Adventist Education
A JOURNEY TO EXCELLENCE

HANDBOOK FOR Principals OF SEVENTH-DAY ADVENTIST SCHOOLS

NAD EDUCATION LEADERS HANDBOOK SERIES

A Guide for
Principals and
Supervisors

Adventist Education
A JOURNEY TO EXCELLENCE

HANDBOOK FOR Principals OF SEVENTH-DAY ADVENTIST SCHOOLS

2017

North American Division of Seventh-Day Adventists
Office of Education
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1. Introduction

8. INTRODUCTION

9. UNDERSTANDING CHURCH STRUCTURE AND GOVERNANCE

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.

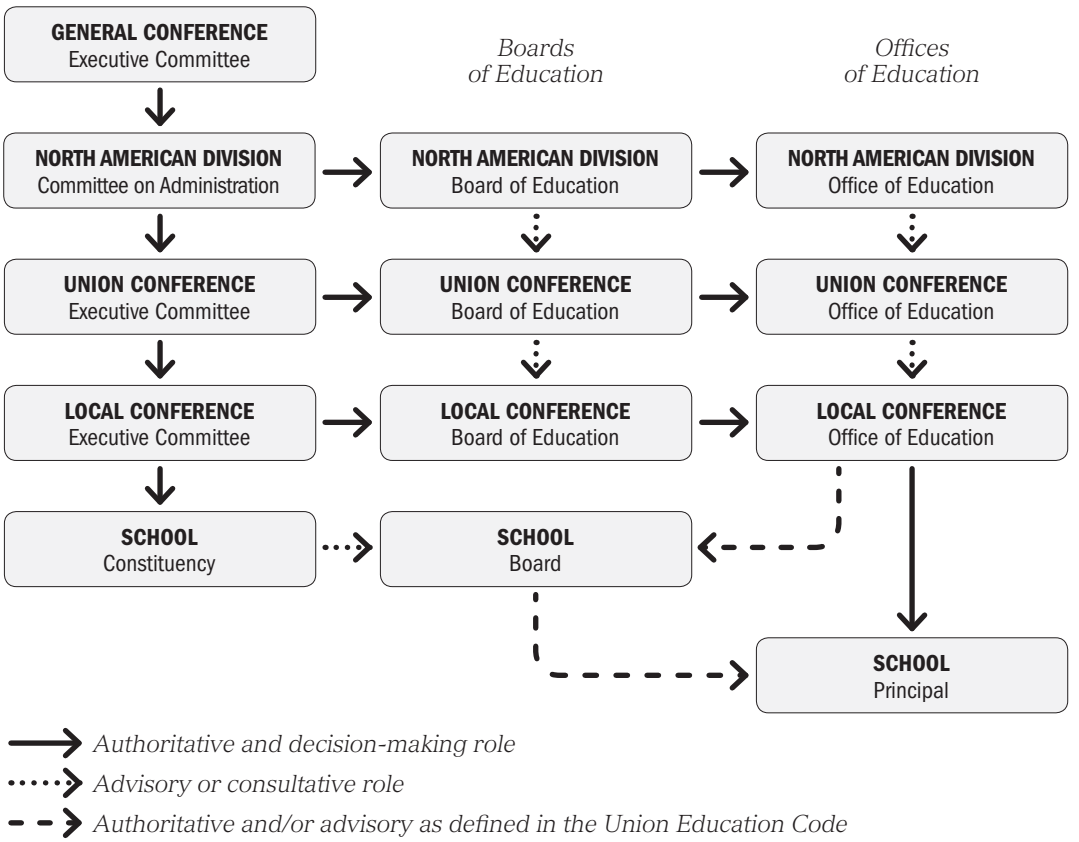
There are few other positions in the Seventh-day Adventist church that allow an individual to have such a wide-ranging impact as that of school principal. From the influence a principal has on the faculty, staff, individual students, and their families to the broader impact a vibrant school can have 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

