ADVENTIST EDUCATION
Journey *to* Excellence 2.0

HANDBOOK FOR Superintendents OF CONFERENCE EDUCATION PROGRAMS (EC–12)

NORTH AMERICAN DIVISION

NAD EDUCATION LEADERS HANDBOOK SERIES

A Guide for
Superintendents
and Supervisors

ADVENTIST EDUCATION
Journey *to* Excellence 2.0

HANDBOOK FOR Superintendents OF CONFERENCE EDUCATION PROGRAMS (EC–12)

2025

North American Division of Seventh-day Adventists
Office of Education
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Introduction

CALL TO LEADERSHIP MINISTRY

Serving as a conference superintendent of schools or vice-president for education is a sacred and meaningful calling. It's a role that comes with significant challenges, but the rewards are just as great. Superintendents play a key part in shaping the health of learning communities, fostering professional growth for educators, and enriching students' experiences. Simply put, there's no other leadership role quite like it.

THIS HANDBOOK

This handbook is designed as a practical, easy-to-use guide for superintendents of education, especially those new to the role. While it doesn't cover every detail of this extensive role, each chapter highlights key topics that are essential for success. Readers are encouraged to explore additional resources and engage in personal research to deepen their understanding of the many aspects of a superintendent's work.

The North American Division Office of Education thanks the dedicated educators who helped create this handbook.

Murray Cooper, Chair	Director of Education, Southern Union Conference
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May the good Lord bless and keep you in the important work to which you have been called.

While vice-president for education and superintendent are related titles, this handbook uses the term “superintendent,” which includes those serving as vice-president for education.

RESOURCES IN THIS HANDBOOK

Throughout this handbook you will find valuable resources to assist you in carrying out your responsibilities. Resources that reference websites or files are blue and set apart with an underline. Clicking on these links will launch your internet browser and open the resource.

1.
Philosophy and Goals

8. THE MISSION OF SEVENTH-DAY ADVENTIST EDUCATION

9. THE PHILOSOPHY OF SEVENTH-DAY ADVENTIST EDUCATION

THE MISSION OF SEVENTH-DAY ADVENTIST EDUCATION

The Seventh-day Adventist Church operates a system of schools across the North American Division. Its unique philosophy of Christian education and early childhood programs is based on Scripture and the writings of Ellen G. White.

"To enable learners to develop a life of faith in God, and to use their knowledge, skills, and understandings to serve God and humanity." *Mission Statement, J2E2*

"I have no greater joy than to hear that my children are walking in the truth" (*3 John 1:4*).

"All your children should be taught of the Lord" *(Isaiah 54:13)*.

"How can we develop a gospel culture where we can lovingly disciple our church's children as well as people from our communities into a personal relationship with Jesus? This is where our church's schools can play a powerful role. Our schools must be campuses that provide a loving gospel subculture for our children and can be centers of gospel evangelism for our communities, as well. Where we once tried to reach our communities directly from our churches, now our churches can also reach our communities by working through our schools. Where humanitarian outreach activities used to be hosted at our churches, now they can be hosted at our schools, as well. Where we once tried to reach our communities directly from our churches, now our churches can also reach our communities by working through our schools." *The Journal of Adventist Education* • Vol. 83, No. 3, 2021, Page 39. Author: Scott R. Ward

The "all-important thing" in education "should be the conversion" of students (*Fundamentals of Christian Education*, p. 436).

The primary purpose of Seventh-day Adventist education is to provide opportunities for students to:

- Become followers of Jesus and sharers of His love, grace, and the hope of His second coming.
- Become caring and compassionate people.
- Become healthy and resilient individuals.
- Be reflective thinkers and creative problem solvers.
- Be responsible and contributing citizens.
- Be effective communicators.
- Be self-directed and life-long learners.

