ADVENTIST EDUCATION
Journey *to* Excellence 2.0

HANDBOOK FOR Principals OF SEVENTH-DAY ADVENTIST SCHOOLS

NORTH AMERICAN DIVISION

NAD EDUCATION LEADERS HANDBOOK SERIES

A Guide for
Principals and
Supervisors

HANDBOOK FOR Principals OF SEVENTH-DAY ADVENTIST SCHOOLS

2024

North American Division of Seventh-Day Adventists
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ADVENTIST EDUCATION
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Introduction

"There are no posts of honor but only of service."
– W.A. Spicer, GC President 1922-1930.

"A knowledge of God is the foundation of all true education and of all true service."
– EG White, *Ministry of Healing* p. 409.

Being a Seventh-day Adventist school principal is an awesome opportunity and responsibility to serve God, change lives, and further the mission of the world church. Although many things are asked of school principals that can seem overwhelming at times, ultimately it is a position that can strengthen an individual's personal walk with Christ while being professionally rewarding. Those who assume this role and responsibility are to be affirmed for their commitment and dedication to this ministry.

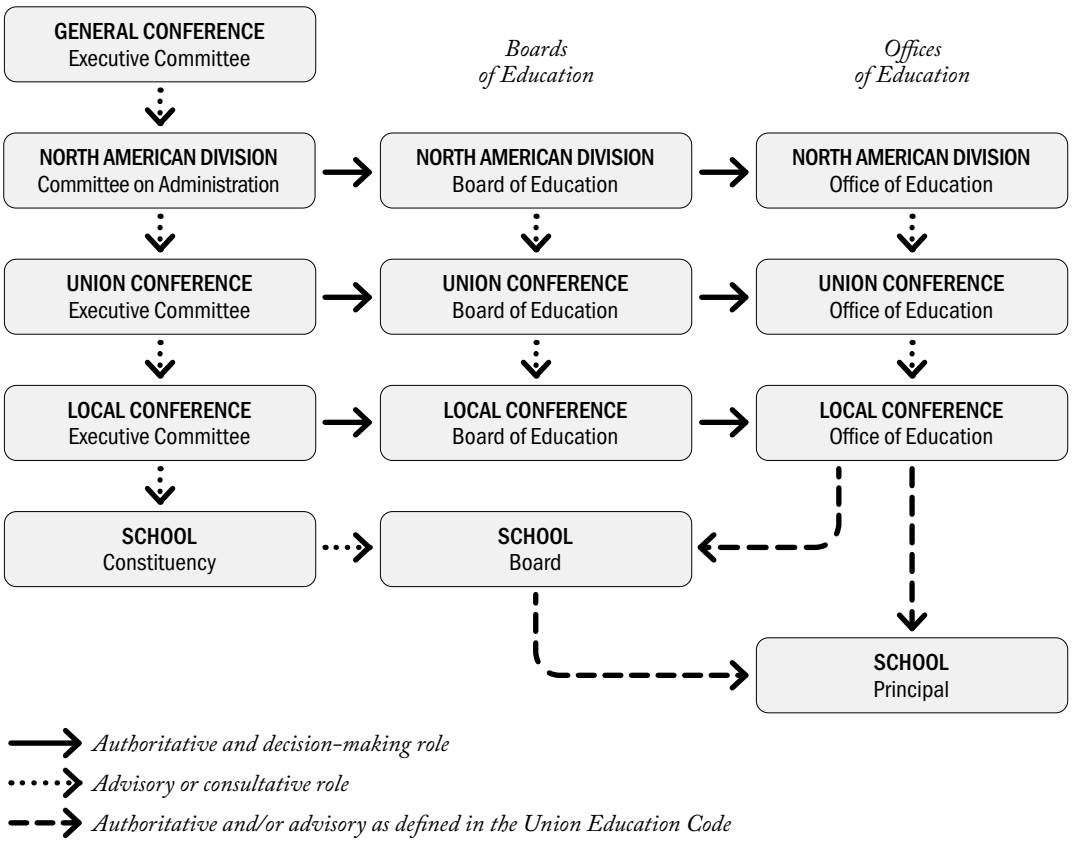
There are few other positions in the Seventh-day Adventist church that allow an individual to have such a wide-ranging impact as that of school principal. From the influence a principal has on the faculty, staff, individual students, and their families to the broader impact a vibrant school can have on the greater community, the importance of the role a principal plays as the leader of a school cannot be overstated or underestimated. It is a position that must be approached prayerfully, purposefully, and with a continually renewed commitment to excellence.

Much is asked of Seventh-day Adventist principals. To some extent they are expected to be a school's curricular expert, facilities manager, mental health therapist, chief financial officer, records keeper, community liaison, spiritual leader, and educational visionary. This handbook is intended to be a resource for those who have answered the call to mission as a Seventh-day Adventist principal. It offers guidance and support on some of the critical issues that a principal will encounter in the position.

UNDERSTANDING CHURCH STRUCTURE AND GOVERNANCE

It is important for a principal to understand the organization of the North American Division (NAD) K-12 school system and how the church governs that structure. The accompanying flowchart provides highlights of the relationships as they relate specifically to principals. Notice that some of the arrows indicate lines of authority, and others indicate advisory functions.

NAD Working Policy and the *Church Manual* contain the basic policies for the operation of the Adventist Church and related institutions. Union conference *Education Codes* are the primary source for many more policies and guidelines that accommodate most state/provincial laws pertaining to education.



Union and Conference Websites

Atlantic Union Conference – atlantic-union.org
- Bermuda Conference – bermudaadventist.org
- Greater New York Conference – gnyc.org
- New York Conference – nyconf.org
- Northeastern Conference – northeastern.org
- Northern New England Conference – nnec.org
- Southern New England Conference – sneconline.org

SDA Church in Canada – adventist.ca
- Alberta Conference – albertaadventist.ca
- British Columbia Conference – bcadventist.ca
- Manitoba-Saskatchewan Conference – mansaskadventist.ca
- Maritime Conference – maritimesda.com
- Newfoundland & Labrador Conf – nladventist.ca
- Ontario Conference – adventistontario.org
- Quebec Conference – sdaqc.org

Columbia Union Conference – columbiaunion.org
- Allegheny East Conference – visitaec.org
- Allegheny West Conference – awconf.org
- Chesapeake Conference – ccosda.org
- Mountain View Conference – mtviewconf.org
- New Jersey Conference – newjerseyconference.org
- Ohio Conference – ohioadventist.org
- Pennsylvania Conference – paconference.org
- Potomac Conference – pcsda.org

Lake Union Conference – lakeunion.org
- Illinois Conference – ilcsda.org
- Indiana Conference – indysda.org
- Lake Region Conference – lrcsda.com
- Michigan Conference – misda.org
- Wisconsin Conference – wi.adventist.org

Mid-America Union Conference – midamericaadventist.org
- Central States Conference – central-states.org
- Dakota Conference – dakotaadventist.org
- Iowa-Missouri Conference – imsda.org
- Kansas-Nebraska Conference – ks-ne.org
- Minnesota Conference – mnsda.com
- Rocky Mountain Conference – rmcsda.org

North American Division – adventisteducation.org
- Guam-Micronesia Mission – gmmsda.org

North Pacific Union Conference – npuc.org
- Alaska Conference – alaskaconference.org
- Idaho Conference – idahoadventist.org
- Montana Conference – mtcsda.org
- Oregon Conference – oregonadventist.org
- Upper Columbia Conference – uccsda.org
- Washington Conference – washingtonconference.org

Pacific Union Conference – adventistfaith.com
- Holbrook Indian School – holbrookindianschool.org
- Arizona Conference – azadventisteducation.org
- Central California Conference – cccadventist.org
- Hawaii Conference – hawaiisda.com
- Nevada-Utah Conference – nucsda.com
- Northern California Conference – nccsda.com
- Southeastern California Conference – secc.adventistfaith.org
- Southern California Conference – scc.adventist.org

Southern Union Conference – southernunion.com
- Carolina Conference – carolinasda.org
- Florida Conference – floridaconference.com
- Georgia-Cumberland Conference – gccsda.com
- Gulf States Conference – gscsda.org
- Kentucky-Tennessee Conference – kytn.net
- South Atlantic Conference – sacsda.org
- South Central Conference – iamsouthcentral.org
- Southeastern Conference – secsda.org

Southwestern Union Conference – southwesternadventist.org
- Arkansas-Louisiana Conference – arklac.org
- Oklahoma Conference – okadventist.org
- Southwest Region Conference – southwestregionsda.org
- Texas Conference – texasadventist.org
- Texico Conference – texico.org

NORTH AMERICAN DIVISION (NAD)

NAD Board of Education (NADBOE)

- authorize programs, projects, and research to support the ministry of Adventist Education
- approve and fund curriculum development, including textbook production and adoption.
- review and adopt educators' certification requirements.
- authorize the establishment of new secondary schools.

NAD OFFICE OF EDUCATION (NADOE)

- coordinate all major curriculum-development initiatives. i.e., Standards Based Learning.
- lead in planning and hosting NAD-wide teacher and administrator conventions
- direct the accreditation process.
- develop and supervise the educator certification program.
- create resources that acquaint church members with the ministry of Adventist education.

UNION CONFERENCES

Union Conference Board of Education (UCBOE)

- approve policies for inclusion in the Education Code.
- authorize, oversee, and accredit junior academy programs.
- review and approve special projects, research, and innovative pilot programs.
- adopt annual wage scales aligned with NAD and union executive committee actions.
- authorizes recommended curriculum development.
- review applications for the establishment of new senior academies.
- consider reports from the local conference offices of education for piloting innovative programs.

UNION CONFERENCE OFFICE OF EDUCATION (UCOE)

- acts as the denominational certification agency for educational personnel.
- lead in developing and maintaining the Education Code.
- processes applications for new junior and senior academies.
- provide leadership for education councils considering a wide array of policies, programs, and professional practices.
- lead and assist with on-campus school accreditations/evaluations.

- consult with superintendents on various issues of curriculum, instruction, and administration.

UNION EDUCATION CODE

- Compilation of policies and procedures relating to the establishment, organization, administration, operation, and maintenance of the birth-12 educational system in that union.
- Clarifies the role and responsibilities of persons, committees, and board of each entity, conference, and union.

LOCAL CONFERENCES

Conference Board of Education (LCBOE)

The board of education is the body granted delegated authority by the local conference executive committee to oversee all birth to 12 educational programs. The conference holds legal status as the owner of all schools within the conference and is the employer of all school personnel. The superintendent is the primary advisor to the board, serves as the executive secretary of the board, and is the spokesperson of the board to the conference educators and constituents. Board membership should be identified in the conference constitution and bylaws. The superintendent should exercise influence in making membership recommendations, where appropriate.

A complete description of the functions of the conference board of education is in the union Education Code. Board of education are empowered to:

- exercise governing authority for planning and implementing effective programs and policies.
- act on recommendations in the employment, transfer, suspension, and dismissal of education personnel.
- make recommendations on an annual budget for the education system and office of education.
- review wages and benefits to ensure accountability to approved policies.
- ratify annual reports of elementary school evaluations and grant terms of accreditation.
- adopt a school calendar that meets union and state or provincial requirements.
- review and approve applications for establishing new schools and/or junior academy requests for secondary subject offerings.
- make provision for implementation of NAD/union-developed and approved curriculum initiatives.
- arbitrate school-related appeals and employee grievances.

Conference Office of Education (LCOE)

The local conference office of education is the administrative office for the conference birth-12 education system. It is the assignment of the educational personnel in this office to operate the educational program within the structure authorized by the conference executive committee and based on the policies, programs, and practices contained in the union Education Code, applicable NAD Working Policy, and the Church Manual.

