

Lifeline:

A Handbook for Small School Success



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

2011

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Table of Contents

Acknowledgements	ii
Table of Contents.....	iii
Welcome!	v
Small School Library of Resources.....	vi
Checklists for Success	1
The Teacher as a Professional	11
Nuts and Bolts of the Classroom.....	19
Curriculum Essentials.....	31
Learning Differences in the Classroom.....	46
Serving Our Community	50
Beyond the Classroom: Field Trips, Special Programs and Events	52
Idea Place	66
Streamlining Administration	76
School Board 101.....	84
Money Matters	88
Marketing Our School.....	92
Building and Grounds	96
Safe and Sound: Creating a Healthy and Safe School	100
The Media Center You’ve Always Wanted	108
Going Digital: Technology in the School	112
You Are Not Alone! Where to Turn for Help	120
Sample Forms and Documents	126
Index	242

“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 J. Winter

Welcome!

Teaching in a small school can 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 maybe Matthew 11:28-30. Now open your heart to your Heavenly Father. Put yourself and your students and the school year into His hands. Let His strength be made perfect in your weakness.

Lifeline was developed to help make your small school a model of success. Whether you are a brand new teacher, just new to multi-grade 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.

Your work is multifaceted. *Lifeline* addresses your responsibilities as a teacher, an administrator, a church member, and a citizen of the community you serve. Checklists are given to provide both guidance and assurance throughout the school year. Sample schedules, documents, and forms are included to simplify your work.

Lifeline is available in print format and digital format both online and CD. Effort has been made to provide an extensive index as well as an effective search engine.

Take time to look through the guide, especially the first few sections. Then keep it close at hand. It may become one of your most trusted tools.

Have a great year!

"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

Small School Library of Resources



Small School Library of Resources

The North American Division Office of Education is committed to the support of Small Schools. As a part of that commitment, much effort has been made to provide the tools to make your work efficient and effective. Gather together the following Small School resources and you will be well on your way to building a successful Small School Program.

Small School Resources

Lifeline is a handbook for developing a thriving Small School program. In it you will find many resources for setting up a small school, utilizing the small school curriculum, and dealing with the many administrative duties you face each day throughout the year.

Lifeline

The mission of the *CIRCLE: Curriculum and Instruction Resource Center Linking Educators* is to serve as a comprehensive source for locating the ever-expanding array of resources for Seventh-day Adventist educators as they continue the teaching ministry of Jesus Christ. North American Division curriculum guides, teaching ideas, and relevant articles are just a few of the many resources available. It is available at <http://circle.adventist.org>.

CIRCLE: Curriculum and Instruction Resource Center Linking Educators

The North American Division Office of Education Website provides information about Adventist education. There is also a password protected Educator's Toolbox that provides curriculum resources, education news, textbook lists, and much more. Visit the website at www.nadeducation.org.

North American Division Office of Education Website

PREP provides organization information and resources that will assist the multi-grade teacher in implementing the *Pathways* literacy curriculum. It is available online at <http://pathways.nadeducation.org/content.php?id=60>.

PREP: Pathways Resources for Easy Planning

The *REACH* model provides teachers with resources, training, and ongoing support to help meet the needs of students with learning and/or behavioral challenges. *REACH* contains explanations, examples, definitions, methods, tools, worksheets, tests, and forms. The current manual is available in print, on CD-Rom, or from the North American Division Education website at <http://www.nadeducation.org/reach>. The manual is currently being revised. Please watch the website for information as to when the revision is available.

REACH Manual: Reaching to Educate All Children for Heaven

The *SMART* manual organizes the North American Division science curriculum to allow a teacher to teach the same topic across several grades. This manual provides detailed lesson outlines for each instructional topic, including objectives, spiritual applications, resources, and assessment ideas. It is available in print from Advent Source (www.adventsource.org) or download from *CIRCLE* at <http://circle.adventist.org/download/SMART08.pdf>.

SMART: Science Management and Resource Tool—2008 Update

Following the same format as *SMART*, *SoSMART* organizes the social studies curriculum so that a teacher can teach the same topic across several grade levels. Detailed lesson outlines include objectives, spiritual applications, resources, and assessment ideas. It is only available from *CIRCLE* at <http://circle.adventist.org/download/SoSMART.pdf>.

SoSMART: Social Studies Management and Resource Tool

Small School Library of Resources

Teacher Bulletin

For years the Atlantic Union *Teacher Bulletin* has provided classroom teachers 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. Download at no charge from <http://www.teacherbulletin.org> or call (978) 368-8333 for ordering information.

"In the center of a hurricane there is absolute quiet and peace. There is no safer place than in the center of the will of God."

Corrie ten Boom

Checklists for Success: Getting Started

Items in *italics* have health, safety, and legal implications.

What To Do and Find Before School Starts

- Locate the following items:
 - Approved substitute, driver, volunteer lists
 - *Asbestos Management Plan*
 - Cumulative Folders
 - Curriculum Guides
 - *Emergency Procedures*
 - *First-aid Supplies*
 - Inventory lists of textbooks, equipment, playground supplies, physical education equipment, technology, media center accessions
 - Janitorial supplies
 - Keys for the doors, desk, file cabinets
 - Potential students list
 - Resource manuals
 - School board minutes
 - School budget
 - School evaluation visiting committee report
 - Small School Correlation Guides
 - Student cumulative folders
 - Student handbook
 - Student health folders
 - Teacher manuals
 - Textbooks
 - (Copies of) Textbook orders
 - Union Education Code Book
 - Union Elementary Textbook List for the current year
- Clean up and cull materials
- Determine board meeting date and time
- Meet
 - Constituent church(es)
 - Home and School leader
 - Pastor(s)
 - School board chair
 - School board treasurer
 - Students and parents
- Schedule and plan registration

Checklists for Success: Getting Started

Items in *italics* have health, safety, and legal implications.