THE PHILOSOPHY OF SEVENTH-DAY ADVENTIST EDUCATION

The Seventh-day Adventist Church recognizes God as the ultimate source of existence, truth, and power. In the beginning, God created in His image a perfect humanity, a perfection later marred by sin. Jesus came to Earth to redeem fallen humanity and begin the work of restoring humans to God's image. Adventist education seeks, through the power of the Holy Spirit, to restore human beings into the image of God as revealed by the life of Jesus Christ. The distinctive characteristics of the Adventist worldview, built around creation, the fall, redemption, and re-creation, are derived from the Bible and the inspired writings of Ellen G. White, and point to the redemptive aim of true education: to restore human beings into the image of their Maker. Adventist education seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful. An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—spiritual, physical, intellectual, and social-emotional—a process that spans a lifetime. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come. J2E2

Each school and center should be guided by a statement of distinctively Seventh-day Adventist philosophy. Philosophies are benchmarks by which opinions are formed about schools and centers. Unique philosophic positions in local schools and centers should be guided by:

- Holy Bible
- *Education*, by Ellen G. White
- *Fundamentals of Christian Education*, by Ellen G. White
- Conference and union education codes
- North American Division *Working Policy*

UNION EDUCATION CODES

Atlantic Union — View PDF

Seventh-day Adventist Church in Canada — View Website

Columbia Union Conference — View PDF

Lake Union Conference — View PDF

Mid-American Union Conference — Visit Website

North Pacific Union Conference — Visit Website

Pacific Union Conference — View PDF

Southern Union Conference — View PDF

Southwestern Union Conference — View PDF

The superintendent should encourage each board to periodically review its philosophical position to ensure alignment with the desired spiritual, academic, social, and physical expectations of the conference and local constituency or community. A school or center's philosophy is a major component of accreditation.

RECOMMENDED RESOURCES

Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry.
Ruth Haley Barton, Intervarsity Press, 2018.

Red Sea Rules: The Same God Who Led You In Will Lead You Out.
Robert J. Morgan, Thomas Nelson, Inc., 2008.

Principles of Christian Leaders.
Ellen G. White. Pacific Press. 2018.

Leadership Lessons of Jesus.
Bob Briner & Ray Pritchard.B & H Publishing Group. 1998.

Authentic: Where True Life-Changing Christianity Begins.
Scott Ward. Review and Herald Publishing Association. 2012.

Lead with Prayer: The Spiritual Habits of World-Changing Leaders.
Ryan Skoog, Peter Greer, and Cameron Doolittle.
Faith Words: Hatchette Book Group. 2024.

2. Vision: A Leadership Imperative

12. WHAT IS VISIONARY LEADERSHIP?

12. WHAT STRATEGIES DO VISIONARY LEADERS EMPLOY?

13. WHAT QUALITIES HALLMARK THE VISIONARY LEADER?

WHAT IS VISIONARY LEADERSHIP?

In the same manner that Solomon suggests that "where there is no vision, the people perish" (Prov. 29:18), organizations that suffer from a lack of visionary leadership also face significant risks. Organizations that fail to mitigate risk instead of identifying and implementing long-term strategies will not thrive.

After seeking input from stakeholders, a visionary leader will plan for change that anticipates and facilitates future (and current) organizational growth. Visionary leaders articulate, exemplify, and facilitate an organizational embrace of a compelling vision that prompts all within the organization to a cohesive and committed path for growth at all levels.

> "Leaders become great, not because of their power,
> but because of their ability to empower others"
> (J. Maxwell, https://www.inspiredlifehq.com).

Visionary leadership thrives where strategic thinking is encouraged, facilitating strategies that are a roadmap to the organization's future. It realistically projects, secures, and aligns the necessary organizational resources to arrive at the outcomes of the vision.

WHAT STRATEGIES DO VISIONARY LEADERS EMPLOY?

An education superintendent who seeks to instill meaningful vision to their organization's educational ministry routinely engages the following strategies:

- **Communication**—articulates simply, honestly, timely, and confidently what the organization's future will look like.
- **Teambuilding**—collaboratively secures team members who passionately embrace and can effectively articulate the vision, and who are empowered to make decisions to advance the vision.
- **Personnel**—anticipates the most effective, strategic use and distribution of human resources, projecting how those resources can be maximized in the organization's ever-changing environment and structure.
- **Innovation**—takes calculated risks based on information and seeks to find creative breakthroughs.

WHAT QUALITIES HALLMARK THE VISIONARY LEADER?

Research suggests common themes in the qualities that set apart the visionary leader from all others, including:

1. Prays consistently and earnestly for divine guidance to lead the organization to a vital future, consistent with the highest ideals of the Scriptures.

2. Possesses an optimistic outlook for what the future holds.

3. Invests in and inspires people to develop their strengths and capacities to envision and implement constructive change.