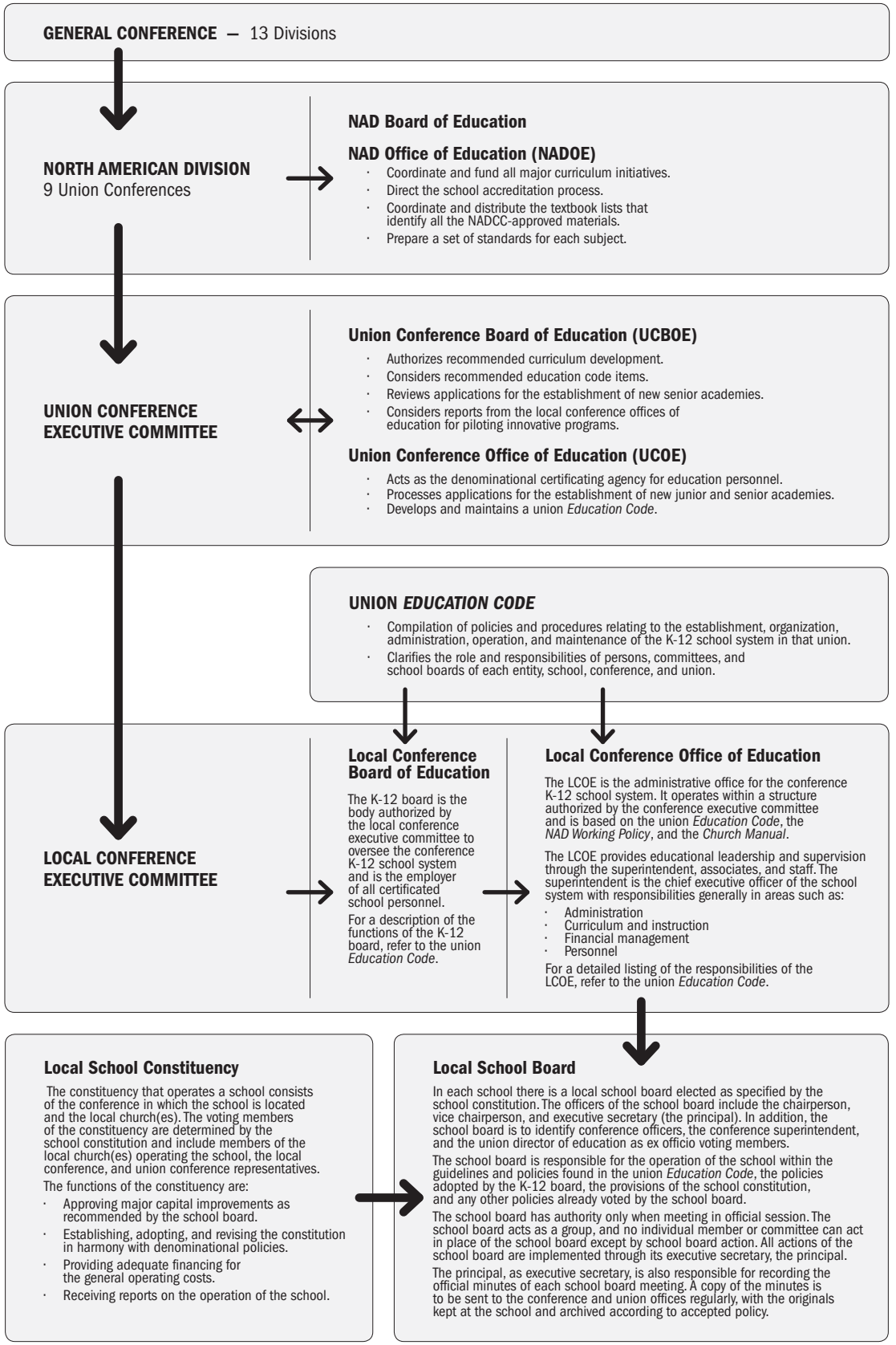
It is important for a principal to understand the organization of the North American Division (NAD) K-12 school system and how the church governs that structure. The accompanying flowchart provides highlights of the relationships as they relate specifically to principals. Notice that some of the arrows 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 — www.atlantic-union.org
Bermuda Conference — www.adventistbermuda.org
Greater New York Conference — www.gnyc.org
New York Conference — www.nyconf.com
Northeastern Conference — www.northeastern.org
Northern New England Conference — www.nnec.org
Southern New England Conference — www.sneconline.org
SDA Church in Canada — catnet.adventist.ca
Alberta Conference — www.albertaadventist.ca
British Columbia Conference — www.bcadventist.com
Manitoba-Saskatchewan Conference — www.mansask.org
Maritime Conference — www.maritimesda.ca
Newfoundland & Labrador Conf — www.nlsdaconference.org
Ontario Conference — www.adventistontario.org
Quebec Conference — www.sdaqc.org
Columbia Union Conference — www.columbiaunion.org
Allegheny East Conference — www.visitaec.org
Allegheny West Conference — www.awconf.org
Chesapeake Conference — www.ccosda.org
Mountain View Conference — www.mtviewconf.org
New Jersey Conference — www.njcsda.org
Ohio Conference — www.ohioadventist.org
Pennsylvania Conference — www.paconference.org
Potomac Conference — www.pcsda.org
Lake Union Conference — www.lakeunion.org
Illinois Conference — www.illinoisadventist.org
Indiana Conference — www.indysda.org
Lake Region Conference — www.lakeregionsda.org
Michigan Conference — www.misda.org
Wisconsin Conference — wi.adventist.org
Mid-America Union Conference — www.midamericaadventist.org
Central States Conference — www.central-states.org
Dakota Conference — www.dakotaadventist.org
Iowa-Missouri Conference — www.imsda.org
Kansas-Nebraska Conference — www.ks-ne.org
Minnesota Conference — www.mnsda.com
Rocky Mountain Conference — www.rmcsda.org
North American Division — www.adventisteducation.org
Guam-Micronesia Mission — www.gmmsda.org
North Pacific Union Conference — www.npuc.org
Alaska Conference — www.alaskaconference.org
Idaho Conference — www.idahoadventist.org
Montana Conference — www.montanaconference.org
Oregon Conference — www.oregonconference.org
Upper Columbia Conference — www.uccsda.org
Washington Conference — www.washingtonconference.org
Pacific Union Conference — pauc.adventistfaith.org
Holbrook Indian School — www.hissda.org
Arizona Conference — www.azadventisteducation.org
Central California Conference — cccedu.adventistfaith.org
Hawaii Conference — www.hawaiisda.com
Nevada-Utah Conference — www.nucadventist.com
Northern California Conference — www.ncceducation.org
Southeastern California Conference — www.secceducation.org
Southern California Conference — scc.adventist.org
Southern Union Conference — www.southernunion.com
Carolina Conference — www.carolinasda.org
Florida Conference — www.floridaconference.com
Georgia-Cumberland Conference — www.gccsda.com
Gulf States Conference — www.gscsda.org
Kentucky-Tennessee Conference — www.kytn.net
South Atlantic Conference — www.sacsda.org
South Central Conference — www.scc-adventist.org
Southeastern Conference — www.secsda.org
Southwestern Union Conference — www.southwesternadventist.org
Arkansas-Louisiana Conference — www.arklacsda.org
Oklahoma Conference — www.oklahomasda.org
Southwest Region Conference — www.mysouthwestregion.org
Texas Conference — www.texasadventist.org
Texico Conference — www.texico.org