- Things to do:
 - Ask board chair who to contact when issues are discovered with computers, equipment, maintenance, missing records (i.e., asbestos management plan), etc.
 - Check computers
 - Check equipment, i.e. copy machine, VCR, DVD, CD players, fax machine
 - Check mail delivery to see if it is by post office box or postal service delivery
 - Check physical education and science supplies
 - Clean media center/library
 - *Conduct a physical plan review for needed maintenance*
 - Develop first two weeks lesson plans
 - Develop yearly lesson plans
 - *Inspect playground equipment and grounds*
 - Order achievement testing materials
 - Order supplies
 - Order textbooks (if they were not ordered during post-school week)
 - Plan outreach activities
 - Plan school pictures
 - Prepare bulletin boards
 - Prepare classroom
 - Prepare or review school calendar
 - Schedule work bee
 - *Test fire alarm system* – check to see if operational and how to operate
 - Write welcome letter to students

“To achieve great things, two things are
needed; a plan, and not quite enough time.”
Leonard Bernstein

Checklists for Success: Monthly Reminders

Items in *italics* have health, safety, and legal implications.

August/September

- ☐ *Asbestos Management Plan*: Check for and follow conference policy regarding 6-month and 3-year reinspections
- ☐ Bulletin boards: Update or change
- ☐ Calendars: Review and update both weekly and monthly calendars
- ☐ Canadian Thanksgiving: Plan activities and/or program
- ☐ Church programs/visits: Plan for school or classroom to present program at constituent churches throughout the year
- ☐ *Cumulative record and health folders*: Update
 - ☐ Birth certificate
 - ☐ Physical examination
 - ☐ Student's history
 - ☐ Request transfer student's records
- ☐ *Disaster drills*: Conduct
- ☐ *Documentation records*: Maintain
- ☐ Fall Week of Prayer: Plan
- ☐ *Field trips*: Plan and get approval from the school board
- ☐ *Health Nurse*: Arrange date for visit to update health records and conduct any required health testing
- ☐ Iowa Tests of Basic Skills (United States & Bermuda) or Canadian Tests of Basic Skills (Canada): Order supplies from Local Conference Office of Education and administer as scheduled by Union Conference Office of Education
- ☐ Open House: Discuss and plan
- ☐ Opening School Report: Complete (and mail to Local Conference Office of Education if not using North American Division School Information System software)
- ☐ Outreach projects: Plan
- ☐ School board responsibilities:
 - ☐ Mail school board minutes and financial statement to Local Conference Office of Education
 - ☐ Plan agenda for monthly school board meeting in consultation with school board chair
- ☐ School evaluation:
 - ☐ Review visiting committee evaluation report and plan action for addressing recommendations with the school board
 - ☐ If this is the year for an onsite evaluation visit: Begin planning to complete the self-study instrument
- ☐ School pictures: Arrange and schedule
- ☐ *School Register/North American Division School Information System*: Record student information
- ☐ *Student Accident Insurance*: Complete forms and submit to Local Conference Office of Education

Checklists for Success: Monthly Reminders

Items in *italics* have health, safety, and legal implications.

October

- ☐ Adverse weather notifications: Remind parents and students of procedures
- ☐ Bulletin boards: Update or change
- ☐ Calendars: Review and update both weekly and monthly calendars
- ☐ Church programs/visits: Plan for school or classroom to present program at constituent churches
- ☐ *Disaster drills*: Conduct
- ☐ *Documentation records*: Maintain
- ☐ 8th grade graduation: Begin working with class on plans
- ☐ *Field trips*: Plan and get approval from the school board
- ☐ Iowa Tests of Basic Skills (United States & Bermuda) or Canadian Tests of Basic Skills (Canada): Order supplies from Local Conference Office of Education and administer as scheduled by Union Conference Office of Education
- ☐ *Non-public school reports*: Mail to the Local Conference Office of Education, state, or province as required
- ☐ Outreach projects: Plan
- ☐ Parent-teacher conferences: Schedule
- ☐ Report cards: Complete for first-quarter
- ☐ School board responsibilities:
 - ☐ Mail school board minutes and financial statement to Local Conference Office of Education
 - ☐ Plan agenda for monthly school board meeting in consultation with school board chair
- ☐ *School Register/North American Division School Information System*: Enter end-of-first quarter grades
- ☐ Textbooks: Return extras
- ☐ United States Thanksgiving: Plan activities and/or program

November

- ☐ *Acceleration/retention*: Discuss concerns with parents
 - ☐ *Asbestos*: Complete and file forms as required by the Local Conference Office of Education
 - ☐ Bulletin boards: Update or change
 - ☐ Calendars: Review and update both weekly and monthly calendars
 - ☐ Christmas:
 - ☐ Plan Christmas program
 - ☐ Plan classroom Christmas party
 - ☐ Plan classroom holiday projects
 - ☐ Church programs/visits: Plan for school or classroom to present program at constituent churches
 - ☐ *Disaster drills*: Conduct
 - ☐ *Documentation records*: Maintain
 - ☐ *Field trips*: Plan and get approval from the school board
 - ☐ Iowa Tests of Basic Skills (United States & Bermuda) or Canadian Tests of Basic Skills (Canada): Review and make any adjustments to individual student's educational plan, then share results with parents as recommended by Union and Local Conference Offices of Education
 - ☐ Outreach projects: Plan
 - ☐ School board responsibilities:
 - ☐ Mail school board minutes and financial statement to Local Conference Office of Education
 - ☐ Plan agenda for monthly school board meeting in consultation with school board chair
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Checklists for Success: Monthly Reminders

Items in *italics* have health, safety, and legal implications.