4. Understands and appreciates the importance of high-level accountability.

5. Conceives outcomes that facilitate long-term organizational health and growth.

6. Functions with integrity that includes transparency, adaptability, and perseverance.

7. Celebrates organizational achievement while simultaneously refusing to become complacent; always striving to anticipate and achieve the organization's next step.

8. Pursues consistent balance in their personal and professional life through intentional engagement in the spiritual, mental, emotional, and physical principles of healthful living.

RECOMMENDED RESOURCES

Change Leader: Learning to Do What Matters Most.
Michael Fullan. Jossey-Bass. 2011.

Lead Like It Matters to God: Values-Driven Leadership in a Success-Driven World.
Richard Stearns. Intervarsity Press. 2021.

Deep Learning: Leading Transformation in Schools, Districts and Systems.
Michael Fullan, Joanne Quinn, Joanne J. McEachen.
Corwin & Ontario Principals' Council. 2018.

Leading With A Limp.
Dan Allendar. WaterBrook Press. 2008.

A Resilient Life.
Gordon McDonald. Nelson Books. 2022.

3. Governance

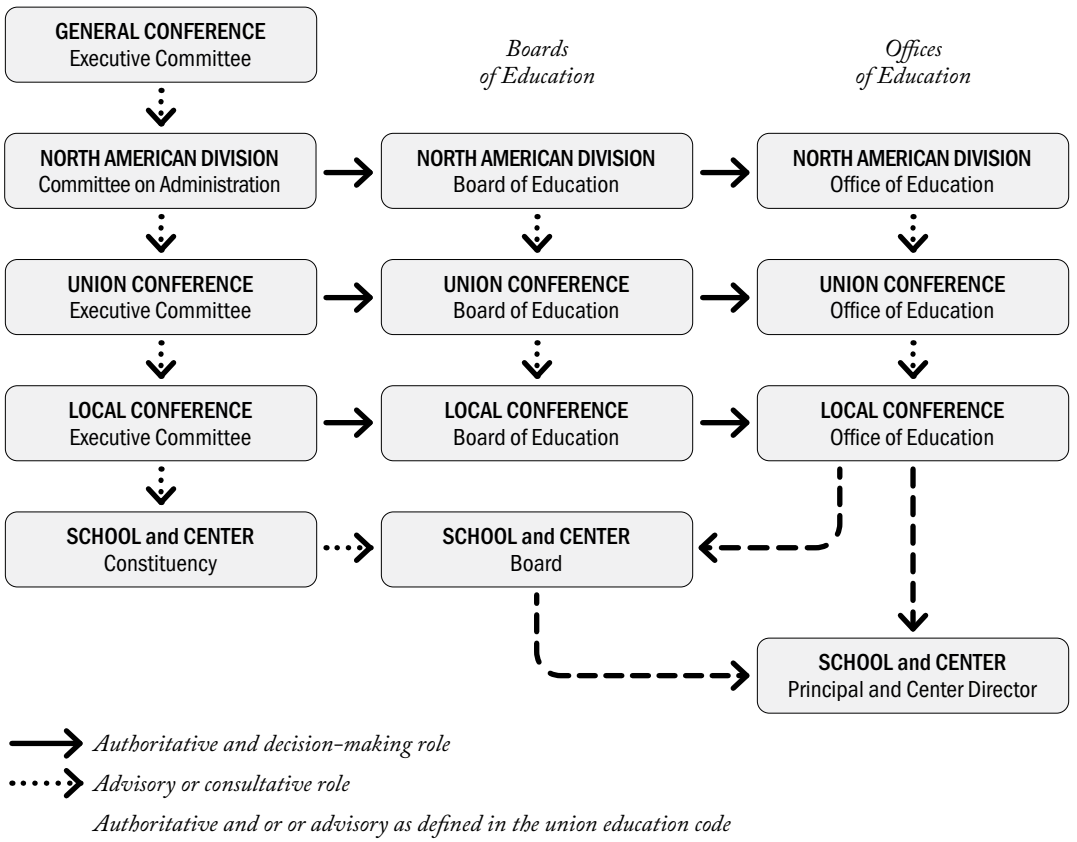
16. UNDERSTANDING CHURCH STRUCTURE AND GOVERNANCE