The local conference office/department of education provides leadership and supervision through the superintendent of schools, associate and/or assistant superintendents(s), and administrative support staff. The superintendent is the chief executive officer of the conference education system with a wide array of responsibilities in many areas including:

- general administration.
- financial management.
- personnel functions.
- curriculum leadership.
- instructional supervision and evaluation.
- professional development.
- accreditation and evaluation.
- system and facility planning.

Within each of these areas are vital functions and practices to be accomplished regularly and consistently to ensure that Adventist educational entities are on a "journey to excellence." For a full listing of the comprehensive responsibilities of the local conference office of education, please consult your union Education Code.

THE LOCAL SCHOOL/ CONSTITUENCY

Local Constituency

The constituency consists of the local church or churches that have joined together to operate the Adventist educational entity together with conference representatives. The entity's constitution should set the requirements for meetings of the constituency, including the criteria for voting members, which are representative of the members of the constituent church(es), the local conference and, possibly, the union conference.

The functions of the entity's constituency are to:

- receive reports on the entity's operation.
- review and approve an annual operating budget.
- provide adequate funds to meet the general operating expenses.
- approve and fund major capital improvements as recommended by the board.

- adopt, review, and revise the constitution in harmony with denominational policies and according to the provisions of the constitution.

Local Board

Each entity is to have a local board, as specified in the constitution, that is empowered to act on behalf on the constituency, to oversee regular operations according to the union Education Code. Boards are typically empowered to:

- adopt and regularly review the entity's philosophy/mission.
- support the utilization of the approved denominational curriculum, textbooks, and instructional resources.
- implement policies and plans voted by the conference board of education.
- provide leadership in funding major projects and initiatives.
- develop local policies and practices for things such as:
    - budget development and regular financial review.
    - setting tuition/fees and collections practices.
    - administrative purchasing procedures.
    - student life (i.e., dress code, decorum, trips).
    - safety protocols and maintenance procedures.
    - facility and equipment usage.
    - school improvement planning.
- review personnel assignments and teaching loads.
- support professional development of personnel.
- participate in the accreditation/evaluation process.
- authorize preparation of a bulletin/handbook.
- consider appeals and respond to major proposals.
- ensure all board members sign "conflict of interest" and "confidentiality" statements each year.
- the board has authority only when meeting in official session.

Members and officers of the board shall be elected as specified by the constitution. The principal or center director is to be the executive secretary and act as agent and representative of the board. In addition, the board is to identify conference officers, the superintendent, and the union director of education as ex officio voting board members. The conference superintendent and/or associates should regularly attend a reasonable number of board meetings each year at each entity.

The board is responsible for ensuring that the local school operates in accordance with the policies and guidelines found in the union Education Code, policies adopted by the conference board specific to that conference, the provisions of the constitutions, and other policies previously adopted by the local board.

The superintendent plays a vital consultive role by providing information and responding to questions on current policy, best practices, ad effective programs. Since the superintendent is the agent of the conference board of education, the employer of all educational personnel, no board personnel function should occur without conference office of education representation.

THIS HANDBOOK

Written for the purpose of providing a concise, user-friendly guide for school principals of all size schools, both secondary and elementary, particularly to those new to the demands and expectations of the job, this handbook is not exhaustive in content. The chapters provide key information points that should guide the reader to broad topics of vital interest to principals. The reader is encouraged to engage in personal research to identify and make use of complementary information to better understand and appreciate all facets of a principal's work.

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Robert Fetters *Principal*, Ozark Adventist Academy
Heidi Jorgenson *Superintendent,* Nevada-Utah Conference

Union Education Codes

Atlantic Union — https://atlantic-union.org/ministries/education/

Seventh-day Adventist Church in Canada — https://education.adventist.ca/resources/administrative/?tabid=0

Columbia Union Conference — https://www.columbiaunion.org/education/columbia-union-code

Lake Union Conference — Contact the conference.

Mid-American Union Conference — https://www.midamericaadventist.org/education/

North Pacific Union Conference — https://npuc.org/ministries/education/resources

Pacific Union Conference — https://paucedu.adventistfaith.com/tk12-resources

Southern Union Conference — https://www.adventistedge.com/administration/policies-manuals-forms/

Southwestern Union Conference — https://www.southwesternadventisteducation.com/resource-center/forms

2. Leadership

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Leadership

The principal serves as the leader for the school. With input from the stakeholder groups, the principal establishes the school program.

Leadership and management have very different definitions and roles. John Kotter (*What Leaders Really Do*) defines leadership as being involved with change and movement, while management addresses order and consistency. He further describes leadership activities as setting direction, aligning people, and motivating people. Management tasks include budgeting and planning, organizing and staffing, controlling, and problem solving.

Activities that are managerial are described in Chapter 3 Management.

Who are the Stakeholders?

- Students
- Parents
- Faculty
- Staff
- Board Members
- Alumni
- Pastors
- Church Members
- Local Conference
- Union Conference
- Community

QUALITIES OF EFFECTIVE LEADERS

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 that will help him/her to:

- Demonstrate support of and loyalty to the philosophy, goals, and ideals of Adventist Christian education.
- Recognize that the school exists for the purpose of serving the needs of students.
- Promote a lifestyle that incorporates principles advocated by the Adventist Church.
- Ensure a high level of professional competence through planned and systematic instructional leadership and supervision.
- Generate a collaborative culture which engages all stakeholder groups in the optimal functioning of the school.
- Maintain high standards of integrity, fairness, loyalty, and confidentiality when dealing with local conference personnel, other school administrators, faculty, staff, parents, and students.
- Recognize that we are all children of God with the right of equal access to opportunities without discrimination.
- Be proactive in assessing the need for, and initiating, effective change.
- Adhere to the adopted education policies of the local conference and union, accepted professional practice, and applicable state/provincial laws and statutes.

Books on Leadership

What Great Principals Do Differently
— Todd Whitaker

The Principal
— Michael Fullan

What Leaders Really Do
— John Kotter

The One Thing You Need to Know
— Marcus Buckingham

Extreme Ownership: How U.S. Navy Seals Lead and Win
— Jocko Willink and Leif Babin

The Motive
— Patrick Lencioni

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 implementing the goals of SDA education as identified by the NAD's J2E 2.0:

- Followers of Jesus and sharers of His love, grace and the hope of the hope of His second coming.
- Reflective thinkers and creative problem-solvers.
- Effective communicators.
- Caring and compassionate people.
- Responsible and contributing citizens.
- Healthy and resilient individuals.
- Self-directed and lifelong learners.

Why Are We Doing This?

The principal should remember that the school 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 that foster student learning.
- Model consistent fairness in dealing with parents, staff, and students which supports student learning.
- Provide leadership in the development, coordination, and implementation of a balanced curricular program to ensure student learning for all.
- Recognize that:
  - » Adventist schools exist to help students grow spiritually, physically, mentally, and socially.
  - » Students are more important than teachers.
  - » Teachers are more important than principals.
  - » Principals are most important only when they are helping students and teachers.
  - » Helping students and teachers engage creates a climate of growth.

SPIRITUAL LEADERSHIP

The principal is the spiritual leader 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 widespread influence of the principal's actions and concerns that inspires and encourages others to be drawn to Christ.

Book on Spiritual Leadership

Strengthening the Soul of Your Leadership — Ruth Barton

INSTRUCTIONAL LEADERSHIP

The purpose for every school is to ensure that students achieve. Research (Gallup) indicates that the fastest way to make a difference in student achievement is to change the principal of the school. Effective principals engage in work that supports teachers in improving their instructional practices. This type of support occurs in classrooms, not the principal's office. Effective principals are instructional leaders because they make a commitment to learning, and they connect the work of improved student learning and teaching by building strong teams of teachers.

It is the principal who makes the difference in the quality of the teaching and learning process. Instructional leadership includes several components:

- Collaborative understanding of effective instruction
- Hiring the best teachers (See Chapter 7: Personnel)
- Supervision of instruction
    - Classroom observations
    - Coaching and professional development
    - Teacher evaluations

Each component will be discussed further below.

Collaborative Understanding of Effective Instruction

Academic achievement and well-being for all students is the primary focus of schools. However, there are a variety of strategies for providing instruction. The instructional leader will guide the various stakeholder groups to develop a shared understanding of effective instruction and resulting measures of success.

Hiring the Best Teachers

Every student in every classroom deserves the most effective teacher. The principal works with the LCOE in the hiring of the best teachers who will engage all students and deliver the instruction which has been collaboratively defined. A more detailed discussion of personnel issues is provided in Chapter 7.

Supervision of Instruction

Supervision of instruction is the process for helping teachers grow. To adequately supervise the instruction and its effect on student learning, principals will prioritize regular classroom observations, coaching and professional development, and teacher evaluations.

Classroom Observations

Also called walkthroughs or learning walks, classroom observations can take place for longer or shorter periods of time and can be planned or spontaneous. Observations are conducted for the purpose of helping teachers improve as well as collecting information for teacher evaluations. Observations are conducted to:

- Provide effective feedback to teachers.
- Assist the teacher to further develop strengths and minimize weaknesses.
- Ensure that teachers receive appropriate coaching, i.e. instructional coach, peer coach.

It is easy to allow one's calendar to be filled with activities not directly involved with instructional leadership. Effective principals will make a commitment to regular and frequent classroom observations. When appropriate, find someone to hold you accountable to your

commitment. To assist during the observation process, the following suggestions are provided:

- 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.
- Create a collaborative understanding of effective teaching.
- Some areas to look for during a classroom observation include:
    - Engagement of students in learning
    - Effectiveness of the learning environment
    - Organization of subject matter and presentation
    - Monitoring and assessing of student learning
- Always have a follow-up conference. Some questions to use in the conference are:
    - What happened in class today that you thought was good?
    - What would you change and why?
    - How do you know if the students learned what you were teaching?

Professional Development Links

Association for Supervision and Curriculum Development — ascd.org

National Association of Secondary School Principals — nassp.org

National Association of Elementary School Principals — naesp.org

Adventist Learning Community – adventistlearningcommunity.com

Coaching and Professional Development

The principal, as lead learner, will assume an active role in providing professional growth activities for the faculty and staff individually and collectively. These activities and coaching conversations help teachers:

- Implement necessary changes revealed by disaggregation of student-achievement data as identified through professional learning communities (PLCs).
- Develop competency in curriculum development.
- Broaden subject area knowledge.
- Improve instructional methods and techniques that meet the varying needs and learning styles of students as identified by PLCs.

Teachers should be encouraged to join national professional organizations in their respective disciplines and provide opportunity to attend the national conventions and local workshops.

Teacher Evaluation

Evaluation is an ongoing process consisting of a number of events and activities. Summative evaluation takes place at the close of some period of time, generally relating to the prescribed requirement for teacher evaluation, and results in some sort of evaluative document. It covers the full range of the evaluative criteria and the teacher's experiences relative to those criteria.

It is the role of principals in larger schools to complete teacher evaluations. In smaller schools, this function may be fulfilled by the LCOE.

Many unions and local 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:

- Engaging in and supporting student learning
- Creating and maintaining an effective learning environment
- Organizing subject matter and designing learning experiences
- Monitoring and assessing student learning
- Developing as a Christian professional educator

Teacher evaluation includes various facets. Following are the three most common:

1. Planning Phase – The faculty should be oriented regarding:

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

Each teacher should also be part of planning their own evaluations. A planning conference should include:

- Instructional plans
- Job description
- Professional growth plans
- Self-assessment

2. Data-Gathering Phase – A variety of sources may be used while gathering the necessary information for teacher evaluations:

- Documents
    - Student work
    - Achievement test scores (NOT to be used to evaluate teachers, but to reveal patterns that might warrant further investigation)
    - Lesson plans
    - Course outlines
    - Teacher-made tests
    - Student evaluations

- Interviews
    - Students
    - Parents
    - Colleagues
    - School board members
- Observations – both in and out of the classroom with appropriate feedback

3. Summative Phase – This phase includes completing the evaluation document and having a conference with the teacher to review the findings. Principals will be aware of policies and processes required in the completion of a teacher evaluation, e.g. signatures, responses, etc.