December

- ☐ Bulletin boards: Update or change
- ☐ Calendars: Review and update both weekly and monthly calendars
- ☐ Christmas:
 - ☐ Finalize plans and prepare for Christmas program(s)
 - ☐ NOTIFY constituent churches and community of Christmas program(s)
 - ☐ Finalize plans for classroom Christmas party
 - ☐ Finalize plans for classroom holiday projects
- ☐ Church programs/visits: Plan for school or classroom to present program at constituent churches
- ☐ *Disaster drills*: Conduct
- ☐ *Documentation records*: Maintain
- ☐ *Field trips*: Plan and get approval from the school board
- ☐ Iowa Tests of Basic Skills (United States & Bermuda) or Canadian Tests of Basic Skills (Canada): File in cumulative records folder or as required by Local Conference Office of Education
- ☐ Outreach projects: Plan
- ☐ School board responsibilities:
 - ☐ Mail school board minutes and financial statement to Local Conference Office of Education
 - ☐ Plan agenda for monthly school board meeting in consultation with school board chair

January

- ☐ *Acceleration/retention*: Discuss concerns with parents
- ☐ Bulletin boards: Update or change
- ☐ Calendars: Review and update both weekly and monthly calendars
- ☐ Church programs/visits: Plan for school or classroom to present program at constituent churches
- ☐ *Disaster drills*: Conduct
- ☐ *Documentation records*: Maintain
- ☐ *Field Trips*: Plan and get approval from the school board
- ☐ Iowa Tests of Basic Skills (United States & Bermuda) or Canadian Tests of Basic Skills (Canada): File in cumulative records folder or as required by Local Conference Office of Education
- ☐ Outreach projects: Plan
- ☐ Report cards: Complete for second-quarter
- ☐ School board responsibilities:
 - ☐ Mail school board minutes and financial statement to Local Conference Office of Education
 - ☐ Plan agenda for monthly school board meeting in consultation with school board chair
- ☐ *School Register/North American Division School Information System*: Enter end-of-second quarter grades
- ☐ Spring Week of Prayer: Plan
- ☐ Yearly plans: Evaluate and adjust

Checklists for Success: Monthly Reminders

Items in *italics* have health, safety, and legal implications.

February

- ☐ Bulletin boards: Update or change
- ☐ Calendars: Review and update both weekly and monthly calendars
- ☐ Church programs/visits: Plan for school or classroom to present program at constituent churches
- ☐ *Disaster drills*: Conduct
- ☐ *Documentation records*: Maintain
- ☐ *Field trips*: Plan and get approval from the school board
- ☐ Iowa Tests of Basic Skills (United States & Bermuda) or Canadian Tests of Basic Skills (Canada): File in cumulative records folder or as required by Local Conference Office of Education
- ☐ Outreach projects: Plan
- ☐ School board responsibilities:
 - ☐ Mail school board minutes and financial statement to Local Conference Office of Education
 - ☐ Plan agenda for monthly school board meeting in consultation with school board chair

March

- ☐ *Acceleration/retention*: Complete request, including parent signatures, and submit to Local Conference Office of Education for approval
- ☐ Bulletin boards: Update or change
- ☐ Calendars: Review and update both weekly and monthly calendars
- ☐ Church programs/visits: Plan for school or classroom to present program at constituent churches
- ☐ *Disaster drills*: Conduct
- ☐ *Documentation records*: Maintain
- ☐ 8th grade graduation:
 - ☐ Finalize plans
 - ☐ Order diplomas from Local Conference Office of Education
- ☐ *Field trips*: Plan and get approval from the school board
- ☐ Iowa Tests of Basic Skills (United States & Bermuda) or Canadian Tests of Basic Skills (Canada): File in cumulative records folder or as required by Local Conference Office of Education
- ☐ Outreach projects: Plan
- ☐ Parent-teacher conferences: Schedule
- ☐ Report cards: Complete for third-quarter
- ☐ School board responsibilities:
 - ☐ Mail school board minutes and financial statement to Local Conference Office of Education
 - ☐ Plan agenda for monthly school board meeting in consultation with school board chair
- ☐ *School Register/North American Division School Information System*: Enter end-of-third quarter grades
- ☐ Spring program: Plan

Checklists for Success: Monthly Reminders

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April

- ☐ Bulletin boards: Update or change
- ☐ Calendars: Review and update both weekly and monthly calendars
- ☐ Church programs/visits: Plan for school or classroom to present program at constituent churches
- ☐ *Disaster drills*: Conduct
- ☐ *Documentation records*: Maintain
- ☐ *Field trips*: Plan and get approval from the school board
- ☐ Marketing and recruitment:
 - ☐ Plan Kindergarten round-up
 - ☐ Plan pre-registration
 - ☐ Plan school open house for prospective students
- ☐ Outreach projects: Plan
- ☐ School board responsibilities:
 - ☐ Mail school board minutes and financial statement to Local Conference Office of Education
 - ☐ Plan agenda for monthly school board meeting in consultation with school board chair

May

- ☐ *Asbestos*: Complete and file forms as required by the Local Conference Office of Education
- ☐ Bulletin boards: Update or change
- ☐ Calendars: Review and update both weekly and monthly calendars
- ☐ Church programs/visits: Plan for school or classroom to present program at constituent churches
- ☐ *Disaster drills*: Conduct
- ☐ *Documentation records*: Maintain
- ☐ *Field trips*: Plan and get approval from the school board
- ☐ Library books and other items: Remind students to return
- ☐ Outreach projects: Plan
- ☐ Report cards: Complete for fourth-quarter
- ☐ School board responsibilities:
 - ☐ Mail board minutes and financial statement to Local Conference Office of Education
 - ☐ Plan agenda for monthly board meeting in consultation with board chair
 - ☐ Update school handbook for next school-year and present to board for approval
- ☐ School picnic: Plan
- ☐ *School Register/North American Division School Information System*: Enter end-of-fourth quarter grades

"There is a daily preparation of heart and mind to be gained in order that we may be fitted to work out the purposes of God for us."

Ellen White
The Upward Look, p. 274

Checklists for Success: End-of-Year Reminders

Items in *italics* had health, safety, and legal implications.