18. ROLES OF GOVERNANCE AND ADMINISTRATION

UNDERSTANDING CHURCH STRUCTURE AND GOVERNANCE

It is important for a superintendent to understand the organization of the North American Division (NAD) EC–12 school system and how the church governs that structure. The accompanying flowchart provides highlights of the relationships as they relate specifically to superintendents. 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 and education codes are the primary source for many more policies and guidelines that accommodate most state or 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

Seventh-day Adventist Church in Canada – adventist.ca
- Alberta Conference – albertaadventist.ca
- British Columbia Conference – bcadventist.ca
- Manitoba-Saskatchewan Conference – mansaskadventist.ca
- Maritime Conference – maritimesda.com
- Newfoundland and Labrador Conference – 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

ROLES OF GOVERNANCE AND ADMINISTRATION

NORTH AMERICAN DIVISION (NAD)

NAD Board of Education (NADBOE)

- Authorizes programs, projects, and research to support the ministry of Adventist education.
- Approves and funds curriculum development, including textbook production and adoption.
- Reviews and adopts educators' certification requirements.
- Authorizes the establishment of new secondary schools.

NAD Office of Education (NADOE)

- Coordinates all major curriculum-development initiatives (i.e., Standards Based Learning).
- Leads in planning and hosting NAD-wide educator and administrator conventions.
- Directs the accreditation process.
- Develops and supervises the educator certification program (Pre-K–12) and Professional Development Program (Early Childhood).
- Creates resources that acquaint church members with the ministry of Adventist education.

UNION CONFERENCES

Union Conference Board of Education (UCBOE)

- Approves policies for inclusion in the education code.
- Authorizes, oversees, and accredits junior academy programs.
- Reviews and approves special projects, research, and innovative pilot programs.
- Adopts annual wage scales aligned with NAD and union executive committee actions.
- Authorizes recommended curriculum development.
- Reviews applications for the establishment of new senior academies.
- Considers 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.
- Leads in developing and maintaining the education code.
- Processes applications for new junior and senior academies.
- Provides leadership for education councils considering a wide array of policies, programs, and professional practices.
- Leads and assists with on-campus school accreditations and evaluations.
- Consults with superintendents on various issues of curriculum, instruction, and administration.

Union Education Code

- Compiles 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–12 educational programs. The conference holds legal status as the owner of all schools within the conference and is the employer of all school and ECP 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. Boards 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 early childhood programs, new schools, and junior academy requests for secondary subject offerings.
- Make provision for implementation of NAD and 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 and department of education provides leadership and supervision through the superintendent of schools, associate and or 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 AND EARLY CHILDHOOD CENTER 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 and by-laws should set the requirements for meetings of the constituency session, 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 school or early childhood center's constitution and by-laws 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 or 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.

RESOURCES

NAD School Board Manual
View Website

ALC Board Leadership Training
View Website

ALC Board Training
View Website

- 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 and evaluation process.
- Authorize preparation of bulletins and handbooks.
- Consider appeals and respond to major proposals.
- Ensure all board members sign conflict of interest and confidentiality statements each year.

RESOURCES

NAD School Board Manual
View PDF

Boards have 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 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 and center 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, and 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.

4. Responsibilities and Commitments

24. THE UNION EDUCATION CODE

24. PROFESSIONAL COMMITMENTS

27. WORKING RELATIONSHIPS WITH PRINCIPALS AND DIRECTORS

27. WORKING RELATIONSHIPS WITH TEACHERS

THE UNION EDUCATION CODE

In order to effectively carry out their role, superintendents should have a working knowledge of the following components. Refer to the union codebook for specifics.

- Accreditation
- Certification status of conference educators
- Curriculum needs and requirements
- Early Childhood Education (ECE)
- Employment policies
- Establishing and closing schools and centers
- Financial information (understanding and developing budgets, audits, and financial statements)
- Graduation requirements for elementary and secondary
- Home and School Association role and function
- Legal issues
- Organizational structure of junior and senior academies
- Personnel management
- Promoting Adventist education, marketing, and recruiting
- Record retention
- Relationship of church and school or center
- Principal and teacher evaluations
- Comprehensive school safety and plant management
- Seventh-day Adventist educational philosophy and objectives
- Technology: security, content filtering, and software applications

RESOURCES

Adventist Risk Management School Safety
View PDF

ARM Cyber Security
View PDF

ARM School Inspection Survey
View PDF

NAD Accreditation Standards
View Website

NAD Certification Manual
View PDF

PROFESSIONAL COMMITMENTS

The following are excerpts that pertain to major duties and responsibilities as listed in a typical superintendent job description:

Spiritual Leadership

- Maintain a strong personal relationship with Christ.

