervision of Students** – Provide appropriate and adequate supervision for all school-sponsored events and activities. Take the time to investigate and thoroughly prepare for all field trips.

**Appropriate Documentation** – When dealing with personnel issues, such as evaluations, principals should be certain that the employee signs a document verifying receipt of the evaluation.

**MANAGEMENT**

**RESOURCES**



## RESOURCES

- Accreditation Resources – National Study of School Evaluation, 1699 East Woodfield Road, Suite 405, Schaumburg, IL 60173
- General Conference Risk Management Services – 12501 Old Columbia Pike, Silver Spring, MD 20904-6600, (301)680-6800
- I-20 Forms and Information, [www.formdomain.com/visitor\\_student.htm](http://www.formdomain.com/visitor_student.htm)
- National Center for Nonprofit Boards (board resources) Suite 510-S, 2000 L Street, NW, Washington, DC 20036
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**MANAGEMENT**

**FORMS**

## IV. CO-CURRICULAR PROGRAMS

### OVERVIEW

Co-curricular programming is a very important part of the schooling experience and a vital component of administrative planning. *Co-curriculum* is defined as those activities in a school program that both complement and supplement the curriculum. It involves activities that help promote the physical, mental, social, and spiritual development of students—activities consistent with the Adventist philosophy of education.

Co-curricular programming should enable students to:

- Appreciate the best in literature, music, nature, and recreation
- Develop a variety of leadership skills
- Expand interest and abilities in various social settings
- Experience a variety of choices for leisure-time activities
- Realize the importance of managing time and other resources
- Recognize that each person is of inestimable worth

All co-curricular programs should incorporate, among other fundamentals, the following:

- Adaptations of activities and opportunities for students with disabilities
- Commitment to democratic and nondiscriminatory practices
- Effective use of community resources
- Equal opportunities for both genders

### SPONSORSHIPS

#### Consideration of Assignments

Consistent with the responsibility to provide appropriate supervision for all student activities, principals must assign sponsorship roles to faculty and staff. Balance should be sought in the assigning of such sponsorships keeping the following in mind:

- Academic responsibilities
- Expressed interests of faculty and staff in the selection of sponsorships
- Number of sponsorships assigned to each faculty and staff member
- Varying responsibilities, both in nature and number, that accompany each sponsorship

Where appropriate, student input might also be sought before sponsorships are finalized.

Principals should be certain to consult their respective union education codes when determining how best to balance sponsorship assignments.

### **Advice to Sponsors**

The principal, or designee, should review with each sponsor the job description, the responsibilities, and the expectations that accompany each sponsorship assignment. This review should take place prior to the beginning of the academic year, preferably during pre-week planning. Among the items that should be reviewed are:

- Activities (number and nature)
- Budget and maintenance of funds (fund-raising)
- Calendar of events (planned meetings and activities)
- Eligibility standards
- Goals and objectives
- Local cultures and traditions
- Organizational purpose
- Organizational structure and election of officers (time frame)
- Supervisory expectations (who, how many, when, where)

Principals should expect faculty sponsors to submit calendar items in accordance with local school policy. Follow-up by the principal to make sure that planned organizations and clubs are established and functioning is very important and should be included for review in the agenda of faculty meetings early in the school year.

### **Expectations of Student Activity Sponsors/Coaches**

To implement the goals of the student activity, the following standards and expectations should be established for all sponsors:

- Communicate regularly with the principal regarding organizational activities
- Follow established procedures for requisitioning materials and claiming reimbursement for expenses
- Have accountability for all assigned activity funds
- Have a genuine interest in, and up-to-date knowledge of, the specific activity
- Have responsibility for protecting and maintaining the physical resources of the school
- Incorporate Adventist standards and guidelines
- Ensure the safety and welfare of all participants
- Maintain accurate records (where applicable) of each student's activity participation

- Maintain proper discipline and follow appropriate due process procedures
- Model implementation of school codes and rules, ideals of fair play, and appropriate behavior at all meetings, rehearsals, and events associated with the activity
- Schedule and reserve appropriate space for activities and events
- Use sound principles of teaching and learning in advising all activities

## **ATHLETIC PROGRAMS**

Principals need to be sensitive and responsive to the expectations of constituents when initiating, implementing, monitoring, or eliminating athletic programs, either intramural or interscholastic. The policies of the school board must be followed.

Good sportsmanship must characterize both intramural and interscholastic programs. The National Federation of State High School Associations defines *good sportsmanship* as a commitment to fair play, ethical behavior, and integrity—those qualities that are characterized by generosity and genuine concern for others. This is demonstrated by coaches, athletes, and spectators who are aware of their influence on the behavior of others and model accordingly.

### **Ways to Promote Good Sportsmanship**

- Conduct clinics for parents and others to discuss playing and contest rules, ethics, and good sportsmanship
- Develop a code of conduct and enforce it
- Develop sportsmanship award programs and recognize those individuals who exhibit outstanding sportsmanship, ethics, and integrity
- Formulate a committee to work toward improvement of conduct at contests and activities
- Hold preseason meetings to encourage students to exhibit proper conduct

### **Intramural Programs**

Intramural programs are those primarily focused on providing athletic opportunities for all students. Intramural programs on Adventist campuses generally assume the form of team sports including, but not limited, to:

- Basketball
- Flagball
- Soccer
- Softball
- Volleyball

All students should be encouraged to participate in intramural programs offered at the school. Where eligibility requirements exist (e.g., attendance) for participation, they should be made clear, preferably in writing, to students early in the school year.

To realize successful intramural programs, principals should address the following:

- Appropriate supervision (“standard of care” given the nature of the activity)
- Balanced distribution of talent
- Budget/funding
- Distribution of faculty talent where faculty choose to participate
- Expectations of students

### **Interscholastic Sports**

Where interscholastic sports have been included in the school program, it is the responsibility of the principal to assure that the high ideals of sportsmanship, integrity, ethics, and competition are incorporated into each sport. Periodic evaluation of interscholastic programs is recommended.

Where participation in interscholastic sports involves membership in a local or regional athletic association, principals should be certain that the association’s mission, goals, objectives, etc., are consistent with the mission, goals, and expectations of the school. When becoming involved in interscholastic sports, consideration should be given to such things as:

- Costs
- Culture and attitudes of the constituency(ies)
- Effects on the academic program
- Time involved

Principals must secure school board approval for participation in interscholastic sports and membership in interscholastic associations.

## **STUDENT GOVERNMENT**

Effective schools have a well-organized, active form of student government (e.g., student association). Centralized student governance seeks to serve the needs and interests of all students and should work under the close supervision of the principal. It should find an appropriate place in the overall administrative decision-making process of the school.

The student government should seek to accomplish the following:

- Focus and direct students to activities that are consistent with the school’s mission, goals, and objectives
- Provide students with a “voice” in the school’s decision-making
- Facilitate the identification and development of student leaders
- Develop a cooperative bond among students, administrators, faculty, and staff in accomplishing the school’s mission and vision

Given the importance of student governance to the success of a school, the principal should take extraordinary care in choosing the sponsors of the governance organization. Principals should seek sponsors who demonstrate the following characteristics:

- Accessibility/availability
- Creativity
- Flexibility
- Interpersonal skills
- Organizational skills
- Spiritual leadership

## **STUDENT ORGANIZATIONS**

Principals should, in cooperation with the school board, faculty, and staff, seek to initiate, facilitate, and support a wide variety of student organizations on campus. The nature and number of organizations should be determined in light of the following considerations:

- Budget/financing
- Faculty and staff workloads
- Parent/community/constituent support
- School history and traditions
- Student needs and interests

## **STUDENT PUBLICATIONS**

The wide distribution of school publications and the significant public relations implications **require** that principals carefully monitor the development, presentation, and distribution of newspapers, journals, yearbooks, student and faculty photos, etc. Publications should routinely be reviewed cooperatively with faculty sponsors **in advance** of production and distribution.

Principals should be specific in outlining for sponsors, the following:

- Budget parameters
- Editorial prerogatives

- Lists of individuals receiving complimentary copies
- Parameters for securing and selecting advertisers/vendors
- Parameters to free expression within the context of Adventist schools
- Protocol/procedures for processing legitimate complaints and/or concerns
- Publication and distribution deadline dates
- Sponsor responsibilities to school administration
- Student charges

### **Media Release Statement**

Principals should be mindful of the importance of media release statements when dealing with school publications. (See Resources.)

### **EVALUATION OF ACTIVITIES**

Principals should intentionally seek to measure the effectiveness of student activities, organizations, clubs, etc. Such measurement should be both *formative* (measurement during the program's "creative process") and *summative* (to make a judgment about the worth of an activity or program in terms of intended and/or unintended outcomes). Measurements of these kinds allow principals to determine not only present effectiveness but also the short- and long-term viability of the activity, organization, club, etc.

Among the questions that should be asked in evaluating programs:

- Is the activity based upon a clearly stated philosophy with sound learning theory and needs?
- Are there sound policies for the student activities and are they communicated effectively to students, parents, faculty, school board, and constituency?
- Is the overall activity meeting its goals and objectives? What is the evidence the goals/objectives are being met?
- What is the extent of student participation in the total program and in each activity?
- Which students are participating in the program?
- Is the co-curricular program well-balanced and comprehensive, or do some activities dominate the program?
- Are any students' interests and needs inadequately met by the program?
- Is the total program and each of the activities well organized and efficiently run?
- Are all aspects of the program supported sufficiently in terms of availability of facilities, funds, school time, sponsors/personnel, and recognition?
- Are there suitable facilities to safely conduct the activities provided?
- Is there a qualified sponsor(s) for the activity who is willing to assume leadership and responsibility to provide a meaningful experience for students?
- Are costs to students who are associated with the activity reasonable, or are they prohibitive to the point where they exclude some students from participating?