- Buildings and grounds: Inspect and provide a copy of needed maintenance to the board chair
- Classroom(s): Clean and organize, including storing desks, textbooks, and other supplies
- *Cumulative records and health folders*: Complete and file in secure location
- Keys: turn in to the principal or board chair if you will not be returning to this school
- Textbooks and supplies: Order for next year
- *Report Cards*: Complete and distribute according to school policy
- School board responsibilities: Mail board minutes and financial statement to Local Conference Office of Education
- School Closing Report (SR 105): Complete
 - This form can be submitted directly from the North American Division School Information System
 - If you are not using the North American Division School Information System, the form can be downloaded at www.nadeducation.org/client_data/files/224_closingreportsr105.pdf Send the completed form to the Local Conference Office of Education.
- School Evaluation Visiting Committee Report: Review and provide any required follow-up to the Local Conference Office of Education
- School handbook: Update as voted by the board
- School inventories: Complete all required school inventories (equipment, supplies, textbooks, etc.) and submit one copy to the Local Conference Office of Education and one copy to the board chair. File one copy at the school.
- *School Register/North American Division School Information System*:: Complete and submit including final grades
- Teacher Closing Report: Complete
 - This form can be submitted directly from the North American Division School Information System
 - If you are not using the North American Division School Information System, complete the form in the back of the *School Register* and submit it, with the register, to the Local Conference Office of Education

Checklists for Success: End-of-Year Reminders

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 White
Education, p. 13

The Teacher as a Professional

As a teacher in a small school, keeping your life in balance will be a major challenge. The tendency to let your professional life dominate over other aspects of your life will be difficult to resist. However, when you ignore your life outside of the classroom it is only a matter of time before your professional life will suffer too. Reflect on the following:

- Place God first in all you do (Matthew 6:33; Micah 6:8).
- Make time each day for your spouse and children.
- Be involved in a regular spiritual, mental, and physical exercise program.
- Do not feel guilty for taking time for spiritual, mental, and physical renewal.
- Accept that the students' parents do not have a right to you all of the time (including Sabbath).
- Know and accept your limitations.
- When you are sick get a substitute and stay home.
- Use personal day(s), if provided by the Local Conference Office of Education.
- Avoid taking the school home everyday.

The Balanced Life

As a teacher, your learning never stops. Communicate your love for learning with your students. Your example can provide them with an excellent model for becoming lifelong learners. The points below can guide you as you consider growing as a professional:

- Meet appointments and commitments on time.
- Stay abreast of the latest teaching methods.
- Read professional periodicals.
- Attend professional meetings, seminars, inservices, and workshops.
- Take advantage of the teacher visitation day, if provided by the Local Conference Office of Education.
- Keep your teaching certification and endorsements current – your Union Conference Office of Education will keep you aware of certification requirements.
- Analyze teacher evaluations and conference reports to aid in self-growth.

The Teacher as a Lifelong Learner

Personal appearance says a great deal about you and your attitude about the teaching profession. A teacher's personal appearance affects the behavior of both teacher and students in the classroom. Those who are dressed professionally help establish respect in the classroom and in the community. Use common sense. You will be treated as you are dressed. Do you want to be treated as a professional educator, a worker, a student? The effective teacher dresses appropriately as a professional educator to model success.

Personal Appearance

Consider the following principles when considering appropriate dress for the classroom:

- Modesty. As Christians we are called to purity in all aspects of our lives (Philippians 4:8). Any style of dress that causes attention to be placed solely on a teacher's body or causes students or staff to become distracted is not appropriate.

The Teacher as a Professional

- 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.

Professional Ethics

Adventist educators are called to exemplify the highest standards of honesty and integrity. Your students are watching how you live your life in and out of the classroom. They easily lose respect for authority when they see hypocrisy.

Several areas to consider:

- Copyright law – Are you careful to give proper credit when you use the creative works and ideas of others? While copyright law may seem cumbersome and unnecessary consider the negative message sent to students if you choose to ignore it.
- Obeying public safety laws – When you transport students do you wear your seatbelt and drive the speed limit?
- Visitors in the classroom – Do you talk or act differently when someone visits your classroom?
- Confidentiality – Can you be trusted to keep confidential information?
- Punctuality – Are you on time for appointments?

It is your responsibility to be familiar with the ethical expectations and requirements outlined in both the Union Conference Education Code and Local Conference Handbook.

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

The Teacher as a Professional

Various levels of conflict will arise in your teaching experience. When a conflict arises we are given Biblical guidance to try to work out our differences. Matthew 18:15-18 gives us words of wisdom when dealing with conflict. Crises in interpersonal relationships with parents, board members, pastors, and colleagues should always be resolved privately.

Conflict Resolution

1. Go to the person and talk to them. Remember:
 - Listen carefully to the concern.
 - 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.
 - Seek a compromise that does not violate moral principles.
 - Review the agreement with the other party before leaving the session.
2. If the problem is not resolved, set up a meeting with the individual that includes the pastor or board chair to seek resolution. At the same time, let your superintendent know about the situation. The superintendent may be able to provide guidance, support, and assistance. Also, if an appeal is made to the Local Conference Office of Education, they will be aware of the situation.
3. Document all communications (conversations, phone calls, emails, letters, meetings, events) that relate to the conflict.
4. A conflict that is still not resolved may be referred to the superintendent for mediation or recommendation.

Your church membership is to be held in one of the school's constituent churches. You are expected to attend services regularly and be an active member. If your school has multiple constituent churches, make an effort to visit each church periodically throughout the year. While you should be an active member of your local church, you should not feel obligated to work with children or youth. You and your students may benefit from you using your talents in other areas on Sabbath.

Church Membership, Duties, and Responsibilities

It is also important to develop and maintain a strong, positive relationship with your pastor. This relationship is critical in developing and maintaining a strong school. Inform him of what is happening at the school – both good and not so good. He will be a crucial voice in providing accurate, positive responses to the constituency. Do your part to be an active member of the ministry team – support him in whatever way you can. You may not be able to attend every night of an evangelistic series, but you can attend at least once or twice a week. Never publicly criticize the pastor. Pray for him every day.