SCHOOL CLIMATE

The principal's role in establishing the climate of the school cannot be underestimated. 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 demonstrated by the students, by the collaborative culture of the staff, and by the communication plan between administration, staff, students, parents, and the local community.

It is important to determine whether faculty, staff, students, parents, and the community feel that the school is safe and maximizes collaboration for the enhancement of student learning. Research (Marzano) indicates that a safe and collaborative culture is considered foundational for the well-being of a school.

- Teachers and collaborative groups regularly interact to address common issues and have formal roles in decision making regarding school initiatives.
- All stakeholder groups have formal ways to provide input regarding optimal functioning of the school.

Because school climate affects teacher productivity, the instructional quality received by students will generally be affected. Following are some of the effective principal's roles in fostering and sustaining a positive school climate:

- Involving students, staff, parents, and the community to create and sustain a safe learning environment.
- Using knowledge of the social, cultural, leadership, and political dynamics of the school community to implement effective change.
- Modeling respect for students, staff, parents, and the community.
- Developing and implementing a plan that manages conflict and crisis situations in an effective and timely manner.
- Utilizing shared decision making.

Book on Cultivating School Climate

Handbook for High Reliability Schools —Robert Marzano, Phil Warrick, Julia Simms

Shaping School Culture — Terrence Deal and Kent Peterson

School Culture Rewired — Steve Gruenert & Todd Whitaker

LEADING ORGANIZATIONAL CHANGE

One certainty in the role of school leadership is that there will be change. Many books have been written on the leadership of change, specifically school change, and an effective principal will become knowledgeable about this subject.

Change may come about as a result of:

- Data about student achievement that demonstrates needed changes in curriculum and/or instruction.
- Action plans developed through the accreditation self-study process.
- Study of best practices that enhance student achievement.
- A board-voted comprehensive strategic plan for continuous school improvement.
- A crisis, e.g. natural disaster, biological or technological hazard, adversarial or incidental accidents.

When leading change, the principal will be most successful when including appropriate stakeholder groups. Specifically, the board should be involved as they will need vote support for changes when appropriate.

Strategic Planning/CSI

- Which stakeholders should be involved?
- Where are we and where do we want to be?
- How will we get there?
- What will we need to get there?
- How will we know when we're there?

SCHOOL BOARD RELATIONS

The school board is the governing organization for the school. The individuals serving on the board can be a great blessing to the school and principal in providing support, encouragement, and as a sounding board. Having a positive perspective of the board will help the principal to work more effectively with the school board.

Leading the school board to have a governance mindset will lay the foundation for having a unifying purpose of educating all of the students. A governance mindset includes:

- A shared moral imperative of commitment to the learning of all students
- A deep understanding of the issues underlying the moral imperative
- Recognizing governance as an integral and essential part of the work of the school
- A well-developed and authentic internal moral compass

School boards function best when the school board members, school board chair, and principal understand and respect the responsibility and authority assigned to each. If any exceed or relinquish their assigned responsibility, effective administration of the school will be compromised. The LCOE can be a valuable resource to the principal in board relations, particularly in providing regular board training sessions. The LCOE representative must be present when the board is addressing personnel issues.

The school's constitution and bylaws, the Union Education Code, and LCOE policies define the roles and responsibilities of the school board and generally include the following:

- Conflict of interest
- Confidentiality
- Board composition and membership qualifications
- Meeting frequency and attendance expectation
- Board subcommittees and board operations

The principal serves as the executive secretary of the school board and should communicate regularly with the chair in establishing the agenda. The executive secretary is responsible for the development and distribution of board minutes. Additionally, ongoing communication between the chair and the principal will enhance the effectiveness of the governance process.

Board Training Resources

Adventist Learning Community – adventistlearningcommunity.com

NAD School Board Manual

The principal is also the school leader and spokesperson on topics under consideration, Board meetings will be more productive if preparations include:

- Identifying the agenda items that are reports and those that require voted action. Include the name of those who will report/introduce the items.
- Distributing the agenda well in advance with available written reports that are back-up documents to the agenda.
- Preparing answers for anticipated questions.
- Drafting in advance possible motions or resolutions for the business that is to come before the meeting.
- Preparing and bring to the meeting a template for taking minutes.

RECRUITING AND ORIENTING NEW BOARD MEMBERS

Most school principals do not have the opportunity to select members to serve on the school board. However, the principal can regularly interact with the pastors of the local churches to provide input as to the type of individual who is chosen by the church to serve on the board.

- Discerning Decision-Maker: One whose opinions and counsel are listened to with respect by church members.
- Demonstrated Passion: Willing to represent his or her church to the school, and also willing and eager to represent the school to his or her church and church board.
- Dedicated Team Player: Competent in group process skills, effective listener.

- Diligent and Faithful Participant: Keeps promises and keeps confidences. Inspires others. Committed to honoring all constituency, board, and committee appointment.
- Doer: Walks the Talk! Affirms the Seventh-day Adventist church and supports Adventist education.
- Donor: A generous giver to the ministry (not necessarily financial). Board members at all income levels can be generous.
- Developed Skills: An individual who can bring a particular expertise to the board.

To assist new members to the board in developing a governance mindset, provide them with an orientation. The following list of activities can provide a starting point:

- Personal Meeting with Principal and Board Chair.
    - Dialogue about the goals, priorities, talents, and connections of the new board member.
    - Share about the goals and priorities of the board.
- Arrange a focused school site visit and classroom walkthrough to introduce the new board member to faculty, staff, and students.
- Make existing board members aware of the new board member so that they can reach out to welcome them.
- Provide appropriate orientation materials:
    - Board Policy Manual
    - Agenda and Minutes from most recent board meeting
    - Constitution and Bylaws
    - Board Member Directory
    - Board Committee Assignments
    - Schedule of Board and committee meetings
    - Conflict of Interest/Confidentiality Agreement
    - Student Handbook
    - Faculty Directory/Assignments
    - School Calendar
    - Annual Budget
    - Most recent financial statements
    - Strategic Plan for continuous school improvement
    - Action Plans and most recent Self Study and Visiting Committee Report

Book on Governance

The Governance Core — Davis Campbell and Michael Fullan

3. Management

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Management

While it is essential for the principal to serve as the leader, there are a significant number of management functions to be completed. Learning to balance the areas of leadership and management is an ongoing process. An important component of this is knowing when to delegate management tasks.

Book on Management

Mastering the Management Buckets — John Pearson

ADMINISTRATIVE CALENDAR

Each school, local conference of education (LCOE), and union conference of education (UCOE) will have different expectations about when certain tasks must be completed. However, following is a general listing of yearly duties and events:

July

- Ensure all faculty/staff positions are filled.
- Determine schedule for school board and constituency meetings as prescribed in the school's constitution and/or bylaws.
- Continue student recruitment.
- Ensure that all school records (e.g. student and financial) for the previous year have been transitioned for the new school year.
- Complete master schedule, room assignments, and student schedules for the coming year.
- Finalize *school calendar* for coming year including activities listed in the spiritual master plan.
- Determine testing windows for *standardized achievement tests* as required by UCOE.
- Review/revise the *Faculty Handbook*.
- Develop schedule and agenda for pre-session.

August

- Prepare back-to-school communications for students, parents, faculty/staff.
- Ensure that emergency plans and procedures for *school safety* are developed and communicated with school personnel.
- Conduct new *faculty/staff orientation*.
- Conduct pre-session meetings with faculty/staff.
- Facilitate a new *student orientation*.

- Review protocols and provide training as required for topics such as child abuse, sexual harassment, blood-borne pathogens, etc., with faculty/staff.
- Schedule *faculty/staff meetings*, *school committees*, and other regular meeting dates.
- Establish crisis management communication protocols.
- Hold an open house or back-to-school night.

September

- Set up classroom visitation schedule for *supervision of instructio*n.
- Arrange for the taking of school pictures.

See additional information on italicized items elsewhere in this Handbook.

October

- Prepare revised *budget* and present to school board.
- Process 1st quarter report cards.

November

- Facilitate parent/teacher conferences.
- Prepare for holiday events.

December

- Provide for a faculty/staff Christmas party.
- Present a Christmas program.

January

- Ensure that teacher intent forms for following year are submitted.
- Process 1st semester report cards and make necessary preparations for a new semester.
- Begin plans for *graduation*.
- Continue *recruitment* activities.

February

- Construct list of personnel needs and make *teacher recruitment* plans for following year (personnel committee).
- Begin preliminary *budget* process for following year.
- Develop *school calendar* for following year.
- Review/revise *school bulletin/student handbook*.

March

- Process 3rd quarter report cards.
- Solicit class choice preferences from students for following year.
- Continue *recruitment* activities.

April

- Build master schedule for following year.
- Complete *graduation* arrangements.
- Develop *Spiritual Master Plan* for following year.

May

- Set final examination schedule.
- Solicit student activity dates for next year's *school calendar*.
- Make plans for camp meeting, as appropriate.
- Continue *recruitment* activities.

June

- Prepare and give final examinations.
- Process end of year grade reporting.
- Hold faculty farewells.
- Conduct *graduation* ceremonies.
- Hold post-session with faculty/staff.
- Do year-end inventory of textbooks, supplies, *assets*, and equipment.
- Compile book orders (refer to *textbook lists*) and supply requisitions for following year.

At Various Times:

- Review and revise action plans related to continuous school improvement.
- Plan and hold an alumni weekend.
- Plan and hold an academy day.
- Plan and hold visitation days ("roundup," "open house," "bump up").

See additional information on italicized items elsewhere in this Handbook.

STUDENT ADMISSIONS

It is the mission of Adventist education to educate as many children from Adventist homes as possible. However, when a child with special learning needs applies for admission, it becomes the principal's responsibility to determine whether or not the student's needs can be met at that school. This should be done in consultation with the LCOE and the faculty member(s) who will be primarily responsible for the student's education upon review of a student's previous school records, e.g. IEP, cum folder, report cards.

When reviewing the records of the students and interviewing the students and parents, it is important to remember the following definitions:

- Accommodations are any variation in the educational environment or process that does not fundamentally alter the content of the course. Examples of accommodations include using alternative forms of textbooks (Braille, audio, etc), allowing a student a different seat in the classroom, oral examinations, extra time for examinations, etc.
- Modifications are any variation in the educational environment or process that fundamentally alters the content of the course. Examples of modifications include reduced or enhanced assignments, translating assignments or tests, a scribe for certain subjects, use of aides that interfere with the independent work of the student, etc.
- Additional support services, e.g. therapists, interpreters, etc.

If the decision is made to accept a student with special needs the school will want to prepare a contract with the parents stating which accommodations/ modifications are feasible and will be utilized and which are beyond the scope of the school to provide as well as how ongoing enrollment will be determined.

STUDENT ORIENTATION

A program of student orientation will create a welcoming atmosphere for students at the beginning of each school year. This orientation could be expanded to include parents. The student handbook provides the basis for this orientation.

SCHOOL BULLETIN/STUDENT HANDBOOK

A school bulletin/student handbook should be published each year and include, but not limited to, the following information:

- Academic policies
- Admission policies
- Attendance policies

- Behavior policies
- Discipline policies
- Dress code
- Faculty and staff
- Financial policies and tuition rates
- Graduation requirements
- Grievance policies
- Philosophy, mission, and goals
- School board members
- School calendar
- Technology polices, e.g. acceptable use, social media, etc.

The school bulletin is to be reviewed and approved by the school board each year and a process established to ensure that parents have received a copy. When posting a digital version of the school bulletin/student handbook, ensure that it is current and in a format that cannot be easily modified, e.g. PDF.