- What would happen if this program or activity were to drop out of sight tomorrow?
- What is the effect(s) of the co-curricular activity on students who are not participants?

# **CO-CURRICULAR PROGRAMS**

## **LEGAL ISSUES**

## LEGAL ISSUES

WHEN IN DOUBT ABOUT AN ISSUE, SEEK LEGAL COUNSEL!

**Bulletin and Code Policies** – To avoid creating a legal jeopardy for the school, a principal should thoroughly follow all policies outlined in the school bulletin and union *Education Code*.

**Document Facts, Not Opinions** – Educate yourself on school law issues and develop factual documentation (just the facts) when dealing with potential legal issues.

**Due Process** – Follow due process procedures as outlined in policy in order to limit liability.

**Facilities and Grounds Safety** – Make sure all school equipment/facilities are in good working condition and that school grounds are free of any dangerous conditions. Proper care avoids the creation of jeopardy.

**Harassment** – Establish a firm, fair, and consistently-applied policy regarding all types of harassment. Consistent application of such policies avoids charges of discrimination.

**Insurance Coverage** – Maintain and annually verify adequate liability, student, and vehicle insurance coverages. Better to take the time to be certain of coverage than to find out that the school is not covered after the fact.

**Medical Conditions of Students** – Require notification by a parent of any medical problems or conditions when a student registers for school.

**Nondiscriminatory Eligibility Criteria** – Eligibility criteria for all activities should be nondiscriminatory and consistently applied to assure fairness to all students.

**Publications and Libel** – School newspapers and other publications should be carefully reviewed before distribution to avoid any possible issues of libel. Principals do have the responsibility and right to censor.

**Securing Consent** – To avert negligence, consistently use consent forms for activities.

**Speech and Slander** – Be careful of your public comments. Do not say anything that defames or in any way causes injury to anyone's reputation.

**Supervision** – Provide appropriate and adequate supervision for all school-sponsored events and activities. Take the time to investigate and thoroughly prepare for all field trips.

**Timely Notification of Policy Changes** – Provide proper and timely notification to students, parents, faculty, and staff of any changes in policy(ies) to assure that such policies are legally enforceable. You cannot hold others responsible for the administrator's failure to inform.

WHEN IN DOUBT ABOUT AN ISSUE, SEEK LEGAL COUNSEL!

# **Co-CURRICULAR PROGRAMS**

## **RESOURCES**

## RESOURCES

- NASSP <http://www.nassp.org>
  - National Association of Student Councils (NASC) [nasc@nassp.org](mailto:nasc@nassp.org)
  - National Honor Society (NHS) [nhs@nassp.org](mailto:nhs@nassp.org)
  - *Leadership* magazine (NASSP Student Activities Resource Guide)
  - *NASSP Bulletin* (NASSP monthly publication for members)
  - National Association of Student Activities Advisers (NASAA)
  
- National Youth Leadership Council (NYLC) <http://www.nylc.org>
  
- American Youth Federation <http://www.ayf.com>
  
- National Council on Youth Leadership (NCYL) <http://www.nylc.org>
  
- Professional Association of Student Representative Council Teacher Advisers (PASTA)  
[pasta@csu.edu.au](mailto:pasta@csu.edu.au)
  
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# **Co-CURRICULAR PROGRAMS**

## **FORMS**

## **V. CONSTITUENCY RELATIONSHIPS**

### **OVERVIEW**

The Adventist academy principal serves many constituencies. Because the success of the academy is dependent upon the attitudes of the constituencies toward the school, it is vital for the principal to identify the various groups that make up the academy's constituency. These would include:

- Students
- Parents
- Teachers
- School board
- Alumni
- Members of the local Adventist churches
- Members of the local conference
- Local conference and union conference officers
- Conference education personnel
- Community at large

The principal should become skilled in working with all constituencies, providing leadership and service to each depending upon the needs and priorities of the school and the constituent group.

### **ALUMNI RELATIONS**

With the increasing emphasis on school development and nurturing of the alumni, it is important for the academy to have a strong, viable alumni association. Not only should alumni encourage young people to attend the school, they form a significant group that assists financially in the development program of the school.

If possible, each school should have a development officer who will liaison with the alumni association. The school's program for the alumni needs to include:

- Alumni involvement with the school's annual fund drive
- An alumni association with its bylaws and officers. The principal, in addition to the appointed faculty liaison, should be a member of the alumni executive committee.
- Annual alumni weekends at the school
- A role in the graduation weekend program to welcome the newest members of the alumni
- Follow-up surveys of graduates
- Regular alumni newsletters

## STUDENTS

The core constituency for any school is its students. The school's entire curriculum should be focused on what's best for them. Students provide the best public relations sources for the school and can have an active role in recruitment of additional students. The principal should have positive interactions regularly with the students in a variety of settings:

- Assemblies
- Cafeteria
- Campus
- Classroom
- Playing field
- Residence halls

The principal needs to be proactive in getting to know every student by name, family, and background. Then, should problems arise, there is a positive relationship on which to build meaningful solutions.

## CHILD ABUSE

The principal must become familiar with the state/county/city laws relating to child abuse. It is the principal's responsibility to provide adequate inservice in this area so the faculty is aware of the signs of child abuse and proper reporting methods. The law in most states mandates that when an employee of the school suspects that a student under the age of 18 may be a victim of abuse this **must** be reported to the appropriate civil authorities. It is imperative that school personnel protect the interests and welfare of the student(s) by making this report.

School staff should not contact parents when a report is made to the authorities. Although the principal is legally protected from legal retaliation by the parent(s), it may result in anger and even withdrawal of the student from the school.

In some states the principal can be successfully prosecuted if it is known that school personnel knew of abuse, even if the principal was not aware, and did not report the suspected abuse to the proper agency. To make a report, school personnel only have to **suspect** possible abuse since child abuse **does not** have to be a given fact before being reported. It is the responsibility of civil authorities to investigate.



## **GANGS**

Unfortunately, Adventist academies are not immune from gangs and gang violence. To help insure the safety of students, gang membership, gang slogans, colors, clothing, and other identifying marks must be prohibited at the school. Students who choose to be part of this cultural grouping should be asked to withdraw from the school.

## **HARASSMENT**

Harassment of any type has no place at an Adventist Christian school. Each school must have in place a policy addressing harassment—emotional, physical, and sexual. (See *North American Division (NAD) Working Policy D 80.*) This policy should carefully define:

- Investigation procedures
- Potential disciplines
- Reporting procedures
- What constitutes harassment

When reporting harassment, students and staff must be free and protected from any possible retaliation from students, teachers, or other adults. In all cases, the initial report **must** be treated expeditiously and seriously to protect the victim from further problems and the school from liability. The school's policy needs to be part of the annual orientation of the students and the staff. The harassment policy needs to be reviewed regularly by the school board to be sure it is in compliance with the policies of the NAD, union conference, and local conference.

Should an instance of harassment be reported, whether student-student, staff-student, or staff-staff, the principal is advised to seek counsel from the local conference and possibly the school's legal counsel. It is important for the principal to insure due process for the individuals involved while the investigation is taking place.

## **SUBSTANCES USE**

Each school needs to develop a school-board approved policy dealing with the use of substances, such as illegal drugs, alcohol, and tobacco. This policy should include answers to the following questions:

- Will the school's policy be zero-tolerance for drugs, alcohol, and/or tobacco? And, how is "zero-tolerance" to be defined?
- At what point will suspension, withdrawal/expulsion for possession, usage, and/or distribution occur?
- Can students re-enroll the next semester, next school year, or ever?

- At what point should civil authorities be notified?
- Will the school use any external sources for detection of illegal substances such as drug-detection animals, drug testing, and/or civil authorities?
- Are activities both on and off campus to be included in the policy? What about activities that may occur in the privacy of the student's home with parental consent?
- What are the guidelines for searching lockers and residence hall rooms?
- What is the school's role in both prevention and intervention assistance for students?

Because of legal ramifications, it is recommended that the principal have the proposed policy reviewed by legal counsel prior to action by the school board. When the policy has been approved, the principal must explain it carefully to students, parents, staff, and other constituencies. The policy must be included in the school bulletin. The principal may choose to have parents and students sign a statement that they are aware of the policy and its provisions. In addition to the general statement parents and students sign regarding support of the school's policies, the school may be required to have a statement signed if there is **any type** of drug screening or detection, such as drug-detection animals, used at the school. Legal counsel may want the statement signed in the presence of a notary public.

The principal must proceed carefully when working with students and parents in the area of illegal substances. Due process must be observed and disciplinary actions should only be taken upon receipt of facts, not rumors.

## **WEAPONS POLICY**

It is illegal in most states for a student to bring weapons to school or to have them in his/her possession while on campus. Classifications of weapons may include: handgun, knife, rifle, or explosives. The school **must** have a clear policy regarding weapons on campus that aligns with that of the state, county, and/or city. Again this policy needs to clarify:

- What general type of weapons are included
- The disciplinary procedures and consequences
- At what point civil authorities become involved

The principal is responsible for the security of the school and cannot permit weapons at school except as permitted by policy.