The Teacher as a Professional

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
- 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. Use discretion in choosing whom you talk to and what you share.

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. 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.
- 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/or 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.).
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The Teacher as a Professional

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 pre-school orientation. It will likely include both formal and informal visits.

Teacher Evaluation and Conference 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

Formal evaluation often includes a pre-conference, a period of observation, a post-conference, and a written report. A pre-conference 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-conference, 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 in 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-conference.

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

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 in order to become a better teacher.

An informal visit is just that, a time where 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.

Informal Observations

The Teacher as a Professional

Self Evaluations/ 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

When circumstances are such that you wish to consider a move to another position, talk with your superintendent or associate. If you want to move within the conference, your superintendent can help you by letting you know about openings and arranging interviews. If you wish to move to a location outside the conference, your superintendent can let his or her colleagues know about your availability. It is also appropriate to send your resume to the superintendent in another conference.

Let your conference know as soon as possible if you are wishing to relocate. The earlier that hiring decisions are made, the better for all parties involved – you, your present school, and the school to which you are moving.

If you move within the conference, your superintendent and the treasury or human relations departments will help you with moving arrangements. When you move to a new conference, that superintendent and treasury or human relations departments assist with moving arrangements.

When leaving your school, it is important to make sure that the following responsibilities are fulfilled:

- Separate your personal materials from school-owned materials.
- Inventory all school equipment, textbooks, etc.
- Complete all conference-required post-school duties including ordering textbooks for the upcoming school year.
- Leave your classroom, the school, and grounds in the best possible condition.

Personal Purchases/ Income Tax Deductions

The United States government and some states allow teachers to deduct unreimbursed costs for classroom supplies. Check with your tax preparer for information on what deductions you qualify for and what record-keeping is necessary.

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

The Teacher as a Professional

As a teacher in a small school you may have the privilege and responsibility of teaching your own children in the classroom. 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 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.

The Teacher’s Children

“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, p. 279

Nuts and Bolts of the Classroom

"The teacher is responsible for organizing a well-managed classroom where the students can learn in a task-oriented environment. . . . The most important thing a teacher can provide a classroom the first week of school is **SECURITY**. . . . There are no surprises, no yelling in a classroom where everyone, teacher and students, know what is happening. It comes from installing procedures and routines."

Harry K. Wong & Rosemary T. Wong
The First Days of School, pp. 83, 85

One of the hardest things to do is to find the time to fit everything in. There are so many skills to teach and only so much time in the day. To make sure that the entire curriculum is taught effectively, it helps to create a daily schedule. How you arrange your daily schedule will be an individual matter. As you implement it, you may find that changes are necessary. 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.

Your Daily Schedule

Remember that 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.

See sample **Daily Schedule and Daily Schedule Analysis** in Chapter 19.

Teachers in small schools are repeatedly challenged to maintain a well-managed classroom when they need to accomplish what are considered common-place tasks. The reason for this challenge is that these common-place tasks require your attention during the school day, often when you are quite occupied with meaningful instruction. Listed below are some common scenarios in a small school, along with some ideas for what to do:

Dealing with Unavoidable, Common-Place Scenarios

1. The phone rings during instruction time—
 - Set up a student phone schedule and create a process for taking messages.
 - Purchase an answering machine.
2. Extra copies are needed during a lesson—
 - Train a student to make copies.
 - Put the copy machine close to or in the classroom.
3. An unexpected visitor arrives while you are teaching—
 - Position yourself so that the classroom is still supervised.
 - Create a learning center which has expansion work or additional activities for students.

Nuts and Bolts of the Classroom

- Make certain each student has a book at his/her desk to read.
- Keep the schedule clearly displayed so students can follow it.
- Assign class helpers to guide the class or answer questions.

Procedures*

Creating and implementing classroom procedures is the key to achieving a positive classroom environment. Procedures are routines that 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 to govern their classroom. *Remember, the key to effective procedures is consistency.* However, if a procedure doesn't work, it should be discussed and changed. If a procedure is necessary it should be enforced.

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

Students love responsibility and every job you can delegate is one less job you have to do. It gives them ownership and lessens your teacher workload. Some examples of responsibilities students can do include:

- Answering the phone
- Counting or collecting lunch tickets
- Monitoring recess equipment
- Cleaning
- Collecting the mail
- Supervising reading
- Supervising or tutoring computer activity

Steps for teaching procedures include the following:

- Explain the procedures with a variety of methods, e.g. stating, explaining, modeling, and demonstrating
- Review the procedures with the students
- Practice the procedures with the class
- Post procedures on the bulletin board
- Reteach and rehearse procedures as needed

Have well-thought out plans to keep all grades engaged in learning. Students need to be trained to be independent learners. This comes with practice and using positive reinforcement. Always emphasize the importance of being able to work independently and conscientiously. Structure is imperative in multigrade classrooms. The teacher needs to be able to spend quality time with each grade focusing on the student's specific learning needs. Your students need to be trained and disciplined so they can work in small groups for varying lengths of time.

*Some of the ideas in this section came from *Tips for Managing Your Classroom* by Kay Burke. SkyLight Training and Publishing Inc., 2001. pp. 14-15. For additional ideas on procedures you may want to incorporate in the classroom see pp. 15-17.

Nuts and Bolts of the Classroom

Set up procedures that students feel comfortable with and be consistent. Frequent alterations are unsettling to a student's learning. Display a class schedule in the classroom so all the students know what to do and expect.

1. Greet students with a friendly smile at the door or in classroom.
2. On the first day of school:
 - a. Tell students whether the seating is assigned or open. If it is assigned seating, point them to their desks.
 - b. Point out to students that assignments are posted daily in the same location.
 - c. Tell students the signal for starting opening exercises, i.e. raising your hand, turning lights off and on, playing music, or ringing a bell.
3. Place a morning routine activity on each desk for students to follow.
4. Take attendance and the lunch count during this time.