GENERAL CONFERENCE — 13 Divisions
NORTH AMERICAN DIVISION
9 Union Conferences
NAD Board of Education
NAD Office of Education (NADOE)
· Coordinate and fund all major curriculum initiatives.
· Direct the school accreditation process.
· Coordinate and distribute the textbook lists that identify all the NADCC-approved materials.
· Prepare a set of standards for each subject.
UNION CONFERENCE EXECUTIVE COMMITTEE
Union Conference Board of Education (UCBOE)
· Authorizes recommended curriculum development.
· Considers recommended education code items.
· 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 certificating agency for education personnel.
· Processes applications for the establishment of new junior and senior academies.
· Develops and maintains a union Education Code.
UNION EDUCATION CODE
· Compilation of policies and procedures relating to the establishment, organization, administration, operation, and maintenance of the K-12 school system in that union.
· Clarifies the role and responsibilities of persons, committees, and school boards of each entity, school, conference, and union.
LOCAL CONFERENCE EXECUTIVE COMMITTEE
Local Conference Board of Education
The K-12 board is the body authorized by the local conference executive committee to oversee the conference K-12 school system and is the employer of all certificated school personnel.
For a description of the functions of the K-12 board, refer to the union Education Code.
Local Conference Office of Education
The LCOE is the administrative office for the conference K-12 school system. It operates within a structure authorized by the conference executive committee and is based on the union Education Code, the NAD Working Policy, and the Church Manual.
The LCOE provides educational leadership and supervision through the superintendent, associates, and staff. The superintendent is the chief executive officer of the school system with responsibilities generally in areas such as:
· Administration
· Curriculum and instruction
· Financial management
· Personnel
For a detailed listing of the responsibilities of the LCOE, refer to the union Education Code.
Local School Constituency
The constituency that operates a school consists of the conference in which the school is located and the local church(es). The voting members of the constituency are determined by the school constitution and include members of the local church(es) operating the school, the local conference, and union conference representatives.
The functions of the constituency are:
· Approving major capital improvements as recommended by the school board.
· Establishing, adopting, and revising the constitution in harmony with denominational policies.
· Providing adequate financing for the general operating costs.
· Receiving reports on the operation of the school.
Local School Board
In each school there is a local school board elected as specified by the school constitution. The officers of the school board include the chairperson, vice chairperson, and executive secretary (the principal). In addition, the school board is to identify conference officers, the conference superintendent, and the union director of education as ex officio voting members.
The school board is responsible for the operation of the school within the guidelines and policies found in the union Education Code, the policies adopted by the K-12 board, the provisions of the school constitution, and any other policies already voted by the school board.
The school board has authority only when meeting in official session. The school board acts as a group, and no individual member or committee can act in place of the school board except by school board action. All actions of the school board are implemented through its executive secretary, the principal.
The principal, as executive secretary, is also responsible for recording the official minutes of each school board meeting. A copy of the minutes is to be sent to the conference and union offices regularly, with the originals kept at the school and archived according to accepted policy.

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.

The North American Division Office of Education wishes to express its thanks to the following educators who contributed to the development of this handbook:

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May the good Lord bless and keep you in the important work to which you have been called.

Union Education Codes

Atlantic Union – http://goo.gl/uScnwr

Seventh-day Adventist Church in Canada – http://goo.gl/ABc8S3

Columbia Union Conference – http://goo.gl/VjSERO

Lake Union Conference – http://goo.gl/aMKq00

Mid-American Union Conference – http://goo.gl/YvwRLK

North Pacific Union Conference – http://goo.gl/FVka3g

Pacific Union Conference – http://goo.gl/EuO4DS

Southern Union Conference – http://goo.gl/DQv5HV

Southwestern Union Conference – http://goo.gl/tM0PQi

2. Leadership

14. LEADERSHIP

14. QUALITIES OF EFFECTIVE LEADERS

15. PHILOSOPHY AND GOALS

15. SPIRITUAL LEADERSHIP

15. INSTRUCTIONAL LEADERSHIP

19. SCHOOL CLIMATE

19. LEADING ORGANIZATIONAL CHANGE

20. SCHOOL BOARD RELATIONS

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.

The principal's managerial duties are described in the chapter on 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.
- 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 to equality of opportunities according to abilities and without discrimination based on race, gender, or ethnic origin.
- 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

Good to Great
— Jim Collins

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

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 *Journey to Excellence*:

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

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 pervasive 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 primary function of a principal 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.

While some aspects of instructional leadership may be delegated, it is the principal who makes the difference in the quality of the teaching and learning process. Instructional leadership includes several components:

- Supervision of instruction
- Professional development
- Teacher evaluation

Each component will be discussed further below. Further explanations can be found in the Supervision Handbook.