- Seek to live a balanced life that honors God, family, and ministry.
- Pray earnestly for the education ministry.
- Support the mission of the Seventh-day Adventist Church through education ministry.
- Encourage and nurture conference education personnel in their personal spiritual journeys.

General Administration

- Administer and supervise the conference education program.
- Act as liaison between conference administration, school and church constituencies, centers, and state and provincial non-public agencies.
- Prepare the conference education calendar.
- Carry out school and center accreditations visits.
- Process applications for new schools and centers.
- Provide training and support for school and center leaders.

Curriculum Leadership

- Implement union, NAD, and state and provincial curriculum policies (where applicable).
- Initiate and or or participate in pilot studies in cooperation with union and NAD offices of education.
- Initiate, encourage, and evaluate innovative, research-based programs.

RESOURCES

Journal of Adventist Education
View Website

Supervision of Instruction

- Provide classroom supervision to ensure quality education.
- Provide professional growth opportunities.
- Promote *The Journal of Adventist Education*.

Marketing Christian Education

- Promote Adventist education throughout the conference.
- Compile data pertinent for promotion of Adventist education.
- Encourage and collaborate with schools and centers in the creation of marketing and development plans.

Code Awareness

- Have a working knowledge of the union education code and relevant state and provincial regulations.
- Develop policies or practices that meet local educational needs where there is no union code provision.
- Actively participate in the recommendation, adoption, and inclusion of policy in the union education code.

Legal Issues

- Be acquainted with conference, state, federal, and Adventist Risk Management (ARM) requirements dealing with health and safety.
- Immediately notify local administration, legal, and ARM when issues arise that may lead to legal action.
- Be acquainted with local and regional child abuse reporting requirements.
- Recommend individual school and center handbooks are periodically reviewed by legal counsel.

RESOURCES

Adventist Risk Management
View Website

Personnel Engagement

- Recruit, develop, and retain quality Seventh-day Adventist Christian educators.
- Implement a plan for evaluation and supervision of educational personnel.
- Serve as chair or a member of the personnel committee of each school and center board.
- Consult with school and center boards to determine personnel needs.
- Make employment recommendations to the board of education.
- Distribute annual employment contracts and agreements as required by local conference policy.
- Work with the human resources department (HR) to ensure criminal background checks are conducted on all education personnel.

Financial Leadership

- Counsel with local school and center boards on annual budgets.
- Ensure that all schools and centers are regularly audited.
- Conduct annual audit of education personnel salaries.
- Submit annual education budget to conference administration.

Teacher Certification and Early Childhood Professional Development

- Check with prospective employees about certification status before employment. (The union registrar will be very helpful with this process.)
- Work with union registrar to make sure transcripts and certification records are legitimate and up to date for each employee.
- Work with union registrar to manage teacher certification.
- Work with union early childhood associates to manage Professional Development Program.

RESOURCES

NAD Certification Manual
View PDF

NAD Early Childhood Professional Development Program Manual
View PDF

WORKING RELATIONSHIPS WITH PRINCIPALS AND DIRECTORS

It is critical to build a positive working relationship with all principals and directors in the conference. The superintendent's role is to be a supporter and advisor to the principal or director. This is best accomplished through regular communication.

It is imperative for the superintendent to provide training and mentoring for principals and directors. The principal or director is the gatekeeper, and it is their responsibility to keep the superintendent apprised of important issues occurring at the school or center. The quicker the emerging principals or directors are equipped to efficiently lead their schools or centers, the better they can proactively solve problems.

WORKING RELATIONSHIPS WITH TEACHERS

The teachers in the classrooms are critical to the success of the school or center program. Building relationships with teachers starts in the hiring process and must continue through professional growth events. Ensure that all teachers are visited by a superintendent or associate at least once per year. Please check local union and conference expectations for visiting teachers.