## **PARENTS**

Another important constituent group for the school is parents. The principal needs to be aware of parental concerns in several areas of the school's program. These include:

- Discipline plan and due process rights of students
- Extra-curricular activities
- Grading system and curriculum course of study
- People to contact for complaints and/or questions
- Religious programming of the school
- Safety and security
- School calendar

## **COMMUNICATION**

Effective communication with parent(s) of academy students **must** be a priority for the principal. There are various effective ways to "tell the story" of the school:

- E-mail communication
- Information in local church bulletins and newsletters
- Information in local conference and union conference magazines
- Orientation programs
- Parent focus groups
- Parent weekend(s)
- Regular newsletters
- School's Web site

Parents want to know what is happening; and, the better informed they are, the more supportive they can become. Although the principal needs to have a high level of involvement with the school's program of communication, some aspects may be delegated to other staff members.

## **PARENT-TEACHER CONFERENCES**

It is important that a parent-teacher conference be conducted at least once each year to not only inform parents about their student's academic progress, but also to benefit the student(s) by involving parents in a team approach to build academic success. Parents appreciate opportunities to be involved with the teachers and school program.

When there is a parental concern or conflict with a teacher, as recommended in Matthew 18:15, the principal needs to encourage the parent to meet with the teacher prior to the principal's involvement. Then, if there is no satisfactory resolution, the principal needs to

serve as a mediator in a conference with all parties concerned. At all times, the principal needs to be seeking for a “win-win” solution if possible. Parents have the right to be heard by school personnel without the fear of any type of retaliation by anyone concerned. The role of the principal in these conferences is to bring a positive resolution for all with a minimum of negative “fallout” occurring for anyone. Conflict resolution is a skill that the principal must learn and be willing to use, rather than seeking avoidance.

## **PARENTAL INVOLVEMENT**

The principal needs to encourage parental involvement at the school within established limits that may vary from school to school. Possible venues for parental involvement include:

- Activity booster clubs—athletic, music, science, etc.
- Assistance with fund-raising and the development program
- Home & School Association
- Parent advisory groups
- Parent sponsors of organizations and classes in conjunction with school sponsors
- Volunteers in the school, fieldtrip chaperons, guest speakers, etc.
- Volunteers with extra-curricular activities such as varsity sports, student government, etc.

Depending on the activity, the principal should design an orientation program and/or volunteer resource book. This program may include such things as:

- Applicable school policies and procedures
- Disciplinary role
- Insurance coverage

The principal should document an orientation when it takes place and/or the volunteer has received a copy of the volunteer resource book.

The principal should be familiar with the regulations of the state, county, city, or local conference pertaining to requirements and procedures for a background check of volunteers who come in contact with students. It is important the principal fulfill the legal requirements of the background check, carefully explaining its purpose to volunteers.

## **CHURCHES**

Depending upon whether the school is a community-based or conference-based school, there are differences in the relationship between the school and the churches. Community-based schools that have a constituent relationships with churches will need to maintain close working relationships with those churches and pastors. The principal may want to

be a member of the largest church within the school constituency and staff members have membership in other churches within a multi-church constituency.

The principal of a community-based school should involve church pastors in the life of the school through:

- Availability of school groups to participate in the programming of the churches
- Encouragement to come to the campus to visit students
- Integration of churches' calendar with that of the school
- Invitations to participate in the spiritual life of the school
- Participation in recreational activities and school programs
- Regular meetings

The principal of a conference-based school should:

- Attend conference workers meetings and seek to host these meetings when possible
- Develop a method of regular communication with pastors of the conference
- Invite pastors to come to the campus as guests of the school
- Make student groups available to participate in the programming of the churches

The principal needs to be aware there may be situations occurring on the campus that he/she may want to communicate to pastors to help reduce rumors. If there are pertinent issues needing broad-based communication, the principal should include the pastors so they can have needed facts to effectively communicate with their congregations.

The principal should communicate regularly with each church to ascertain the names and addresses of any high-school students not attending the academy.

## **SCHOOL BOARD**

Each school shall have a school board whose membership is elected as per the school constitution. The principal serves as the executive secretary of the school board and works closely with the chairperson to develop the agenda for meetings. As executive secretary of the school board, it is the responsibility of the principal to maintain accurate minutes of each meeting, to notify the members of meetings, and to direct the implementation of actions that the school board may take.

The principal must maintain positive relations with the members of the school board. As they fulfill their responsibilities, school-board members should:

- Be invited to visit the school
- Be willing to speak and act positively about the school within the constituency

- Participate in the school's annual fund drive
- Share concerns with the school's administrative team

To operate effectively and efficiently, the school board may appoint both standing and ad hoc committees. The principal usually serves as secretary of these committees. Based on the school's constitution, standing committees may be:

- **Executive Committee** – This committee is sometimes empowered to act for the school board between meetings of the full school board.
- **Facilities Committee** – This committee plans and reviews building projects, land use, campus needs, etc.
- **Finance Committee** – This committee works closely with the administrative personnel to review and plan the fiscal program of the school. In some instances, the local conference treasurer serves as the chairperson of this committee.
- **Personnel Committee** – This committee works closely with the administrative personnel to review personnel needs, interview, and recommend employment of new personnel. In most instances, the local conference superintendent of schools serves as the chairperson of this committee.

Ad hoc committees will be appointed by the school board (or chairperson) to address specific needs and concerns. The ad hoc committee is dissolved when its work assignment is completed and accepted by the school board.

The principal, in conjunction with the chairperson and the local conference office of education (LCOE), should plan regular orientation programs and inservice for the members of the school board.

## **NON-DISCRIMINATION STATEMENT**

Each school operated by the Adventist Church must agree to and implement the "Non-Discrimination Statement" prepared by the NAD (*NAD Working Policy* F 05 25 and F 05 30). This statement must be published on a regular basis in the school bulletin and student handbook. It also needs to be published in all brochures regarding the school. The Union Conference Office of Education (UCOE) will publish a list of participating schools annually in the union conference paper.

## **RELATIONSHIP TO FEEDER SCHOOLS**

The principal needs to assume an active role with the principals from the elementary and K-10 schools. When possible, the principal needs to work cooperatively with these schools to be sure the curriculum at both levels follows a scope and sequence program and to implement a shared resources program.

There should be interaction between students and personnel at the campuses of both schools. This might include:

- Gymnastic clinics
- Joint mission projects
- Joint service projects
- Joint teacher in-service programs
- Music festivals
- Scheduled academy days program
- Special religious weekends

With the implementation of distance learning, it is possible for an academy to serve satellite campuses at some of the K-10 schools in a conference. Whether by satellite, land lines, or the Internet, the impact of distance education is increasing and an academy can help parents and students through offering distance education courses for the smaller schools. It may be feasible for a school to develop several satellite campuses within the conference with an alternative educational program. Before initiating any alternative programs, it is important for the principal to ascertain any legal requirements for distance education and the requirements of any accrediting agencies and the state. As with other alternative programs, prior approval must be secured from both the LCOE and UCOE.

## **RELATIONSHIPS WITH EXTERNAL AGENCIES**

Because no school is in isolation from the community at large, the principal needs to be cognizant of the various organizations that may regulate the school. The principal needs to establish policies delineating the relationship and expected cooperation to fulfill these regulations. Today, most schools will have regulatory involvement with governmental agencies at different levels.

- **Federal Government** – OSHA, Social Security Administration, Immigration and Naturalization Service, Internal Revenue Service, Environmental Protection Agency (regarding asbestos), and the Department of Education. (See Resources.)
- **State Government** – Department of Education, Wage and Labor Board, Treasury and Revenue Department, Health Department, Department of Transportation, and where applicable, State Athletic Associations. (See Resources.)
- **Local City/County Government** – child protective agencies, health department, planning and permitting boards, local public school district(s), and local law enforcement agencies, including the fire marshal's office.

In addition to the governmental regulatory agencies, the principal must be thoroughly aware of those non-governmental agencies that may have a role in the educational program of the school. This is especially true for the requirements and reports the school's accrediting agencies may expect.

As a leader in the school's general community, the principal and/or the director of development may want to become an active member of a civic or service club such as Rotary International, Lions Club, Optimist Club, Chamber of Commerce, etc. The school should pay the membership fees of the organization for the principal and/or the director of development who represents the school when participating in the organization programs.



# **CONSTITUENCY RELATIONSHIPS**

## **LEGAL ISSUES**

## LEGAL ISSUES

In the area of constituency relations, there are legal issues on a variety of topics. When faced with an issue where there may be a legal concern, the principal should review the policies which have been established by denominational entities. In some cases, he/she may need to consult legal counsel provided by the school and/or conference. Some of these important issues are:

**Child Abuse Reporting** – Each state has established legal requirements for school personnel to report suspected child abuse. To avert potential liability, the principal needs to become familiar with these requirements and reporting procedures.

**Drug-detection Testing** – Prior to initiating a drug-detection policy, whether using animals or testing of body fluids, the principal needs to carefully review state laws and conference policy. A policy needs to be established that is definitive regarding application, procedures, and potential consequences. The policy should be reviewed by legal counsel prior to implementation.

**Non-employee Drivers of Vehicles** – There should be a policy regarding the use of non-employees as drivers of vehicles for school activities. This policy needs to incorporate the requirements regarding insurance and driving records as delineated by the school's insurance carrier, denominational policy, and state law.

**Sexual Harassment** – The legal concept of sexual harassment is still being defined by the courts and is an issue for schools. The principal should refer to the North American Division's policy on Sexual Harassment (NAD D 80) and establish a firm, fair, and consistently applied policy regarding all types of harassment to avoid charges of discrimination.

**Student Employment** – The state and federal requirements regarding child labor must be followed very carefully by the school. These requirements include age of workers, types of work, hours which may be worked, compensation, and OSHA safety requirements.

**Wage and Hour Requirements** – The principal must be familiar with the requirements delineating which employees are classified as "exempt" or "non-exempt" from the wage and hour statutes of federal and state law. Classification errors can result in significant monetary fines for the school in addition to possible financial compensation for an employee wrongly classified.