Supervision Handbook

Download the current Supervision Handbook – http://goo.gl/TKrskW

Supervision of Instruction

Supervision of instruction is the process for helping teachers grow. It is generally accomplished through:

- Performing formal and informal observations of instruction.
- Analyzing the teacher's instructional strengths and weaknesses.
- Providing effective feedback to teachers.
- Assisting the teacher to further develop strengths and minimize weaknesses.
- Ensuring 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.
- It is imperative that the principal should know what constitutes effective teaching skills.
- 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

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

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

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

Professional Development Links

Association for Supervision and Curriculum Development — www.ascd.org

National Association of Secondary School Principals — www.principals.org

National Association of Elementary School Principals — www.naesp.org

Staff Development for Educators — www.sde.com

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.

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. The teacher must have the opportunity to respond to the evaluation document and to indicate, by signature, its receipt.

SCHOOL CLIMATE

The principal is primary in establishing the climate of the school. 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 *esprit de corps* on the part of the staff, and by the communication program between administration, staff, students, parents, and the local community.

Book on Cultivating School Climate

Shaping School Culture
Terrence Deal and Kent Peterson

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.

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.

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

Strategic Planning

- 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.

It is imperative that 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 principal 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.

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.

Board Training Courses

Adventist Learning Community — http://goo.gl/B3vpeD

3. Management

22. MANAGEMENT

22. ADMINISTRATIVE CALENDAR

25. STUDENT ORIENTATION

25. SCHOOL BULLETIN/ STUDENT HANDBOOK

25. SCHOOL CALENDAR

26. DISCIPLINE

26. DORMITORY OPERATIONS

27. FIELD TRIPS AND TOURS

27. PARENT/TEACHER CONFERENCES

28. GRADUATION

28. INTERNATIONAL STUDENTS

29. MANAGEMENT BY WALKING AROUND

29. FACULTY/STAFF MEETINGS

30. SCHOOL COMMITTEES

33. MINUTES

33. ACCREDITATION

34. FUND RAISING

35. PUBLIC EVENTS

35. SCHOOL SAFETY

37. EMERGENCY PREPAREDNESS

38. SCHOOL RECORDS

Management

The primary function of a principal is that of leader. However, there are a significant number of management functions that must also be completed if a principal is to be successful. 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.
- 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.
- Review/revise school policies for the *School Bulletin/ Student Handbook* and 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.

September

- Set up classroom visitation schedule for *supervision of instructio*n.
- Establish *crisis management* communication protocols.
- Arrange for the taking of school pictures.
- Hold an open house or back-to-school night.
- Administer *standardized achievement testing* as required by the UCOE.

October

- Administer PSAT (*standardized tests*).
- Prepare revised *budget* and present to school board.
- Process 1st quarter report cards.

See additional information on italicized items elsewhere in this Handbook.

November

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

December

- Hold 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:

- 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 ORIENTATION

A program of student orientation should be conducted 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 should be developed and maintained. This calendar must be kept up-to-date throughout

the year and be made readily available to the school's stakeholders digitally (website, app, email, etc.) and/or, as appropriate, in hardcopy. There are many software and online options available for developing, managing, and distributing a calendar. 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.

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 administration 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 **corporal punishment is never an option**. The school board involvement is limited to expulsion hearings.

DORMITORY OPERATIONS

In boarding academies, the principal must have deans who can serve as effective administrators in the dormitories. The principal ensures that the philosophy of the school is implemented by the deans. Ongoing communication between the administrator and deans is vital. A regular deans' council will become the forum for problems to be addressed and planning to take place. The principal and the deans should collaborate to develop the dormitory handbook.

Adventist Student Personnel Association

http://bit.ly/XQzX1f

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

http://goo.gl/UTssnp

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

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 at the first conference of the year. 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 or in a general location?
- What will be the length of each conference?

Scheduling Resource

For scheduling conferences
www.pickatime.com

- 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:

- Reviewing the established graduation traditions of the 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.)
- Determining student recognition
- Determining the audio/visual/technology needs
- Developing and implementing the budget for the graduation event(s)
- 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

Principals need to ensure that the enrollment of international students is an effective part of the school's mission and 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.

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.

International Student Program

- What type of international 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?

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

Each school functions more effectively with standing administrative committees. In small school settings, board and community members 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. This committee is responsible for:

- 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 duties of the admissions committee are to:

- 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.

Marketing Resource

Marketing Christian Schools: The Definitive Guide, GraceWorks Ministries — www.gwmin.com

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 duties of this committee are to coordinate such activities as:

- Bible-study groups
- Chapels
- Church services
- Vespers
- Weeks of prayer
- Community service
- Outreach
- Mission trips

Safety Inspection Form

Listed under resources — www.adventistrisk.org

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 duties 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.

Technology Committee

Each school should have a written technology plan. This plan should be developed and monitored by the school's technology committee. The plan could 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 implementation of technology in the classroom.

The committee may also be responsible for:

- Monitoring the appropriate use agreements.
- Monitoring the media-release permission agreements.
- Ensuring that site licenses are current and adequate for campus use.

Technology Resources

tdec.nadeducation.org

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.

