



ADVENTIST EDUCATION
Journey to Excellence 2.0

Lifeline

A HANDBOOK FOR MULTIGRADE EDUCATORS



2025

**OFFICE OF EDUCATION
NORTH AMERICAN DIVISION OF
SEVENTH-DAY ADVENTISTS**

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“When you come to the edge of all the light you know, and are about to step off into the darkness of the unknown, faith is knowing one of two things will happen: There will be something solid to stand on or you will be taught how to fly.”

— Barbara Winter

WELCOME

Teaching in a multigrade classroom can sometimes feel like being lost and alone at sea. Take a few minutes right now to remind yourself that you are neither. Find a Bible and read some of God's promises. Try Zachariah 4:10, Proverbs 3:5-6, or Matthew 11:28-30. Now open your heart to your Heavenly Father. Put yourself and your students into His hands. Let His strength be made perfect in your weakness.

Lifeline was developed to help make your school a model of success. Whether you are a brand-new teacher, just new to multigrade teaching, or an experienced veteran who simply wants to help create a better school, you will find this material a valuable resource. Here you will find answers to many of your most basic questions.

Take time to explore.

This handbook does not contain hyperlinks or sample forms. Visit the Multigrade site on adventisteducation.org for updated hyperlinks and URLs.

"I took you from the ends of the earth, from its farthest corners I called you. I said, "You are my servant"; I have chosen you and have not rejected you. So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand."

— Isaiah 41:9-10

1. ADMINISTRATION

Administrative Responsibilities

The multigrade teacher/principal has many administrative duties to perform to provide quality education.

Checklists

Checklists for Success were developed to help make your multigrade classroom a model of success. Whether you are a brand-new teacher, new to multi-grade teaching, or an experienced veteran who simply wants to help create a better school, you will find these checklists to be a valuable resource.

On the Adventist Education website, you will find checklists for:

- What to do Before School Starts
- What to Find Before School Starts
- Data Rollup Schedule of Tasks
- Website
- Social Media
- Field Trips
- Eighth-Grade Graduation
- Monthly Tasks for Principal and Teachers

The list items are not necessarily in order of importance. Consult your local conference/union office of education for due dates and exact requirements.

Go to the Adventist Education website for all forms: adventisteducation.org → NAD Educators Corner → Multigrade → Resources for the Multigrade Classroom → Menu(drop down) → Sample Forms and Documents

“Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man.”

— Ellen G. White, *Education*, p. 13

Community Service

Developing a practical work ethic while instilling the joy of service is one of the distinctive features of faith-based education. A small class size allows for easier logistics when planning projects and the typical mix of students' ages fosters excellent teamwork. This encounter outside the classroom affords a very real extension to learning and is valuable to the health and development of the small school.

Your school's participation in community outreach and service projects offers many benefits to the entire school program. These activities become a setting for character building and create bonding experiences that will enhance school spirit and camaraderie. Involvement will also foster positive public relations and establish valuable connections in career awareness for students.

Seek opportunities to put faith into action by inquiring about needs in the local community and throughout the church constituency. Discuss these ideas with the board and solicit adult volunteers to help organize and support the project.

Examples of local community outreach activities include:

- Canned food drive for the church's community service center or local food bank
- Clothing drive for community service centers
- Volunteering at the local food bank
- ADRA projects
- Projects sponsored by the school or through local or global charitable organizations
- Nursing home visits
- Adopt-a-Highway

Community Outreach and Service

Plan your community outreach and service projects with input and support from your pastor, school board, church members, and parents. Ask for adult volunteers (all adult volunteers must complete current background screening) to help attend and supervise the activities. Arrange for photos to be taken so that they may be posted on the school web site and submitted to local newspapers and local conference publications. The school must have a signed photo release for any student whose picture is published. Please note that volunteers and/or parents may not post photos of other people's children on their personal social media accounts.

Outreach and service projects could also be oriented towards the local constituent church(es) and its members. When students are actively engaged and visible to the constituent church(es), they inspire energy and enthusiasm within the church family highlighting the school as a valuable and dynamic resource. Examples of programs, projects, and service opportunities include:

- Christmas or other programs
- Special Sabbath school or church service
- Participation in church evangelistic efforts
- Greeting card ministry
- Work bees
- Personal testimony service
- Adventist Community Services

Learning how to share a Bible lesson, give a personal testimony, and encourage peers are valuable educational experiences. School groups may also be invited to participate in tasks such as:

- Delivering holiday food baskets
- Helping with yard work
- Stacking wood
- Gardening activities

Missions

Participating in mission service does not have to involve traveling. Consider involving your school in mission activities right from the classroom. Check out ADRA for Kids/ADRA Canada for ideas that will enhance themes in Bible, language arts, and social studies.

Registration

Many schools have pre-registration in the spring of the year. Some schools give an entrance fee discount for pre-registrants.

Schools may choose to publish registration information in church bulletins, the school website, and the local newspaper. Registration announcements are also sometimes posted on the school property.

Registration packets or online registration information should be provided for each returning student and each potential new family. Check with your Local Conference Office of Education for a list of their required registration forms.

“Thus while the children and youth gain a knowledge of facts from teachers and textbooks, let them learn to draw lessons and discern truth for themselves.”

— Ellen G. White, *Education*, p. 119

Registration should include:

- Registration Application
- Financial Agreement
- Consent to Treatment
- Student Handbook
- Acknowledgement
- Student Release Permission
- Photo Release
- Physical Exam (according to government regulations)
- Immunization Certificate
- Student Record Release
- Technology Acceptable Use Policy
- Copy of Birth Certificate or Passport
- REACH MAP/IEP/504 plan (if applicable)

Other helpful items to give to families include:

- Classroom Supply List
- School Calendar
- School Handbook
- Welcome/Information Letter (i.e., daily schedule, hot lunch info, special projects)

Student Acceptance

The school handbook should explain the policy regarding the acceptance of students. The board should consider several factors when developing an acceptance policy:

- **Student's age:** Local union conference policies and state/provincial statutes will delineate the entrance age policy for your area.
- **Character reference:** It is important that two or three references (former teacher, pastor, etc.) be checked to ensure that the school is the best setting for the student's success.
- **Interview:** An interview with parents and the potential student allows the school to share the school's philosophy and objectives.

A transfer student coming from another school is assigned to a grade level on the basis of the most recent student progress report. A student transferring from a home school or non-traditional school program should be assigned a grade level based on student placement testing.

All student records and registration forms should be submitted before a decision is made to accept a student. If a student is transferring from an Adventist school, the cumulative record is available on Data Rollup.

If a parent wishes to enroll a student with special needs, acquire all testing results, IEP, or other resources to help in the admissions process.

School Calendar

The local conference office of education will provide an official school calendar each year. This will include the beginning and ending dates, as well as vacation and testing dates. If a local board wishes to change any date from the official conference calendar, the procedures outlined by the local conference office of education should be followed.

When developing a school calendar, it is helpful to consult the church, Pathfinder, Adventurer, and local public-school calendars to avoid conflicts in scheduling. At the beginning of the school year, send home a calendar that includes the dates from the local conference office of education calendar and dates of special activities.

Note: Remember to send out calendar updates.

- First day of school
- Home and school meetings
- Week(s) of prayer
- School programs
- Parent-teacher conferences
- Student picture day
- Vacations
- Planned field trips
- Open house
- Graduation
- Last day of school

School Handbook

The school board and teacher should review the school handbook each spring. The handbook communicates the school's mission, standards, and policies. Its appearance should be professional and attractive. Many times there are professionals in your church or school family with expertise in the areas of graphic design that can be a valuable resource to your school. The local conference office of education may be able to provide samples of handbooks.

The handbook includes information such as:

- School mission statement
- NAD non-discrimination statement
- Policies
 - Entrance
 - Discipline
 - Bullying
 - Sexual harassment
 - Finance
 - Dress code
 - Attendance
- Emergency communication procedures
- School board, faculty, and staff members
- School history

Acceleration and Retention

The decision to accelerate or retain a student has intense short- and long-term effects on the student and their family. It is important that sensible, well-researched, and defensible acceleration or retention decisions are made. Consult the local conference office of education to determine the specific procedure to be used. It is important that this process begins early. Sample acceleration/retention request forms are available.

See Acceleration Request Form and Retention Request Form samples on adventisteducation.org → NAD Educators Corner → Multigrade → Resources for the Multigrade Classroom → Menu(drop down) → Sample Forms and Documents → Acceleration Request Form, Retention Request Form.

School Accreditation

The North American Division's school accreditation process is designed to accomplish the following:

- Assist each school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished, and the extent to which these purposes and functions address the standards for accreditation.
- Involve the administration, faculty, staff, local governing board, constituency, learners, and parents in a meaningful evaluation of the program.
- Provide an independent review of the Self-study Report.
- Provide the basis for action plans to address areas needing improvement.
- Provide the basis for determining a term of accreditation.
- Assist in providing external validation with regional and/or national accrediting associations.

There are three stages to the accreditation process:

- The self-study
- The visiting committee's review
- Follow-up activities

The self-study is the local self-assessment of its school. The self-study, accessed through Accreditrac, IS not to be completed solely by the principal or teacher(s). Success demands the cooperative effort of everyone involved with the school. The self-study should be completed well in advance of the site visit.

The superintendent will set the date for a site visit. A school may request that the local conference office of education provide an accreditation orientation to the school board. At this orientation, it would be helpful to provide board members with a copy of the previous visiting committee's report.

A coordinating committee sets up self-study committees and ensures that each committee completes the assigned work in a timely manner to allow for adequate review, editing, and completion of the self-study instrument. In a small school, the school board often serves as the coordinating committee. Self-study committee members should include board members, principal or teacher(s), staff, parents, and interested constituents.

When the visiting committee comes to the school, you should plan to conduct school as usual. Keep in mind that the visiting committee will want to interview students, visit classes, and talk to you at times throughout the day. It is helpful for the principal or teacher(s) to be available by arranging for an aide or volunteer to supervise.

The visiting committee will need a place where they can work privately while discussing and writing the report. Provide a comfortable meeting place with adequate plugs/extension cords. Plan to provide water, snacks (optional), and lunch for the visiting committee.

The visiting committee will be responsible for recommending denial of accreditation, probation, or a term of accreditation, with or without interim visits, to the conference board of education. First the conference board of education, then the union board of education, and finally the NAD Commission on Accreditation will vote to approve the term of accreditation recommended. Your school will receive an accreditation certificate that should be prominently displayed.

The school will receive a copy of the visiting committee's report. The school board should review the visiting committee's report and develop a plan for responding to the recommendations. An annual written report needs to be submitted to the superintendent confirming that progress is being made.

Personnel

School personnel are classified into two groups: employees and unpaid volunteers. All paid individuals, should have an NAD Educator ID with a role in your school. Employee IDs can be found on NAD Dashboard → User Manager.

Paid Employees

Anyone employed for regular service in a school (i.e., teacher aide, janitor, secretary) is a Local Conference employee and must be paid through the local conference even if they are fully funded by the school. Denominational policy, as well as state/provincial and federal laws, determines salary and benefits for employees.

Develop a simple, written job description for any prospective non-certificated employee. Seek counsel from the superintendent relative to procedures and criteria for developing the job description. Present the job description to the school board for review and approval.

Volunteers

Parents, retirees, and church members are the most common volunteers. Simple guidelines should be developed outlining the responsibilities of volunteers. Each volunteer must complete the Volunteer Ministry Information Form and Adventist Child Protection training. Contact your local conference office of education for policies regarding volunteers and required background checks.

Student Information Systems (SIS)

Record keeping is done electronically using a student information system (SIS). The North American Division Office of Education, in cooperation with the nine union offices of education, has developed and implemented a data rollup protocol to help consolidate data and to assist schools and conferences to store data. The data collected is the official, legal data.

The Adventist Education Tool Kit is the portal for Data Rollup activity. It can be accessed from any computer with a web browser—anywhere in the world—to manage your school-affiliated information. An Internet connection is necessary. Keeping accurate and current records is essential for staying organized and for meeting denominational and state/provincial legal requirements. Currently, there are three student information systems available for use: AEConnect, Jupiter, and FACTS. Your local conference office of education will advise you as to which SIS to use.

Reports generated from Data Rollup include:

- Classroom List
- Cumulative Record
- Directory: Administrators
- Directory: Educators
- Enrollment Over Time
- NWEA MAP Report
- Record of Scholarship (PK-8)
- Record of Parents (PK-8)
- Record of Attendance – Class
- Record of Attendance – Daily (PK-8)

- Report Card (Elementary)
- Report Card (Junior Academy)
- School Opening
- School Closing
- Student Portfolio
- Student Religious Affiliation
- Student Retention
- Teacher Opening
- Teacher Closing (PK-8)

Cumulative Record Folders

Cumulative records* are to be kept up to date. Cumulative record folders are obtained from your local conference office of education. Some conferences are moving to all digital record keeping. Please check with your local conference office of education for direction.

Early in the school year the teacher needs to:

- Begin a cumulative record for all students entering an Adventist school for the first time. Check the Cumulative Report in Data Rollup if the student transferred from another Adventist school.
- Update returning students' information (Note: If your school is using online registration, your SIS will automatically update.)
- Review all student record—both hard copy and in Data Rollup—for completeness and accuracy. Both are legal documents.