Beginning the Day

The efficient teacher starts the class immediately with worship, not by taking role. As soon as worship is over, have students begin an assignment. While the students are working, take care of administrative chores, including attendance. Doing attendance tasks should only take a few minutes. Two ways to take attendance are:

- Look at the class and the seating chart. Mark whoever is absent from his or her seat.
- Have folders in a box at the door. As students enter, have them take their folder to their desk to begin work. After the students are at work, note the names of students who have not picked up a folder and mark absent.

Attendance

There are many other ways to take attendance. Regardless of which method you use, it should be done quickly and quietly without disturbing the class.

Student behavior and effective discipline are a growing concern in schools. Effective classroom management affects student achievement. Specific strategies can help you to establish effective rules, procedures, and discipline practices which will, in turn, create a positive classroom environment. Some strategies to develop include:

- Determine what procedure students will use to leave their seats to go to another area of the classroom (non-verbal signals, raise hand, etc.).
- Decide how students will request permission to leave the classroom to use the restroom, go to the library, etc.
- Decide how students request help, especially when you are teaching a class (raise hand, hand signals, name on the board, ask a study buddy, etc.).
- Tell students what the acceptable noise levels are for various activities.
- Give directions for working in cooperative groups, i.e. moving desks together, changing seats, noise level, handling materials.
- Determine the procedure for receiving permission to speak (raise hands, talk out, wait for teacher to call on them, etc.).
- Explain procedures for getting needed supplies or sharpening pencils.

Classroom Management and Discipline

Nuts and Bolts of the Classroom

“Rules should be few and well-considered; and when once made, they should be enforced. Whatever is found impossible to change, the mind learns to recognize and adapt itself to; but the possibility of indulgence induces desire, hope, and uncertainty, and the results are restlessness, irritability, and insubordination.”

Ellen G. White
Education, p. 290

Several components should be considered if you want to create a secure, safe, positive learning environment. Research studies show that effective teachers:

- Provide enthusiastic reactions
- Give quality instruction; ask more questions that encourage higher order thinking
- Use appropriate types of praise and accept the ideas of their students
- Are flexible
- Use positive authority, without being unnecessarily restrictive
- Wait patiently for student response, praise the response, integrate the response into the lesson, and provide feedback on the response
- Act confident whether or not they feel confident
- Are persistent
- Spend minimal time in transitions
- Monitor students’ responses encouraging participation by all students
- Listen to students
- Actively instruct
- Monitor student behavior
- Supervise time spent on tasks
- Establish efficient procedures
- Reward appropriate behavior
- Deal effectively and respectfully with misbehavior

Classroom Rules

Several examples of classroom rules are given to assist you in gleaning ideas for your own classroom:

Class Rules Set #1*

1. Do not interfere with the teaching and learning of others.
2. Respect personal space, rights, and property of others.
3. Follow the directions of your teacher(s).
4. Come to class prepared with all supplies and with homework complete.

* Class Rules Sets #1-4 retrieved on August 30, 2010 from <http://www.teach-nology.com/worksheets/misc/back/rules/elem/>.

Nuts and Bolts of the Classroom

Class Rules Set #2*

1. Be respectful of yourself and others.
2. Raise your hand before you speak during a classroom lesson.
3. Listen quietly while others are speaking.
4. Obey all school rules.

Class Rules Set #3*

1. Be polite, courteous, and respectful at all times.
2. Complete all assignments neatly and on time.
3. Leave your seat only when necessary.
4. Keep your hands to yourself.
5. Be quiet in lines, hallways, and restrooms.
6. Obey all school rules.

Class Rules Set #4*

1. Follow Directions
2. Complete Work on Time
3. Respect Fellow Classmates
4. Raise Your Hand And Wait To Be Called On
5. Stay On Task
6. Respect Other People's Property
7. Always Do Your Best

Many experts suggest that students should be involved in creating classroom rules. It is important to discuss each rule with the students. Students are more likely to comply when they are involved in creating classroom rules with you and understand the reason for the rule and the consequences of noncompliance.

Consistency is necessary to create a positive learning environment. Over a period of time teachers may find that they have relaxed enforcement of the rules. Classroom decorum can be affected. When that happens, the wise teacher will call the students together, admit the mistake of not being consistent, review the rules, and then be consistent in enforcing the rules.

Teachers can use many non-verbal and verbal signals to minimize distractions in the classroom.

Non-verbal and Verbal Signals

Non-verbal signals** can provide a way for students to get your attention and help. Some examples of non-verbal signals include:

- Raise a pre-determined number of fingers for permission to do a certain task. For instance, raise the index finger to speak, two fingers to leave your seat, three to get help from you, and four to use the restroom.
- Make eye contact with a student and use a physical signal such as a finger to the lips or shake of the head.

* Class Rules Sets #1-4 retrieved on August 30, 2010 from <http://www.teach-nology.com/worksheets/misc/back/rules/elem/>.

** *The First Days of School* by Harry K. Wong & Rosemary T. Wong. Wong Publications, Inc., 1998. pp. 186-187.

Nuts and Bolts of the Classroom

Verbal signals provide the student who is not following a procedure with a simple reminder. If a student is simply “off task” but not misbehaving, you can state the desired appropriate behavior as privately and subtly as possible. If the student does not respond to subtle interventions, simply tell him or her to stop the behavior.*

Controlling Noise Levels

Before the school year begins, decide how much noise you can realistically handle. Decide if you function best with a relaxed, chatty atmosphere or in one that is quiet the majority of the time.

Some ideas for managing the noise level in your classroom include:

- Listen to relaxing music when no direct instruction is taking place.
- Place tennis balls on the legs of desks, tables, and chairs if the floor is not carpeted.
- Discuss the types and levels of acceptable noise with your students.
- Model acceptable speaking voices for your classroom.
- Strive to speak with a calm, pleasant voice at all times.
- Teach students a non-verbal signal when noise levels are too high. These may include:
 - Silence (begets silence)
 - Turning off the lights
 - Hand signals
 - *Yacker Tracker*—This product can be purchased and allows you to set the acceptable noise level. It then uses the colors of a traffic light to let students know when it is time to get quieter.
- Arrange your classroom to enhance the learning environment you are trying to create.