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

NAD Accreditation Documents

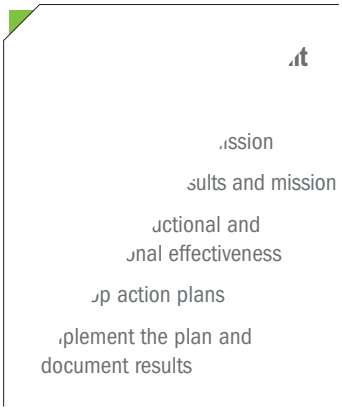
Available on the Adventist Education website — http://goo.gl/mw6p5v

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. **This 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 must:

- 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 in the NAD Evaluative Criteria.)



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.

Development Program

Schools must have an organized development program in order to 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. It is better to have a development director or a development committee. Using the consulting services of Philanthropic Service for Institutions (PSI) at the NAD, a principal can initiate and support a successful development program.

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:

- 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, etc.).
- Appropriate handling of funds

Philanthropy Resource

www.philanthropicservice.com

PUBLIC EVENTS

Public functions such as Saturday night programs, 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

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

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.

- Vehicles must be regularly serviced, in good operating condition, and include functioning seat belts for all passengers as regulated.
- All drivers, including parent volunteers, must be screened, appropriately licensed, and insured for the vehicles they drive.
- Permission slips and medical releases must be available in each vehicle for all student passengers.
- Each school vehicle is to have a first aid kit.
- A school policy that prohibits a driver's use of a cell phone for texting or calls while operating a motor vehicle must be communicated to all drivers.

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.

EMERGENCY PREPAREDNESS

The principal must ensure that the school has a emergency preparedness plan. The following suggestions can help guide the process of preparing the 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.)

Types of Threats and Hazards

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

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.
- 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.

Emergency Preparedness Resource

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

- 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 administrator, 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

4. Curriculum

40. CURRICULUM
40. SPIRITUAL CURRICULUM
41. CURRICULUM STANDARDS
41. COURSE OUTLINES / CLASSROOM HANDBOOKS
42. TEXTBOOK LISTS
42. GRADUATION REQUIREMENTS
42. ACADEMIC CREDIT
43. CURRICULUM AUDIT
43. EVALUATING CURRICULUM AND INSTRUCTION
44. STANDARDIZED TESTS
45. HOMESCHOOL STUDENTS
46. INNOVATIVE AND ALTERNATE CURRICULUM APPROVAL

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.

Student learning is the focus of the entire school program. The curriculum is the plan that determines what students are to learn and guides teacher instruction. As the instructional leader, the principal must understand the essentials of a sound, balanced curriculum. The principal is accountable for an effective school-wide instructional program as measured through the accreditation process and through the union or local conference curriculum-review process. Some leadership responsibilities of the principal as they relate to curriculum are:

- Setting aside time for collaborative curriculum planning.
- Leading faculty in the review and interpretation of student-achievement data.
- Leading faculty in professional development that improves instruction based on student-achievement data.
- Encouraging adoption of best instructional practices and innovation.
- Ensuring that teacher instruction implements the curriculum standards.
- Providing visible instructional leadership through regular classroom visitation.
- Following accountability protocols to ensure that Adventist standards and resources are utilized by teachers in curriculum planning and instruction.

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. Beyond offering a Bible class in each grade, a school must 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 programs
- Special church services on and off campus

- Class worships
- Community service projects
- Mission trips
- Vespers
- Weeks of Prayer

Community Service Activity Ideas

— http://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 upon completing a course. Standards are to be used by the teacher in planning, implementing, and assessing the instructional program. It is the principal's responsibility to:

Standards for Adventist Schools

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

· Elementary — http://goo.gl/I77Acz

· Secondary — http://goo.gl/BXgZKr

- 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.

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 is to conduct 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 writing in accordance with adopted procedures as delineated in the union *Education Code*.

Textbook Lists

Can be found on the Adventist Education website.

- Elementary — http://goo.gl/k9m8Av
- Secondary — http://goo.gl/st6w6H

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.

ACADEMIC CREDIT

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.
- Credit for private or small-group music lessons is one-half (0.5) Carnegie unit or five (5.0) semester periods for the equivalent of one lesson per week, with practice periods to total a minimum of 200 minutes per week for one semester.

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 AUDIT

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

EVALUATING CURRICULUM & INSTRUCTION

The principal should regularly evaluate the effectiveness of the academic program. A variety of evaluative methods should be used, such as:

- Reviewing visiting committee reports
- Analyzing course outlines
- Observing instruction
- Mapping the curriculum
- Conducting exit interviews
- Administering graduate follow-up studies
- Monitoring subject-area trends

Evaluation of Curriculum and Instruction Checklist

- Have you defined the expectations for student learning?
  - » Have the stakeholders been involved in the process?
  - » Have standards of national curriculum organizations been considered?
  - » Are the school's expectations for student learning aligned with your school's beliefs and missions?
- Have you analyzed student performance?
  - » Is there a systematic process of collecting and managing student performance data?
  - » Can you clearly describe the strengths and limitations of student learning based on the performance data you have collected?
- Have priorities for improving student learning been clearly defined?
  - » Are the goals for improving student learning responsive to student learning needs?
  - » Has the school clearly described the type of evidence and performance-based indicators of students' achievement of the goals for their learning?
- Has an analysis of instructional and organization effectiveness been conducted based on high performing systems of teaching and learning?
  - » Has each member of the faculty, support staff, and administration been involved in the review and analysis?
  - » Have you identified the perceived strengths and limitations of the instructional practices and organizational conditions of your school?