Items to be placed in the cumulative record include:

- Application form for the current school year (Note: If your school is using online registration, the information will be imported directly into your SIS.)
- Financial Agreement form for the current school year
- Copy of student's birth certificate (or other legal document)
- Report cards – These may be printed directly from Data Rollup reports and placed in the folder.
- Standardized and other test results
- REACH MAP/IEP/504 plan (if applicable)
- Copy of custody agreements (if applicable)

*In Canada, each province stipulates the policies and procedures for keeping cumulative records. Contact your local conference office of education for information regarding your provincial policy.

Medical Record Folders

Health records are confidential. All medical records are to be kept up to date in a folder separate from the cumulative record folder. Check with your local conference office of education for a complete list of what is to be kept in a student medical record folder. This list may include:

- Immunization Records – Proof of immunization is to be provided when a student enrolls in the school for the first time.
- Physical Examination – This is usually required of all students entering an Adventist school for the first time or as required by state/provincial statutes.
- Visual screening
- Hearing screening
- Scoliosis screening
- Dental examination
- Medical waiver
- Consent to Treatment form
- Standing medication order from a doctor (i.e., allergy, asthma, diabetes, ADD, or ADHD)
- Permission to Administer Over-the-Counter Medication (if legal in your state/province)

Discipline Record Folders

Discipline reports/letters are each to be kept in a folder separate from the cumulative record folder. In addition, your SIS has the ability to log discipline events.

It is important that you...

- Keep cumulative, medical, and discipline folders in a locked fireproof file cabinet.
- Log discipline events via your SIS.
- Use the procedure outlined by your local conference office of education when you receive a request for records to be transferred to another school.
- Do not transfer discipline records to another school.

Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U. S. Department of Education.

In Canada, the Personal Information Protection and Electronic Documents Act (abbreviated PIPEDA or PIPED Act) is a federal law that addresses data privacy. It governs how private-sector companies can collect, use, and disclose personal information.

How these laws are applied to private schools may vary for each state and province. Your local conference office of education can provide you with the specific requirements of your state or province.

Documentation

Documentation is important to protect you in case of a question or dispute surrounding various incidents. You will need to include the date, your actions, and the names of those involved. Record facts; omit opinions and feelings. Document incidents in the SIS to keep all data in one place. Examples of events that require documentation include:

- Suspected abuse and/or neglect
- Bullying
- Harassment
- Parent conferences and correspondence (in person, phone calls, email, and/or letters)
- Student accidents
- Medical emergencies
- Disciplinary actions
- Teacher concerns

Some documentation is anecdotal and is used by a teacher to refresh their memory. These are your personal records that should be maintained separately from any other documentation. They often include decisions, conversations, and actions that are potentially controversial.

Your local conference office of education is a good resource when documentation questions arise.

Conference Communication

Remember that the local conference office of education is there to support you and your school. Keep them informed and seek their counsel on a regular basis.

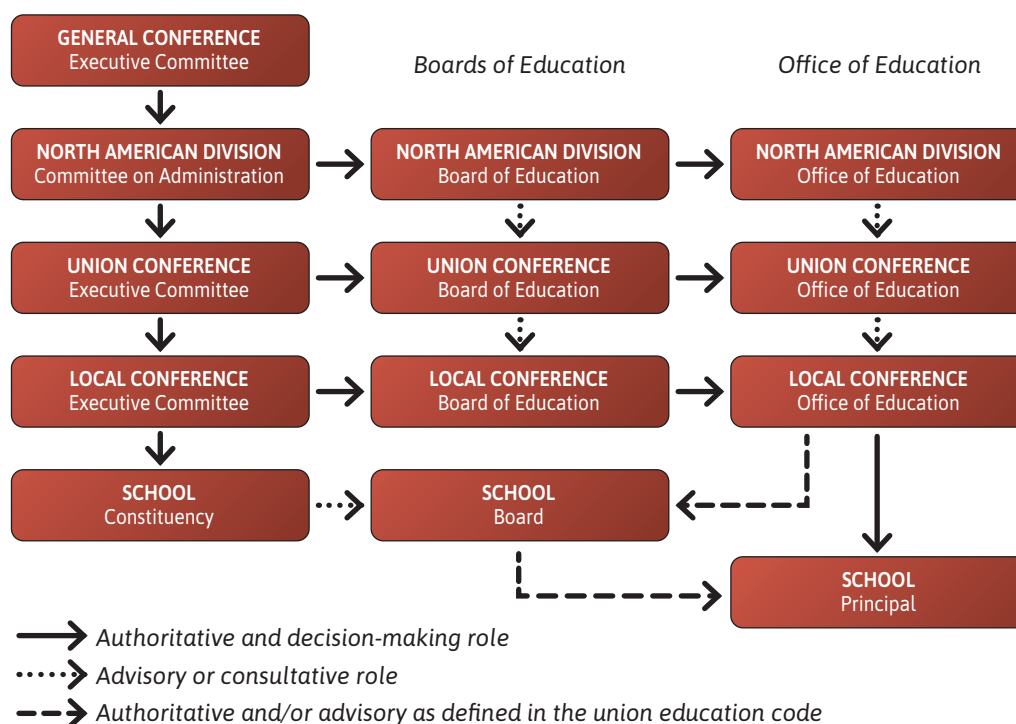
Submit required monthly reports to your local conference office of education, as required.

Organizational Flow

Understanding Church Structure and Governance

It is important for a principal to understand the organization of the North American Division (NAD) EC-12 school system and how the church governs that structure. The accompanying flowchart provides highlights of the relationships as they relate specifically to 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.



School Constituency

The local school constituency consists of all the baptized members of the churches who have chosen to join together to operate a school. In addition, all members of the faculty, the officers of the local conference, the local conference superintendent and their associate(s), and the union conference director of education and their associate(s) may be members.

As a teacher you should visit each constituent church before school, if at all possible. Introduce yourself and be friendly. These are the people who support the school. They are sacrificing to make the school possible, and they want to know you.

While you may regularly attend one particular constituent church, make an effort to occasionally visit the others as well. Becoming involved in the broader church community—both through Sabbath worship and social events—helps foster trust, support, and a shared sense of mission. Church attendance/membership should follow the policy of your Union Education Code.

School Constitution and Bylaws

The constitution and bylaws are the written documents which all constituent churches have agreed will govern the school and its operations. These are very important documents that delineate the constituency's organizational governance.

If the school does not have a constitution, check with your local conference office of education for a sample constitution. The school board should provide leadership in writing a constitution. Once the school board has developed a constitution, it should be presented to the constituency for approval.

Once a constitution is approved, the board should periodically review and suggest constitution revisions to the constituency at a constituency meeting. The constitution should be ratified every three to four years.

School Board

The school board is elected by the school constituency as defined in the school constitution. It has been given the responsibility for the operation of the school within the guidelines and policies adopted by the NAD or Union, the local conference board of education, and the local school constitution.

The functions of the board are listed in the NAD & Union School Board Manual. Also check with your local conference or union's education code. Below is a summary of these functions:

- Ensure implementation of policies and plans of the local conference office of education.
- Develop a clear, practical set of objectives that are in harmony with the Seventh-day Adventist philosophy of education.
- Develop policies in areas of local concern (i.e., use of school property, tuition and other methods of support, plant maintenance, continuous school improvement plans (CSIP)).
- Actively engage in the school accreditation process.
- Plan an annual balanced operating budget.
- When boards discuss personnel or employment issues the conference superintendent, or designee, must be present.

Principal's Role on School Board

The principal or head teacher is the executive secretary of the board. As the administrator of the school, they are responsible for carrying out the actions of the board. The board chairperson and principal or head teacher work cooperatively to prepare the agenda for each board meeting, to give tactful leadership in the board meeting, and to see that all actions are implemented.

The executive secretary of the board is responsible to:

- Send reminders, including time and place, to all board members in advance of any meeting.
- Prepare the board agenda in consultation with the chair.
- Prepare and present a principal's report.
- Record board minutes at each meeting. Since it is often difficult to discuss agenda items and keep notes on voted and non-voted actions, some boards elect a recording secretary who records the actions and prepares the minutes for the executive secretary to review.
- Provide copies of the previous board minutes for each board member.
- File a copy of voted minutes. School board minutes are legal documents that are permanently filed at the school.
- Send a copy of voted minutes to the local conference office of education.

Note: It is important to prepare a hard copy board member binder, which is kept at the school. Include tabs to make it easy to find items (i.e., current agenda, minutes, subcommittee minutes, financial statements, constitution, student handbook, a copy of the last visiting committee's accreditation report).

Develop positive relationships with board members. Encourage communication and use your influence during board meetings to maintain positive discussions. Issues involving sensitive personal situations should be discussed privately with the parties involved and not with the board as a whole.

School Board and Discipline

Seventh-day Adventist Schools practice redemptive discipline to restore relationships whenever possible. The teaching principal and teachers are the ones to document the event in the SIS, administer disciplinary action, and inform the board when needed. The school board does not need to be involved in every disciplinary event, but it is important to inform the board of serious disciplinary infractions. When student discipline situations arise that may require the expulsion of a student, it is important for the teacher, principal, and school board to work closely with the local conference superintendent. Schools may establish a small discipline committee so that specific information is shared with as few people as possible. This board voted committee might be comprised of only three members (i.e., principal or teacher, the school board chair, and the pastor). Most schools require board action to expel a student.

See NAD Principals Handbook found at Adventisteducation.org → NAD Educators' Corner → Educators → Handbooks and Manuals.

Relationship with Church Board

The church and school are symbiotic ministries that are vital to each other. On many local church boards, the principal or school board chairperson is an ex-officio member. It is important that:

- There is a cooperative relationship between the school and the church board.
- The church board is informed of what is happening at their school.
- The church board understand their advisory role and understand that the school board is the governing body of the school.

School Finance and Budgeting

A knowledgeable and capable school treasurer plays a vital role in keeping the school operating smoothly. The school treasurer should prepare a written monthly financial report, which they will present during each board meeting. Work closely with your school treasurer to be aware of your school's financial health. Additional information is found below under Finances.

Finances

The teaching principal is responsible for working with the school board and treasurer to manage the school's finances.

Each spring, the board approves a budget for the following school year. The finance committee or an ad hoc committee comprised of at least the treasurer, board chair, principal or teacher, and possibly the pastor, should develop a budget to present to the full board.

Budget preparation should include a review of financial statements for the previous three to five years to determine an average trend for the various budget line items (both income and expense). Enrollment trends and projections should be considered when developing income projections. Adjust the income and expense entries until they are balanced, or income exceeds expenses. Your local conference may have budget guidelines, forms, and policies.

The school treasurer will present the proposed budget to the school board. They will need to respond to the school board's questions and be ready to make adjustments. After the school board approves the budget, it should be presented to the constituency, or approved representation of the constituency, for approval (refer to Conference / Union codes for specific directions). Once the constituency approves the budget, send it to the local conference office of education.

Income line items in the budget include, but are not limited to:

- **Church Subsidy.** Most churches provide a significant portion of the school income through a financial allowance or subsidy. This gives every member an opportunity to support the school and reinforces that this is a church school.
- **Tuition.** Tuition is the main source of funding for the school's operation. Most schools raise tuition by 1–3% annually to offset the need for a large increase after several years. Reviewing tuition charges for the past two or three years is helpful when setting tuition rates. The superintendent will have information on tuition charges for schools of similar size and they can provide financial information that may be helpful when setting tuition rates.

- **Registration and Entrance Fees.** Registration fees should be sufficient to cover expenses such as textbooks, testing supplies, library/technology fees, supplies, and student insurance. Your local conference office of education may have recommendations as to what to include in entrance fees and what a typical entrance fee is.
- **Fundraisers.** Many schools conduct fundraisers, during the year to generate additional income. Anticipated fundraising proceeds may be included in the proposed budget.
- **Direct Donations.** There are several effective ways to encourage donations to the school. These include birthday or memorial gifts, posting a wish list on the school or church bulletin board, making direct requests for specific needs, or hosting a school “shower” through the Home and School Association. Each method helps connect community members to the school’s mission and makes giving more personal and meaningful.

Expenses

Expense line items in the budget include but are not limited to:

- **Conference Teacher Billing.** This is the amount the school remits to the conference for each teacher assigned to the school. The local conference superintendent or local conference treasurer communicates the teacher billing remittance to each school board.
- **Locally Funded Employees.** Anyone employed for regular service in a school (i.e., teacher aide, janitor, secretary, treasurers) is a local conference employee and must be paid through the local conference, even if their salary and benefits are completely funded by the school.
- **Major Purchases.** Items that are expected to last several years are considered major purchases (i.e., wall maps, desks). The board generally expects to review requests prior to purchase, even if funding is included in the approved school budget. Each year, the board should set a maximum spending limit for the principal or teacher that the board has pre-approved. Receipts should be given for reimbursement and record keeping to the school treasurer as purchases are made. It is not recommended that large purchases (textbooks, curriculum) are made on personal credit cards.
- **Minor Purchases.** Everyday items or consumable materials are considered minor purchases (i.e., art supplies, office supplies, curriculum supplies, stamps). These do not need budget authorization if they are within the budgeted limits.
- **Textbooks/Curriculum.** This is a significant expenditure. Generally, the board should budget approximately \$500 per student for textbook purchases. The amount to budget depends on new series adoptions, student enrollment, and the number of replacement copies needed. The NAD Elementary Textbook List provides information regarding the official textbook adoptions, supplementary materials, and ordering information.
- **Utilities.** Paying monthly utility bills are included in this line item (i.e., heating, electricity, water, sewer, Internet, garbage).
- **Supplies.** Any supplies needed for the operation of the school are included in this line item (i.e., bulletin board paper, toilet paper, vacuum bags, art supplies, stamps).
- **Petty Cash.** This is a small amount of money kept at the school that the principal or teacher may use to make small purchases. The board should develop a policy that delineates how much money should be included in the petty cash box. The petty cash fund should be kept in a locked box or drawer with only one person authorized to access the money. This person will be responsible for all petty cash activity. Petty cash vouchers may be used to document each transaction, along with transaction receipts. When the fund is substantially depleted, the treasurer will receive the documentation of expenditures and write a check to replenish the fund.