SCHOOL CALENDAR

To manage the many activities on a school campus, a master calendar is developed and maintained. An up-to-date calendar will be made readily available to the school's stakeholders digitally (website, app, email, etc.) and/or, as appropriate, in hardcopy. In developing the school's master calendar, ensure to:

- Align the school calendar with the LCOE and the UCOE calendars.
- Solicit input from faculty/staff with a suggested list of activities and dates for the next school year.
- Conduct a joint meeting of sponsors and administrators to create the calendar.
- Include input from the local churches, as youth pastors, Pathfinders, and Sabbath School leaders are also scheduling events that will involve students.

Adventist Student Personnel Association

– aspai.org

Remember, the goal of a master calendar is to keep the stakeholders of the school informed, minimize conflicts and time out of class, and best utilize resources such as transportation, facilities, and personnel.

DISCIPLINE

Administering discipline is the responsibility of the principal and the faculty. A good discipline policy begins with simple, fair, consistent, and reasonable expectations. Rules should be few and written in clear language. Discipline policies should also include the steps of due process to be followed. Administration should follow the approved policies of the school, Union, and state/province.

Discipline 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. Remember that **physical forms of punishment are never an option**.

DORMITORY OPERATIONS

In boarding academies, the deans serve as administrators in the dormitories. Ongoing communication between all administrators is vital to ensure that the philosophy of the school is implemented in the dormitories. The principal and the deans should collaborate to develop expectations for dormitory life which can be published to students and parents.

FIELD TRIPS AND TOURS

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

- Approval of trips.
- Arranging of transportation.
- Budgeting and collection of funds.

Field Trip Supervision

— adventistrisk.org/Adventist_Risk/media/ARMSiteContent/Safety%20Resources/English/IFS_YouthSupervision_ALLEN.pdf?ext=.pdf

Approval of Trips

The union *Education Code* and LCOE policies will provide direction regarding the approval process. Lack of appropriate approval(s) can expose the school to undue liability.

Transportation

Transportation arrangements should be made in accordance with school policy. Adventist Risk Management policies and state/provincial laws must be followed. When using cars and/or vans, drivers must provide evidence of minimum insurance

coverage, have been screened as a volunteer, and undergo a driving record review. Fifteen-passenger vans are NOT to be used for any school transportation.

Budgeting and Collection of Funds

A budget should be prepared for each trip. This may be as simple as listing expenses and income to ensure that each trip is financially sound and within school policy. Policy for proper handling of funds collected should be in place and clearly reviewed with faculty.

PARENT/TEACHER CONFERENCES

Scheduling Resource

For scheduling conferences – pickatime.com

To effectively communicate student progress, the school should facilitate parent teacher conferences at least twice a year. These conferences are most commonly held at the end of the first and third quarters to provide a mid-term report. In addition to giving the parents a copy of the student's report card, standardized assessment results can be shared. Factors to consider:

- Will conferences be held on a full day or half day(s)?
- Will parents make appointments in advance?
- Will conferences be held in the teacher's classroom, general location, or virtually?
- What will be the length of each conference?
- Will students be involved, or even lead the conferences?
- What efforts will be made to encourage parents to attend?
- How will you provide for the comfort of the teachers, i.e. breaks and meals?

GRADUATION

Graduation is the capstone event for the school and the students. These events draw the attention of the community to the school and have a major impact on the perception of your school and your leadership. The planning of graduation events should be ongoing as it can take many months.

Consider the following in the graduation planning process:

- Determine and notify students (parents) who are eligible to participate based on completion of requirements and financial arrangements
- Reviewing the established graduation traditions of the school community
- Selecting the graduation speaker(s)

- Ordering graduation invitations
- Selecting and confirming the location of the graduation event(s)
- Planning, proof reading, and printing the graduation program/bulletin
- Selecting and approving music (special numbers, processionals and recessionals, etc.)
- Ensuring appropriate student recognition
- Determining the audio/visual/technology needs
- Developing and implementing the budget for the graduation event(s)
- Preparing the campus and facilities to provide a welcoming atmosphere
- Schedule and ensure adequate rehearsal
- Providing appropriate security
- Providing preferred seating
- Checking apparel
- Determining the role of the 7th grade and/or junior class involvement in the graduation program
- Checking in regularly with teacher(s) and/or sponsor(s) of the graduating class

INTERNATIONAL STUDENTS

When considering the enrollment of international students:

- The board will review the potential impact on the school's mission.
- The Faculty and board will ensure that appropriate resources and courses are available to help the students succeed.

A school (or conference) accepting international students must be certified by the Student and Exchange Visitor Program (SEVP), and follow the protocols on the U.S. government's Student and Exchange Visitor Information System (SEVIS) website. An individual on each campus must be designated as the school's contact.

International Student Program

- What type of international program is being offered?
- What are the admission standards?
- What percentage of international students will be included on campus?
- What are the living arrangements for the students?
- How will host families be screened?
- What are the financial implications of this program?

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. This should be done only after the application and admission process is completed.

MANAGEMENT BY WALKING AROUND

Good principals go where the action is. Making time to get out of the office is not easy. Following are some examples that may be helpful:

- Drop by the teachers' lounge/workroom.
- Use the drop-off and pick-up process to interact with students and families.
- Eat lunch with students and teachers.
- Go on student field trips.
- 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.
- Attend games, performances, practices, and rehearsals.

FACULTY/STAFF MEETINGS

Faculty meetings provide time for the faculty/staff to:

- engage in professional development,
- evaluate student learning results,
- review spiritual and academic action plans,
- coordinate upcoming events, and
- discuss other important issues

Some things to remember for effective faculty meetings are:

- Have regularly scheduled meetings that start and end on time.
- Hold no more meetings than necessary.
- Avoid top-down meetings whenever possible—facilitate collaboration.
- Distribute agendas in advance and provide a process for adding items.
- Use meetings to address school-wide issues.
- Encourage idea sharing between departments and grade levels.
- Summarize discussions and actions, and distribute minutes.
- End on a positive note.

SCHOOL COMMITTEES

Large schools functions more effectively with standing administrative committees. In small school settings, the staff may function as a "committee of the whole" or have board and community members who may be valuable in assisting with some committees, e.g. Marketing, Technology, Safety, etc. Some general guidelines for working with committees are:

- Define the purpose for each committee, clarify the need for confidentiality, and establish the expected outcomes.
- Allow faculty/staff members input in choosing the committee(s) on which to serve.
- Document all committee work—if it's not in the minutes, it didn't happen.
- Give committees full credit for what they do.
- Have a good reason for the existence of every committee.
- Limit the size of each committee.
- Schedule committee meetings only when there are agenda items to discuss.

Some examples of school committees are:

Academic Standards (Curriculum) Committee

The academic standards committee assists administration in curriculum leadership of the school. The functions may include:

- Aiding in the development of the class schedule.
- Assisting in the evaluation of textbooks, supplementary reading materials, and instructional media.
- Assisting in the implementation of curriculum policies found in the union *Education Code*.
- Assisting in the preparation of accreditation reports.
- Evaluating transcripts received from other schools as requested by the registrar.
- Hearing appeals regarding adjustments in a student's program.
- Identifying resources that will improve student learning.
- Initiating and encouraging innovative programs and assisting in their evaluation.
- Providing leadership for the campus in the area of curriculum planning.
- Recommending ideas for teacher in-service.
- Reviewing and accepting teachers' course outlines.
- Reviewing annually the achievement test results. Studying and assessing current national curriculum issues.
- Studying and suggesting 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 in which any administrative problems may be discussed and action taken.
- Serving as coordinating agency between all parts of the institution.

Admissions Committee

The functions of the admissions committee may include:

- Review all student applications for admission, making decisions regarding acceptance or denial based on school policies.
- Assist the registrar in any matters connected with admission of students.

Marketing Committee

The function of the marketing committee, made up of a representation of stakeholders, is to develop, update, and implement the strategies outlined in a marketing plan. Each school should have a written marketing plan that includes strategies for student retention, recruitment, and constituency awareness.

Religious Activities Committee

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 functions of this committee may include coordinating such activities as:

- Development and implementation of a Spiritual Master Plan
- Bible-study groups
- Chapels
- Church services
- Vespers
- Weeks of prayer
- Community service
- Outreach
- Mission trips

Safety Committee

Each school must initiate and activate a continuous safety education program monitored by the safety committee. The safety committee should meet, at minimum, on a quarterly basis. The functions may include:

- Ensuring that fire alarms are in working order.
- Ensuring that fire extinguishers are placed strategically throughout the campus.
- Conducting and monitoring regular emergency safety drills.
- Conducting walking tours of the school plant to ensure that all fire and safety hazards are eliminated.
- Maintaining accurate records of drills and safety inspections.
- Developing a building exit plan and posting it in each classroom.
- Ensuring that Occupational Safety and Health Administration (OSHA) requirements are met.
- Monitoring the storage, use, and disposal of hazardous and toxic materials.

Safety Inspection Form

Listed under safety resources – adventistrisk.org

Technology Committee

Each school should have a board approved technology plan. This plan should be developed and monitored by the school's technology committee. The plan should include:

- An outline of long-range goals for campus technology.
- A prioritization for purchases of hardware and software.
- An overview of how faculty/staff will be trained for the use of technology in the classroom.
- Monitoring the appropriate use agreements including social media.
- Ensuring that the requirements for cyber-security insurance are met.

Technology Resources

– aetech.adventisteducation.org

The committee may also be responsible for:

- Providing guidance on the use of AI and other newly-emerging technology resources.
- Monitoring the media-release permission agreements.
- Ensuring that site licenses are current and adequate for campus use.

MINUTES

Minutes preserve a permanent, official record of the actions taken at meetings. Accurate minutes guide implementation of the decisions made, help avoid future misunderstandings, and share the proceedings for those unable to participate.

Minutes are considered legal documents, and it can be presumed that if it isn't in the minutes, it didn't happen. It is essential that the principal ensure accurate and concise minutes be published and distributed of all official meetings in a timely manner. While there may be variation in format, official minutes should include the name of the school, the board/committee, date/time of the meeting, who attended and if there was a quorum, all motions made and voted, any declared conflicts of interest or abstentions from voting, and reports from various sub-committees.

Minutes should NOT include:

- Any member opinions, judgments, or personal perspectives.
- Criticism or accolades of individuals unless it takes the form of a motion. Expressions of appreciation may be included by a clear consensus of meeting participants.
- Discussion specifics, though a summary of the discussion is usually included. It is not appropriate to personalize these summaries with individual views.
- Extended rehashing of reports received. Simply record the highlights or key facts/points, particularly if a written report is attached.

NAD Accreditation Documents

Available on the Adventist Education website — v1.adventisteducation.org/adr.html

Board Executive Session Minutes

School boards meet in executive session to discuss sensitive topics such as personnel and discipline. Regular board meeting minutes should reflect that an executive session was held and identify the agenda topic addressed.

Executive session minutes are recorded and stored separately from the regular board meeting minutes, but maintain the same format and details. Minutes of executive session must be approved in another executive session of the board.

ACCREDITATION

The principal is responsible for leading and managing the accreditation process. The accreditation process is vital for holding the school accountable to accepted standards of quality and facilitating school improvement. Accreditation protocols provide the framework for a continuous process of self-evaluation, accountability, and improvement. **Continuous school improvement must not be seen as a one-time event squeezed into a busy school calendar once every few years.** Rather, this process provides the opportunity for engaging stakeholders in self-evaluation, and identifying areas of strength and areas for improvement in the school. Students, teachers, parents, board members, and the administration should have opportunity to review data that measure school programs and work on action plans that will lead to school improvement.

All Adventist schools are accredited by the Adventist Accrediting Association, Inc. Most secondary schools are also accredited by a regional accrediting body. Material and resources about the evaluative process are available from the NAD Office of Education website. The local

conference office of education (LCOE) and the union conference office of education (UCOE) will provide direction about the accreditation process and how to prepare the necessary reports.