- Assessing student learning through performances, demonstrations, writing samples, portfolios, and exhibits
- Surveying stakeholder groups (e.g., students, parents, constituents)

STANDARDIZED TESTS

A standardized testing program assists the school in measuring student learning and planning for improvement, and provides accountability to stakeholders. The principal must lead 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. The principal should regularly reference testing data in reports to various stakeholder groups.

The testing program may include such tests as:

Achievement Tests

Norm-referenced standardized tests are used to identify student 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, PLAN)

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

Tests

ACHIEVEMENT TESTS

- Iowa Assessments — www.riversidepublishing.com
- Canadian Test of Basic Skills — www.assess.nelson.com

COLLEGE ENTRANCE TESTS

- SAT — www.sat.collegeboard.org
- ACT — www.act.org
- PSAT — www.collegeboard.org/psat
- PLAN — www.act.org/planstudent

CAREER TESTS

- JOB-O — www.cfkr.com
- COPS, CAPS, COPE — www.edits.net
- Kuder — www.kuder.com
- SDS — www.self-directed-search.com
- Strong-Campbell — www.cpp.com
- ASVAB — www.official-asvab.com
- ALIS — www.Alis.alberta.ca

PLACEMENT TESTS

- QUIC — ststesting.com/quic.html
- DIBELS — www.DIBELS.org

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:

- JOB-O
- Cops, Caps, Copes
- Kuder Occupational Inventory
- Self-Directed Search
- Strong-Campbell
- ASVAB (administered by the Department of Defense)

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.

Cognitive Abilities (CogAt) Tests: The union-adopted testing program may include standardized cognitive-abilities testing in at least two elementary grades.

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).

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

48. CO-CURRICULAR PROGRAMS

48. SPONSORSHIPS

49. STUDENT GOVERNMENT

50. STUDENT ORGANIZATIONS

50. ATHLETIC PROGRAMS

51. STUDENT PUBLICATIONS

52. TOURS AND TRIPS

Co-curricular Programs

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

Co-curricular programming may provide opportunities for students to:

- Extend and enhance the curriculum beyond the classroom.
- Develop leadership skills.
- Expand interest and abilities in various social settings.
- Experience a variety of leisure-time activities.
- Realize the importance of managing time and resources.

SPONSORSHIPS

Consideration of Assignments

Consistent with the responsibility to provide appropriate supervision for all student activities, principals must assign sponsorship roles to faculty and staff. 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 staff.
- Solicit interests and preferences of the faculty in sponsorship assignments.
- Consider student input before finalizing sponsorships.

Orientation for Sponsors

The principal should ensure that each sponsor is orientated to the responsibilities and the expectations of the assigned sponsorship. Among the items that sponsors should be aware of are:

- Number and nature of activities
- Finances and fund raising

- Calendar of events
- Eligibility standards for members and officers
- Election procedures
- Goals and objectives
- Local cultures and traditions
- Supervisory expectations

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 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.
- 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. The nature and number of organizations should be determined in light of the following considerations:

- Alignment with the school's mission, goals, and objectives
- 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:

- Holding preseason meetings to encourage students to exhibit proper conduct.
- Conducting clinics for parents and others to discuss playing, contest rules, ethics, and good sportsmanship.
- Adopting a code of conduct and enforcing it.
- Developing sportsmanship award programs and recognizing those individuals who exhibit outstanding sportsmanship, ethics, and integrity.

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 is recommended.

Where participation in interscholastic sports involves membership in a local or regional athletic association, principals should be certain that the association's mission, goals, objectives, etc., are consistent with the mission, goals, and expectations of the school. 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. This requires that principals 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.

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

- Budget parameters, including income from student fees
- Editorial prerogatives
- Lists of individuals receiving complimentary copies
- 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

TOURS AND TRIPS

An effective principal recognizes that 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.

Field Trip Management

See page 27 for specifics on managing field 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?

6. Finance

54. FINANCE

54. FINANCIAL POLICIES – BOARD

55. BUDGETING

56. FINANCIAL STATEMENTS

57. AUDITING

57. ASSET INVENTORY

57. INSURANCE

58. STUDENT WORK PROGRAM

58. BUILDING PROJECTS

Finance

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.

Book on Accounting

Accounting for Dummies

FINANCIAL POLICIES – BOARD

The principal should ensure that the local school board has policies that govern the financial practices of the school. Several examples are listed here:

Capitalization Limit

The school board upon recommendation of the finance committee should vote a dollar limit above which equipment should be capitalized and depreciated. Auditors can provide guidance in this area.

Spending Limits

The school board should vote a single-item, maximum-dollar limit for purchases above which the administration must seek board approval. Often, financial controls also include a dollar limit above which two signatures are required on check payments.

Agency/Trust Funds

The principal should be aware that agency/trust funds do not belong to the school. The school is holding them in trust. It is recommended that a savings account be maintained with adequate funds to cover the total of all agency/trust funds. This account should be reconciled regularly.

Rental Rates for Facility

A facility rental policy and booking procedure should be in place for both constituent and nonconstituent groups that use the school facility. This should include use agreements and liability waivers.