Since money is tight in most schools, fundraising is often what makes the purchase of needed materials and equipment possible. Most Home and School Associations will help with planning and organizing fundraising programs.

Selling a variety of commercially prepared items is one way to raise money. There are thousands of companies who send fundraiser brochures to schools. Choose carefully, and get board approval, prior to implementing any of these programs.

Do not rely solely on commercially prepared fundraisers. Brainstorm with colleagues, the Home and School Association, and the board to develop ideas that will work for your school. Some ideas to consider are newspaper drives, bottle or aluminum can collections, school yard sales, white elephant auctions, car washes, international food fairs, talent shows, or work-a-thons.

Tax-Exempt Number

Generally, schools in the United States, both public and private, are eligible for tax-exempt status due to their educational mission and purposes. This is recognized in federal law as crucial to the well-being of society. Check your state, conference, and union code for further clarification. For schools outside the United States, check your governmental regulations.

New Building or Building Renovation

When there is a school building or renovation project, the principal or teacher is often asked to be part of a committee that plans and oversees the project, and to be available to participate in whatever way is needed. It is important to demonstrate support for the project by participating in meetings and work bees. Use diplomacy when communicating your ideas.

Marketing

The most important piece of a marketing plan is for the principal or teacher to keep the day-to-day functioning of the school in very good order. Students who demonstrate satisfaction, contentment, academic growth, and success are the most valuable marketing tools.

For detailed branding and marketing materials, go to adventisteducation.org → NAD Educators Corner → Our Schools (drop down) → Marketing Tools

Creating a marketing plan for your school requires team effort on the part of the board, constituency, pastor, principal or teacher, students, and parents.

The ultimate goal of your marketing strategy is to convey that your school is:

- An excellent academic choice.
- An indispensable link in the partnership of home, church, and school.
- Supportive of the mission and standards of Adventist education.
- An extension of the ministry of the constituent church(es).
- A unique asset in the local community.

Effective marketing tools are those that clearly translate the messages stated above into formats that are easily understood and accessible to your targeted audience.

Happy families will be your very best promoters. Word of mouth goes a long way. Quote the comments of very satisfied parents on your website and in your school brochure, with their permission. Solicit parents who would be willing to give a reference about the school to prospective parents. Remember to tap the recent alumni population for testimonials as well.

The board is responsible for locating and delegating tasks to other individuals who will help make the implementation of the marketing plan a success. The prayerful support and energy of all is essential.

School Brochure

When developing a brochure, gather and study brochures from other Adventist and private schools to identify the strengths of each one. Determine your target audience and what information needs to be included. Carefully consider the words used. Be especially careful to avoid using unique Adventist lingo. Appoint someone to take high quality photographs depicting a spiritual focus, hands-on learning, and genuine smiles. Select pictures that speak volumes. Do not overlook simple, everyday occurrences such as students raising their hands, singing, or engaging in a nature lesson. Pictures are a powerful means to convey the fact that tuition is well worth the investment.

Make certain that you have up-to-date photo releases for all students included in any photos that are used. Never identify students by name in such publications.

The board may choose to have a professional develop a brochure for your school, or they may put in place an ad hoc committee to work on it. Drafts should be presented to the board for final approval before printing takes place.

Website

Adventist School Connect provides a free website and design for all churches and schools in North America. They offer free website hosting, free technical support and training, professional design options, the ability to customize by adding images, and more. This is an easy, cost-effective way to create a high quality, interactive website for your school. Make certain that you have up-to-date photo releases for all students included in any photos that are used. Never identify students by name on a website.

Many local chambers of commerce will set up a live link to your website for a small fee. Ask the school board to appoint an individual to create, update, and maintain your school's website. It would be wise to have the school board review the website multiple times a year.

Newsletters, Bulletins, and Publications

Submit articles to the church newsletter on a regular basis. Post the same article on your website for a wider audience.

Announce school events in the church bulletin.

Occasionally create a special bulletin insert to communicate about special events such as:

- School (and church) picnic
- Visitors Day
- Registration Day
- Weeks of prayer
- School programs, including Christmas
- Sacred concerts
- Community service projects

Articles can also be submitted to the local conference communication department for inclusion in local conference and union publications. The communication secretary for the local church is a good resource person to help make these connections. Include photographs whenever possible with these articles. Make certain that you have up-to-date photo releases for students included in any photos used.

Keep a scrapbook of new stories and articles about your school. Display this at an open house event or in the church foyer.

“Whether we recognize or not, we are stewards, supplied from God with talents and facilities, and placed in the world to do a work appointed by Him.”

— Ellen G. White, *Education*, p. 137

Facilities

A pleasant, attractive environment encourages students to respect and appreciate their surroundings and will foster the desire to learn. An orderly, clean environment should extend beyond the classroom and continue throughout the entire physical plant, both inside and outside.

Providing and maintaining an appealing facility requires significant effort. If the principal or teacher personally assumes all the work in this area, they are on the fast track to burnout. It is the board's responsibility to provide custodial and maintenance services for the building by hiring personnel or securing dependable volunteers to care for the plant and grounds on a year-round basis. The teacher and students may share this responsibility by respecting the school and personal property.

Local and state or provincial regulations must be consulted for health, fire, and safety code requirements. Routine inspections by local officials are necessary. Compliance with standards outlined by these authorities is mandatory.

Contact your local health and fire inspectors for a complete list of requirements. Regulations vary according to state/provincial and local codes.

Risk Management has an excellent School Safety Inspection form that is downloadable at adventisteducation.org → NAD Educators Corner → Our Schools (drop down) → School Safety.

Emergency Closings

There will be times when you must close your school unexpectedly. The reasons for closing school vary but are most often related to one of the following: extreme weather, utility failure, building safety concerns, vandalism, and student illness (pandemic).

It is important that you are prepared for situations when conditions make it necessary for you to close school. In these situations:

- Develop a plan with the school board for emergency school closings. This may include necessary steps to take if a substitute teacher cannot be secured in certain situations.
- Develop an action plan to quickly communicate with each school family. It is important to educate families in the details of the plan.
- Consider conducting school remotely if it makes sense in your situation. Check with the superintendent about state/provincial government regulations pertaining to remote schooling.

Library and Media Resources

Each school should have a library or media center that provides a collection of appropriate instructional materials selected and organized for use by students and teachers. The space selected for the library should be large enough to accommodate a class for special assignments.

Considerations for Setting Up a Library and Media Center Space

1. Create a welcoming environment
2. Provide a wide variety of texts – formats
3. Connect to the curriculum
4. Offer student-centered programming and makerspace activities. Visit [Ultimate Makerspace Guide For Schools and Libraries](#)
5. Collaborate with outside organizations, such as sister schools and the local library
6. Share advocacy resources to help students find their voice/passion

Library and Media Center Requirements

There is no North American Division requirement for the minimum number of titles. Check with your local or union conference offices of education to see if there are local requirements.

Reference Resources

- Bible – a variety of translations and formats
- Bible concordance
- Bible dictionary
- Bible information – a Seventh-day Adventist website that can help students find answers to questions about the Bible

Denominational Resources

- Conflict of the Ages Series by Ellen G. White
- Online resource for Ellen G. White's writings
- Ellen G. White® Estate: Home
- Family Home Christian Books
- Adventist Book Center

Minimum Guidelines for Library and Media Centers

Category	Elementary
Print and Electronic Resources	
General Reference	Copyright dates within 10 years
Church Reference Material	Online or hardcopy materials
General Collection	To meet the needs of the school curriculum and student interest within the Seventh-day Adventist worldview
Digital Resources	Online subscription to pre-search or research database, eBook library, online reading program
Classification System	Cataloged using the Dewey Decimal System
Periodicals	Priority given to curriculum support and research interests within the Seventh-day Adventist worldview
Technology	
Computer Workstations	1 in the library or media center
Internet Access	Reliable Internet bandwidth to support school-wide usage with policies governing acceptable use and security
Accessibility	
Online Public Access Catalog (OPAC)	Access to electronic catalog and Electronic Circulation System on and off campus
Facility	Designated space for differentiated resources that foster recreational reading, research, and collaborative learning
External Community Resources	Utilizes information resources from the local public library
Management and Staffing	1 staff/volunteer assigned to manage the space

Organizing the Library and Media Centers

Organizing, classifying, processing, and purchasing materials is a challenging job! Check with your church members for names of retired librarians, church volunteers, and community resource people available to help. Your local conference office of education may also have names of individuals with experience or willingness to help organize and maintain your library.

Classification

The two most common library classification systems are the Library of Congress Classification System, used in most college and university libraries, and the Dewey Decimal Classification (DDC) System, used in school, public, and small libraries. The DDC was conceived by Melvil Dewey in 1873, was first published in 1876, and is continuously revised to keep pace with knowledge. It uses numbers to group by subject. The ten main classes are:

- 000 Computer science, information, and general works
- 100 Philosophy and psychology
- 200 Religion
- 300 Social sciences
- 400 Language
- 500 Science
- 600 Technology
- 700 Arts and recreation
- 800 Literature
- 900 History and geography

Collection Development

- Visit the Adventist Education website for recommended resources: adventisteducation.org → NAD Educators Corner → Curriculum → Pathways → Menu(drop down) → Training & Resources → Literature Selection Guidelines.

- Many library resource companies employ professional librarians who can provide on-demand custom book lists to meet your needs. This service is a significant time saver for librarians and library managers. See the recommended library collection development services and book.
- Book Reviews – Be sure to read reviews on books you have selected, especially new and popular titles, even when recommended by a professional librarian. See the list of trusted review sites.

Weeding Library and Media Center Collections FAQs

Q: What is weeding?

A: Weeding is the process of re-evaluating library resources and removing items that are worn out, have outdated or inaccurate information, or no longer serve the students' learning needs and reading interests. The weeding process is a planned, systematic, and thoughtful activity and a critical part of collection development. The WRDSB's Selection of Educational Resources guideline (2021) sets out expectations for weeding so that library collections remain current, equitable, relevant, and appealing.

Q: Why weed?

A: Weeding ensures that:

- The collection adheres to criteria in the WRDSB guideline document Selection of Educational Resources
- The collection is current, relevant, and appealing
- All areas of the collection have been evaluated for equity issues, bias, and stereotyping
- The collection appears refreshed, making it more appealing to developing readers and researchers, increasing circulation
- Current and reliable resources are more accessible to locate
- Strengths and weaknesses of the collection and areas of need can be assessed (collection analysis)

Q: How do you decide what should be weeded?

A: School librarians frequently use the popular CREW Method as a framework for weeding. CREW stands for Continuous Review, Evaluation, and Weeding. The acronym MUSTIE sums up the main criteria used in the CREW Method:

M	Misleading: Factually inaccurate; obsolete information; contains racial, cultural, or sexual stereotyping.
U	Ugly: Refers to the physical condition of the book, including outdated appearance, wear and tear, dirty or moldy, and beyond repair or not worth repairing.
S	Superseded: The resource has been superseded by a newer edition or a more current resource or information format.
T	Trivial: No discernable literary, scientific, or educational merit. Does not engage today's readers. Poorly written or presented.
I	Irrelevant: No longer serves the needs or interests of the school community.
E	Elsewhere: Maintaining a useful collection on the topic isn't easy. More comprehensive collections are available from other sources.

A small school library can be organized with shelves along the walls, a few cozy reading spots, and books grouped by level or subject. A central table or tech corner adds flexibility, making the most of limited space.

Makerspace Resources

Q: What is a makerspace?

A: It is a place that provides hands-on, creative ways for students to research, design, and experiment. Students use various tools and technology, creating an environment that fuels engagement and innovation.

Teaching Literature in Seventh-day Adventist Schools

“The great aim of the teacher should be the perfecting of Christian character in himself and in his students.”

— Ellen G. White, *Counsels to Parents, Students, and Teachers* p. 68

Literature selected, for Seventh-day Adventist schools, should lead to the development of the whole person. It may be expressed through poetry or prose; it may be factual or nonfactual; it may be drawn from secular or religious sources. The study of secular literature, carefully guided and studied with a sober regard to the positive principles set forth in Holy Scripture and emphasized in Ellen G. White’s writings, is legitimate for Seventh-day Adventist schools.