For additional information for each legal issue, the principal may want to consult resources available on the Internet and/or the office of the conference legal counsel. To avoid potential litigation, the principal is responsible to obtain the necessary information and carefully adhere to correct procedures and policies!

# **CONSTITUENCY RELATIONSHIPS**

## **RESOURCES**

# **CONSTITUENCY RELATIONSHIPS**

## **FORMS**

## VI. CURRICULUM

### OVERVIEW

The principal plays an important role in the curriculum of the school. As the instructional leader, the principal must understand the essentials of a sound, balanced curriculum and be accountable for ensuring an effective instructional program throughout the school. Some specific responsibilities for curriculum are to:

- Set aside quality time for curriculum planning and design
- Encourage experimentation and innovation
- Get the right people involved in curriculum implementation
- Know the existing curriculum
- Provide leadership in defining a good curriculum

### CURRICULUM AUDIT

Principals must be aware of the union conference policy regarding curriculum audits.

### CURRICULUM

#### Graduation Requirements

A summary of minimum graduation requirements is included in the union conference *Education Code*. Schools may choose to establish a higher standard of requirements. These requirements must be outlined in the school bulletin.

#### Academic Credit

Traditionally, academic credit for courses is based on the following:

- Credit for regular and laboratory courses is one-half Carnegie unit or five (5) semester periods for each course that meets 200–275 minutes per week for one semester. Credit for courses that meet for less than the above is to be prorated.
- Credit for private or small group music lessons is one-half Carnegie unit or five (5) semester periods for the equivalent of one lesson per week with practice periods to total a minimum of 200 minutes per week for one semester.

Innovative methods of determining academic credit may be utilized. These should be detailed in writing and approved by the Academic Standards (Curriculum) Committee

of the school, local conference office of education (LCOE), and union conference office of education (UCOE), along with the local school board.

### **Curriculum Guides**

Curriculum guides for most subject areas have been developed by master teachers under the sponsorship of the North American Division Office of Education (NADOE). Each is a description of the content, including essential learnings of a specified discipline, identifying philosophy, goals, and objectives. It includes a basic outline for each course in the subject area. In addition, the curriculum guide may include supplementary materials and teaching strategies.

It is expected that the curriculum guide will be used by the teacher for both long- and short-range planning. The principal carries the responsibility for the following two aspects of curriculum guide use:

- Ensuring that curriculum guides are available to and utilized by the teachers
- Providing training for teachers in the use of the curriculum guides—particularly for both new and experienced teachers when new curriculum guides become available

Curriculum guides may be obtained from the UCOE. They are also available online at <http://circle.adventist.org>.

### **Course Outlines**

A teacher's course outline is a personalized expansion of the basic course outline as found in the curriculum guide. A process should be established for the review of course outlines by the school curriculum committee and they should be on file in the school office.

The teacher's course outline should be distributed to students at the beginning of each course. It is the teacher's instructional plan for a class and should include, but is not limited to, the following:

- Classroom management policies, e.g., discipline, make-up work, attendance
- Description and overall plan of instruction for the course
- Instructional objectives for the course
- Method for inclusion of the *Focus on Adventist Curriculum for the 21st Century (FACT-21)* "Essential Core Elements"
- Plan for dealing with exceptional students
- Plan for evaluating student progress and mastery

## **Textbook Lists**

The NADOE has developed a secondary textbook list with annual updates. This document includes all textbooks that have been officially adopted. These books are to be used unless written authorization is granted to use an alternative. The *North American Division (NAD) Secondary Textbook List* includes guidelines outlining the process for this authorization.

## **EXTERNAL CREDIT**

Students enrolled in academies often take courses through public high school, correspondence schools, distance education, and/or the community colleges. A school should have a policy regarding the acceptance of external credits.

## **HOME SCHOOLS**

Schools may have entering students who have previously been enrolled in home school. Because home school students utilize a wide variety of curriculum resources, appropriate documentation should be evaluated. Schools should follow union conference policy regarding the acceptance of home-school credits. Generally, transfer grades should be recorded on a pass/fail basis with no honor points computed unless credits are transferred from an accredited school.

## **INNOVATIVE AND ALTERNATE CURRICULUM APPROVAL**

Teachers and schools are encouraged to explore innovative curriculum programs that enhance student learning. A number of suggested programs are included in the *FACT-21* report. Methods of implementation for the *FACT-21* "Preferred Practices" section are displayed on the NADOE Web page [www.nadeducation.adventist.org](http://www.nadeducation.adventist.org). At the local level, staff development, implementation, and evaluation are necessary for the success of these innovations. In order to ensure that adequate support from the local conference and union conference is in place, it is important to follow the established authorization protocol before implementing proposed innovative and/or alternative activities and programs. Details are included in the union *Education Code*.

## **SPIRITUAL CURRICULUM**

In order for Adventist schools to maintain their unique Christian environment, there must be an intentional plan for developing the spiritual curriculum on campus in and out of the classroom. Often the realm for exposing students to spiritual life has been limited to the

Bible class. Rather, a school should develop a wide variety of activities that will stimulate students in their spiritual life with the goal of helping students and staff to develop a deeper relationship with Jesus Christ. For these activities to be most effective, student input and leadership are necessary. Some types of activities that might be included in the spiritual curriculum are:

- Bible study groups
- Chapel programs
- Church services on and off campus
- Class worships
- Community service projects
- Mission trips
- Vespers
- Weeks of prayer

The *Valuegenesis* reports give clear guidelines about the components of worship that are important to helping students develop faith maturity. The reports also give recommendations about providing inter-generational activities. These activities will broaden the spiritual exposure of students and promote generational sensitivity. (See Resources.)

## **STANDARDIZED TESTS**

### **Achievement Tests**

Achievement tests are used for a variety of reasons. Tests are used to assist in identifying student achievement levels in the basic skills. The analysis of the test results in basic skills helps in determining individual student needs.

The analysis of test results provides a method of determining the teacher's design for instruction and the effectiveness of the educational program, and it serves as a measure of accountability for the school. Test results should **not** be used to evaluate specific teachers.

Each school is to use the union-adopted achievement testing program. The principal's role is to ensure that testing program administration has appropriate priority in the school program and that the results are utilized in a way that will enhance student learning.

### **College Entrance Tests**

College entrance tests are administered by national companies. These companies are sensitive to providing non-Saturday test centers for Sabbath-keeping students. To provide a "comfortable" testing environment for students, secondary schools should



arrange to serve as non-Saturday test centers for the various college entrance examinations, such as PSAT, SAT, and ACT. Administering these tests is generally a function of the guidance department.

The principal should maintain a school summary of test scores that may be disseminated to appropriate parties. Bear in mind that school summaries of test scores cannot necessarily be compared with other schools.

### **Career Tests**

Schools should provide a variety of career testing as they work to assist students in post-secondary plans. This is generally most successful when implemented through a school-wide comprehensive guidance program. Some tests that can be used are:

- JOB-O
- COPS, CAPS, CYPES
- Kuder Occupational Inventory
- Self-Directed Search
- Strong-Campbell
- ASVAB (administered by the Department of Defense)

### **Other Tests**

Advanced Placement (AP) exams may also be given. These tests, that are offered by The College Board, provide students an opportunity to be eligible for advanced placement upon entrance to college. The level of advanced placement is determined by the college and by the score the student earns on the test. It is most beneficial to students if AP courses in preparation for the AP exams are offered, however, this is not a necessity. AP exams are administered in May of each year.

## **EVALUATION OF CURRICULUM AND SCHOOL PROGRAMS**

Principals can diagnose and document program success or failure in a variety of ways. Some methods are:

- Accrediting association evaluations
- Analysis of lesson plans and teaching materials
- Check lists
- Classroom observations
- Curriculum mapping
- Evaluations by outside consultants
- Follow-up studies
- Interviews

- Monitoring subject area trends
- Performances, demonstrations, and exhibits
- Student logs
- Surveys of students, parents, community, etc.
- Writing samples and portfolios

## **TECHNOLOGY**

The principal must provide leadership and vision for the emerging technologies included on school campuses. There are two specific considerations:

### **Technology Plan**

Each school should have a Technology Committee to develop a plan addressing the needs of technology in areas such as curriculum, hardware, software, multimedia, etc. This plan should be regularly updated and should be developed including input from teachers, administrators, parents, constituency, and students. Remember to reference any plans that are in place at the LCOE and UCOE.

### **Staff Development**

The principal must provide the necessary support for the staff as they gain the skills necessary to successfully integrate technology into their individual curriculum. This is particularly crucial in assisting veteran teachers achieve the technology component necessary for NAD certification.

**CURRICULUM**

**LEGAL ISSUES**

## **LEGAL ISSUES**

**Confidentiality of Student Records** – Principals should be aware of state laws regarding confidentiality of student records. These issues can include who has a right to see records, how records are released, etc.