The principal will:

- Be familiar with the most recent visiting committee report, noting especially the areas for improvement and the approved Action Plans.
- Prepare the annual Progress Report, which is a response to the areas for improvement, and report on progress in completing the Action Plans.
- Organize and supervise the self-study process. (See the instructions for completing the self-study report as directed by the UDOEC. For many schools this is embedded in Accreditrac 2.0.)
- Follow the expectations of the accrediting association in the development of a continuous school improvement plan.

Steps of School Improvement

- Develop a school profile
- Define beliefs and mission
- Define desired results and mission
- Analyze instructional and organizational effectiveness
- Develop action plans
- Implement the plan and document results

FUND RAISING

Finding adequate funds for programs and activities on a school campus is a constant challenge. Fund raising can be separated into two categories: development program and organizations/activities.

Philanthropy Resource

– philanthropicservice.com

Development Program

An organized development program can provide an additional source of income to the institution. A development program establishes a base of financial support through contact with the school's alumni, interested parties, local businesses, and foundations. While the principal can manage such a program, time generally does not allow for the principal to carry out all the duties necessary. This can be delegated to the development director or a development committee.

Organizations and Activities

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

- Approval of fund-raising.
- Which organization gets which fund-raising activity.
- How the fund raisers are scheduled.
- Fund-raising guidelines (e.g., types of items to be sold, activities presented as fund raisers, tax implications, etc.).
- Appropriate handling of funds.

PUBLIC EVENTS

Public functions such as programs, music concerts, dramatic performances, class nights, graduation, and all other activities for which the school is the sponsor should:

- Be conducted in accordance with recognized principles of appropriate decorum.
- Be sensitive to the values of the local constituency.
- Be aligned with the standards and principles of the Seventh-day Adventist Church.

SCHOOL SAFETY

School safety issues fall into a variety of categories:

- Supervision of students
- Drills/Warning Systems
- Physical plant
- Transportation of Students
- School violence
- Communication Plan

Supervision of Students

There must be appropriate supervision to provide a safe environment in which students can learn and grow. Adventist Risk Management can provide guidelines as to the number of students per supervisor in various situations.

Drills/Warning Systems

Regulations may differ in each state/province for the frequency and types of drills per year. A record of dates and times of the following drills is to be kept on file in the office:

- Fire drills
- Natural disaster drills (i.e., earthquake, hurricane, tornado, tsunami, etc.)
- Lockdown drills
- Shelter in place
- Reverse evacuation (evacuating from outdoor activities)

Fire-alarm systems and other emergency warning/communication systems are to be regularly tested and maintained to ensure functionality.

Physical Plant

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

facility with the intent to eliminate dark, secluded, and unsupervised spaces Emergency exit routes are to be clearly posted in classrooms, laboratories, offices, cafeteria, dormitories, etc. Fire extinguishers should be inspected and maintained as prescribed by law.

Transportation of Students

The principal oversees the safety for all school-provided transportation. All aspects of school transportation must comply with state/provincial regulations. The following list includes specific items to consider.

- Ensure that vehicles include functioning seat belts for all passengers and that approved child safety seats are used as regulated.
- School-owned vehicles meet maintenance and safety requirements as outlined by local and/or state/provincial law.
- All drivers, including parent volunteers, must be screened, appropriately licensed, and insured for the vehicles they drive.
- Accessibility of all drivers to permission slips, medical releases and first aid kits.

School Violence

Facilitating a safe culture can minimize the threat of violent episodes from within the school community. Listed below are some things that can be done to decrease the likelihood of a violent episode:

- Design an effective discipline policy including harassment, social media guidelines, and cyberbullying.
- Develop connections to community resources.
- Devise a system for reporting and analyzing student behaviors that raise concerns about potential violence, even when the behavior is not criminal.
- Discuss safety and security issues openly.
- Emphasize positive relationships among students and faculty/staff.
- Focus on student engagement and academic success.
- Help students feel safe expressing their feelings.
- Implement school-wide education and training to promote a positive school community.
- Involve families in meaningful ways.
- Involve students in making decisions about school policies and programs.
- Offer extended-day programs for students (e.g., athletics).
- Promote good citizenship and character.
- Report students who are suspected of being abused or neglected.
- Treat students with respect.

Communication Plan

Schools must communicate their safety plans in a clear, accessible, and timely manner. Additionally, parents and community should be aware of plans for reunification should campus evacuation become necessary.

Types of Threats and Hazards

- Natural hazards
- Biological hazards
- Technological hazards
- Adversarial, Incidental, and Human Caused

EMERGENCY PREPAREDNESS

Emergencies will happen! The following suggestions can help guide the process of preparing the emergency plan:

- Align the plan with accepted guidelines and incorporate applicable governmental regulations.
- Consult local first-responder agencies.
- Attach building floor plans to the emergency preparedness plan.
- Establish a crisis-management team with specific responsibilities for members to address immediate needs and follow-up activities necessary to reestablish safe school operations.
- Provide annual review and training.
- Ensure that the emergency preparedness plan includes counseling resources to assist students and staff in the wake of a crisis.
- Designate one person as the school's official spokesperson. (It doesn't always have to be the principal.)

Communication

Crisis-related communication should begin with the school family. The principal (or designated spokesperson) should provide a written statement to each teacher that can be shared with all students and families. The school family should hear directly from the principal rather than hearing the news first from the media.

The presence of the media is inevitable and sometimes can be helpful. Principals (or designated spokespersons) need to learn effective ways to communicate with the media to accurately inform the public, maintain perspective, and bolster confidence in the school's ability to manage crisis situations. When dealing with the media, the following tips will help:

- Seek help from the LCOE or union conference communication director.
- The goal is to inform the public accurately and in a timely manner.

Emergency Preparedness Resource

– rems.ed.gov/docs/REMS_K-12_Guide_508.pdf

- Keep a positive demeanor and attitude of openness.
- Use a prepared written statement, including facts that need to be communicated and an appropriate expression of concern for victims and their families.
- Assume that anything that is said will be quoted (and perhaps misquoted), so respond to questions by reiterating the points from the prepared statement.
- When there is no information to answer a question, simply state that fact in a straightforward manner. Avoid using "no comment" as a response.
- Answer questions truthfully and accurately, without embellishment or editorializing.
- Try to minimize media intrusion, distraction, and disruption if school is in session. Have a designated area in which to meet with the media.
- Do not grant media access to students without parental permission.
- Despite media pressure, always respect individual privacy.
- When speaking to the press use a natural conversational manner, avoid the use of jargon, and don't speak too rapidly.
- Stay focused. Do not allow reporters to lead you away from the subject.

SCHOOL RECORDS

Records Management

The normal operation of the school results in the production and accumulation of a large volume of files and records of administrative and historical value. In order to preserve documents of permanent value and to avoid the unnecessary preservation of unneeded materials, each school will find it advantageous to establish a records management program aligned with *NAD Working Policy*.

The principal, business manager, registrar, and other employees should evaluate the legal, financial, and cultural worth of various types of files and records produced in all offices. Various documents and minutes not only tell the history of an organization but may be called upon in case of litigation. Many records that seem to be of little value beyond the initial retention period grow 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 — a storage place in which to protect documents from fire, deterioration, and unauthorized access. Documents and files considered to be

permanent may be kept in hard copy, digital, or microfilm at the discretion of the LCOE. The principal should work with the LCOE to develop a records retention schedule for the following:

- Student permanent records
- Student cumulative records
- Teacher grade books or equivalent records
- Vital school records (e.g., constitutions, minutes, property records, etc.)
- Historical materials

VOLUNTEERS

Effective school programs rely on volunteers. It is imperative that state/provincial law as well as LCOE policies by carefully followed in the screening and training of volunteers.

4. Curriculum

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Curriculum

In Adventist schools, the philosophical foundation of educating the whole student—spiritually, intellectually, physically, and socially—is the basis for our unique curriculum. Standards for student learning have been developed to fulfill this primary objective. Denominationally prepared curriculum resources have also been created to support this goal for student learning through an integration of an Adventist worldview across the curriculum.

As the instructional leader, the principal understands the essentials of a sound, balanced curriculum. The principal is accountable for an effective school-wide instructional program as measured through the accreditation process, applicable state/provincial requirements, and the union or local conference curriculum-review process. Some leadership responsibilities of the principal as they relate to curriculum are:

- Designating time for collaborative curriculum planning.
- Ensuring that the faculty are equipped to engage students in learning.
- Building the capacity of faculty to address the social-emotional learning needs of the students.
- Providing professional development that improves instruction based on regularly reviewed student-achievement data.
- Facilitating the implementation of best instructional practices and innovation.
- Ensuring that teacher instruction implements the curriculum standards.
- Providing visible instructional leadership including regular classroom visitation.
- Following accountability protocols to ensure that Adventist standards and resources are utilized by teachers in curriculum planning, instruction, and assessment.

SPIRITUAL CURRICULUM

A primary focus of an Adventist school should be an intentional plan for nurturing students' spiritual development. This spiritual curriculum should be integral to all that happens on campus, both inside and outside the classroom. The spiritual curriculum may be coordinated through a spiritual master plan developed by the school and constituent pastors. Beyond offering a Bible class in each grade, a school may create activities that will help students develop a deep relationship with Jesus Christ. These activities are most effective when age-appropriate student input and leadership are included. Some types of activities that might be included are:

- Bible-study groups and baptismal classes
- Chapel/assembly programs
- Special church services on and off campus

- Class worships
- Community service projects
- Mission trips
- Vespers
- Weeks of Prayer
- Involvement of local church pastors on campus

Community Service Activity Ideas

– goo.gl/mDe4V

CURRICULUM STANDARDS

Standards for student learning have been developed in subject areas under the direction of the NADOE. In developing these standards, resources such as the compendiums of current state/provincial standards and subject-area standards developed by professional organizations have been referenced.

Standards identify what a student should know and be able to do. Standards are to be used by the teacher in planning, implementing, and assessing the instructional program. Teachers are responsible to provide instruction that allows for all students to achieve the standards.

It is the principal's responsibility to:

- Ensure that standards are available to and utilized by the teachers.
- Provide training for teachers in the use of the standards.
- Determine that assessment is aligned with the standards.

Standards for Adventist Schools

May be obtained by subject area on the Adventist Education website.

- Elementary – v1.adventisteducation.org/est.html
- Secondary – v1.adventisteducation.org/sst.html
- SBL Toolbox – toolbox.adventistlearningcommunity.com

COURSE OUTLINES/CLASSROOM HANDBOOKS

Teachers should create a course outline / classroom handbook to guide instruction throughout the school year, ensuring that each standard is met. A process should be established by the principal for the review of course outlines by the school curriculum committee and/or principal. Course outlines should be on file in the school office and are customarily distributed to students at the beginning of each course. Course outlines include elements such as:

- Classroom management policies (e.g., attendance, classroom behavior, teacher contact info, etc.).
- Course description and overall plan of instruction with topics covered.

- Identifying standards to be met in each of the topics of instruction.
- Planning for evaluating student progress, mastery, and reporting aligned with the standards.
- Grading components.

TEXTBOOK LISTS

NADOE coordinates the review and adoption of textbook resources. The recommended textbooks are to be used in all schools, grades, and subject areas.

The principal conducts a textbook audit for curriculum-review reports and the evaluation self-study reports. If a teacher wishes to use an alternative textbook, it must first be approved in accordance with adopted procedures in the union *Education Code*.

Textbook Lists

Can be found on the Adventist Education website.

- Elementary — curriculum.adventisteducation.org
- Secondary — v1.adventisteducation.org/stl.html

GRADUATION REQUIREMENTS

Minimum graduation requirements for both elementary and secondary schools are delineated in the union *Education Code*. The principal must also be aware of applicable state/provincial requirements that are to be met by graduating students.