Literature selected in Seventh-day Adventist schools should:

- Promote character development or draw the reader to Christ.
- Lead to the development of the whole person.
- Be serious art that will lead to significant insights into human nature and will be compatible with Adventist worldview.
- Develop problem solving skills.
- Emphasize the true, the honest, and the beautiful.
- Encourage students to be thoughtful, law-abiding citizens and loyal, conscientious Christians.
- Avoid sensationalism and maudlin sentimentality.
- Not be characterized by profanity or other crude and offensive language.
- Avoid elements that give the appearance of making evil desirable or goodness appear trivial.
- Avoid simplified, excitingly suspenseful, or plot-dominated stories that encourage hasty and superficial reading.
- Be adapted to the maturity level of the group or individual.

Teachers of literature in Seventh-day Adventist schools should:

- Select and preview materials and teaching methods that nurture students to seek wisdom and truth and to develop compassion for others.
- Assist students in discovering the relevance of biblical literature and the writings of Ellen G. White.
- Include materials that sharpen 21st century skills.
- Include literature that promotes ethnic diversity and celebrates each person as a unique individual created in the image of God.
- Choose materials that reflect the values of the local church/school community and the interests of the students themselves.

“The great aim of the teacher should be the perfecting of Christian character in himself and in his students. Teachers, let your lamps be trimmed and burning, and they will not only be lights to your students, but will send out clear and distinct rays to the homes and neighborhoods where your students live, and far beyond into the moral darkness of the world.”

— Ellen G. White, *Counsels to Parents, Students, and Teachers*, page 68.

2. TEACHING AND LEARNING

Note: Find a full, interactive experience, including live links to documents at the Adventist Education website → NAD Educators Corner → Multigrade → Lifeline—A Handbook for Multigrade Educators.

Adventist Education Dashboard

Student and Educator IDs, certification, report cards, opening and closing teacher and school reports, attrition rates, cumulative record, student profile, and more! Note: Data is imported from your student information system.

Adventist Education Elementary Curriculum Glossary

AEtech

NAD committee focused on integrating technology into education.

ALC

Adventist Learning Community that offers online training modules and professional development. Also on ALC is CIRCLE, a database for teacher resources, SBL Toolbox and Adventist Teacher Connect. You can access ALC directly on the web or through the Adventist Education Dashboard.

Engage AE

A newsletter for Adventist educators focused on innovative teaching strategies, integrating faith and learning, and the latest developments in educational technologies.

J2E 2.0

Journey to Excellence 2.0 is the Adventist educators framework for continuous school improvement.

Leading the Journey

A newsletter for Adventist educational leaders and administrators that publishes articles, advice, and stories highlighting challenges and opportunities within Adventist education.

Mental Health

Equipping educators with the right tools to support students and families who are experiencing personal problems. This toolkit is intended to awaken awareness, and not to train educators to diagnose or treat any mental health condition.

Multigrade

Three or more grades taught by one teacher at the same time.

Multigrade Classroom Website

Portal to all the help provided by the NAD for the implementation of the curriculum, standards, PD, the pacing guides, the Lifeline handbook, and so much more.

NAD

North American Division

NADOE

North American Division Office of Education

NAD Elementary Standards

North American Division elementary K-8th grade instructional standards

NAD Level 1 Resource

Primary approved curriculum resource

NWEA MAP

The adopted standardized platform for the NAD. It measures student achievement and growth in math, reading, language usage and science.

Proficiency Scales

A progression of learning goals with levels of difficulty. Accessed in the SBL Teacher Toolbox on ALC.

REACH

Inclusive elementary classrooms embrace students with disabilities in general education curricula and benefit students socially and academically without facing the stigma of segregation.

SBL

Standards-Based Learning

SBL Toolbox

Collection of educational resources specifically for SBL including learning proficiency scales, “I can” statements, and unit plans. The toolbox can be accessed through the NAD Dashboard. Training is required for access; check with the local conference or union for details.

Small School

A school with three or fewer teachers.

Social Media for Multigrade

NAD hosts three Facebook closed group sites for multigrade educators: the Multigrade closed group, the Pathways 2.0 closed group, and the Bible Encounter closed group. Access the sites on Facebook and request admission.

Teacher Bulletin

Curriculum materials and teacher resources that are creative and resourceful, that integrate Christian principles with cutting edge technology, which include contemporary theories and trends, and provide avenues for curriculum extensions and enrichment. There are many integrated multi- age/multi-grade units for Seventh-day Adventist small school educators.

Textbook List

Curriculum resources by subject and grade

Textbook Alternation Plan

NAD approved resources for each subject and grade level. Multigrade curriculum rotation curriculum cycles for even and odd years (Alternation for two-grade classrooms in a four-room schools; 1-8 one-room teacher; K-4 and 5-8 plans).

Technology NAD Negotiated Pricing

Online resources for the NAD Adventist schools at negotiated pricing.

Classroom Schedule

One of the hardest things to do is to find the time to fit everything in. As you create your schedule, remember, a schedule is only as useful as it is flexible to meet the needs of your classroom. Check with your local conference office of education to see if there are subject minutes requirements and a daily schedule analysis that delineate time allotments of specific minutes per day and week for each subject.

Most union education codes and local conference offices of education require teachers to be on duty thirty minutes before and thirty minutes after school for supervision purposes.

Ask your conference for a sample schedule.

Procedures

Creating and implementing classroom procedures (routines) and expectations (rules) are key to achieving a positive classroom environment. Procedures and expectations need to be taught so that students know what is expected. In addition to arranging the room and practicing moving into groups, students can be involved in discussing the rationale for establishing other procedures and expectations to govern their classroom. Remember, the key to effective procedures and expectations is consistency.

However, if a procedure or expectation does not work, discuss it, and modify it, and enforce it.

Effective teachers know what activities need to be done and have worked out the procedures and expectations for each of them. These procedures and expectations should be posted or handed out to the students at the beginning of the school year. Teachers should teach the procedures and expectations verbally and post them.

Contact your conference for details.

For more information on classroom process and procedures, visit the Adventist Education website → NAD Educators Corner → Multigrade → Resources for the Multigrade Classroom → Menu (drop down) → Teaching and Learning → (scroll down) Classroom Processes and Procedures section.

Curriculum Essentials

Curriculum

Curriculum essentials assist in navigating textbook selection, multigrade curriculum rotation, engagement, instruction, and classroom management strategies.

In alignment with the J2E framework, the Adventist educator is dedicated to broadening the scope and raising the aim of education by ensuring that students encounter Jesus and experience excellence through whole student learning—spiritually, mentally, physically, and socially. This journey embraces the Adventist worldview, which restores God’s image in humankind, and calls the learning community to “something better” (*Education*, 296).



Standards-Based learning (SBL)

- Use the standards! Remember that standards in education are a statement of what students should know (content knowledge) and be able to do (applicable skills) upon completing a course of study. Standards identify the students’ learning destination, but much more is required to complete the educational journey. Your goal as an educator is to use the standards to inform the development and the implementation of instruction, and assessment for learning concepts.
- Remember that students learn continually, even beyond the classroom.
- Standards state in clear, concise terms what students are expected to learn, and they can check their understanding using the “I Can” statements.

Training is required to access the NAD Adventist Teacher Toolbox, which provides standards-based resources including proficiency scales. Check with your union for specific details. To learn more, visit the Adventist Educator Toolbox.

Fine Arts Overview

The multigrade fine arts program provides an opportunity to explore the Adventist worldview while encouraging each student to discover, experience, and express the beauty and talents that God has given them. Focus areas within fine arts may include visual, musical, dramatic, and creative movement-based arts. The NAD has provided standards and recommended resources focusing on visual and musical arts. These areas are also an opportunity to partner with your community to find a wealth of volunteers eager to share their expertise and areas of joy.

Visual Arts

- **Suggested instructional minutes:** 1st–8th grade: Minimum of 60 minutes weekly. To ensure accuracy, please check with your local conference or union.
- **Grading:** Grading in art can be very subjective. You may want to include how the student follows directions, the amount of effort put into the project, neatness, and originality, in addition to consideration of artistic ability.
- **Resource location:** NAD-approved materials are listed in the visual arts section of the fine arts resource site.
- **Specified training:** Teachers without specific training in art may present materials in a developmental and sequential way. While materials are designed to teach visual art across grades 1–4 or 5–8, art instruction can generally be presented to all grades at the same time.

Music

- **Resource location:** NAD-approved materials are listed in the music section of the fine arts site.
- **Suggested instructional minutes:** 1st–8th grade: Minimum of 60 minutes weekly. To ensure accuracy, please check with your local conference or union.
- **Grading:** Grading in music can be very subjective. It is important to remember that all students do not have the same natural abilities for music; instead, consider including things like practice time and participation in grading.
- **Supplementary resources:** The following materials and equipment may enhance your music program:
 - Charts and pictures of musical instruments and notes
 - Simple musical instruments, i.e., recorders, rhythm band instruments
 - Pictures and biographies of composers
 - Recordings of classical, secular, and religious music
 - Piano or keyboard
 - Hand bells or hand chimes
 - Boomwhackers
 - Instructional videosThese items can be purchased online, at teacher supply stores, and at music stores.
- **Specified training:** Teachers without specific training in music should consider implementing volunteer support from the local community or YouTube videos.
- **Notable information:** NAD music curriculum includes components that allow students and teachers to enjoy the development of music appreciation, knowledge, literacy and performance skills. A whole new world is opened when a student learns to understand music at an early age. Through the development of music literacy and participation in singing, playing instruments, and listening activities, a student's emotional and physical well-being is enhanced. The student may continue to choral, concert band, orchestral music, and many other types of ensembles where they can engage in teamwork and leadership skills. As skills are developed, the student matures into a confident participant and leader of music in the school, church, and community. As part of your planning, consider providing opportunities for your students to participate in a variety of musical activities through church services, school programs, music festivals, and outreach activities.

Bible Overview

Bible classes are purposed with helping all students at every grade level to have a personal, deep, abiding relationship with God and to respond to His invitation to live out of the overflow of this relationship—to understand the truths of the Bible, to respond to Christ's invitation to live in a lifelong vibrant relationship with Him, and to be passionate about the salvation of others.

- **Suggested instructional minutes:** 1st–4th grade: Minimum of 30–45 minutes daily, 5th–8th grade: Minimum of 45–50 minutes daily. To ensure accuracy, please check with your local conference or union.
- **Grading:** Bible is a relationship journey that addresses the head (academic knowledge), heart (personal relationship with God), and hands (service to others). Academic grades can include writing, projects, and memory work. Community service projects could receive a participation grade, but that would be at the discretion of the teacher.
- **Resource location:** Adventist Encounter Curriculum materials are accessed through the Dashboard.
- **Specified training:** To access the resources, all teachers must receive Encounter Bible training. Check with your union for specific training requirements.

English Language Arts Overview

The English Language Arts program provides instruction in cherishing the means of knowledge through reading, writing, listening, and speaking. Ellen White states our responsibility as learners in *Christ's Object Lessons*. "In making a profession of faith in Christ we pledge ourselves to become all that it is possible for us to be as workers for the Master, and we should cultivate every faculty to the highest degree of perfection, that we may do the greatest amount of good of which we are capable." (White 2003, 330) This biblically based curriculum is built on the Adventist worldview and the belief that Christ is the model teacher. It recognizes the responsibility of nurturing excellence and service to others. Instructional cycles provide rigorous academic alignment with standards of proficiency in literacy.

Recognition and respect for the diversity in our world is seen through the choice of anchor texts and instructional lessons throughout the program. By exploring big ideas and varying answers to essential questions, students are led to understand that the Bible is the standard for learning and living a life of faith.

- **Suggested instructional minutes:** 1st–4th grade: Reading: 75–90 minutes daily, English: 30–45 minutes daily, Spelling: 10–20 minutes daily, and Handwriting: 10–20 minutes daily. 5th–8th grade: Reading: 45–60 minutes daily, English: 30–45 minutes daily, Spelling or vocabulary: 20–30 minutes daily, and Writing: 15–20 minutes daily. To ensure accuracy, please check with your local conference or union.
- **Grading:** Suggested grading construct per week: one grade for handwriting, two for spelling, one for the unit lesson and one for the spelling test, a minimum of two grammar and reading assignments. NAD proficiency scales and "I can" statements are available in the SBL Toolbox.

Math Overview

Mathematics instruction is a combination of discovery and direct instruction that addresses the Adventist Education Standards for Mathematics. A deeper understanding of the math concepts is achieved by narrowing the focus to fewer topics and developing concepts through inductive reasoning, engaging activities, examples, and thought-provoking exercises. It honors the J2E core elements of learning by providing purposeful, coherent, and practical strategies that are effectively used by educators to foster curiosity and engage the head, heart, and hands in learning. Informed by research-based, data-driven practices, relevant curriculum, and real-time assessment, students are engaged in differentiated learning cycles that prepare them for a rapidly changing world.

As we transition to a standards-based learning system, a variety of incremental steps will be used to facilitate the implementation process. Math correlation guides are available from the NAD, union, and local conference office of education, with the primary objective of simplifying mathematics instruction for two or more grades.