Student Work

Teachers must decide how to handle the distribution and collection of student work and projects. Here are some ideas:

- Turning in work – specify a tray or box; pass work to the front of the row and collect; assign student in a group to collect work
- Make-up work – special tray; hand directly to the teacher; put in daily folder; give to teacher assistant
- Handout distribution – first person in row passes to others in the row; assigned group member gets and distributes; students pick-up as they enter the classroom; teacher gives to each student

Assignments List

While you are involved in direct instruction with a small group or helping an individual student, the other students in the classroom can be working on independent activities. The assignments for the day can be written on the board or on a printed handout so students can remember work they have not completed yet or work that they can do independently. Students could also have a daily folder with enrichment activities. You may also let students redo,

*Classroom Management that Works: Research-Based Strategies for Every Teacher by Robert J. Marzano with Jana S. Marzano and Debra J. Pickerin. Association for Supervision and Curriculum Development, 2003. p. 35.

Nuts and Bolts of the Classroom

retake, or revise returned assignments. Many teachers allow students to go to centers when their work is completed. Please refer to the **Idea Place Chapter** (p. 73) for specific center arrangement and use information.

Enlisting the help of your students in managing assignments can be effective if they are well-trained in the procedures. One idea to make this work well is to create a Study Buddy:

- Each week select a student(s) to help with assignments when you are busy.
- Create a Study Buddy chart to list the sequential procedures students should follow while you are teaching another group. The procedure may look like this:
 - Ask the Study Buddy.
 - Check the Teacher's Guide.
 - Do another assignment until the teacher is available.
 - Do enrichment activities until the teacher is available.

To further develop responsibility in students, an assignment chart or calendar could be distributed each week so students can fill out the daily assignments. The daily assignments can be placed on the board or in a handout. Students can place a mark by the assignment when it is completed. Teachers could accomplish the same idea by providing or having students purchase a student planner.

**Student
Assignment Sheets
and Unfinished
Work**

A simple tool for remembering unfinished work is to hang a chart with large pockets on the wall. Each pocket should have a student's name written on it. When students do not finish an assignment during the prescribed time, they simply put the unfinished work in their pocket. Whenever a student has free time during the day, the unfinished work can be completed. At the end of the day, students take any work in their pockets home to complete. This is especially useful when you have younger students.

Teaching in a small school can often make you feel disorganized as you try to ensure that all assignments are turned in each day. With numerous grade levels combined with specific assignments, it can be difficult to remember each one. A teacher assignment chart is one way to quickly observe which students have or have not completed their tasks. The chart gives a list of daily assignments for each grade level and a checkmark for each student who has completed the assignment. You can keep this chart on a clipboard for use throughout the day. This is not your gradebook; it simply provides a quick reference of missing assignments by student for that day. This reference is a wonderful tool to have when parents ask if their student has completed all their work for the day.

**Teacher
Assignment Sheets**

"Anything a student can do, a teacher shouldn't."
Joan Goodman

Nuts and Bolts of the Classroom

Dismissal Procedures

- Procedures for leaving the classroom for lunch, recess, or media center include:
 - Quietly lining up at the door.
 - Lining up behind the daily or weekly line leader.
 - Dismissing by rows, groups, or grades.
- End of Day procedures could include:
 - Having students stand respectfully by their desks.
 - A student or the teacher saying a closing prayer.
 - Singing a song of benediction.
 - Using the same dismissal procedure as used at other times.
- Drills. It is important that each student knows the procedure for fire, tornado, earthquake, or other disaster drills including:
 - How to leave the classroom.
 - Where to meet either inside or outside.
 - How to behave while leaving.
 - How to return to the classroom.

Religious Activities

Religious activities are an integral part of every Adventist school. You will want to plan these as carefully as you do any lesson or class activity. Through careful planning you can integrate a spiritual tone into *all* subjects of the curriculum. Morning worship, asking the blessing, and closing prayer must be a regular part of every day. Integrating prayer at other times of the day is encouraged. The goal is to help our students develop a comfortable relationship with Jesus.

Staff Worship

Even if you are the only teacher at your school, it is important to take a few minutes to read a devotional and have a season of prayer at the school before the students arrive. Pray for guidance during the day. Remember God's promises to guide you.

"For the Lord gives wisdom and from His mouth come knowledge and understanding."
Proverbs 2:6

"For the Lord will be your confidence and will keep your foot from being snared."
Proverbs 3:26

Nuts and Bolts of the Classroom

Well-planned opening exercises, including worship, will help create a feeling of unity for the day and provide opportunity to emphasize character building. Allow 10-15 minutes at the beginning of each day.

Morning Worship

You might choose to begin worship with a devotional thought and prayer. Students often love to sing and so you might want to have a short song service with songs chosen by the class. Students might repeat a Scripture verse. It is important to vary worship to appeal to both younger and older students. Some ideas for worship could include:

- Involve students by having them participate and contribute ideas.
- Encourage the pastor to conduct worship on a regular, weekly basis.
- Use a Bible verse of the week to model learning Scripture with the students.
- Play Bible or nature games.
- Present an object lesson geared to a specific concept or problem you need to address with the class.
- Review the memory verses by singing them.
- Tell the regularly assigned Bible class story (only do this occasionally).
- Invite volunteers to tell worship stories.
- Vary presentations by using felts, the overhead projector, DVDs, CDs, or PowerPoints.

Here is a suggested weekly plan you could follow for morning worship:

Monday: Share a character-building story and have prayer bands.

Tuesday: Tell nature nuggets or stories.