Following the process outlined by union and/or local conference policy, schools may choose to establish requirements that exceed the minimums outlined in the union *Education Code*. Upon approval, these requirements must be published in the school bulletin. Schools should consider having a policy outlining the relationship between completion of graduation requirements and participation in graduation exercises.

ACADEMIC CREDIT (SECONDARY)

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

- Credit for regular courses, including laboratory courses, is one-half (0.5) Carnegie unit or five (5.0) semester periods. These courses are to meet between 200-275 minutes per week for one semester. Credit for courses that meet for less time is to be prorated.

Transfer Credit

Secondary students may take courses from other schools, such as local private or public high schools, correspondence schools, distance-education schools, community colleges, etc. A secondary school should adopt a policy regarding the acceptance of external credits from these institutions that is aligned with the union *Education Code* and state/provincial regulations. Such a policy should also include references to courses that could lead to credits earned for both secondary and college/university transcripts where allowed by the union *Education Code*, collaborating colleges or universities, and state/provincial regulations.

CURRICULUM REVIEW/AUDIT

The principal must follow the union and/or local conference policy for curriculum review/audits and provide leadership in preparing and delivering the school's report. Some states/provinces and accrediting agencies may also require annual reporting.

STANDARDIZED TESTS

A standardized testing program assists the school in measuring student learning and planning for improvement, and provides accountability to stakeholders. The principal leads the faculty in reviewing and analyzing test data, while ensuring appropriate use for decisions about student learning and program improvements. This may occur through a designated testing coordinator or a small committee appointed to assist in planning and implementing the testing program. Regular reports about testing data will be valuable to various stakeholder groups.

The testing program may include such tests as:

Achievement Tests

Norm-referenced standardized tests are used to identify student growth and achievement in basic skills. The analysis of test results should inform teachers of the need for possible changes in the instructional program and also help in determining individual student academic needs.

Each school is to participate in the union-adopted testing program. The principal must ensure that the testing program is administered effectively and that the results are used in a way that will improve student learning.

College Entrance Tests (e.g., SAT, ACT, PSAT, ASPIRE)

Secondary schools should offer college entrance examinations to students. Senior academies should register with the national testing program providers to be a non-Saturday testing center. The principal is to ensure that the tests are available to students and administered in accordance with testing program requirements.

Career Tests

Secondary schools should provide various career tests and personal-interest inventories to assist students in developing post-secondary plans. Generally, this is most effective when implemented through a school-wide comprehensive guidance program. Some career tests that can be used are:

- Cops, Caps, Copes
- Kuder Occupational Inventory
- Self-Directed Search
- Myers-Briggs
- ASVAB (administered by the Department of Defense)
- Naviance College and Career Readiness Assessment

Other Tests

Advanced Placement (AP) Exams: These College Board® tests are offered each spring on prescribed dates. They may provide students advanced placement in specific subjects upon entrance to college/university, which is determined by the college and by the student's score. While it is beneficial to students if AP courses are offered on campus, this is not required.

Criterion-referenced Exams: Schools may elect to offer standardized examinations that measure specific subject-area learning. Currently, no criterion-referenced tests are recommended by the NADOE.

State and/or Provincial Exams: Course exit examinations may be a graduation requirement in some state/provincial jurisdictions. The principal must ensure that the school follows the mandated program. Where not mandated by law, the principal should consult with the LCOE and UCOE before deciding whether or not to participate.

Grade Placement Tests: To assist in the accurate grade level placement of a student applying to a school for the first time, the following are grade level placement tests for consideration: QUIC Tests from Scholastic (on-line) (Grades 2-12). Universal Screening in Literacy: DIBELS Literacy and DIBELS Math (K-6).

Tests

ACHIEVEMENT TESTS

- MAP Growth – nwea.org
- Canadian Test of Basic Skills – school.nelson.com/psych-ed-assessment

COLLEGE ENTRANCE TESTS

- SAT – satsuite.collegeboard.org/sat
- ACT – act.org
- PSAT – satsuite.collegeboard.org/psat-nmsqt
- ASPIRE – aspire.act.org

CAREER TESTS

- COPS, CAPS, COPE – edits.net
- Kuder – kuder.com
- SDS – self-directed-search.com
- Myers-Briggs – themyersbriggs.com
- ASVAB – officialasvab.com
- ALIS – Alis.alberta.ca
- Naviance – powerschool.com/classroom/naviance

PLACEMENT TESTS

- QUIC – ststesting.wordpress.com/quick-inventory-of-competency-quic/
- DIBELS – DIBELS.org

HOMESCHOOL STUDENTS

Schools may admit students who have previously been enrolled in homeschool. Homeschooling varies widely in instructional design and the use of curriculum resources. Therefore, part of the admissions process should include appropriate documentation to evaluate student learning. This should be completed before grade placement and/or granting secondary credit for homeschool subjects. Schools must follow union/local conference policy and applicable state/provincial regulations regarding the acceptance of homeschool credits and testing for grade placement.

Generally, secondary credits that are accepted from a homeschool should have grades recorded as a pass/fail. Credits already granted for homeschooling by another accredited school should be accepted.

The principal should ensure that the school has a policy regarding homeschool participation in academic courses and co-curricular activities. Such a policy should include consideration of student accident insurance, tuition/fees, supervision, etc.

INNOVATIVE AND ALTERNATE CURRICULUM APPROVAL

The principal should encourage faculty to explore innovative curriculum and instructional programs that have been shown to enhance student learning. Such programs must continue to be faith-based and meet NADOE standards.

Before implementing an innovative or alternate curriculum, consult the union *Education Code* for the authorization protocol. Successful innovations require that the principal plan for staff development, effective implementation, and regular program evaluation.

5. Co-curricular Programs

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Co-curricular Programs

Co-curricular programming is defined as those activities in a school program that both complement and supplement the curriculum. It incorporates activities that help promote the physical, mental, social, and spiritual development of students and are consistent with the Adventist philosophy of education.

Co-curricular programming may provide opportunities for students to:

- Recognize that learning is not limited to the classroom.
- Extend and enhance the curriculum.
- Develop leadership skills.
- Expand interest and abilities in various social settings.
- Experience a variety of life-long learning and leisure-time activities.
- Realize the importance of managing time and resources.

Co-curricular programming is important in schools of all sizes. However, in smaller schools, volunteers will be utilized more frequently. The use of volunteers requires that the principal be actively engaged in oversight of planning and coordination of resources and programs.

SPONSORSHIPS

When utilizing volunteers to assist with student activities, please refer to the Volunteer section, Chapter 3.

Consideration of Assignments

Consistent with the responsibility to provide effective student learning and appropriate supervision for all activities, principals must assign sponsorship roles to faculty and staff. When assigning sponsorships, keep the following in mind:

- Consult the union *Education Code* for stated expectations on teacher loads.
- Balance academic load and sponsorship responsibilities for individuals and across the faculty/staff.
- Solicit interests and preferences of the faculty/staff in sponsorship assignments.
- Consider student input before finalizing sponsorships.
- Keep in mind that hourly staff may need to be compensated for their sponsoring time done outside of their regular assigned hours.

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 with the principal, faculty, students, and parents.
- Follow established procedures for requisitioning materials, facility, vehicle use, and claiming reimbursement for expenses.
- Be aware of the number and nature of activities and established procedures for including activities on the school's master calendar.
- Follow the school's standards for members and officers, including eligibility standards and election procedures.
- Be accountable for all activity funds.
- Protect and maintain the school and its resources.
- Uphold Adventist standards and guidelines.
- Ensure the safety and welfare of all participants though appropriate supervision.
- Maintain school codes, rules, ideals of fair play, and appropriate behavior.

STUDENT GOVERNMENT

Effective schools have a well-organized, active form of student government that seeks to develop student leaders. Student government exists to serve the needs and interests of all students consistent with the school's mission, goals, and objectives. The principal should work in close collaboration with the student leaders and provide them a voice in the decision-making process of the school.

Given the importance of student governance to the success of a school, the principal should take extraordinary care in choosing the sponsors of student government.

STUDENT ORGANIZATIONS

In cooperation with the school board, faculty, and staff, the principal should seek to initiate, facilitate, and support a variety of student organizations on campus. Student organizations should exist to enhance the learning environment and be in harmony with the values and philosophy of the Seventh-day Adventist Church. 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

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 principal should be aware of the policies of the school board, conference, and union.

Ways to Promote Good Sportsmanship

Good sportsmanship must be evident in both intramural and interscholastic programs. This is demonstrated by coaches, athletes, and spectators. Ways to promote good sportsmanship include:

- Providing preseason orientation meetings.
- Conducting clinics to discuss playing time, contest rules, and ethics.
- Adopting a code of conduct and enforcing it.
- Developing sportsmanship award programs and recognizing those individuals who exhibit outstanding sportsmanship, ethics, and integrity.

Coaching Distinctively Adventist Sports 1140

Adventist Learning Community Course — adventistlearningcommunity.com/courses/coaching-distinctively-adventist-sports

Intramural Programs

Intramural programs are those focused primarily on providing athletic opportunities for all students in team sports on campus. Where eligibility requirements exist (e.g., attendance, academics) for participation, they should be communicated clearly, preferably in writing, to students and parents early in the school year.

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

- Appropriate supervision
- Balanced distribution of skill in the creation of teams
- Budget/funding
- Interests of students
- Optimal scheduling

Interscholastic Sports

It is the responsibility of the principal to ensure that the high ideals of sportsmanship, integrity, ethics, and competition are incorporated into each sport when interscholastic sports have been included in the school program. Periodic evaluation of interscholastic programs must be completed as outlined in policy (NAD/UCOE/LCOE).

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

Schools involved in interscholastic sports must give consideration to such things as:

- Costs
- Culture and attitudes of the constituency
- Effects on the academic program
- Selection and training of volunteer coaches
- Student health and safety
- Time involved

STUDENT PUBLICATIONS

The principal serves as the publisher of all student publications. Publishers carefully monitor the development, presentation, and distribution of digital and paper newspapers, journals, yearbooks, student and faculty photos, etc. Publications should routinely be reviewed cooperatively with faculty sponsors in advance of production and distribution.

Specific information for sponsors includes:

- Budget parameters
- Editorial prerogatives
- Parameters for securing and selecting advertisers/vendors
- Protocol/procedures for processing legitimate complaints and/or concerns
- Publication and distribution deadline dates
- Student charges
- Student privacy issues, including media release forms

TOURS AND TRIPS

A school's program is enhanced by providing opportunities for students to participate in field trips, study tours, organization performance tours, promotional tours, and mission service trips.

Evaluation of Activities

The principal should measure the effectiveness of all co-curricular activities. The following are questions that may be asked in evaluating programs:

- Is the activity based upon a clearly stated purpose consistent with the school's mission and goals?
- Is the activity being implemented according to school policies?
- What is the extent of student participation?
- Is the co-curricular program well-balanced and comprehensive?
- Are students' interests and needs being met by the program?
- Are the activities well organized and efficiently run?
- 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?
- Are activities adequately supervised?
- Are costs to participating students reasonable, or do they exclude some students from participating?

Field Trip Management

See page 33 for specifics on managing field trips.

6. Finance

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Finance

Book on Accounting

Accounting for Dummies

The principal has the ultimate responsibility for operating the school on a sound financial basis within the school board-approved operating and capital budgets. The principal is expected to be informed regarding all aspects of school finance, including day-to-day protocols and processes (e.g. bank reconciliations, purchasing, payables/receivables). Therefore, it is vital that the principal and those responsible for the school's finances (business manager/accountant/treasurer) communicate regularly. For schools without a full-time business manager or accountant, it is imperative for the school board to appoint an individual with accounting training and expertise to serve in the school accountant role.