- **Suggested instructional minutes:** 1st–4th grade: 35–40 minutes daily, 5th–8th grade: 45–60 minutes daily. To ensure accuracy, please check with your local conference or union.
- **Grading:** Suggested traditional grading construct per week: three grades per week. Standards based grading practice is not graded; targeted success criteria checks will be at the discretion of the teacher. NAD proficiency scales and "I can" statements are available in the SBL Toolbox.

Physical Education Overview

Adventist Education takes a holistic approach which includes a focus on the integrative nature of spiritual, mental, physical, and social development. Ellen G. White states, “The whole body is designed for action, and unless the physical powers are kept in health by active exercise, the mental powers cannot long be used to their highest capacity” (Education, p. 207). With this in mind, physical education extends beyond the development of discrete skills in order to promote the enjoyment of physical fitness activities to make movement and activity a lifelong habit.

NAD recommended resources provide the information needed to develop programs and activities that are truly Christ-centered. Regardless of your personal fitness level, physical skills, knowledge, and/or interest, you can present a well-balanced physical education program.

- **Supplementary Resources:** The following materials and equipment may enhance your physical education program:
 - **Brain Breaks:** Physical activity need not be limited to physical education or recess blocks during the day. Research has shown that brain breaks that incorporate activity can support student learning.
 - **Fresh Air Recess:** Go outside and enjoy the outdoor spaces around your school in every season!
 - **Find local outlets:** Community resources can also be used for a short period of time or on a semi-regular basis. These include swimming pools, YMCA or community centers, skating rinks, hiking paths, cross-country skiing, and community playgrounds.
- **Suggested instructional minutes:** 1st–4th grade 25–30 minutes daily, 5th–8th grade 25–30 minutes daily. To ensure accuracy, please check with your local conference or union.
- **Grading:** Grading in PE can be very subjective. It is important to remember that all students do not have the same abilities or physical conditioning. Instead, consider including things like skills practiced, personal growth and participation in grading.
- **Resource location:** The Adventist Education website → NAD Educators Corner → Curriculum → Elementary → Physical Education
- **Ideas for instruction:** A variety of approaches can be used to teach physical education in small schools. One teacher might choose nine sports and teach them in two-week blocks each semester. Another teacher might have a series of warm-up activities and then move into a cooperative problem-solving game.

Social Studies Overview

Social studies, as defined by the National Council for the Social Studies (2023) “is the study of individuals, communities, systems, and their interactions across time and place that prepares students for local, national, and global civic life.” It includes a variety of disciplines, such as anthropology, archaeology, economics, geography, history, indigenous studies, government and civics. The study of these areas helps students to navigate the world. By exploring the past, participating in the present, and looking toward the future, Social Studies prepares learners for a life-long practice of civil discourse and civic engagement in their communities and the world. Social Studies and history are each intrinsic parts of Adventist education and serve to amplify and enrich the curriculum through presenting an awareness of God’s hand in the affairs of men and of man’s obligation to serve others.

- **Suggested instructional minutes:** 1st–4th grade 60–120 minutes weekly 5th–8th grade 150–200 minutes weekly. To ensure accuracy, please check with your local conference or union.
- **Grading:** Suggested traditional grading construct per week two grades per week. Standards-based grading practice is not graded; targeted success criteria checks will be at the discretion of the teacher. NAD proficiency scales and “I can” statements are available in the SBL Toolbox.

Science Overview

Science is an inquiry-based subject, and as Adventist educators we have our own science program to provide a balanced, hands-on experience for educators and students to strengthen their connection with their Creator as they continue building their knowledge of science and health through the lens of the Adventist worldview.

- **Suggested instructional minutes:** 1st–4th grade: 45 minutes daily, 5th–8th grade: 45–55 minutes daily. To ensure accuracy, please check with your local conference or union.
- **Grading:** Suggested traditional grading construct per week: two grades per week. Standards-based grading practice is not graded; targeted success criteria checks will be at the discretion of the teacher. NAD proficiency scales and “I can” statements are available on SBL Toolbox.
- **Resource location:** The multigrade curriculum alternation plan for combination grades is found in the pacing guides. Use the multigrade pacing guides to know what needs to be taught each quarter, according to the even-year and odd-year cycles. The pacing guide shows the alignment of topics and where they are found in each textbook by grade, chapter, and lesson in the multigrade alternation plan. Adapt this guide to your classroom to meet the needs of your students and share resources with other multigrade teachers you know to lighten the load! You do not need to do all the activities. There isn’t enough time. In the pacing guide, please select the structure that aligns with the grades you teach: 1–4, 5–8 or 1–8.

Recess

Recess is a vital part of your program where students have playtime that is not as structured as a physical education class. It provides learning opportunities such as social skills, teamwork, cooperation, and sportsmanship. Early in the school year, more direction from the teacher may be needed to guide the students to self-directed play.

Students must always be supervised especially on the playground. Play with your students when possible to build positive relationships and help reduce the number of conflicts on the playground.

Some tips for making recess a mutually enjoyable experience include:

- Be sure you can see all students on the playground at all times.
- Organize and maintain the recess equipment and prepare an orderly distribution system.
- Allow time at the end of recess for students to use the restroom and get a drink.
- Reduce transition time by having an established activity for students to do immediately following recess.

Check with your local conference office of education, do an Internet search, or ask your local Adventist college’s physical education department to recommend resources that would improve recess.

Technology

Technology is integral to education in the twenty-first century. Technologies should enhance the learning experience and can provide connections with other classrooms and teachers. There must be a proper balance between using technology as a tool and acquiring understanding of conceptual ideas and manipulative processes. Some areas to focus on include digital citizenship, keyboarding, basic computer skills, identifying and using hardware, and responsible care.

Modern Language

Research shows that learning a new language results in higher academic achievement on standardized test scores, increases cognitive development and abilities, and helps learners develop a more positive attitude toward the target language and speakers of that language. It also heightens students' understanding of English as they begin to recognize etymologies of other languages. However, because the small-school teacher faces the challenges of time and adequate resources, modern language instruction is usually considered optional.

If you decide to include modern language instruction, learning should focus mainly on conversational skills and vocabulary building. Conversational skills can be built through learning “set” phrases and using them as an everyday function in the classroom. Vocabulary building can happen by labeling items in the classroom. Maintaining a modern language dictionary is very helpful.

The following ideas will assist you in implementing a modern language program:

- Check to see if there are individuals in the local constituency who are fluent speakers of another language and would be willing to volunteer to provide instruction in the classroom.
- There are many companies that provide modern language curriculums.
- Determine where modern language instruction would fit best in the daily or weekly schedule.

Homework

It is important to develop your own philosophy toward homework in compliance with your school, conference, and union policies, and consider your community and parent expectations regarding homework.

Homework should:

- Provide review for what has been learned in the classroom.
- Prepare students for future lessons.
- Reinforce objectives that have already been taught.

Teaching Strategies

Create a positive learning environment in which all students can learn and be successful. This can be accomplished by adapting your instruction to meet the individual and collective learning needs of your students.

In the multigrade classroom, cooperative learning, peer tutoring, and cross-age tutoring are a few common teaching strategies that are particularly effective.

Cooperative Learning

Cooperative learning is a teaching strategy where students work with their peers to accomplish a shared or common goal. This goal is reached through positive interdependence among all group members rather than each group member working alone. To have effective cooperative learning, the following essential elements are needed:

- **Positive interdependence:** Each group member depends on each other to accomplish a shared goal or task. The goal is not met unless all group members are participating and working together.
- **Face-to-face interaction:** Group members assist, support, and encourage each other as they work to accomplish the goal or task.
- **Individual accountability:** While students work in groups, each group member is held accountable for his or her work. Individual accountability helps keep members focused and participating.
- **Social skills:** Cooperative learning groups set the stage for students to learn social skills: leadership, decision-making, trust-building, and communication.
- **Group processing:** Group processing is an assessment of how groups are functioning to achieve their goals or tasks. By reviewing group behavior, the students and the teacher get a chance to discuss special needs or problems within the group. Groups get a chance to express their feelings about what went well or what improvements need to be made in the group learning process.

Using cooperative learning strategies promotes higher achievement. It also increases the development of social skills as students learn to work together.

Know your students well and wisely group them. Carefully structure the cooperative lesson and become a facilitator as students work together to discover the lesson objectives.

Keep the following details in mind as you prepare your cooperative learning lesson:

- The size of the group should be small. Groups of 3-5 students work best.
- The groups should be heterogenous and balanced.
- Random groups offer variety, a perception of fairness, and an opportunity to transfer skills to a new group.
- Interest groups allow students to create their own teams.
- Model and empower students how to teach and coach each other.
- Make sure that the instructions, goals, and timelines are clear.
- Teach students the procedures and skills that will foster cooperative group success:
 - Teamwork.
 - Support and acceptance of differences.
 - Active and reflective listening.
 - Consensus building.
 - Coaching.
 - Group roles: leader, recorder, timekeeper, monitor, presenter, etc.

Peer and Cross-Age Tutoring

A wide variety of cooperative learning structures can be readily found in books or online. Some common structures include:

- **Jigsaw.** Each group member is assigned unique material to learn and then teaches it to their group. Students working on the same material read and discuss it together to decide what is important and how to teach it before rejoining their groups to teach each other.
- **Think–Pair–Share.** Students think silently about a question, exchange thoughts in pairs, and then share their responses with the group.
- **Numbered heads.** Each team member is given a number. The teacher asks a question and the group discusses the answer. The teacher calls a number and that student answers the question, for the group.

Cooperative learning enhances whole-class instruction, promotes positive interdependence, and minimizes competition.

“Cooperation should be the spirit of
the classroom, the law of its life.”
— Ellen G. White

Both peer tutoring (same grade) and cross-age (different grade) tutoring can be used as an advantage in a multigrade classroom. Tutoring not only helps the learner but also reinforces the skill and builds the confidence of the tutor. This is a powerful strategy for extending instruction but should not be overused to the detriment of any student’s own learning.

Peer or cross-age tutors can:

- Lead, conduct, and facilitate basic skill drills or games.
- Teach a known skill or concept to another student.
- Model or explain a skill or concept.
- Help with study skills and research.
- Read aloud or listen to beginners read.
- Identify unfamiliar words.
- Scribe for another student.
- Assist in editing written work.

Peer or cross-age tutoring may be unsuccessful if:

- It becomes a tedious task.
- It deprives a student of enrichment activities.
- Teacher, not student, help is what is really needed.
- The helping student provides the answers.

Curriculum Management

Planning a successful curriculum includes the use of yearly, unit, and daily lesson plans.

Yearly Plans

Yearly plans are the foundation of a successful school year. They form a broad framework that ensures you are covering the priority standards. Yearly planning also provides a monitor to ensure you are making adequate progress and staying on pace throughout the year. NAD provides pacing guides to help the teacher develop a solid yearly plan. Go to Adventist Education website → NAD Educators Corner → Multigrade → Pacing Guides

Yearly planning may include:

- Dividing each yearly plan page into quarters.
- Writing the dates for each week of the quarter.
- Writing the right number of teaching days in each week.
- Writing a brief description of the unit and concepts.

Unit Plans

The unit plan should include these minimal elements:

- The unit priority and supporting standards.
- The number of days.
- Unit assessment(s) that will be used to check for student understanding.
- The equipment and materials that will be needed.
- One or two extra days to allow for schedule interruptions.

Lesson Plans

Lesson plans are especially important for the multigrade teacher who must plan many levels and subjects.

The following essential lesson plan elements should be included:

- The main concept for each grade level in a subject area.
- The assignment students will be completing.
- The teacher's edition page number to reference teaching tips to be used.
- The supplies needed.
- A plan for what students will be doing while not in direct instruction (i.e., what will second grade do while fourth grade has direct instruction during math).

Lesson Plan Tips for the Multigrade Classroom

- Have hard-copy plans available for superintendent review
- Create detailed plans for substitute teachers
- Alternate teacher-led instruction and student independent learning in plans
- Be flexible and allow for spontaneous learning opportunities
- Be intentional and creative as you cover the priority standards
- Be adaptable; change strategies if it's not working

Assessment

There are many types of diagnostic, formative, and summative assessments. The purpose of assessment is to furnish students with feedback about their progress and achievement, check for understanding, and provide documentation. Some types of assessments include:

Diagnostic: finding out what they know	Formative: checking for understanding	Summative: checking for what has been learned
Self-assessments	Peer assessments	Demonstrations and performance
Pretests	Simulations	Portfolios
NWEA MAP	Observation	Projects
Survey	Quizzes	Unit Tests/Posttests
KWL Chart	Exit Tickets	Midterms/Finals

Targeted Assessments

Teachers conduct targeted assessments during the year. A few of these are standardized, student placement, reading placement, and diagnostic testing. Each of these is briefly described in this section.

NWEA MAP

NWEA MAP is the adopted standardized platform for the NAD. It measures student achievement and growth in math, reading, language usage and science.

Student Placement

A student who transfers from a home school or non-traditional school program should be assessed for placement. The recommendation from the parent or an evaluation from a previous teacher may be used to assist in that placement. Such assessments may include, but are not limited to:

- An informal evaluation conducted by the teacher.
- The administration of some portions of the standardized test. Check with your local conference office of education for policies regarding giving all, a portion of, or the standardized test.
- Consideration of the student's age, physical development, and social development.
- Grade-level textbook tests in the areas of reading and math.