**State Requirements** – Each state has laws that govern public and private schools. An administrator should be aware of state requirements for the following curriculum areas:

- Acceptance of home school/external credits
- Number of credits for graduation
- Specific classes necessary for graduation
- State assessment instruments

**CURRICULUM**

**RESOURCES**

## RESOURCES

- Circle - Adventist Resources <http://circle.adventist.org>
- *Secondary Textbook List* published by North American Division Office of Education, 12501 Old Columbia Pike, Silver Spring, MD 20904
- Test Publishers
  - ACT/PLAN: PO Box 414, Iowa City, IA 52243-0414, 319/337-1270
  - SAT/PSAT/Advanced Placement: PO Box 6200, Princeton, NJ 08541-6200, 800/257-5123
  - TAP: Riverside Publishing, 425 Spring Lake Drive, Itasca, IL 60143, 800/323-9540
  - COPS/CAPS/COPEs: EdITS, PO Box 7234, San Diego, CA 92167, 619/222-1666
  - Kuder Interest Inventory: National Career Assessment Services, Inc., PO Box 277, Adel, IA 50003, 800/314-8972
  - Job-O: CFKR Career Materials, 11860 Kemper Rd., #7, Auburn, CA 95603, 800/525-5626
  - Strong Interest Inventory: Consulting Psychologist Press, Inc., 3803 E. Bayshore Rd., Palo Alto, CA 94303, 650/969-8901
- *Valuegenesis* and *Valuegenesis 2* reports published by North American Division Office of Education, 12501 Old Columbia Pike, Silver Spring, MD 20904
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**CURRICULUM**

**FORMS**

## VII. FINANCE

### OVERVIEW

The principal is the chief administrator of the school and has the ultimate responsibility for operating the school on a sound financial basis within the school-board-approved budget. The principal is expected to be informed regarding all aspects of school finance. The day-to-day financial operation of the school may be delegated to the vice principal for finance/treasurer.

### ASSET INVENTORY

An up-to-date inventory of the school's physical assets is required by the auditors. The principal should locate the asset inventory and make sure that it is current.

### BUDGETING

An annual operating and capital budget is to be developed by administration and adopted by the school board each year. A system for budget control is to be followed based on regular monthly financial reports. The *North American Division (NAD) Academy Accounting Manual* is the basis for the accounting procedures.

The principal is to provide leadership in the budget process. A good budgeting process usually includes the following:

#### **Projecting the Enrollment for Next Year**

- This may be as simple as estimating the number of students coming from "feeder" schools and adding that number to the estimated number of returning students.
- It may consist of a more complicated formula that includes the history of enrollment in these two categories for a number of years.
- An accurate projection of the next year's enrollment is key in competent budgeting and determining whether faculty reductions or additions are needed.
- The budget should not be balanced by over-projecting enrollment.

#### **Departmental Budgeting**

Teachers need to have money available to purchase supplies and equipment essential for good instruction. Teachers should be given the opportunity to submit itemized



requests for the following year during the budgeting process. Regular monthly reports regarding the status of departmental budgets are advisable.

### **Equipment Purchases**

School budgets usually include provision for the acquisition of equipment. It is important to anticipate major purchases when possible. Reviewing recent years' expenditures may be helpful.

### **A School-Board-Voted Capitalization Limit**

The school board should vote a dollar limit above which equipment should be capitalized and depreciated. The union auditors could provide guidance in this area.

### **Spending Limits**

The school board should vote a single-item, maximum-dollar limit for administration, above which school board approval would be required before purchase. Often, there is also a single-item limit above which two signatures are required for purchase.

## **BUILDING PROJECTS**

When a school desires to construct, reconstruct, enlarge, or improve its property, the following should be considered:

- Make sure there is adequate constituent support for the project in addition to school board approval. Careful planning to achieve this support will require good use of marketing strategies.
- The school constitution and bylaws should be consulted for any procedures required.
- The *NAD Working Policy* P 15 65 and P 15 70 should be reviewed for the current NAD requirements for building projects.
- Before signing any contract for any construction or major alteration of any school building, the written approval of the local conference executive committee must be obtained.
- Before signing any contract or beginning any building project, make sure that the plans and specifications for the new building or alterations comply with the state and local building codes.

## **CAMPUS MASTER PLANNING**

Every school needs a campus master plan. The principal should attempt to locate an existing master plan or work with the local school board to create one. The campus master plan could include the following:

- A schedule to renovate or replace the physical plant
- Future land use
- Projected personnel additions or assignment changes
- Projected program changes

## **DEVELOPMENT**

Development is a significant potential source of funding for the school. Philanthropic Services for Institutions (PSI) is a resource for the selection and support of a campus development director.

The principal should obtain training in development and play an active role in development planning and oversight of the development director. Also, the principal should be actively involved in cultivating and soliciting major gifts for the school.

## **FINANCIAL STATEMENTS**

While the area of finance may be delegated to the vice principal for finance/treasurer, the principal retains ultimate responsibility for the finances of the school. Monthly financial statements are essential to knowing whether or not the school is financially sound. The principal should provide the school board with an accurate monthly statement and has the responsibility for helping them understand it.

To effectively participate in discussions, every school board member must understand enough to ask pertinent questions. One way to achieve this goal is to follow a simple plan:

- Include with every financial report a summary page that everyone, including those without an accounting background, can understand.
- Reduce the amount of financial data to only what is required for the whole school board to give financial oversight, and allow the finance committee to review the details.
- Take time to teach school board members how to read and understand the financial report.

In order to facilitate communication with the school board in the area of finance, the principal should consider the "SUPA" approach.

- **Simple** – Keep the report simple—focused and appropriate to the discussion and time limitations.
- **Understandable** – Explanations of statements should be relatively free of accounting jargon.
- **Professional** – Statements should be neatly formatted and printed in a manner easy to read, indicating that quality time was spent in their preparation.
- **Accurate** – The information should be error free.

Many school board members fail to ask financial questions in school board meetings because they are afraid of revealing their limited understanding of accounting. In order to correct this problem, the principal should consider using a financial report summary page.

Information on this highlights page could include:

- Current student enrollment, comparing current enrollment with that of a year ago
- Cash received by the academy
- Amount paid by parents
- Amount earned by students
- Amount owed to the school, including current and non-current accounts receivable
- Amount spent by the school
- Amount owed by the school to others
- Age of academy debts to vendors
- Money in the checking account
- The “bottom line” in comparison to the budget

The budget, financial statements, and accounting practices should be based on the current *NAD Academy Accounting Manual*.

## **INSURANCE**

The principal needs to annually confirm that adequate insurance coverage has been arranged for the school. There are many types of losses that insurance needs to cover. These coverages include:

### **Liability Insurance**

The conference association is the legal entity for holding title to all school property. As such, general liability coverage is in the name of the association; and the conference treasurer should be able to confirm the limits of the coverage.

## **Student Accident Insurance**

Each academy must make provision for adequate student accident insurance coverage. The principal should check with the local conference office of education (LCOE) to determine if there is a conference master policy for student accident insurance coverage.

## **Vehicle Insurance**

The principal should verify that adequate insurance is carried on all vehicles (school owned or private) used in the transportation of students. The union *Education Code* and state law may provide information regarding vehicle insurance coverage and any regulations concerning staff and volunteer drivers.

## **PLANT MANAGEMENT**

Principals are not maintenance engineers or grounds keepers. Nevertheless, they are ultimately responsible for protecting and maintaining the physical plant of the school. As chief steward of all of the school's buildings, grounds, facilities, and vehicles, the principal has the following specific responsibilities:

- Arranging for properly trained and licensed housekeeping/plant management personnel
- Assuring appropriate accessibility for those with disabilities
- Engendering a sense of pride and ownership in the school's physical facilities on the part of students, staff, and community
- Establishing a systematic program of preventive maintenance
- Insuring the safety of all facilities
- Maintaining and enhancing the aesthetic appearance of the physical plant
- Maintaining a regular schedule for monitoring and inspecting all facilities, equipment, and mechanical systems
- Maintaining the school campus and buildings
- Meeting the standards and requirements of all applicable building codes
- Promoting energy efficiency wherever possible
- Providing adequate security
- Recommending necessary and desirable capital improvements to the school board
- Using facilities efficiently to achieve educational goals and to accommodate both school and constituency needs

## **STUDENT WORK PROGRAM**

While the principal has ultimate responsibility for the student work program, this may be delegated to someone else. Many schools provide student labor to help families offset the cost of education or employ students to perform needed jobs. Providing work experiences for students on campus is an area filled with hazards and liability. Principals need to be aware of applicable state and federal child labor laws. There are many regulations concerning types of work that can be performed, number of hours per day/week, and what times of the day students can work.

Principals should be familiar with federal I-9 forms that verify eligibility of students to work.

## **WORKING WITH THE VICE PRINCIPAL FOR FINANCE/TREASURER**

Many of the financial responsibilities of a school are delegated to the vice principal for finance/treasurer. However, the principal is the one who has the final responsibility and final authority.

**FINANCE**

**LEGAL ISSUES**

## **LEGAL ISSUES**

**Child Labor Laws** – Principals need to be aware of federal, state, and local child labor laws, particularly the regulations regarding age and employment restrictions.

**IRS Policies Regarding Donations** – When accepting donations for the school and its activities, IRS policies must be followed to provide appropriate documentation to givers and to comply with any restrictions placed on the gift.

**FINANCE**

**RESOURCES**



## RESOURCES

- Philanthropic Services for Institutions (PSI) [www.philanthropiccservice.com/](http://www.philanthropiccservice.com/)
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**FINANCE**

**FORMS**

## VIII. PERSONNEL

### OVERVIEW

A major area of responsibility for the principal is personnel management. A major goal for personnel managers is the fair, ethical treatment of employees. Research indicates that being treated correctly is one of the highest employee satisfaction measures. While it is possible for a larger school to have a human resources (HR) specialist to assist in personnel management, most principals become the HR person for their school even if they do not have much specialized training in this area. Regardless of a principal's leadership style, the principal needs to interact with employees in a positive manner and at all times insure their right to correct and fair treatment by the employing organization. It is important for every principal to be aware of HR issues, legal concerns, procedures, and policies. If a situation arises to which the principal's response is uncertain, the principal should consult with the local conference office of education (LCOE) and the local conference HR office.