BUDGETING

The principal is to provide leadership in the budget process and must work collaboratively with other school financial personnel. The budget should reflect the mission of the school and provide adequate support for student learning. Operating and capital budgets are to be developed by administration and approved by the school board each year as well as the constituency (when stipulated by the school constitution).

A recommended 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

Projecting the Enrollment for Next Year

The principal should be conservative on enrollment estimates. 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.
- 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.

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.

Classroom/Departmental Budgeting

Teachers need to have money available to purchase supplies and equipment essential for instruction. Teachers should be given the opportunity during the budgeting process to have input on an amount needed for instructional resource materials, textbooks, and equipment.

FINANCIAL STATEMENTS

The principal should ensure that the school board receives an accurate monthly financial statement and understands it.

- Every school board member must understand enough to ask pertinent questions. It may be valuable to arrange an information session for new board members on how to read the financial statement.
- Every financial report should 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.
    - 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.
    - 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.
- Accounting practices should be based on current NAD accepted guidelines.

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 must:

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

ASSET INVENTORY

Each school should maintain an up-to-date inventory of the school's physical assets as required by the auditors.

INSURANCE

The principal needs to consult with the LCOE to ensure that adequate insurance coverage has been obtained. The principal should be aware of the limits of the coverage, deductibles, and the protocols that should be followed when insurance claims need to be filed. Some typical insurance coverages are:

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

STUDENT WORK PROGRAM

The principal has ultimate responsibility for the student work program, even though the day-to-day operation may be delegated to a campus work coordinator. In all cases, the school must comply with all federal and state/provincial labor laws.

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 should be used to 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 05 42-43.)
- School constitution and bylaws should also be consulted for any required procedures.
- Obtain school board and constituent support for major capital projects.
- 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

60. PERSONNEL

60. AFFIRMATION AND SUPPORT OF STAFF

60. CERTIFICATION OF PERSONNEL

61. JOB DESCRIPTIONS

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66. PERSONNEL FILES

67. INEFFECTIVE TEACHERS

67. GRIEVANCE POLICY

67. EMPLOYEE SERVICE RECORDS

Personnel

The principal is responsible for the fair and ethical treatment of employees. It is important for every principal to be aware of human resource (HR) issues, 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

CERTIFICATION OF PERSONNEL

All administrative and instructional staff must 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.

The principal should become familiar with local state/provincial certification requirements as well. Where state/provincial certification is required, the principal needs to 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 http://goo.gl/i8Fp6B

JOB DESCRIPTIONS

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

- All academic requirements.
- All physical requirements.
- Benefit package to which the employee is entitled.
- Designation of exempt or nonexempt.
- 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 should be 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.

Job Openings

May be posted on the Adventist Education website — www.nadeducation.org/jobs

Informal contacts to ascertain the employment interest of an educator employed at another institution may be made without permission of the current employer. When the employing school is at the point of obtaining formal references or interviewing a prospective employee, the prospective employee's current administrator or LCOE must be notified. The prospective employer should inquire of the current employer if there is any indebtedness, such as unamortized moving allowance.

If educators respond to a job posting, encourage them to communicate with their current employers regarding this interest inquiry.

REFERENCE CHECKING

Reference checking is crucial. A reference should be solicited from people who have direct knowledge of the candidate's work habits and character. Supervisors for the past 10 years should also be included. In most cases, the candidate will provide a list of references. These should be contacted in addition to others you know who may help you get a clear picture of the candidate. Referents should be interviewed even if the candidate submits a letter of recommendation from the referent. The LCOE can provide a list of questions to ask.

Each referent should be asked the same list of questions. One question that should be asked of all referents is:

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

The referent's answer should be written down word for word, and the referent's name and position should also be recorded. An affirmative answer requires further investigation. You should come to closure on any allegation. It may be that the accusation was unjustified and the candidate remains hirable.

All reference notes should be kept permanently but separate from personnel files.

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.

EMPLOYMENT ISSUES

The principal should be well versed in a variety of employment issues. These may be outlined in the union *Education Code* and be governed by federal and state/provincial regulations. The principal should regularly consult with the LCOE regarding employment issues. These include such items as:

- Standardized application form
- Employee benefits
- Conditions of employment
- Conflict-of-interest statements for employees
- Background checks for employees and volunteers
- Nondiscrimination policy
- Exempt/nonexempt positions

FACULTY/STAFF HANDBOOK AND ORIENTATION

Handbook

The principal should include all local school policies and procedures in developing a handbook. This document should be reviewed and updated annually. This handbook is to be 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

- 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 administration should develop and implement plans for the orientation of new employees. The faculty/staff handbook provides the basis for this orientation.

VACATION

The principal should work with the LCOE to develop a system for monitoring the vacation bank for all 12-month employees. The principal is not to monitor his/her own vacation bank. A vice principal, business manager, administrative assistant, or LCOE superintendent of schools can be designated to do so.

EVALUATION OF PERSONNEL

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

The principal should also establish and implement a protocol for the evaluation of nonteaching personnel. These evaluations will be useful in assisting employees to do their best work. The evaluations will be useful in determining pay raises, and for potential termination situations.

PERSONNEL FILES

The principal is to maintain a personnel file for each employee. These should be stored in a fire-rated vault. Copies of the following should be 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

The personnel file should not be used to store letters of complaint regarding the employee. The principal should review the personnel file annually to be sure it contains only accurate information 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.