Reading Placement

The Basic Reading Inventory by Jerry Johns gives the teacher insights into the student's:

- Independent reading level
- Instructional reading level
- Frustration level
- Strategies used for word identification
- Fluency
- Strengths and weakness in comprehension
- Listening level

It is an easy resource to use for determining reading placement. It is available from Kendall Hunt Publishing Company and contains individually administered informal reading assessments. The manual explains how to administer, score, and interpret the inventory.

Diagnostic

Diagnostic and special needs testing is a formal type of testing done by a trained professional with the intent of identifying difficulties or disabilities and determining a plan of action or accommodation to support student learning. Local public school districts are mandated to provide these services in the United States. Outside the United States, check with the union to find out what services are available. Many times the parent or guardian has to make the request for service. It is important to contact the local public school districts in your area and ask for the guidelines and procedures for referrals. Your local conference office of education may also provide resources or assistance. The REACH Resource Manual (Reaching to Educate All Children for Heaven) is another indispensable resource that provides ideas for working with students with learning differences. Go to Adventist Education website → NAD Educators' Corner → Curriculum → Elementary → REACH

“Treat others the same way that you would like to be treated.”

— Matthew 7:14

Social Emotional Learning

Social emotional learning occurs through how the teacher and students interact and conduct themselves. The teacher subtly yet skillfully leads by identifying, modeling, and requiring respectful behavior. Understanding social emotional intelligence will elevate all aspects of the school. Examples include:

- Affirming all learners.
- Handling conflict respectfully.
- Understanding positive self-talk.
- Fostering good citizenship.
- Promoting self-regulation and coping skills.

For the small school, recess and lunch period are particularly valuable times for the teacher to observe and reinforce respectful communication and attitudes.

“Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.”

— Philippians 4:8

Learning Differences in the Classroom

“In every human being He discerned infinite possibilities. He saw men as they might be, transfigured by His grace.”

— Ellen G. White

Classroom teachers know that all types of students come to school with different abilities and learning needs. You may have had students with invisible or minimally visible challenges. Making accommodations and modifications for these students is not too difficult. Some students, however, have moderate to severe learning differences, and you may feel overwhelmed when deciding how to teach these students. It is important to remember that good instructional and learning strategies will often provide effective solutions. It is also helpful to realize that for most parents of students with learning differences, the spiritual, social, and communication benefits of an Adventist school are as important, or sometimes more important, than academic achievement.

While most small schools can provide for most students with learning differences, there may be occasions when a potential student’s learning differences are too severe to be accommodated in the small-school environment. These situations should be handled on a case-by-case basis. You and the admissions committee or board should consider the impact not only on the student applicant, but also on the entire student body and school environment.

The REACH manual

In 2007, the North American Division assembled the Inclusion Commission to develop a comprehensive plan to address the needs of students with learning differences in general Adventist classrooms. The REACH (Reaching to Educate All Children for Heaven) Manual was written to provide teachers with resources to better meet those needs.

Inclusion

Most students can be served by dedicated teachers without specialized degrees. Inclusion simply requires a heart for service, problem solving skills, and above all a willingness to allow the Holy Spirit to lead.

Inclusive education means educating all students in a general classroom, regardless of their strengths or weaknesses in any area. Inclusion offers some unique opportunities to students with and without learning differences.

For students without documented learning differences, inclusive education:

- Creates a caring, interdependent community of learners.
- Enhances social competence.
- Provides models of perseverance as students with learning differences strive to succeed.
- Fosters academic growth through peer tutoring.
- Reduces the stigma of disability.
- Teaches students to embrace differences, preparing them for a fully inclusive adult life.
- Creates a caring Adventist Church.

For students with documented learning differences, inclusive education:

- Creates a supportive and caring environment where spiritual growth and eternal salvation may become a reality.
- Provides positive social and communication role models which are unavailable in a homogenous grouping.
- Helps students learn to develop positive relationships with peers.
- Fosters academic growth through peer tutoring.
- Reduces the stigma of disability while increasing self-worth and resilience.
- Enhances social competence.
- Prepares students for full engagement and self-advocacy as adults in the church and community.

The REACH Resource Manual is your source for explanations, examples, definitions, methods, tools, worksheets, tests, and forms to assist you in working with students with learning differences. The most current manual can be downloaded from the North American Division website. Go to Adventist Education website → NAD Educators' Corner → Curriculum → Elementary → REACH

Screening tools in the REACH manual will assist in identifying strengths and weaknesses while also helping to determine what modifications or accommodations you may choose to use. The REACH process should not be used to diagnose disabilities in students; only a licensed psychologist is qualified to diagnose. Before initiating assessment, check the student's cumulative folder to see if they have been previously tested or if they have a current Individualized Education Plan (IEP) from a previous school. If so, follow the recommendations outlined there.

Philosophy

The ultimate purpose of Seventh-day Adventist education is to teach students to love and serve God and others. All instruction and learning must be directed toward this goal. This can be best achieved by a proactive K-12 strategic plan, motivated by an inclusive spirit of accommodation, modification, and support intended to meet the needs of all students. Students desiring a Seventh-day Adventist education deserve this opportunity. It is expected that teachers, supported by parents, pastors, church members, and administrators, with Divine guidance, will make every effort to meet the students' physical, intellectual, social, and spiritual needs. This is consistent with the ministry of Jesus and the ideals of the Seventh-day Adventist Church. (pp. 8-9)*

"Success depends primarily upon two necessary attributes: A passionate belief in the value of every human being and basic problem-solving skills". (p. 7)*

*REACH Resource Manual, North American Division Office of Education, 2011.

If attempts to accommodate a student using the resources in the REACH manual show insufficient results, you may want to recommend that parents consider further evaluation. In many jurisdictions, such evaluation is available through the local public school or district or county office. In Canada, assessment services may be available through provincial health plans. Contact the REACH leaders in your Local Conference or Union for further information and assistance regarding the testing services available in your area.

English Language Learners

English Language Learner (ELL) are found in increasing numbers in small schools. The Internet has numerous resources that you can access to help these students learn English while learning subject-area content. Take advantage of opportunities to validate the heritage and diversity of your students.

Some basic ideas to remember for classroom instruction are:

1. Label the items in your classroom in predominant languages, i.e., place a tag on the door that says “door-_____”.
2. Use lots of visual aids.
3. During small group or partner work, pair ELL students with native speakers.
4. Use techniques that employ multiple intelligences.
5. Use music to help students memorize basic facts.
6. Use Multimodal learning and Total Physical Response (TPR) teaching techniques to deepen understanding.
7. Integrate many hands-on activities.
8. Find an individual in your local church or community who would be willing to volunteer some time helping ELL student in the classroom.
9. If students are literate in their native language, allow the first draft of work to be written in their native language and use dictionaries or online translation tools to produce the finished product.

It is good to keep in mind that ELL students may come from cultures vastly different from your community. Success for these students depends in part on the time you take to learn about and show appropriate sensitivity to their culture.

“In His lessons there was something to interest every mind, to appeal to every heart...So we should teach.”

— Ellen G. White

Parent-Teacher Conferences

A parent-teacher conference is a face-to-face meeting between one teacher and the parent(s) or guardian(s) of a student. Some schools elect to have students present as part of a student-led conference. It provides an opportunity to discuss a student's academic development and social conduct. Most schools schedule conferences after the first and third quarters; however, feel free to meet with parents and students as needed. The parent-teacher conference is a wonderful chance to extend the lines of communication, keep parents informed, and develop cooperative strategies that will help the student.

While the thought of a parent-teacher conference may make you nervous, it is important to remember that most parents are as nervous as you. So, your first goal should be to help them feel comfortable, by providing refreshments and small gifts. It is also important to remember that parents will view children's successes and challenges as reflections of themselves. Consider phrasing your comments in a way that focuses on the student's observable behavior and achievement.

Productive and successful conferences require careful planning. You should consider these three stages: before, during, and after the conference.

Parent-Teacher Conference Tips

Keep these tips in mind when scheduling the parent-teacher conference:

- Send notices to the parents reminding them of available conference dates and times.
- Many resources can assist with scheduling.
- Schedule 20 minutes per conference with a 10-minute transition time between conferences.
- Send a personal letter to each parent that informs them of the purpose of the conference and confirms the day, time, and place. Encourage parents to bring a list of questions, issues, or concerns to the meeting.
- Send a reminder note home the day before the conference.
- Be willing to make other arrangements or schedule another time if the parent cannot come on the parent-teacher conference date.
- One-teacher schools should consider having another adult in the building.

Before the Conference

When preparing for the conference remember the following:

- Conduct the meeting at a table that allows you to easily share information with parents. Ensure that adult-sized chairs are available for all participants. This will enhance the conversation and comfort of the parents. Remember to avoid any barrier that may create a perceived power difference between you and the parent or guardian.
- Collect work samples to share with the parents. These should display a broad range of the student's skills and provide concrete examples of the student's progress.
- Make notes to help you remember what needs to be discussed. Ensure that you include positive comments.
- Dress professionally.
- Make sure the classroom is attractive, clean, and uncluttered.
- Be organized and ready for each conference.

During the Conference

Remember the following ideas during the conference:

- Greet the parents in a positive manner with a smile and a handshake.
- Begin with prayer.
- Do not discuss other students, parents, teachers, the pastor, or conference officials. This is prohibited by federal law through the Family Education Rights and Privacy Act (FERPA) in the United States and Personal Information Protection and Electronic Document Act (PIPEDA) in Canada.
- Keep all communication confidential.
- Listen to and take criticism graciously; don't take it personally. At times a parent just needs to be heard. Avoid arguments, expressions of disapproval, or anger. Keep the lines of communication open.
- Focus on the following:
 - Provide factual academic information.
 - Ask for and obtain added information from the parent.
- Use active listening skills. Be mindful to keep looking up and engage in eye contact even while taking notes.
- Combine your insights and observations into a practical plan of action. Invite parents to be part of the solution; don't tell them what to do. Present concrete and specific suggestions in the form of an invitation.
- Remember to show rather than tell. Give specific illustrations rather than labels or adjectives, use growth mindset language with concrete examples, not broad generalizations.
- Begin and end with the positive. Sandwich negative information between positive information.
- Look for common solutions.
- Be mindful to keep looking up and engage in eye contact even while taking notes.
- Summarize some of the major points and clarify any future actions to be taken.
- End the conference on a positive note and with prayer. Stand up with the parents and personally escort them to the door with a smile, a handshake, and a thank you.
- Keep to the schedule. Make another appointment if more time is needed.
- Document all parent-teacher conferences including noting parents who did not attend.

After the Conference

Tips on what to do after a parent-teacher conference concludes are:

- Review and make any additional notes.
- Decompress. Gather your thoughts, regroup, and get ready for the next conference. Remember to take the 10-minute break that you scheduled.
- Follow up with every parent, those who attended as well as those who did not. Immediate feedback will help ensure parent cooperation and participation in any shared solutions.

Student-Led Conferences

Student-led conferences allows students to talk with their parents or guardians about their grades, why they are doing well, where they need extra help, why they may be having difficulties and what to do to improve. The teacher encourages and clarifies, but allows the student to present most of the information. The goal is to assist students in taking responsibility for their own school progress.

Before the conference:

- Give the student a narrative form to complete that will help the student know what to talk about as they lead the conference.
- Go to Adventist Education website → NAD Educators' Corner → multigrade → Resources for the Multigrade classroom → menu → sample forms and documents → Student-led Conference Sample
- Show the student their current grades. This will be needed to complete the narrative form.
- Discuss with the student the information they have put on the narrative form.

During the conference:

- Listen and support the student as they review the report card with the parents or guardians, using the narrative form as a guide.
- Let the student explain progress and challenges and why they are doing well in some areas and having trouble in others to the parent or guardian.
- Help the student set realistic goals for improvement in one or two areas.
- Clarify the goals with the student and parents or guardians.

After the conference:

- Remind the students to review their goals.
- Point out improvements to students.
- Continue to communicate with parents or guardians about their child's progress.

Trips and Programs

School Picnic

The school picnic is an opportunity for families, students, and teachers to enjoy a social activity. Check with your local conference office of education to see if there are any guidelines to follow.

Kindergarten Graduation

Some schools may host a kindergarten celebration, such as a graduation or promotion ceremony. An additional fee may be requested. Schools generally create their own diploma or certificate to recognize this achievement.

Eighth-Grade Events

Many schools celebrate eighth graders with a class trip and graduation. When you begin at a new school, find out what past traditions have been—whether there’s a graduation ceremony, a class trip, or a school-wide closing program with special recognition for eighth graders. Understanding local expectations helps with early planning and budgeting. Class trips are usually local, sometimes overnight, and should include an educational element. Plan the trip with student input and follow field trip approval procedures.

Eighth-grade diplomas must be ordered through your local conference office in early spring. Contact them for requirements and deadlines related to graduation.

In some schools, students fundraise for their trip or graduation. Be sure to communicate financial expectations to families early.

Graduation is a key moment to honor student achievement and can also serve as a recruitment tool. Involve students in planning and highlight the event as a celebration of excellence.