### CERTIFICATION OF PERSONNEL

It is a requirement that all professional staff hold and maintain denominational certification. Certification is the responsibility of each employee; however, the principal will need to work with the professional staff to insure this requirement is met. Applications for certification can be obtained from the union conference office of education (UCOE). Questions regarding certification standards can be answered either in the *North American Division (NAD) Certification Manual* or by the union conference's certification registrar. (See Resources.) A professional staff member's remuneration level is dependent upon the certification held.

The principal should become familiar with the laws of the state regarding state certification for the professional staff. Some states require state certification for employees of non-public schools. In some states it is optional, and in others non-public school employees are not permitted to obtain state certification. Where state certification is required, the principal needs to work with the professional staff to meet this requirement.

There are other positions at a school for which certification may be possible. These would include secretaries, maintenance personnel, residence hall deans, business office personnel, school nurse, food-service director, etc. Personnel in areas that have certification standards should be encouraged to obtain this certification.

## **DOCUMENTATION**

One of the functions of the principal is to maintain documentation to create a “paper trail” for potential use in litigation, termination of staff, and working with students and parents. Documentation means a principal needs to save a hard copy of letters, memos, observations, etc. In addition to those items required by law, union conference, or local conference policies, the following items should be maintained for documentation purposes:

- Copies of certification certificate
- Copies of contracts or employment letters
- Copies of evaluations
- Letters of commendation
- Letters with recommendations or reprimand
- Observation notes on which administrative actions are based
- Other pertinent memos/documents

It is important for the principal to maintain accurate documentation without expressing judgmental attitudes while stating the facts that occurred. Any judgmental attitude expressed can indicate a negative bias on the part of the principal.

Likewise, there are some items that do not have to be maintained in the documentation “paper trail” such as routine memos and calendars distributed to all staff.

## **EMPLOYMENT ISSUES**

### **Church Membership**

Employees of an Adventist school are to be members in good standing of a constituent Adventist Church.

### **Moonlighting**

Full-time employees, whether exempt or non-exempt, should not be employed elsewhere without the consent of the principal and/or school board. “Moonlighting” employment should not take time away from the employee’s responsibilities at the school. The primary job as a school employee should have priority if there is any type of employment conflict.

## **Conflict of Interest**

At no time should a school employee permit a conflict of interest to arise with the school. Just as members of the school board are required to sign a Conflict of Interest Form (See Forms), the school should have all staff members sign a similar form.

## **Background Checks**

The principal should know and enforce the laws/policies of the state, union, and local conference regarding obtaining background checks on employees and/or volunteers who come in contact with students. If background checks are required for employment, the principal needs to provide the requisite methods of implementation.

## **Non-Discrimination**

At no time should the principal tolerate discrimination in any aspect of the school program. This includes employment, rights and privileges of staff and students, and all benefits to which the staff and students are entitled. The only exception is the right for Adventist schools to employ only members of the Adventist Church.

## **Payment of Tithe**

As a condition of employment, employees of the Adventist Church are expected to pay a regular, faithful tithe to the church. The local conference reserves the right to audit the tithe-paying practices of any employee. Employees can be disciplined should they choose not to pay a regular, faithful tithe.

## **Exempt/Nonexempt Positions**

The principal needs to be aware of the requirements of the Wage and Hour laws of the state outlining exempt (salaried) and non-exempt (hourly) positions. (See Resources.) Certificated personnel are considered as exempt employees. For non-certificated staff members to be exempt, the position must meet certain criteria outlined in the regulations. These generally are:

- The employee must supervise at least one adult.
- The employee must be authorized to make decisions regarding job performance without checking for approval on a regular basis.
- At least 80 percent of the employee's time is spent in managerial duties.

## **FACULTY HANDBOOK**

Each school's faculty handbook contains school policies, schedules, sponsorship and supervision duties and expectations, and all required forms. This handbook needs to be developed by teachers and administrators and should be reviewed and updated annually.

## **GRIEVANCE POLICY**

Each union code has specified the procedures for grievance that might arise between the organization and the individual employee (see Legal Issues). The principal should carefully adhere to the terms of the policy should a conflict arise.

## **INEFFECTIVE TEACHERS**

At times, it may be necessary to confront an ineffective teacher. A teacher on probationary, internship, or transfer employment status is employed on a non-renewable basis and can be terminated from the school without cause at the end of the contract period. The principal and school board must simply state the teacher has not been renewed for the next school year and at no time give a reason or cause for the non-renewal. If cause is given, then the teacher would go through the dismissal steps of a teacher on regular employment status.

When it is necessary to raise concern with a teacher on regular employment status, the principal and school board must carefully follow the policy procedures relating to termination and/or dismissal in the union conference code. At all times the principal should maintain accurate documentation of all interactions dealing with perceived ineffectiveness.

## **INTERVIEWING TECHNIQUES**

When interviewing prospective employees, there are several areas that cannot be discussed at the time of the interview or anytime prior to employment. These include questions relating to:

- Family—marital status, number of dependents, employment of spouse, age, military service, economic status, and arrest record
- Health and educational needs of prospective employee and family—pregnancy, disability, or medical records
- National origin or ethnicity

There are questions that satisfy legal requirements and that need to be included in the interview process:

- Have you ever been convicted of a felony?
- Have you ever been disciplined by a professional organization?

Questions relating to the job description for the position can be asked. (e.g., if the employee must be able to lift 50 pounds, the question regarding the prospective employee's ability to lift that amount can be asked.) There are several areas in addition to specific job description requirements that the principal and those conducting the interview might want to consider. (See Resources.) These would include:

- Instructional techniques
- Professional background information
- Teacher relationships with colleagues
- Teacher relationships with parents
- Teacher relationships with students

The local conference may have a protocol for interviewing prospective employees. This will usually follow a structured interview protocol (e.g., STAR, TPI) and often requires training for the interviewer. (See Resources.)

## **JOB DESCRIPTIONS**

There should be a job description for each position, whether exempt or non-exempt, at the school. Where these are not present, it is the responsibility of the principal to develop them. (See Resources.) The job description should include:

- All academic requirements
- All physical requirements
- Benefit package to which the employee is entitled
- Designation of exempt or non-exempt
- Line of authority for the position
- Procedures for employee evaluation
- Procedures regarding self termination or employer termination
- Responsibilities and expectations

A prospective employee should be given the job description upon application for the position. The job description should be used as one tool in the employee evaluation.

## **PERSONNEL FILES**

The school must maintain a personnel file for each employee. These should be stored in a fire-rated vault along with other pertinent school records. Copies of the following should be in this file:

- All commendations
- All contracts or letters of employment
- All disciplinary actions
- All evaluations
- Certification certificate(s)
- College and university transcripts
- Job description for the employee's position

The personnel file should not be used to store letters of complaint regarding the employee; however, it should have the basic information regarding the employee's work. The principal (or HR specialist) should review the personnel file annually to be sure only accurate information as outlined above is located in the personnel file. The principal may choose to maintain a "working file" for each staff member that is not part of the official personnel file. Be aware, however, this working file can be subpoenaed by the courts.

Personnel files are to be maintained on a permanent basis by the school. Even if an employee leaves the school, it may be necessary to refer to the file at some future time.

## **PROFESSIONAL ORGANIZATIONS**

All certificated personnel should be encouraged to join a professional organization in their area of responsibility. Where possible, they should be encouraged to attend seminars, workshops, and/or conventions that may be conducted by their professional organization. (See Resources.)

## **PROTOCOL FOR TEACHER RECRUITMENT**

Informal contacts to ascertain possible employment interest by an employee of another institution may be pursued without permission of the current employer. When the employing school is at the point of obtaining formal references or interviewing a prospective educational employee, the prospective employee's current administrator or LCOE must be notified. The prospective employer should inquire of the current employer if there is any indebtedness owed at the current place of employment.

If a prospective employee has not signed an employment agreement with the current employer, another school is free to offer the prospective employee an employment agreement without the current employer blocking the call.



## **EMPLOYEE SERVICE RECORDS**

A service record is maintained for each employee, exempt or non-exempt, at the office of the executive secretary of the local conference. It is the responsibility of the principal to see that accurate employment information as required is provided the local conference in a timely manner.

## **STAFF ACCOUNTABILITY**

There are several areas of accountability that are the staff member's responsibility and for which the school has a right to hold certain expectations of performance:

### **Certification**

It is the responsibility of the employee to maintain current certification and to provide requisite transcripts for the union's certification registrar. It is the responsibility of the employee to provide the school with a copy of the current certificate, and, where necessary, a copy of transcripts.

### **Evaluation**

As stated in the union *Education Code*, each employee is to be evaluated on a regular basis. It is the employee's responsibility to work in a positive manner with the evaluation protocol.

### **Sponsorships, Supervision, and Other Duties**

It is the responsibility of the employee to meet the expectations of all adjunct duties.

### **Professional Growth**

While the principal has the responsibility to provide in-service opportunities for the certificated staff, it is the responsibility of these employees to participate in various approved types of professional growth. Most conferences and unions have policies or guidelines that delineate a professional growth program for certificated employees.

## **VACATION POLICY**

Each union code has a policy relating to employee vacations. Vacation time is dependent upon years of service, whether a 10- or 12-month employee, and whether exempt or non-exempt. The principal should be aware of the union policy so it can be carefully explained to employees.

## RETIREMENT

Beginning January 1, 2000, the Adventist Church changed the retirement program from a defined **benefits** program to a defined **contribution** program. It is important that the principal have each employee complete the necessary paperwork to become part of this program. Information regarding the plan may be obtained through the financial or HR offices of the school or the HR office at the local conference.