RECOMMENDED RESOURCES

Committing to the Culture: How Leaders Can Create and Sustain Positive Schools.
Steve Gruenert and Todd Whitaker. ASCD. 2019.

The Ideal Team Player.
Patrick Lencioni. Jossey-Bass. 2016.

5. Resources

30. PERFORMANCE ASSESSMENT

31. CHECKLIST FOR VETTING POTENTIAL HIRES

32. CALENDAR OF RECURRING RESPONSIBILITIES

38. SCHOOL AND CENTER FORMS

PERFORMANCE ASSESSMENT

Performance assessments are useful tools for facilitating the superintendent's leadership skill level. The importance of colleague, superior, and subordinate feedback is invaluable when combined with genuineness, transparency, and improvement.

See sample survey link in the Resources sidebar.

Feedback is a powerful development lever in the workplace. It helps people to understand their strengths, weaknesses, and how others perceive them so that they can become the best version of themselves.

RESOURCES

Performance Enhancement for Superintendents
View PDF

CHECKLIST FOR VETTING POTENTIAL HIRES

"In selecting teachers we should use every precaution, knowing that this is as solemn a matter as the selecting of persons for the ministry" (*Testimonies for the Church*, Vol. 6, p. 200). The superintendent is responsible for ensuring that the process of teacher selection meets this divine directive and other personal and professional requirements. The following checklist, although not exhaustive, will help the superintendent in the important process of employing personnel.

Be sure all of the following steps have been completed before proceeding with the hiring process:

- ☐ Confirm the opening by a letter of resignation or teacher intent form.
- ☐ Notify human resources of opening.
- ☐ After consulting with the local school board, post opening on appropriate site.

Before interviewing candidates the following are essential:

- ☐ Receipt of completed local conference employment application and resume.
- ☐ Respond to all applicants; proposed timelines are helpful.
- ☐ Verify work eligibility.
- ☐ Verify church membership.
- ☐ Verify insurability with Adventist Risk Management.
- ☐ Verify certification(s), licensure(s), and degree(s).
- ☐ Conduct social media and internet search.
- ☐ Check references (i.e., previous employer, union registrar, pastor). See sample in the Resources sidebar.
- ☐ Verify move authorization with administration, if required.
- ☐ Check on any possible unamortized expenses from previous Seventh-day Adventist employer.

Interviewing Process and Follow-up:

- ☐ Be sure expenses involved with the interview have been approved, if required.
- ☐ A local conference office of education representative must be present for any interview and recommendation to hire a candidate.
- ☐ Personnel committee reviews principal's or superintendent's recommendations and interviews, if needed.

RESOURCES

Employment Screening
Visit Website

Sample Reference Questions for Teachers
View PDF

Sample Interview Questions
View PDF

Sample Reference Questions for Administrators
View PDF

- ☐ Board confirms the personnel committee's recommendation and presents it to the conference board of education.
- ☐ Submit all pertinent forms to human resources department (HR).
- ☐ Contact interviewees to inform them of the decision.
- ☐ Communicate the decision of the candidate(s) to the school board.

Final employment is contingent on the candidate successfully passing all required church, state, and provincial criminal background checks.

CALENDAR OF RECURRING RESPONSIBILITIES

Organization is essential to successful educational leadership. Scripture admonishes that "everything should be done in a fitting and orderly way" (I Cor. 14:40). By planning well in advance, the superintendent can avoid a leadership based on doing the urgent rather than the essential.

Many of the responsibilities of the superintendent are recurring, and over time become relatively routine. By developing a working calendar, the superintendent may address recurring duties while leaving time to meet the challenges that may come.

The normal operational responsibilities have been listed by monthly occurrence and can be used as a guide to create a conference office and department of education working calendar. The lists as provided are not exhaustive, and the superintendent may complete some responsibilities earlier or later than shown.

JULY

- Become acquainted with the union education code.
- Review teacher assignments for the upcoming school year to determine that each position is filled.
- Ensure school materials and forms are available for the new school year. Include the following:
    - Student accident insurance information
    - Directory information forms
    - Professional growth information
    - Other materials as determined by the conference

- Complete planning for convention or in-service meetings.
- Send reminder letter to employees regarding:
    - Report-to-work date
    - Conference school-year calendar revisions
    - Information regarding pre-planning events and in-service
    - School and center accreditations and projected dates for the on-site visits
- Prepare a yearly plan for attendance at school and center board meetings and classroom visitation.
- Update employment files. Move files for persons no longer employed and initiate a file for newly employed personnel.
- Review the course offerings for each junior academy to determine that each course has been approved by the appropriate review committee and ensure that teachers have certification for the courses they will be teaching.
- Update payroll information (late hires) for treasurer's office.
- Update employee lists and rosters.
- Check evaluation progress reports of all schools and centers for progress on recommendations.