Graduation Planning Tips

Emphasize that graduation is a school program that recognizes the students' accomplishment of completing the eighth grade (and/or kindergarten), not an eighth-grade class or parent program. At the same time, you will want to work with the graduates and their parents to develop an appropriate and meaningful program. Each year's program can be modified to fit the size and personality of the graduating class.

Consider including some of the following individuals as participants in the graduation:

- Classmates in other grades
- Teacher(s)
- Pastor
- School Board Chair
- Parents
- Friend or relatives

A possible graduation program might include:

- Processional
- Invocation
- Special music
- Poem or reading
- Verse choirs
- Welcome
- Aim and motto
- Class Scripture
- Awards
- Thank you to parents, church, school board, and community
- Tribute to parents that includes a short speech and flowers
- Tribute to volunteers
- Class history
- PowerPoint presentation of the class members
- Class goals
- Class president's address
- Introduction of speaker
- Graduation address
- Presentation of diplomas
- Invitation to reception
- Dedication/benediction

Conclude the graduation with a small reception. The reception may be organized by:

- The Home and School
- Parents of the students
- Church social committee

School Pictures

Schedule school picture-taking early in the school year. Parents often wish to use these photos in Christmas cards and gifts. Some tips include:

- Check to see who has worked with your school in the past.
- If you need to change companies, contact a national school picture company or a local photographer. Get estimates on school picture packages before determining which photographer to use.
- Many photographers will include class composite pictures suitable for use in cumulative folders at little or no cost to your school.
- Send out announcements indicating the day, time, and tips for school pictures.

Open House

An open house or visitors' day is a special event that allows parents, church members, community, and potential families to visit your school and classroom. It is a time to showcase the school and classroom and visit with those interested in the school program.

Elicit the help of your support team in planning and showcasing your school. Here are a few ideas for a successful open house:

- Organize a work day to make sure the school, grounds, and classroom sparkle!
- Ask the Home and School or parent volunteers to provide refreshments.
- Prepare and provide school information packets to send home with the prospects.
- Display some of the students' best work to display.
- Determine what, if any, program will be presented.
- Be available to answer questions, but remember to circulate to as many visitors as possible.
- Inform the community: Place a notice on your social media, in the church bulletin(s), local newspaper, and any other media outlets in your community.

Field Trips

Field trips expand learning, increase knowledge and understanding of a subject, and add realism to an area of study. Good planning is essential! Check with your local conference office of education for the field trip policy and guidelines.

Preparation of students for the trip

- Discuss the purpose of the trip and how it relates to the curriculum.
- Teach observation skills.
- Introduce vocabulary words.
- Review behavior expectations for the field trip, including spending money, lunch plans, and appropriate attire.
- Discuss good questioning skills and brainstorm open-ended observation questions.
- Review the schedule.

The day of the trip

Before you leave:

- Give each chaperone a list of duties that includes the names of students in his/her group, your cell phone number, and a reminder to keep assigned students with him/her at all times.
- Assign each student a partner.
- Assign a lead and tail car.
- Get the cell phone numbers of all drivers and chaperones.
- Make sure you have emergency contact information, permission slips, and are aware and prepared for medical needs.

During the trip

- Remind students to stay with their chaperones.
- Plan activities that allow students to work alone or in groups.
- Check in with your chaperones.
- Be sure students are drinking water, have eaten lunches, and are getting appropriate bathroom break allotments.

After the trip

Have the class:

- Share general observations and reactions.
- Share completed assignments.
- Review the connection to the curriculum.
- Thank your field trip site host, chaperones, etc.

Evaluate the trip

Reflect on the field trip to determine whether it was successful and if it would be useful to repeat it in the future. Address any concerns that arose on the trip.

Mission Trips

Your school may choose to participate in a mission trip sponsored by the conference or church. The mission trip may be to a site within the conference, union, North American Division, or in another country. Such trips are larger in scope and require a great deal of planning, even if you are not sponsoring the mission trip. Your local conference or union office of education or youth department will provide you with specific guidelines and requirements for mission trips.

Week of Prayer or Spiritual Emphasis

A week of special prayer or spiritual emphasis is an excellent way to revitalize you and your students.

Planning tips:

- Arrange a topic and speaker that meets the needs of your school community
- Consider planning a student-led week of prayer or spiritual emphasis
- Create a schedule for the week and adjust the regular schedule as needed
- Invite the speaker to spend time with the students
- Challenge each student to make a decision to follow Christ
- Follow up week of prayer or spiritual emphasis with baptismal classes

Baptismal Class

Lasting decisions for Christ often take place before the teenage years. The most important part of your educational ministry is to encourage students to make the decision to follow Jesus. Work with your pastor to schedule a time for baptismal classes for any students who express an interest. When planning a baptismal class, it is important to remember:

- Baptismal class is optional. All interested students should be encouraged to participate, whether they are interested in baptism or not.
- Students should not be pressured to make a decision for baptism or made to feel guilty if they do not
- Written parental consent is required for each student.
- A specific time and place should be scheduled for the baptismal class.
- If a decision for baptism is made, the school should notify the student's local pastor.
- Keep a record of students that were baptized during the year to include in your closing report.

“The mind, once expanded to the
dimensions of larger ideas, never
returns to its original size.”

— Oliver W. Holmes

Spirit of Prophecy and Church History Emphasis

The Spirit of Prophecy and Seventh-day Adventist Church history enhance Adventist educational program and can be included in your lesson plans, social studies curriculum, Bible class, or as a part of special school programs. You could also plan a separate week of emphasis during daily worship.

Some resources available include:

- *Early Advent Singing* by James Nix. Review & Herald Publishing, 1994. This songbook has 52 early Advent hymns with the history and a story about each one.
- *A Star Gives Light. An Adventist African-American Heritage Teacher Resource Guide* available from the Southern Union Conference. Your local union conference of education may also have a copy.
- *Pathways of the Pioneers* (MP3 download or 22 CD set) produced by Your Story Hour. Review and Herald Publishing, 2007. The set contains more than 100 stories about the people who founded the Adventist Church dramatized by the creative team at Your Story Hour.
- *Tell the World*, Seventh-day Church in Australia, 2016. Tells the story of the development of the early advent movement and the pioneers.

Science Fairs

Science fairs can be a valuable learning experience. Small schools may choose to join together with nearby Adventist schools (if available) to conduct the science fair. This is a good time to showcase Adventist schools to their church and school communities.

Parents or guardians may need guidance in remembering that their role is to support and supervise the completion of, and not to do, the project.

Tips include:

- Establish the criteria to be used for evaluating each project.
- Provide a student information packet with the following:
 - Steps of the scientific method. Encourage active inquiry over simple reporting.
 - Research guidelines.
 - Display board guidelines that includes the problem, hypothesis, materials, procedures, abstract, data and results, conclusion, and summary.
 - Deadline dates for the proposal and projects should be clearly communicated.
 - The rubric that judges will use to evaluate each project.
- Decide where to have the science fair.
- Determine the type of ribbon or award students will receive.
- Give awards based on the projects' merits, not on how one project compares to other projects.
- Reference online resources for a variety of science fair ideas and resources.

School Programs

Planning and organizing school programs takes a great deal of time and energy, but they are well worth the effort! School programs are one of the best ways to promote Adventist education and your school.

When planning a school program, be sure to include all students and involve others in planning and preparing for the program. Many schools have a Christmas program each year. It is permissible and even desirable to have more than one program a year. Some program ideas include:

- Adventist Heritage (Week of October 22nd)
- Drug Awareness Program
- Adventist Education Sabbath
- End of Year Program or Graduation
- Grandparents Day
- Mother's Day (May be replaced with a Parent/Guardian Appreciation Day)
- Spring Program
- Thanksgiving
- Memorial Day or Veterans Day

"The book of nature, which spread its living lessons before them [Adam and Eve], afforded an exhaustless source of instruction and delight. On every leaf of the forest and stone of the mountains, in every shining star, in earth and sea and sky, God's name was written."

— Ellen G. White, *Education*, p. 21

Field Day

Many small schools network with other small schools in their conference or community to plan field day. This is a great way to encourage physical fitness skills and to interact with students from other schools. A field day requires advanced planning. Work with the schools participating to set up a venue, organize and plan events, and make arrangements for lunch.

Academy Events

Local academies (9–12 Adventist schools) often sponsor special events such as music festivals, gymnastic clinics, and academy days at their school for prospective students. Through these events students learn new skills, meet new people, and get acquainted with the staff and students at the academy. Participation in these events plays a key role in encouraging your students to seriously consider attending the academy.

Outdoor Education

Local conferences often host outdoor education events where students can experience God’s creation firsthand, practice real-world sciences, and learn practical skills. Check with your local conference office of education for opportunities or consider creating your own. State, provincial, or national parks are good resources.

“To strengthen the tie of sympathy between teacher and student there are few means that count so much as pleasant association together outside the schoolroom.”

— Ellen G. White

Bulletin Boards

Bulletin boards enhance learning by making the classroom more engaging and purposeful. They can support curriculum goals, share information, highlight student work, or reinforce values. Effective boards are visually appealing, tied to current lessons, and updated regularly.

“A mind is a fire to be kindled,
not a vessel to be filled.”

— Plutarch

Enrichment and Center Ideas

Enrichment activities add depth to lessons or themes and offer extra learning options. They can be done as a whole class or in centers. Good sources include educational software, seasonal activity books, teacher supply stores, and internet searches for topic-specific ideas.

Learning Centers

Learning centers provide a place for students to be involved in a learning activity with little or no teacher direction. Centers give the teacher time to work with other students in small work groups. Additionally, centers, help students become more responsible, may allow students to be kinesthetic learners or make use of flexible seating, and allow children to learn through self-discovery.

Centers should promote an ideal learning environment for everyone in the classroom. The elements that should be visible in the classroom during center activities are:

- Students actively engaged in meaningful learning.
- Students working independently.
- Students maintaining a peaceful working environment that is conducive to small group instruction taking place in other areas of the classroom.

Small schools may not have the space to set up a designated center area. Be creative with your use of space and the creation of centers. Portable centers, contained in bins, bags, or folders, are ideal for small spaces. If adequate space is available, consider setting up centers that can be changed to meet current curriculum topics or student interests.

Collaboration

Room Parents

Room parents are volunteer helpers who support the classroom under the teacher's or principal's supervision. Remember to follow proper background check protocols for all school volunteers including parents. They assist with tasks such as lunch duty, field trips, school events, art projects, science fairs, fundraisers, bulletin boards, and classroom celebrations.

Custodian

The school board is responsible for providing custodial staff to clean and maintain the school. Custodians work from a board-approved job description given by the principal or teacher. The principal or teacher should not be expected to serve as the custodian. Instead, staff and students can support custodial efforts by maintaining a clean environment and completing simple daily classroom chores.

Constituent Church Members

The relationship between the constituent churches and the school is a partnership built on shared commitment and support. Church members play a vital role in making the school possible, often giving generously of their time, resources, and prayers. In turn, they value the opportunity to get to know the teacher who will be guiding their children.

As a teacher, visiting each constituent church early in the school year helps build strong, positive connections. While you may regularly attend one church, try to visit the others throughout the year showing appreciation for their support and fostering a sense of unity between the school and its wider church community.

Parents /Guardian/Caregiver

Parents are essential partners in a child's education. Like teachers, they want the best for their children, and strong communication helps build a positive and effective home-school relationship.

Keep communication frequent and open. Share updates about the curriculum, school events, and student progress through newsletters, emails, phone calls, or informal conversations. Listen actively to parent concerns, even if full agreement isn't possible, respectful, non-defensive communication builds trust.

Mutual respect and shared goals between teachers and parents support student success and help create a strong, collaborative school environment.

Home and School Association

Every school should have a Home and School Association, organized by the local church or jointly by multiple churches in the school's constituency. Its purpose is to strengthen the connection between home, school, and church in support of Seventh-day Adventist education. The association promotes Adventist education, fosters parent-teacher relationships, supports parenting, and raises funds through planned activities and projects.

Home and School Leader

The Home and School leader coordinates the activities of the Home and School Association, usually with a planning committee and in cooperation with the principal or teacher. Helpful resources include the *Home and School Association Handbook* (North American Division) and the *Home and School News* bulletin (Upper Columbia Conference).

Education Secretary

The education secretary promotes Adventist education and education on a whole within the church. They help share materials that also promote Adventist education in the church but is not limited to only Adventist education, visit families not enrolled in church school, and raising awareness about the value of Adventist education in the church.

Community Resources

Public School District

In the U.S. and parts of Canada, public school districts are federally required to offer certain services, like special education, to private school students. Parents usually need to request these services. Districts may also invite private schools to workshops and share additional resources. Contact your local district to learn about their referral process.

Local Public Librarian

The local children's librarian is a valuable support for small schools, providing guidance on library use, reference materials, story times, and summer reading programs. While they can help locate resources for the Pathways curriculum, some materials may not be available since Pathways is published by the Adventist Church. Developing a strong relationship with the local library is highly recommended.

Police, Fire, and Safety Departments

Local police, fire, and safety departments are essential community partners. They support schools by participating in safety drills, offering emergency preparedness training, and educating students about safety awareness. These departments can also provide valuable insights about community-specific concerns, helping schools create safer environments. Collaborating with them builds trust and strengthens community connections.