FINANCIAL POLICIES — BOARD

The principal should ensure that the local school board has policies that govern the financial practices of the school. It is recommended that the school have a finance sub-committee to create, enact, and review financial policies of the school and that the principal be a part of this committee. Recommendations and actions from the finance sub-committee are to be approved at the local school board. Several examples are listed here:

Capitalization Limit

A dollar limit above which equipment should be capitalized and depreciated is set by the school board upon recommendation of the finance committee. Auditors can provide guidance in this area.

Spending Limits

A single-item, maximum-dollar limit for purchases above which the administration must seek board approval is generally set.. Often, financial controls also include a dollar limit above which two signatures are required on check payments.

Agency/Trust Funds

Agency/trust funds do not belong to the school. The school is holding them in trust. The school will want to have a savings account maintained with adequate funds to cover the total of all agency/trust funds which is reconciled regularly.

Non-School Program Use of Facility

LCOE policy will determine the requirements for use agreements and liability waivers for constituent and non-constituent groups using the school facility. Developing a rental policy and booking procedure may minimize potential conflicts.

Major Expenditures

Auditors advise that school boards have policies regarding the number of bids necessary for major expenditures as well as processes to avoid conflicts of interest in the awarding of such contracts.

BUDGETING

The principal is the leader in the budget process and works collaboratively with other school financial personnel. The budget reflects the mission of the school and provides adequate support for student learning. Operating and capital budgets are developed by administration and approved by the school board each year as well as the constituency (when stipulated by the school constitution).

A budgeting process usually includes the following:

- Comparison to previous annual budget
- Income
    - Tuition/Fees
    - Subsidies
    - Donations
    - Investments
- Expenses
    - Payroll
    - Departmental expenses
    - Equipment
    - Plant/maintenance
    - Utilities
    - Depreciation

Budgeting

- Is your budget suffering from a mission deficit? Does each line item contribute to your school's mission "to facilitate learning in a faith-based context?"
- Is your budget mission-driven? Line items must be seen through the lens of your school mission. Does each line item pass your assessment of being vital to the school's mission to facilitate learning?
- Is your budget balanced? Fiscal leadership begins with a balanced budget that is lived within.
- Leaders will over budget and under spend. That allows the board and principal to build operating reserves and credibility to raise capital funds.

Projecting the Enrollment for Next Year

There are a variety of methods for estimating tuition income based on enrollment for the coming year:

- Base the expected enrollment on 95 percent of the current enrollment.
- Connect with local constituent churches to obtain lists of names of school-age children attending the Sabbath School.

- Estimate the number of students coming from "feeder" schools and add that to the estimated number of returning students.
- Use the history of enrollment for the past several years to estimate the number of new and returning students.

Classroom/Departmental Budgeting

To ensure academic success and well-being of all students, supplies and equipment are essential. Teachers are good sources of information during the budgeting process, providing input on a suggested amount needed for instructional resource materials, textbooks, and equipment.

FINANCIAL STATEMENTS

The principal is responsible to ensure that the school board receives accurate monthly financial statements and understand it. It is also valuable for the principal and business manager or accountant review these documents before they are presented.

- It may be valuable to arrange an information session for board members on how to read the financial statement.
- Every financial report could include a summary page that everyone, including those without an accounting background, can understand. Frequently, the highlights include:
    - Current student enrollment and a comparison with previous year(s).
    - Monthly and year-to-date income with budget projections.
    - Amount paid by parents compared to the amount expected to be paid.
    - Amount owed to the school, including current and noncurrent accounts receivable, with an aging report.
    - Monthly and year-to-date expense with budget projections.
    - Amount owed by the school to others, including current and noncurrent accounts payable, with an aging report.
    - Cash balance in the school checking and savings accounts.
    - The "bottom line" compared to the budget.
- The board's finance committee should review the financial details and provide the entire board with a summary of financial data required for them to give financial oversight.
- For additional guidelines, refer to auditing services.

FRAUD

Items to consider to reduce the risk of fraud are:

- Two signatures for checks over an amount set by the school board.
- Receipts accompany reimbursement requests.
- Receipts written for every financial transaction.
- Monthly financial reconciliations are completed for school owned credit and debit cards.
- Determine a process to follow in reporting and investigating suspected fraud.

AUDITING

Schools are audited on a regular basis. Secondary schools are audited by the General Conference Auditing Service (GCAS), while all other schools are audited by local conference auditors. Principals:

- Collaborate with the auditors in scheduling the audit.
- Ensure that school financial personnel adequately prepare materials necessary for the audit.
- Are available during the audit process for interview(s).
- Work with the LCOE for appropriate audit follow-up.

ASSET INVENTORY

An up-to-date inventory of the school's physical assets will provide necessary information for the auditors and insurance providers. The main types of assets to be inventoried are:

- Furniture
- Equipment
- Textbooks
- Vehicles

INSURANCE

In consultation with the LCOE adequate insurance coverage will be in maintained. Some typical insurance coverages are:

- Boiler and Machinery
- Cyber
- Executive
- Liability
- Property
- Student Accident
- Student Travel
- Vehicle

STUDENT WORK PROGRAM

In all cases, the school must comply with all federal and state/provincial labor laws. If questions arise, consult with the LCOE.

BUILDING PROJECTS

The title to the property and buildings of Adventist schools is held by the local conference legal entity. Therefore, when a school desires to construct, reconstruct, enlarge, or improve its property, the following guide the process:

- Work closely with the local conference superintendent of schools in planning major building improvements.
- Understand denominational policy applicable to the specific project. (See *NAD Working Policy* S 14 15.)
- Consult the school's constitution and bylaws for any required procedures.
- Obtain school board and constituent support for major capital projects.
- Consider establishing a board-appointed building committee to provide project oversight.
- Determine local conference policy regarding the signing of construction contracts. DO NOT SIGN A CONTRACT WITHOUT PERMISSION OF THE LOCAL CONFERENCE.
- Secure appropriate building permits.

7. Personnel

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Personnel

The principal is the leader of all employees at the school. The principal will want to be aware of human resource (HR) matters, legal considerations, and employment procedures and policies. Decisions regarding personnel must always be made in consultation with the LCOE.

AFFIRMATION AND SUPPORT OF STAFF

Adventist educators have a heart for students, a passion for sharing Christ, and a commitment to excellence in learning. However, we must not assume that such dedication to the mission of Adventist education will sustain them. Like employees everywhere passion and productivity renews when leaders provide appropriate affirmation and thoughtful care in word and action. Recognizing the contribution of the whole staff as well as individuals can create a team spirit that fosters a positive learning environment. Affirmation is not only a best practice, but can reduce the expense resulting from frequent personnel changes.

Books on Affirmation

Five Languages of Appreciation in the Workplace — Gary Chapman & Paul White

If You Don't Feed the Teachers, They Eat the Students — Neila Connons & Jennifer Streams

The Carrot Principle – Adrian Gostick and Chester Elton

CERTIFICATION OF PERSONNEL

All administrative and instructional staff are expected to hold and maintain denominational certification. While certification is the responsibility of each employee, the principal should monitor the certification status to ensure this requirement is met.

Applications for certification can be obtained from the UCOE. Questions regarding certification standards can be answered by consulting the *North American Division K-12 Educators' Certification Manual* or the certification registrar at each UCOE.

Where state/provincial certification is required, the principal will work with the administrative and instructional staff to help them meet this requirement.

There may be other positions at a school for which permits, licenses, and certificates are available or required. These could include secretaries, bus drivers, maintenance personnel, residence hall deans, business office personnel, school nurse, food service director, etc.

NAD Certification Manual

Can be found on the Adventist Education website — **v1.adventisteducation.org/hand.html**

JOB DESCRIPTIONS

There should be a current job description for each position, whether exempt or nonexempt, at the school. The job description includes:

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

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

PROTOCOL FOR TEACHER RECRUITMENT

Job openings may be posted online. In addition to the NAD Job Opening website some local conferences and unions also post job opportunities. If educators respond to a job posting, encourage them to communicate with their current employers regarding their interest.

Teacher recruitment is a collaborative effort between the LCOE and the local school. Informal contacts to ascertain the employment interest of an educator employed at another institution may be made without contacting the current employer. When the employing school has determined they wish to obtain formal references or interview a prospective employee, a courtesy call is made to the prospective employee's current administrator or LCOE. The prospective employer should inquire of the current employer if there is any indebtedness, such as unamortized moving allowance.

Job Openings

May be posted on the Adventist Education website — jobs.adventisteducation.org

REFERENCE CHECKING

Reference checking is crucial. The most valuable references are obtained from people who have direct knowledge of the candidate's work habits and character. In most cases, the candidate will provide a list of references. In addition, others in your network may help you

get a clear picture of the candidate. Supervisors for up to the past ten years may provide important information. References should be consulted even if the candidate submits a letter of recommendation from the reference. The LCOE can provide a list of questions to ask.

Each reference should be asked the same list of questions. An important question to ask of all references is:

"Has (the candidate) ever been accused of sexual misconduct with a minor?"

Additionally, consider asking each reference:

- "Would you hire this individual again?"
- "What is the answer to the question I haven't asked?"

INTERVIEWING

When interviewing prospective employees, there are several areas that cannot be discussed at the time of the interview or any time prior to employment. Following is a chart that can be used when interviewing.

CATEGORY	TYPICALLY ILLEGAL QUESTION	LEGAL VERSION OF QUESTION
National Origin/ Citizenship	• Are you a U.S. citizen? • Where were you/ your parents born? • What is your native tongue?	• Are you authorized to work in the United States? • What languages do you read, speak, or write fluently? (This question is OK as long as this ability is relevant to the performance of the job.)
Age	• How old are you? • When did you graduate from university? • What is your birthdate?	• Are you over the age of 18?
Marital/ Family Status	• What is your marital status? • Whom do you live with? • Do you plan to have a family? When? • How many children do you have? • What are your child-care arrangements?	• Would you be willing to relocate if necessary? • Travel is an important part of the job. Would you be willing and able to travel as needed by the job? (This question is OK as long as ALL applicants for the job are asked it.) • This job requires overtime occasionally. Would you be able and willing to work overtime as necessary? (Again, this question is OK as long as ALL applicants for the job are asked it.)
Affiliations	• To what clubs or social organizations do you belong?	• List any professional or trade groups or other organizations that you belong to that you consider relevant to your ability to perform this job.
Personal Attributes	• How tall are you? • How much do you weigh?	• Are you able to lift 50-pounds and carry it 100 yards, if it is part of the job? (Questions about height and weight are not acceptable unless minimum standards are essential to the safe performance of the job.)
Disabilities	• Do you have any disabilities? • Please complete the following medical history. • Have you had any recent or past illnesses or operations? If yes, list and give dates. • What was the date of your last physical examination? • How is your family's health? • When did you lose your eyesight? How?	• Are you able to perform the essential functions of this job with or without reasonable accommodations? (This question is OK if the interviewer has thoroughly described the job.) • As part of the hiring process, after a job offer has been made, you will be required to undergo a medical examination. (Examination results must be kept strictly confidential, except medical/safety personnel may be informed if emergency medical treatment is required, and supervisors may be informed about necessary job accommodations based on the examination results.) • Can you demonstrate how you would perform the following job-related function?
Arrest Record	• Have you ever been arrested?	• Have you ever been convicted of ...? (The crime should be reasonably related to the performance of the job in question.)
Military Service	• If you have been in the military, were you honorably discharged?	• In what branch of the Armed Forces did you serve? • What type of training or education did you receive in the military?

There are additional areas that the principal and those conducting the interview might want to consider. These would include:

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

The local conference office of education (LCOE) may have a protocol for interviewing prospective employees.