**PERSONNEL**

**LEGAL ISSUES**

## LEGAL ISSUES

There are a number of legal issues that the principal needs to consider when dealing with personnel:

**Americans with Disabilities Act** – There are over 12,000 related sites on the Internet.

- US Department of Justice information regarding the ADA  
[www.usdoj.gov/crt/ada/adahom/.htm](http://www.usdoj.gov/crt/ada/adahom/.htm)
- ADA Document Center <http://janweb.icdi.wvu.edu/kinder>

**Dismissal and Termination** – Each union's *Education Code* delineates the policies and procedures for dismissal and termination within that union conference that a principal must follow.

**Grievance Procedures** – Each union's *Education Code* delineates the policy and procedures relating to the grievance procedure process within that union conference that a principal must follow.

**EEOC Regulations Regarding Interviews** – Two sites that the principal may want to check regarding what can and what cannot be asked in an employment interview are: [www.weekly.com/treas/rules/htm](http://www.weekly.com/treas/rules/htm) and [www.teleport.com/~bml/infobiz/adaiv.html](http://www.teleport.com/~bml/infobiz/adaiv.html).

**Non-Discrimination Requirements** – Each union's *Education Code* has a non-discrimination policy for all institutions within the union. The NAD Working Policy F 05 25 provides the "Nondiscrimination Policy" regarding the admission of students. Policy F 05 30 provides an exception to the policy regarding employment.

**Personnel Files** – While there are not many laws regarding personnel files, the principal needs to check with the respective union *Education Code* and the state department of labor regarding any current laws and regulations. There are many guidelines available on the Internet. Two that provide guidelines and a discussion can be found at: <http://hrweb.berkeley.edu/FORMS/ckltinst.htm> and [www.steelhector.com/Briefings/maintaining personnel files.htm](http://www.steelhector.com/Briefings/maintaining_personnel_files.htm).

**Sexual Harassment** – There are several resources available: (1) Each union's *Education Code* had policies regarding sexual harassment; (2) the *NAD Working Policy D 80*; (3) US Education Department Office of Civil Rights: [www.ed.gov/offices/OCR/ocrshpam.html](http://www.ed.gov/offices/OCR/ocrshpam.html); (4) search of Internet using term *sexual harassment school*.

**Wage and Hour Regulations** – A principal needs to check with the Department of Labor, Wage and Hour Division of their state government. In addition, the US Department of Labor, Wage and Hour Division has posted the code of Federal regulations: [www.dol.gov/allcfr/ESA/Title 29/Part 541.1.htm](http://www.dol.gov/allcfr/ESA/Title%2029/Part%20541.1.htm).

**PERSONNEL**

**RESOURCES**

## RESOURCES

- General Internet sources: there are many sources on the Internet for administrators and teachers to use. To get to most of these, an Internet Web search engine must be used by typing in the key word(s) of the desired subject. However, there are some excellent sources that have been identified as useful for educators.
  - Administrative Resources [www.firm.edu/adm-res/adm-res.html](http://www.firm.edu/adm-res/adm-res.html)
  - Ask ERIC <http://ericir.syr.edu/Eric> This is a Web site that provides listings of all ERIC materials, etc.
  - Circle - Adventist Resources <http://circle.adventist.org>
  - Educational Research <http://www.pdkinth.org/edres/cedr.html> Sponsored by *Phi Delta Kappan*, this Web site provides information and links to current educational research.
  - Kathy Schrock's Guide for Educators  
<http://www.school.discovery.com/schrockguide/index.html> Considered one of the very best Web sites for educators, the site provides an extensive listing of links for teachers and administrators, as well as a number of the major Web search engines.
  - ADA information <http://www.usdoj.gov/crt/ada/adahom1.htm>
  - EEOC information <http://www.paychex.com/managee/inteeoc.html>
  - Personnel Files [http://steelhector.com/Briefings/maintaining\\_personnel\\_files.htm](http://steelhector.com/Briefings/maintaining_personnel_files.htm)
  - Wage & Hour Compliance  
<http://www.dol.gov/dol/esa/public/regs/compliance/whd/whdcomp.htm>
- Professional Organizations
  - American Association of School Administrators [www.aasa.org](http://www.aasa.org)
  - Association of Supervision and Curriculum Development [www.ascd.org](http://www.ascd.org)
  - Independent School Management [www.isminc.com/](http://www.isminc.com/)
  - National Association of Elementary Principals [www.naesp.org](http://www.naesp.org)
  - National Education Association [www.nea.org](http://www.nea.org)
  - National Middle School Association [www.nmsa.org](http://www.nmsa.org)
  - National Association of Secondary School Principals [www.nassp.org](http://www.nassp.org)

**PERSONNEL**

**FORMS**

## IX. SURVIVAL SKILLS AND STRATEGIES

### WHAT YOU REALLY NEED TO KNOW

#### WHY SO FEW PRINCIPALS?

Recent research has shown that the average tenure for academy principals across the North American Division (NAD) is just over two full years of service.

Additionally, fewer candidates are choosing to enter principalships, both in the public and private sectors. Among the reasons cited for the declining interest in serving as a principal in Adventist schools are:

- **The long haul!** – (“24/7” in boarding school settings) often making principalships unattractive, especially to “entry-level” professionals who have young families
- **Earning the extra dime!** – no significant wage difference between a principal and a teacher (masters degree/six years of experience)
- **“Gimme” a break!** – lots of accountability—too little appreciation at times.
- **Another one bites the dust!** – high attrition rates
- **Everyone has the answer!** – micro-managing school boards, chairpersons, and constituency
- **I’m really stressed out!** – like butter on bread, stress goes with the job
- **How about a little extra for my time?** – few, if any, incentives to make the job more attractive
- **So all alone!** – a real feeling of isolation
- **Why wasn’t I told?** – little formal training and/or mentoring

#### SO HOW DOES ONE SURVIVE?

Know and use those survival skills that will make your work enjoyable as well as productive. Yes, there are survival strategies that can help you “stay on top of your game”—mentally, physically, socially, and especially spiritually. These strategies can be uplifting to you on a personal as well as professional level.

#### HOW CAN I REALLY TAKE CARE OF MYSELF?

Principals need to strike a balance between the demands of their professional and personal lives. Good physical health and healthy practices help to strike that desired balance. Some of the strategies principals can use to promote good health are:



- Eat at least two balanced, non-rushed meals a day. Avoid snacks, particularly those high in sugar content.
- Drink lots of water throughout the day.
- Exercise daily, preferably 20–30 minutes per day. Keep your blood flowin’ and muscles stretched.
- Get an annual physical examination—including the eyes, colon, and for males, the prostate. Females should include a mammogram and Pap smear in the annual examination.
- Get the sleep you need. “Hit the sack” early, when possible.
- Learn to identify the signs of stress and the best ways of coping and/or relieving it.

## **I’M REALLY FEELING TORQUED! (STRESS)**

### **Signs**

Sometimes principals get wound too tight physically, mentally, emotionally, and even spiritually. What are some of the signs?

- Avoidance
- Becoming argumentative and irritable
- Blaming others
- Chest pains
- Confusion
- Desire to escape
- Diarrhea
- Excessive perspiration
- Fatigue
- Forgetfulness
- Frequent accidents
- Frequent stomach acidity
- Headaches
- Hostility
- Inconsistency
- Indecisiveness
- Insomnia
- Irregular breathing
- Lack of concentration (inability to focus)
- Loss of appetite
- Loss of sex drive
- Neck tension or pain
- Nightmares
- Poor judgment

- Rapid pulse
- Shouting
- Skin rashes
- Troubled relationships

### **Causes**

Not all stress is unhealthy. However, there are common causes of unhealthy stress. Among the causes are:

- Fear
- Lack of control
- Lack of direction
- People-pleasing (lack of assertiveness)
- Perfectionism
- Self-doubt
- Uncertainty

### **Special stressors for principals**

When a principal is stressed, the whole school can be affected. As with most professionals, principals have their own set of unique stressors, that include:

- Deadlines
- Expectations of serving as problem solver for everyone else's problems
- Isolation
- Lack of privacy
- Lack of respect
- Long hours (including nights and weekends)
- Paperwork
- Pressure to do more, better, faster, cheaper
- Pressures on family life
- Red tape/bureaucracy
- Relentless visibility
- Too many bosses
- Variety of audiences

### **How can you unwind?**

When the going gets tough, you have to do more than simply "tough it out." Many successful principals have suggested trying some of the following approaches:

- Chat with some kids.
- Find a secluded place to take a relaxation break.

- Listen to the choir practice.
- Take a brisk walk around the perimeter of the building and grounds.
- Try some exercises at your desk.
- Seek out someone who makes you laugh.
- Shoot some “hoops” or work out with a physical education class.
- Take an hour to call your own and regroup.
- Visit your favorite class and watch a master teacher at work.

## **THERE IS HELP OUT THERE! (MENTORS)**

Principals, particularly entry-level principals, can benefit greatly by entering into a mentoring relationship with seasoned principals. Mentoring is gaining increasing popularity in both the private and public sectors of education. School boards and/or local conferences are increasingly open to funding mentors, choosing to “grow” their principals rather than release them.

### **Why should I seek help?**

The experience and expertise of those who have gained the respect of others in the field of educational leadership, if shared with new principals, can help them address some of the following challenges:

- Budget/financing problems
- Dealing with troublesome faculty/staff
- Feelings of inadequacy and/or being overwhelmed
- Learning code policies (local and union)
- Micro-managers
- Missing valued family time

### **What should I consider in getting the help that I need?**

If you are going to choose a mentor, here are several things you should keep in mind:

- Funding
- Geographic proximity
- Nature of the challenges
- Needs and interests
- Proximate age

### **With what can a mentor help me?**

What should a new principal expect from a mentor?