3. PROFESSIONAL DEVELOPMENT AND WELLNESS

Education Professionals

Professional Ethics

Adventist educators are expected to model the highest standards of honesty, integrity, and consistency. Students pay close attention to how their teachers live both inside and outside the classroom. When actions don't align with values, students may struggle to maintain respect for authority. Therefore, living with integrity is not only a personal responsibility but a vital part of effective teaching.

- **Simplicity:** Avoid extremes. Biblical principles call us to place our focus on developing inner beauty (strength of character), not focusing on outward appearance (1 Peter 3:3-4). We want to glorify God in all aspects of life, including dress (1 Corinthians 10:31).
- **Practicality:** Special consideration should be given to dressing appropriately for every occasion. For a small-school teacher this provides a considerable challenge and may even require a change of clothes during the school day.
- **Know your Community and Constituency:** Appropriate professional dress norms may vary from community to community. It may be helpful to check with your local conference office of education about their dress standards and guidelines.

Key Areas of Ethical Practice:

- **Copyright Law:** Educators should consistently give proper credit when using the creative work or ideas of others. Even when copyright guidelines feel complex, following them sends a clear message about respect and intellectual honesty.
- **Public Safety Laws:** When transporting students, teachers should model responsible behavior by wearing seatbelts, following speed limits, and avoiding distractions such as phone use while driving.
- **Classroom Visitors:** Professionalism should remain consistent regardless of who is present in the classroom. A steady, authentic approach fosters trust and confidence.
- **Confidentiality:** Teachers are entrusted with sensitive information and must handle it with discretion and care, maintaining the privacy and dignity of all individuals involved.
- **Punctuality:** Being on time for appointments and commitments reflects respect for others and a strong sense of personal responsibility.

By upholding these standards, educators strengthen their credibility, serve as role models, and contribute to a positive, principled learning environment.

Communication

Communication with parents, pastors, the board, and constituent churches is essential to the school's survival. You are the school's best public relations person. You must communicate often and intentionally with the people who form your support team. The more you communicate, the better.

**"If we don't model what we teach, then
we are teaching something else."**
— Author Unknown

Conflict Resolution

As a teacher, you will face conflicts at times, with parents, colleagues, board members, or pastors. The Bible, especially Matthew 18:15–18, provides wise guidance: address conflicts privately and directly with the person involved.

When resolving conflict, remember to:

- Listen carefully and respectfully to concerns.
- Ask questions for clarity and acknowledge emotions.
- If possible, step away from the conflict for a day to gain another perspective.
- Try to put yourself in the critic's place. What feelings, difficulties, disappointments, joys, or sorrows seem to be influencing this conflict?
- Understand that upset adults need healing just as much as children.
- Work toward a compromise that respects moral values.
- Create an agreement that both parties mutually contribute towards resolution ideas.
- Review the agreement with the other party before leaving the session.
- Monitor and follow up to continue development of a peaceful relationship.

If the issue remains unresolved, involve a third party, such as a pastor or board chair, and inform your superintendent. They can offer support or step in to mediate. If necessary, the matter may be referred to the local conference office.

Always document all communication related to the conflict, emails, phone calls, meetings, and conversations.

Resource: Adventist Learning Community Course on Conflict Resolution

Church Membership, Duties, and Responsibilities

Teachers must be members of one of the school's supporting churches and attend services regularly. Even with more than one church, get to each church at least once during the school year. While active church involvement is encouraged, you are not required to serve in leadership of children's, youth, or other ministries, use your Sabbath gifts in ways that are meaningful and balanced for you.

Develop a strong, respectful relationship with your pastor. Keep them informed about school events, both the highlights and the challenges. A supportive pastor helps strengthen the school's connection to the church community. Be an active part of the ministry team in ways you can, such as attending evangelistic meetings when possible. Avoid public criticism of pastors, support them, and pray for them regularly.

Personal Time

Personal time is spent away from school responsibilities. This becomes very precious and necessary for the busy teacher. Jesus gives us the example of taking time away from our daily ministry to recharge. Take time for yourself:

- Daily devotional time
- Proper rest
- Family time
- Exercise
- Caring for mental / emotional health
- Proper diet
- Fatigue reducers (hobbies, shopping, picnics, concerts, reading, stopping to smell the roses—enjoying the blessings of nature)
- Genuine joy and laughter
- Vacations

Proverbs 15:13 says, "A merry heart maketh a cheerful countenance." Laughter turns off stress, promotes healing, lights up your face, relaxes your muscles, restores objectivity, and enhances hope. Laugh often!

Personal Concerns

As a teacher in a one- or two-room school, you will likely experience frustrations related to teaching, classroom management, and relationships with parents and students that you feel you must discuss with someone. This is a challenge, especially in a one-teacher school. Before sharing any concerns, always consider what you're sharing, with whom, and why. To ensure professionalism and confidentiality, choose wisely whom you confide in.

Each teacher needs a good support system of individuals whom they can trust to listen and keep what is shared confidential. Parents of students should not be a part of this support team. Develop a relationship with the personnel at the local conference office of education as they are a part of your support team. This individual will give you someone to confide in, discuss situations, and give good advice. Other teachers may also be part of your support system. Teachers need someone they can trust to listen and maintain confidentiality. Before sharing anything, note the following:

Confidential Issues

- Discuss only with the child's parents or guardian, local conference office of education personnel, or the board chair (as needed).
- Be especially careful about what details are shared.

Financial Issues

- Discuss with the local conference office of education or Treasury Department.
- Address personal financial issues with a financial advisor in your local community. Do not share with your school or church community.

Personal and Private Issues

- Talk with your support system.
- Seek professional help.
- Contact Ministry Care Line. Many conferences provide this service for their employees. Check with your local conference office of education to see if it is available.

Teacher Evaluation and Conference Visits

Teacher evaluations do not need to be stressful. It is important to remember that the process of teacher evaluation is designed to improve your performance. All teachers have areas of strength and weakness. The conference superintendent can guide you in building on your strengths and improving areas of weakness. The conference process for evaluation should be shared with you during your in-service orientation. It will likely include both formal and informal visits.

Most union conference education codes indicate that formal evaluations should be conducted twice a year for beginning teachers or teachers new to the conference and annually for experienced teachers. The primary purposes of formal evaluation are to provide constructive feedback regarding your teaching, recognize and help reinforce outstanding service, provide direction to help you improve your teaching, validate your professional expertise, and most importantly, provide information that will assist your efforts to educate students.

Formal Evaluations

The formal evaluation process should not be anticipated with fear and trepidation. Superintendents conduct formal evaluations to assist you on the teaching journey. It is not their purpose to catch you making a mistake, but to help you reflect on your teaching experience to become a better teacher.

Formal evaluation often includes an initial meeting, a period of observation, a post-observation meeting, and a written report. The initial meeting is a time when you indicate to the superintendent what areas you would especially like to be a focus of the observation. The observation is the time (usually 30–60 minutes or so) when the superintendent observes your classroom. During the post-observation meeting, the superintendent discusses what was seen during the observation and presents a written report of what was observed. The written report may be in either narrative, checklist, or some other format.

When preparing for a formal evaluation, plan a lesson that allows your superintendent to see you actively teaching your students. Many superintendents appreciate a copy of the lesson plan before you begin the lesson in order to be aware of what the goals and objectives of the lesson are. The lesson plan provides assistance during both the observation and post-observation meeting..

Be prepared to discuss with your superintendent both your strengths and weaknesses during the post-observation meeting. You may even be asked to develop a plan of action with your superintendent to strengthen instructional methods, discipline approaches, etc.

Informal Observations

An informal visit is a time when your superintendent gets to know you and your classroom in addition to becoming familiar with your teaching style. Generally there is no official, written report of the visit. However, the superintendent will often give an informal overview of the visit and may ask an informational question or two.

Self-Evaluations and Peer Evaluations

Self- and peer evaluations can provide useful information for improving practice and may be especially valuable for times when local conference office of education personnel cannot visit very often. Self-evaluation gives you the opportunity for introspection and honest evaluation of areas you see as strengths or as weaknesses that you would like to improve.

Peer evaluation is planned with a teacher colleague from another school. It is important that both you and your peer have clear objectives and common expectations. It is important that the objectives and plan for the observation and evaluation are written and agreed to beforehand.

Moving to a New Location

If you are considering moving, start by speaking with your associate or superintendent. They may let you know if there are openings in the conference or can perhaps assist with disseminating your interest to other conferences if you are looking outside your immediate you geography. You may also forward your resume to another conference's superintendent directly. Notify your conference in a timely fashion, early notification benefits everyone to better plan, including your present school and any new school.

If relocating:

- For moves within the conference, your superintendent and the HR or treasury department will assist with arrangements.
- For moves to another conference, check with the superintendent or HR about available moving support.

Before leaving your school:

- Separate personal items from school property.
- Inventory all school-owned materials.
- Complete all end-of-year responsibilities, including textbook orders and student records.
- Leave:
 - your classroom, school, and grounds clean and organized
 - passwords and logins to online resources and devices.
 - a list of substitute teachers and volunteers
 - a list of community partnerships with contact information.
 - the most recent accreditation report and Continuous School Improvement Plan.
 - record of any deviations from the NAD multigrade curriculum cycles.
 - your keys.

Personal Purchases and Income Tax Deductions

The United States government and some states allow teachers to deduct unreimbursed costs for classroom supplies. Keep your receipts in a safe place to share with your tax preparer. Check with your tax preparer for information on what deductions you qualify for and what recordkeeping is necessary.

“Take rest; a field that has rested gives
a bountiful crop.”

— Ovid

The Teacher’s Children

As a teacher in a small school, you may have the privilege and responsibility of teaching your own children in the classroom. Teaching your own child can be both rewarding and challenging. It’s a unique dynamic because you already have a personal relationship, and that can influence how your child learns and responds to instruction. Before the beginning of the school year, certain decisions regarding how you will relate to your child as a student will need to be made:

- Discuss and decide how your child will address you in the classroom. The term “teacher” may work well in many situations.
- Maintain ongoing dialog with your child about how classroom life is working.
- Be objective and fair—don’t expect more of your child than you do of others in the classroom.
- Avoid showing favoritism—don’t expect less of your child than you do others in the classroom.
- Make realistic expectations.
- Keep school time and family time separate. Remember children need their parent at home, not the teacher.
- Remember that your spouse also needs to participate in parent-teacher conferences.
- When conflicts arise at school, allow your spouse to be the parent so you can be the teacher.
- Remember that no matter how fair you are, teachers are often accused of “playing favorites” with their own child.

“No less effective today will be the teaching of
God’s word when it finds as faithful a reflection
in the teacher’s life.”

— Ellen G. White, *Education*, pp. 187-188

“Teachers are needed who are quick to discern
and improve every opportunity for doing good;
those who with enthusiasm combine true dignity,
who are able to control, and ‘apt to teach,’ who
can inspire thought, arouse energy, and impart
courage and life.”

— Ellen G. White, *Education*, pp. 279

Mental Health Training Toolkit

Educators are not trained to diagnose or treat mental health conditions. Visit the Adventist Education and Adventist Learning Community websites for more information and tools to support children, students, and families that may be experiencing mental health problems.



“Dear teacher, as you consider your need of strength and guidance—need that no human source can supply—I bid you consider the promises of Him who is the wonderful Counselor.”

— Ellen G. White, *Education*, p. 282

4. SAMPLE FORMS AND DOCUMENTS

The sample forms and documents listed below can be found on the Adventist Education website → NAD Educators' Corner → Multigrade → Sample Forms and Documents.

1. Eighth Grade Graduation Program Sample
2. Acceleration Request Sample
3. Accreditation Support
4. Admissions Application Sample
5. Advanced Technology Plan - Template
6. Advanced Technology Plan - Sample
7. Adventist Accrediting Association
8. Board Meeting Agenda Sample
9. Board Minutes Sample
10. Consent to Treatment Sample
11. Daily Schedule Analysis Sample
12. Daily Schedule Sample
13. Digital Media Guidelines for Students Sample
14. Digital Media Policy Sample
15. Email Samples
16. Emergency Drill Log Sample
17. Field Trip Permission Form Sample
18. Financial Agreement Sample
19. Image Release Sample
20. Incident Report Sample
21. Kindergarten and Preschool Graduation Sample
22. Medication Authorization and Administration Form Sample
23. OTC Medication Permission to Administer Sample
24. Recommendation Form Sample
25. Retention Request Sample
26. Room Parent Request Sample
27. Recurring Payment ACH Authorization Form Sample
28. School Constitution Sample
29. School Handbook Sample
30. School Safety Checklist
31. Special Academic Needs Parent Release Sample
32. Student-Led Conference Sample
33. Student Record Release Sample
34. Substitute Teacher Job Description Sample
35. Unit Plan Sample
36. Volunteer Ministry Guidelines
37. Volunteer Ministry Information Form
38. Yearly Plan
39. Yearly Plan Template by Quarter

“For I know the plans I have for you,’ declares the Lord,
‘plans to prosper you and not to harm you, plans to
give you hope and a future.”

— Jeremiah 29:10



ADVENTIST EDUCATION
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A HANDBOOK FOR MULTIGRADE EDUCATORS



**OFFICE OF EDUCATION
NORTH AMERICAN DIVISION OF
SEVENTH-DAY ADVENTISTS**