AUGUST

- Where applicable, notify teachers whose medical records are not up to date and verify all state and provincial health documentation requirements.
- Conduct pre-service meetings for support personnel.
- Conduct a pre-service orientation for all new principals and teachers to acquaint them with policies and procedures such as, but not limited to, the following:
    - Philosophy and goals of Seventh-day Adventist education
    - Student health, safety, and supervision
    - Student Information System (SIS) program and requirements
    - Instructional expectations
    - Conference-wide programming
    - Union code and other legal requirements
    - Conference payroll, benefits, policies, and procedures
    - First aid, CPR certification, and bloodborne pathogens

- Review the list of schools and centers to be evaluated during the next school year. The union office of education supplies the list.
- Complete the schedule for the schools or centers to be evaluated in cooperation with the union office of education. Notify visiting team members.
- Request that a proposed daily class schedule for each teacher be forwarded to the office of education.
- Confirm Use Measures of Academic Progress (MAP) dates and rostering.
- Encourage principals and teachers to plan for weeks of Spiritual Emphasis (fall and spring).
- Correct employment contracts and work agreements where applicable. Submit revised salary information to the treasurer's office and send corrected contracts and work agreements to the employees involved (i.e., certification status change).
- Conduct orientation and review sessions for principals and directors.
- Develop tentative schedules for teachers who are to be evaluated by conference office of education personnel.
- Periodically review the electronic data-management system to ensure accuracy of data submissions.

SEPTEMBER

- Review data on opening enrollments from each school or center.
- Conduct in-service meetings, if requested, for schools or centers to be evaluated during the current year.
- Continue plans for in-service meetings to be held during the school year.
- Sign and submit Statement of Non-Discrimination of Employment to the union office of education.
- Give priority to mentoring new principals, directors, and teachers.
- Process student incident forms (every month).
- Select the visiting committee members for the centers, elementary schools, and junior academy evaluations to be conducted during the year. Verify the list of schools or centers with the union office of education.
- Do periodic surveillance for asbestos compliance and complete necessary forms.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

OCTOBER

- Review the policies, procedures, and instruments to be used for evaluation of certificated and classified personnel.
- Interview prospective teacher candidates at the local union-sponsored university(ies).
- Verify schools and centers are responding to accreditation recommendations and are working on the continuous school improvement plan.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

NOVEMBER

- Conduct teacher evaluations of non-regular status teachers (teachers within the first three years in the profession).
- Verify that each teacher not on regular employment status has been evaluated based on the provisions of the education code.
- Prepare a Christmas letter or card to be sent to all administrative and certificated personnel.
- Prepare the conference school or center calendar for the coming year.
- Make sure schools and centers are responding to accreditation recommendations and are working on the continuous improvement plan.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

DECEMBER

- Distribute teacher employment intent forms to determine each teacher's interest in employment for the next school year. Set a January return date.
- Distribute student aid scholarships (if applicable), based on committee approval.
- Remind junior academy principals to begin the online reapplication process.

JANUARY

- Notify school boards of teachers who are eligible for change of employment status.
- Complete plans for remaining in-service meetings.
- Meet with school boards about personnel needs for the next school year.

- If applicable, begin planning for the next educators convention.
- Begin plans to promote Adventist education at camp meeting.
- Encourage schools and centers to prepare tentative operating budgets and projected enrollments for the coming school year.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.
- After receiving conference board of education approval, distribute the conference school calendar for the upcoming school year.