- General brainstorming (program expansion, joint school efforts, etc.)
- Planning for your professional growth
- Review of *Education Code* policies and guidelines
- Review of finances (budgeting, statements, collection procedures, etc.)
- Review of forms, procedures, etc., that make your work easier
- Review of nurturing programs (students and staff)
- Review of organizational structure (committees, subcommittees, ad hocs, etc.)
- Review of recruitment strategies
- Review of the most recent accreditation report

## **AVOIDING THE “BUMPS AND LUMPS!”**

### **Getting information**

Principals can be more effective and long-lasting by **consistently** accessing information “loops.” Information loops are made up of people who hold and/or pursue common interests, needs, and expectations and are willing to share what they know. These loops would include:

- Community/constituency members
- Faculty and staff
- Local conference and union personnel
- Parents
- School board members
- Students

Invaluable information can be discreetly gained from each and all of these groups regarding the school’s history, operation, and the past disappointments and successes of your predecessors. Having this information and using it wisely can allow you to develop your own operational plans to more effectively meet the needs and expectations of these various, and sometimes conflicting, constituencies.

### **What are the bumps and lumps?**

Among the common bumps and lumps that have undermined the effectiveness of principals are:

- Avoiding or not accepting accountability
- Failure to “connect” with faculty and/or students
- Growing stale professionally
- Ineffective/insufficient communication
- Making the school a “pain” rather than a “gain” for others
- Not knowing how to delegate responsibilities
- Poor organizational planning

- Spiritual “disconnection”
- Stressing out
- Workaholism

### **How can I avoid the pain?**

Equipping oneself with strategies that keep one “ahead of the curve” is very important for a principal. Learning and **consistently** employing a variety of coping skills helps to prolong a principal’s tenure and overall effectiveness. The strategies most often used are:

- Allowing others to assume responsibilities for creating mutual successes on campus
- Communicating regularly and often with your school board chairperson
- Devoting at least 20–30 minutes daily to physical exercise
- Eating healthy foods and avoiding the snack syndrome
- Establishing and maintaining healthy spiritual vitality (Bible reading and prayer)
- Learning the art of saying “No!”
- Placing family appointments in your professional calendar and keeping them
- Reading a book a month
- Seeking the advice and counsel of seasoned principals
- Setting aside a time each day for Management by Walking Around “MWA”—mingle every day with students and staff
- Setting aside protected planning time
- Working within the school’s available dollars

### **HOW DO I KEEP IT ALL TOGETHER?**

You should remember to work within your defined roles. While you are responsible for the day-to-day operation of your school as well as facilitating the actions of the school board, you do not work in a vacuum. There are many who are willing to help you if you choose to ask for help.

#### **Who are my best friends?**

The network of the Adventist education system affords to you a number of options. When facing personal and/or professional challenges, you are encouraged to “tap into the mainline.” Who can help?

- Local conference personnel
- Non-job-related friends
- Seasoned principals
- Trusted church members

- Trusted family and friends
- Trusted on-campus colleagues
- Union conference personnel

### **Association of Seventh-day Adventist School Administrators (ASDASA)**

The ASDASA often meets in conjunction with the National Association of Secondary School Principals (NASSP). You are encouraged to become a member of ASDASA and to attend its meetings in order to broaden your network of fellow principals.

### **Setting Up for Success**

Principals want to **give their best to their work - but not their all!** Striking a balance between one's personal and professional life is most important. If you are not appropriately matched to the job or community, it's "OK" to walk away.

Do not make career decisions alone. Seek the thoughts of others before making any decisions or pronouncements. It is important to keep in mind that there are certain working conditions and/or circumstances that better suit the gifts of others and not your own. Consider your gifts and position yourself for success and not failure.

**Remember: No one always succeeds at every position!**

### **HOW DO I MAKE THE MOST OF MY TIME?**

Principals know that scarcity makes time a precious commodity—once used, it cannot be recalled for reuse! Managing time effectively and efficiently is of primary importance to a successful principal.

#### **What are the real time wasters?**

Identifying and eliminating time wasters is a wise practice. Among them are:

- Confusion
- Having to correct mistakes
- Having to look for lost items
- Indecision
- Interruptions
- Junk mail
- Lack of delegation
- Poor organization
- Procrastination
- Television/telephone

- Too many goals
- Unclear communications
- Unnecessary paperwork
- Useless meetings
- Waiting (e.g., on hold)

### **How can I be a time saver and not a time waster?**

Consider using these time-proven, time savers:

- Attend only meetings where your presence makes a difference
- Beat procrastination—don't put it off—"just do it!"
- Block out time for planning
- Delegate tasks that others can do
- Don't always have an "open door" policy. Sometimes, a "door ajar" policy is good enough
- Make the best use of modern technology (e.g., voice mail, e-mail) to be more efficient
- Match effort to the importance of the task
- Model daily planning
- Refuse to do other people's work for them or to make their problems your own
- Reward yourself for completing tough tasks
- Set and enforce deadlines
- Set aside time for creative thinking
- Set a specific time for responding to correspondence and returning calls
- Stress goal setting (for yourself and others)
- Use downtime to read, plan, and so on
- Use your secretary discreetly as a buffer
- Vary your schedule
- Work on the "big ticket" items first

Principals who save time can invest that time to develop and/or nurture relationships with faculty and students. These principals have more time for enriching their personal and/or family lives, spiritual renewal, professional growth, and flexibility that is often needed to deal with unexpected developments.

### **WHAT SHOULD I BE READING?**

In order to be truly effective, you need to remain attuned to contemporary happenings in the various fields of education. One way of doing this is to read educational journals that promote growth in the understanding and application of sound educational leadership principles to one's work. (See Resources.)

## WHY SHOULD I ATTEND CONVENTIONS?

Frankly, your professional growth is not only important to your work and future but also to your teachers, students, and constituents. Attending state and/or national conventions can help to keep you on the “cutting edge” of new developments in educational leadership and also allows you an opportunity to network with fellow administrators in both professional and social settings. Your professional growth plans should include at least one state or national convention per year.

## WHAT SHOULD I LEAVE FOR MY SUCCESSOR?

A principal who is terminating his/her employment at a school should leave information and material in or on the principal’s desk that will assist the new principal during the first few days on the job. This information and material should include, but not be limited to, the following:

- A complete update on any outstanding litigation involving the school, including pertinent information to facilitate contact and work with retained legal counsel
- Any special agreements, arrangements, or understandings with faculty and staff members and/or student organizations
- Campus map
- Copy of each of the following for the year just completed or note where they are located:
  - Class schedule
  - Faculty minutes
  - Major school committee minutes
  - School-board minutes
- Copy of the most recent school self-study and Commission on Accreditation report (with major and minor recommendations)
- Copy of the most recent union conference *Education Code* or information on its location
- Keys to the rooms and building(s) needed by the principal or a list of the keys and where they can be obtained
- List of names, addresses, and telephone numbers of faculty and staff
- List of names, addresses, and telephone numbers of school-board members
- Major projects in progress
- Master plan for the school, if available
- Projected summer maintenance projects
- Student recruitment plans for the summer
- Summer addresses for faculty and staff
- Summer plans for faculty and staff
- Up-to-date information on finances



# **SURVIVAL SKILLS AND STRATEGIES**

## **LEGAL ISSUES**

# **SURVIVAL SKILLS AND STRATEGIES**

## **RESOURCES**

## RESOURCES

- **Professional Journals** – Principals should be well read in their field. Among the many professional journals available to principals are the following:
  - *NASSP Bulletin*
  - *NASSP “The Practitioner”*
  - *American High School*
  - *Educational Leadership* (ASCD)
  - *ASCD “Curriculum Newsletter”*
  - *Education Week*
  - *American School Board Journal*
  - *Journal of Adventist Education*
  - *Association of Governing Boards* (AGB) Newsletter
  - *Kappan* (Phi Delta Kappa)
  
- **Computer/Word Search** – While it is assumed that every principal has ready access to a computer and to Internet connections, no principal can be fully effective without access to both. In instances in which principals do not have ready access to the “Information Highway,” school boards should be vigorously petitioned until access is provided.

Information empowers! Principals should be adept in the use of electronic tools to access information on the Internet and the World Wide Web. Given the wide variety and costs of word search engines, principals should be wholly familiar with the efficiency, speed, costs, etc., of search engines and make use of one that best suits his/her needs.

Effective use of word searches will net principals invaluable information in every facet of education, public and private. Principals would benefit from information in such areas as:

- Balanced diet/nutrition planning
- Classroom supervision/management
- Co-curricular activities
- Communication skills
- Conflict resolution/management
- Education legal issues/private school law
- Effective leadership
- Effective management
- Effective mentoring
- Effective school principals
- Effective time management
- Leadership ethics
- Leadership skills
- Personal health/exercise plans

- School finances/budgeting principles
- School/personnel evaluation
- Stress management
- Survival skills
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- **North American Division Office of Education (NADOE) Web site**

NADOE maintains a Web site that can provide invaluable information to academy principals. The Web address for the site is **[www.nadeducation.adventist.org](http://www.nadeducation.adventist.org)**. The site is carefully managed and systematically updated. It provides information in such areas as:

- Curriculum
- Curriculum futures/*Focus on Adventist Curriculum for the 21st Century*
- Employment opportunities
- Net links
- Personnel/administrators' directory
- Schools/colleges/universities

The NAD Web site can link a principal to other sites that can provide important information.

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# **SURVIVAL SKILLS AND STRATEGIES**

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