Personnel files are to be maintained on a permanent basis by the school, even if an employee leaves the school.

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.
- It is important that the principal is in all classrooms on a regular basis so as to be aware of potential problems as early as possible. Regular observations and teacher evaluations must be completed.
- When dealing with a teacher having significant problems, be sure the evaluation of ineffectiveness is based on firsthand, objective observations.
- The written evaluations shared with the teachers must include specific reference to areas needing improvement.
- The successful professional development of the teacher should always be the goal.
- In conferencing with the ineffective teacher, address the specific areas that need improvement and lead out in designing a plan that will give the teacher an opportunity to grow.
- Provide constant and regular support and feedback.
- The school has the option of recommending that a teacher be placed on probation. This is a change of status and must be voted by the local school personnel committee and the local conference board of education. The union *Education Code* will provide guidelines for this action.

GRIEVANCE POLICY

The union *Education Code* may specify the procedures for grievance that might arise between the organization and the individual employee. The principal should carefully adhere to the terms of the policy should a conflict arise.

EMPLOYEE SERVICE RECORDS

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

8. Survival Skills and Strategies

70. SURVIVAL SKILLS AND STRATEGIES

70. HOW CAN I REALLY TAKE CARE OF MYSELF?

70. WHO CAN BE MY MENTOR?

70. HOW CAN A MENTOR HELP?

71. HOW DO I AVOID THE “BUMPS AND LUMPS?"

74. HOW DO I MAKE THE MOST OF MY TIME?

74. WHAT CAN I DO FOR PROFESSIONAL GROWTH?

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, 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 work with 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.

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:

- Address issues—the right ones at the right time.
- Be an active listener.
- Celebrate the success.
- Cultivate interests and relationships outside the school.
- Do not try to solve all the problems by yourself.
- Exercise daily; eat healthfully.
- Grow professionally.
- Guard your worship time.
- Include others in solving problems.
- Keep a close eye on school finances.
- Keep an open-door policy—and know when to close it.
- Learn the art of saying "no."
- Maintain confidentiality.
- Move around your school and community.
- Place family appointments in your calendar and keep them.
- Stay in frequent communication with your board chair and pastor(s).

How Can I Recover From the Bumps and Lumps?

Be resilient!

- Accurately assess past and current reality.
  - Expect the world to be filled with disruptions.
  - Develop a high tolerance for ambiguity, paradox, and complexity.
  - Determine root causes and risks posed by adversity.
  - Understand reality from multiple perspectives.
- Be positive about future possibilities.
  - Focus on opportunities, not obstacles.
  - Expect that good things can happen despite adversity.
  - Exert positive influence to create positive outcomes.
  - Maintain a positive perspective for the long-term outcome.
- Remain true to personal values.
  - Be clear about what matters most in the hierarchy of values.
  - Stay focused on being value-driven, not event-driven.
  - Solicit feedback to align values and actions.
  - Model personal core values for others.
- Maintain a strong sense of personal efficacy.
  - Recover quickly from setbacks.
  - Achieve and celebrate small victories.
  - Maintain confidence in personal competence.
  - Sustain a base of caring and support.
- Invest personal energy wisely.
  - Renew physical energy through periodic recovery time.
  - Develop emotional empathy and self-awareness.
  - Maintain clear mental focus and steady concentration in the face of adversity.
  - Invest in spiritual-driven purposes and causes beyond oneself.
- Act on the courage of personal convictions.
  - Be clear and act on what matters most, even when risks are high.
  - Act decisively when deepest values are at stake.
  - Remain courageous in the face of strong opposition.
  - Acknowledge and learn from mistakes by modifying actions to align with values.

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:

- Attend events where your presence makes a difference.
- Beat procrastination: "just do it!"
- Carve out time for planning, reflection, and creative thinking.
- Delegate 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.
- Reward yourself for completing major projects.
- Use technology as a time-saver, not a time waster.
- Use your administrative assistant as a discreet "screener."
- Vary your schedule.
- 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 — www.principals.org

Educational Leadership — ASCD — www.ascd.org

Principal — NAESP — www.naesp.org

Leading the Journey (NAD) — http://goo.gl/PNx9bE

9. The Principal's Bookshelf

76. THE PRINCIPAL'S BOOKSHELF

THE PRINCIPAL'S BOOKSHELF

Aguilar, Elena. *The Art of Coaching*

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*

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*

Gladwell, Malcom. *Outliers*

Gordon, Gary. *Building Engaged Schools*

Grenny, Joseph; Patterson, Kerry; Maxfield, David; McMillan, Ron; Switzler, Al. *Influencer*

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*

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*

Kotter, John. *My Iceberg is Melting*

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*

Marzano, Robert. *On Excellence in Teaching; School Leadership That Works; The Art and Science of Teaching*

Maxwell, John. *Everyone Communicates – Few Connect; Developing the Leaders Around You*

Miller, Mark. *The Heart of Leadership*

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

Platt, Alexander Dana. *The Skillful Leader*

Reeves, Douglas. *Leading Change in Your School*

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

Scott, Susan. *Fierce Conversations*

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

Tomlinson, Carol Ann; Brimijoin, Kay; Narvae, Lane. *The Differentiated School*

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*

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Berrien Springs, MI 49104
269-473-8271
www.lakeunion.org

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K-12 HANDBOOK FOR PRINCIPALS