FEBRUARY

- Check employee certification records and notify those whose certificates will expire in August. Determine plans for renewal.
- Order diplomas and diploma covers from the North American Division Office of Education.
- Working with local boards, continue recruitment and placement of employees for the next school year.
- Request and receive tentative budgets and projected enrollments for the coming year.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

MARCH

- If applicable, remind teachers and principals interested in taking summer course work that requests must be submitted in writing to the conference.
- Prepare employment contracts and agreements for the next year.
- Conduct in-service meetings, if requested, for schools and centers to be evaluated during the current year.
- Notify, in writing, those who will not be issued a contract or work agreement for the next year as union code requires.
- Send copies of completed visiting committee accreditation reports for the current school year to the union office of education.
- Notify center directors, principals, and board chairs of each entity to be accredited during the next school year.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

APRIL

- Distribute employment agreements.
- Follow union policy regarding informing teachers of non-renewal for the next school year.
- Prepare, sign, and distribute the eighth-grade diplomas to principals and head teachers.
- Complete the annual teacher evaluations.
- Continue recruitment and placement of employees.
- Plan teacher commissioning services.
- Do periodic surveillance for asbestos compliance and complete necessary forms.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.
- Approve junior academy programs for the next year.

MAY

- Send letters of appreciation to employees who are leaving and recognize retirees.
- Continue recruitment of prospective employees.
- Forward summer school authorization forms to colleges and universities.
- Distribute the end-of-year checklists to each principal and teacher.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

JUNE

- Continue work on employee recruitment and placement.
- Remind principals to update equipment inventory lists.
- Submit pertinent information about new employees to the union office of education for certification purposes.
- Ensure exit interviews are conducted with all personnel leaving conference employment.
- Ensure all schools have frozen the closing reports for NAD Dashboard.

SCHOOL FORMS

The forms listed are a representative sample of what administrators may need. Refer to conference, union, and NAD websites for helpful information and additional forms that may be of value. Check with treasury and human resources for forms the conference requires.

General Forms

- Acceptable internet use
- Anger management
- Conflict of interest
- Directory information update
- Elementary and secondary textbooks
- Employment applications
    - Exempt
    - Non-exempt
    - Substitute
- Expense voucher
- Meeting feedback
    - What have we done right?
    - What can we do better?
    - Suggestions for next meeting
- New employee data collection
- Professional activity credits
- Professional growth books
- Sample constitution and by-laws
- Sexual harassment training form
- Summer school authorization
- Suspected child abuse report
- Teacher certification application
- Teacher commissioning certificate
- Teacher intent form
- Teacher tuberculosis test
- Tuition subsidy authorization (for dependent children)

- Verification of employment
- W-4 form

School Forms

- Annual curriculum and accreditation review
- Background check authorization
- Calendar change request form
- Checklist for employee candidates
- Chronological school-age entrance
- Opening and closing reports
- Conflict of interest
- Eighth-grade diplomas and certificates
- Employment termination (for hourly local hire employees)
- Field and overseas trip approval request
- Foreign student application and insurance
- Jr. academy application
- Parent notification
- Personnel evaluation
- Request for alternative instructional materials (elementary or secondary)
- Returning student application
- School facility usage
- School supply order
- Secondary curriculum and credit review
- Sexual misconduct and harassment
- Student acceleration and retention
- Student accident claim
- Student application
- Student media release
- Suspected child abuse
- Student progress reports
- Substitute teacher time report
- Volunteer labor application

- Volunteers (basic, field trips, extended)
    - Background check and live scan
    - Tb testing
- Yearlong plan draft (lesson plans)

Safety Forms

- Asbestos
- Administering medication
- Bloodborne pathogens
- Playground safety checklist
- Quick reference emergency procedures
- Record of emergency drills
- Safety inspection report
- School emergency preparedness plan (comprehensive)
- School safety audit
- State or provincial public health and safety certificates.

Student Health Forms

- Administering emergency treatment
- Administration of medication for ece and schools
- Authorization for release of medical information
- Consent to treatment
- Self-medication administration consent
- Student accident insurance claim
- Student injury report
- Student medical record
- Student vision and hearing screening record

Contact your local union office with questions

Atlantic Union Conference
400 Main Street
South Lancaster, MA 01561
978-368-8333
www.atlantic-union.org

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

Lake Union Conference
PO Box 287
Berrien Springs, MI 49104
269-473-8271
www.lakeunion.org

Mid America Union Conference
8307 Pine Lake Road
Lincoln, NE 68516
402-484-3015
www.midamericaadventist.org

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

Pacific Union Conference
PO Box 5005
Westlake Village, CA 91359
805-413-7314
www.puconline.org

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

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