FACULTY/STAFF HANDBOOK AND ORIENTATION

Handbook

A faculty/staff handbook includes local school policies and procedures. This document is reviewed and updated annually. This handbook is distributed to all faculty/staff. Some procedures and policies that might be included are:

- Attendance—students and faculty/staff
- Child-abuse and sexual-harassment reporting
- Communication expectations
- Course outlines/lesson plans
- Departmental budgets
- Faculty committees
- Field trips
- Grades/midterm reports
- Maintenance/custodial
- Payroll calendar and procedures
- Professional expectations
- Purchases/reimbursements
- Schedules for faculty meetings
- School events
- School vehicles
- Social media

- Sponsorship responsibilities
- Student work program
- Substitute teachers
- Supervision
- Technology
- Textbooks

Orientation

The faculty/staff's success in, and contribution to, the school program is often in direct proportion to the quality of the orientation program. The faculty/staff handbook can provide the basis for this orientation.

VACATION

It is important for every principal to utilize the vacation days provided for by policy. LCOE will define the process for monitoring and approving vacation time.

EVALUATION OF PERSONNEL

Information about teacher evaluations can be found in the Chapter 2 Leadership (section on Instructional Leadership). The union *Education Code* will outline the frequency of teacher evaluations.

Evaluations of non-teaching personnel will be useful in assisting employees to do their best work. The evaluations can also be useful in determining pay raises, and for determining ongoing employment.

PERSONNEL FILES

In consultation with the LCOE, personnel files for each employee may be kept at the school in appropriate storage. The following may be included in this file:

- Letters of commendations
- Contracts or letters of employment
- All disciplinary actions
- Evaluations

- Letters of reprimand
- Observation notes
- Copies of administrative/instructional certificate(s)
- Job description for the employee's position
- Other pertinent documents

Personnel files generally do not include letters of complaint regarding the employee. An annual review of the personnel files will confirm accurate information items as outlined above.

The principal may choose to maintain for each staff member a "working file" that is not part of the official personnel file. Be aware, however, that this working file can be subpoenaed by the courts.

INEFFECTIVE TEACHERS

When addressing an ineffective teacher, the following points should be considered:

- Remember that the teacher is an employee of the conference, and collaboration with the LCOE is essential as it may impact employment.
- Regular observations and teacher evaluations must be completed.
- The successful professional development of the teacher should always be the goal.
- Address the specific areas that need improvement and assist the teacher in designing a plan that will give them the opportunity to grow.
- Provide consistent and regular support and feedback.

8. Survival Skills and Strategies

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Survival Skills and Strategies

This book has been filled with information on many aspects of life as a principal. Whether you are a first-year principal or a seasoned veteran, whether you are a small school teaching principal or the full time head of school, please take care of yourself so that you can be the leader you have been called to be.

HOW CAN I REALLY TAKE CARE OF MYSELF?

The principal needs to find the balance between the demands of personal and professional life. Few individuals would say that they wished they had spent more time at the office. The "to do" list is never completed. Working long hours robs you of personal and family time. Love your family by spending quality time with them; love yourself by maintaining your health; and love God by staying connected with Him.

Escape your office and enjoy the good things happening in your school. Walking around your school gives you the opportunity to interact with students and staff, shows that you care about what is happening, and reminds you why you've chosen to be the principal!

WHO CAN BE MY MENTOR?

Principals, particularly those who are new or in a new assignment, can benefit by entering into a mentoring relationship with an experienced educational leader. In collaboration with the conference superintendent of schools, identify quality and experienced principals who will be willing to be a mentor to you.

Not only is it important to build a relationship with an experienced school principal, but it is also important to build a team of local people who know your community and can help you navigate some of the challenges. *(Helpful Hint: the first person in a new community to befriend you may or may not be the best mentor–be aware of confidentiality issues and hidden agendas!)*

HOW CAN A MENTOR HELP?

A respected, experienced educational leader can be a mentor who will be particularly helpful as you:

- Brainstorm on all aspects of the school program.
- Build a faculty team.

- Deal with day-to-day stress.
- Delegate responsibilities.
- Desire a nonjudgmental listening ear.
- Develop and implement a budget.
- Evaluate forms and procedures.
- Foster relationships with constituent churches and pastors.
- Generate professional development ideas.
- Grow as a spiritual leader on campus.
- Implement conference and union policy.
- Interact with difficult parents.
- Provide instructional leadership including teacher evaluation.
- Process sensitive disciplinary situations.
- Seek accountability for maintaining balance in your life.
- Work through the accreditation process.

HOW DO I AVOID THE "BUMPS AND LUMPS?"

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

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

Information can be discreetly gleaned from each of these groups regarding the school's history, operation, past successes, and disappointments. This information, used wisely, can allow you to more effectively meet the needs and expectations of these various, and sometimes conflicting, stakeholder groups.

What Are Some of the Bumps and Lumps?

Some of the common bumps and lumps that have undermined the effectiveness of a principal are:

- Avoiding or not accepting accountability.
- Failing to build and maintain appropriate relationships with faculty, staff, parents, board members, pastors, and other stakeholders.
- Growing stale professionally.
- Not balancing management and leadership.
- Being inconsistent in decision making or applying policy.
- Communicating ineffectively/insufficiently.
- Losing spiritual focus.
- Micromanaging; inability or unwillingness to trust those with whom you work.
- Reacting inappropriately to a situation.

How Can I Avoid the Pain of the Bumps and Lumps?

Learning and consistently employing a variety of life hacks helps a principal's overall effectiveness. Some strategies to consider include:

- Attend to your worship time.
- Be healthy – physically, spiritually, socially, and mentally.
- Celebrate the successes.
- Cultivate interests and relationships unrelated to school.
- Deal with issues—the right ones at the right time.
- Grow professionally.
- Include others in solving problems.
- Keep an open-door policy—and know when to close it.
- Learn the art of saying "no."
- Listen actively.
- Maintain confidentiality.
- Place family appointments in your calendar and keep them.
- Show up at school and community events.
- Stay in frequent communication with your superintendent, board chair and pastor(s).

HOW DO I MAKE THE MOST OF MY TIME?

Principals know that time is a precious commodity—once used, it cannot be recalled. Managing time effectively is of primary importance to a successful principal:

- Carve out time for planning, reflection, and creative thinking.
- Delegate the tasks that others can do.
- Document, document, document.
- Match effort to importance of the task.
- Organize, organize, organize.
- Implement a system for efficient handling of communication and paperwork.
- Refuse to do other people's work for them or to make their problems your own.
- Use technology as a time-saver, not a time waster.
- Use your administrative assistant as a discreet "screener."
- Keep your to-do list prioritized—important vs. urgent; leadership vs. management.

While taking care of the office duties is important, it is more important to build and nurture relationships with faculty, students, and parents.

Books on Time Management

Get Organized! Time Management for School Leaders — Frank Buck

Making Time to Lead — Richard A. Simon & James F. Newman

WHAT CAN I DO FOR PROFESSIONAL GROWTH?

- Join a professional organization.
- Read professional journals and books.
- Attend conventions and workshops.
- Complete graduate coursework.
- Participate in accreditation visits.
- Visit a variety of schools to network and see what is working.

Professional Journals

Principal Leadership — NASSP — nassp.org

Educational Leadership — ASCD — ascd.org

Principal — NAESP — naesp.org

Leading the Journey (NAD) — leadingthejourney.com

9. The Principal's Bookshelf

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The Principal's Bookshelf

Aguilar, Elena. *The Art of Coaching*

Blackaby, Henry & Richard. *Spiritual Leadership*

Bolsinger, Tod. *Canoeing the Mountains*

Brehman, Peter. *18 Minutes*

Bridges, William; Bridges, Susan. *Managing Transitions*

Brown, Ray E. *Judgment in Administration*

Cain, Susan. *Quiet*

Clark, Ron. *Move Your Bus: An Extraordinary New Approach to Accelerating Success in Work and Life*

Coleman, Joey. *Never Lose an Employee Again: The Simple Path to Remarkable Retention*

Collins, Jim. *Good to Great; Great By Choice*

Edelberg, Jacqueline and Kurland, Susan. *How to Walk to School*

Fisher, Douglas; Frey, Nancy; and Pumpian, Ian. *How To Create A Culture of Achievement*

Fullan, Michael. *Change Leader; Six Secrets of Change; Leading in a Culture of Change; Change Forces; The Principal; Coherence*

Gladwell, Malcom. *Outliers*

Gordon, Gary. *Building Engaged Schools*

Grenny, Joseph; Patterson, Kerry; Maxfield, David; McMillan, Ron; Switzler, Al. *Influencer; Crucial Accountability; Crucial Conversations; Crucial Confrontations; Change Anything*

Hall, Pete; Childs-Bowen, Deborah; Cunningham-Morris, Ann; Pajardo, Phyllis; Simeral, Alisa. *The Principal Influence*

Hall, Pete; Simeral, Alisa. *Building Teacher Capacity for Success*

Hargreaves, Andy and Fullan, Michael. *Professional Capital: Transforming Teaching in Every School*

Heath, Chip. *Decisive*

Heath, Chip and Heath, Dan. *Switch; The Power of Moments*

Heath, Dan. *Upstream*

Holmcombe, Amy A. *Strategic Talent Leadership for Education*

Jackson, Robyn R. *Never Underestimate Your Teachers*

Jones, Laurie Beth. *Jesus, CEO; Teach Your Team to Fish*

Kafele, Baruti. *The Principal 50: Critical Leadership Questions for Inspiring Schoolwide Excellence; Is My School Better BECAUSE I Lead it?*

Kesster, Susan Stone, Snodgrass, April, Davis, Andrew. *The Principal's Guide: where do I start? How do I succeed? When do I sleep?*

Kotter, John. *My Iceberg is Melting*

Kouzes, James and Posner, Barry. *Learning Leadership*

Kriegbaum, Richard. *Leadership Prayers*

Lencioni, Patrick. *The Five Temptations of a CEO; The Five Dysfunctions of a Team; Three Signs of a Miserable Job; The Advantage; Death by Meeting; Silos, Politics, and Turf Wars; The Ideal Team Player; The Motive*

Lichtman, Grant. *Thrive*

Marzano, Robert. *On Excellence in Teaching; School Leadership That Works; The Art and Science of Teaching; Leading a High Reliability School, Handbook for High Reliability Schools*

Maxwell, John. *Everyone Communicates – Few Connect; Developing the Leaders Around You; The Five Levels of Leadership*

Miller, Mark. *The Heart of Leadership*

Nair, Prakash. *Blueprint for Tomorrow: Redesigning Schools for Student-Centered Learning.*

O'Rourke, Annie. *Countdown to the Principalship*

Patterson, Kerry and Grenny, Joseph. *Crucial Conversations*

Pink, Daniel. *Drive*

Platt, Alexander Dana. *The Skillful Leader*

Reeves, Douglas. *Leading Change in Your School*

Robbins, Pam and Alvey, Harvey. *The New Principal's Handbook; The Principal's Companion*

Scott, Susan. *Fierce Conversations*

Sergiovanni, Thomas. *The Principalship: A Reflective Practice Perspective (7th edition)*

Sessoms, Rick. *Leading with Story*

Sinek, Simon. *Start With Why; Leaders Eat Last*

Sirenson, Richard. *The Principal's Guide to Curriculum Leadership*

Whitaker, Todd. *Motivating and Inspiring Your Teachers; Shifting the Monkey; Leading School Change; What Great Principals do Differently*

Willingham, Daniel. *Why Kids Don't Like School*

Wiseman, Liz; Allen, Lois; Foster, Elise. *The Multiplier Effect*

Woolfe, Lorin. *Leadership Secrets From the Bible*

Contact your local union office with questions

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400 Main Street
Lancaster, MA 01523
978-368-8333
atlantic-union.org

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

Lake Union Conference
PO Box 287
Berrien Springs, MI 49103
269-473-8271
lakeunion.org

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

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

Pacific Union Conference
PO Box 5005
Westlake Village, CA 91359
805-413-7316
adventistfaith.com

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

Southern Union Conference
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southernunion.com

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