Wednesday: Work on Adventurer and/or Pathfinder Honors (coordinate with the Adventurer and Pathfinder Leaders)

Thursday: Presentation by the Pastor.

Friday: Play Bible games or drills and repeat the Scripture of the Week.

Many classrooms in the United States recite the Pledge of Allegiance at the end of each morning's worship.

Pledge of Allegiance

Class meetings can build leadership and confidence in your students. This is a time where students can contribute to the functioning of the class. They can suggest agenda items and/or an older student could chair the meeting. When students believe that they are able to make positive contributions, they are more likely to cooperate and be willing to accept extra responsibilities. Set up a specific time and procedure for class meetings on a regular basis. Provide for both a formal and informal style so that students can learn about conducting and participating in both types of meetings.

Class Meetings

Show-and-Tell is a time when students bring something special from home to share with the rest of the class. It is relatively easy to set up a procedure so that everyone knows the expectations. One idea is to assign each student a day of the week to share. Another idea is to identify a certain day in the week for all students to bring an item to share and schedule 10-20 minutes for

Show-and-Tell

Nuts and Bolts of the Classroom

Show-and-Tell. Students should be encouraged to ask positive questions or make positive comments during Show-and-Tell.

Room Decorations

It is important to have an attractive room that creates a positive learning environment. Be sure that all room decorations are in harmony with the philosophy of Seventh-day Adventist education and demonstrate a Christian influence. *Be sensitive to the customs and practices of your community.* Many teachers have experienced difficulties because they have chosen room decorations that may be appropriate in one community, but are considered inappropriate in another. Get to know your community before introducing decorations that may be considered inappropriate.

Choose cheerful colors for your walls and floor coverings. Bright colors can be used as accents in pictures, pillows, bulletin boards, and posters. Window treatments should be easily cleaned and coordinate with the color-scheme.

Prior to bringing plants or animals into the classroom find out if any student is allergic to the particular plant or animal.

If you have carpet, urge the board to purchase one of good quality and have it professionally cleaned each year. If the tile or linoleum has a wax coating, it should be rewaxed each summer. Tile or linoleum floors will last longer if tennis balls are placed on the legs of each chair, desk, and table.

Classroom and Seating Arrangements

Students do not function well in a chaotic atmosphere. Structure, routine, and limits to give students guidance and keep them safe. The classroom and seating arrangements can help you provide a safe environment.

Your students will be participating in a variety of activities in different areas of the classroom. Arrange the room to permit for orderly movement, few distractions, and efficient use of space. The following guidelines are helpful when arranging the classroom:*

- High-traffic areas should be free of congestion.
- Pathways should not impede the flow of traffic in the classroom.
- You should be able to see the students from all areas of the classroom.
- Often used teaching and student supplies should be easily accessible.
- All students should be able to see whole-class presentations and displays.
- Seating arrangements should allow easy clustering of students in pairs, triads, or small groups.

There is no one mandatory seating pattern. Some teachers prefer student desks to be in rows. Others prefer grouping desks. Some start with desks in rows and then move to grouping. What's most important is that seating arrangements remain flexible and varied to allow regrouping for specific activities.

**Tips for Managing Your Classroom* by Kay Burke. SkyLight Training and Publishing Inc., 2001. pp. 12-13 and *Classroom Management that Works: Research-Based Strategies for Every Teacher* by Robert J. Marzano with Jana S. Marzano and Debra J. Pickerin. Association for Supervision and Curriculum Development, 2003. p. 94.

Nuts and Bolts of the Classroom

When students are in clusters or pods they can talk, help one another, share materials, and work on group tasks. Circle arrangements are also good for enhancing student interaction, discussion, and seatwork.

Presentations, recitations, and independent seatwork work well with desks arranged in horizontal rows. Students are focused on the teacher and may easily work in pairs. This design also favors demonstrations. Desks in rows are not recommended when the lesson calls for student interaction.

Interest areas or centers extend learning and provide a place for independent work. These areas should be welcoming and offer the opportunity to find, use, and replace materials properly. Many classrooms include science, library, math, and research or reference centers. For more information on centers refer to the **Idea Place Chapter** (p. 73)

Grading can be time-consuming. Keep these general tips in mind as the school year progresses:

- Keep up-to-date with your grading. Parents and students deserve to know how the student is doing at any given time.
- Schedule time for grading every day. If you don't, it is easily postponed.
- Use several methods for deriving grades. Rubrics, oral presentations, multiple choice tests, short answer tests, essays, and peer review are just a few grading examples. For more information please refer to the **Assessment Options** in the **Curriculum Essentials** chapter (p. 45)
- Check final grades. Do they make sense? Look for errors.
- Regularly provide students a list of missing assignments. They can complete them or look for errors in your records.
- Determine late work policies. Do students receive a penalty? If a student is ill, how long do they have to turn in missed work?

Grading

The type and number of required safety drills vary between conferences and states/provinces. Consult your Local Conference Office of Education to find out what drills are necessary in your area. Typical drills include fire, tornado, earthquake, intruder, etc. It is important to keep a record of when students practice each drill. As you plan for the year and month, include safety drill practice times.

Safety Drills

Visitors should feel welcomed! For safety reasons, however, it is important for school personnel to be aware when someone comes to the school. Many schools keep the entrances locked so that school personnel can greet and admit any visitors. A doorbell can be installed to alert you to the arrival of a visitor. A log sheet near the entrance should be provided so that visitors may sign in when they enter and sign out when they leave the school. Hanging a clipboard near the entrance or near your classroom door makes it easy to fulfill this requirement.

Visitors

There may be times when students must leave (and return) during the school day. A log sheet to help you keep track of their comings and goings is advised. This can help you remember to mark them absent for part of the day.

Mid-Day Appointments

Nuts and Bolts of the Classroom

Hot Lunch

Many schools have a hot lunch program or have days when sack lunches are supplemented with a hot food item. It is important that these programs are run in accordance with Seventh-day Adventist standards on nutrition, which typically means that a vegetarian diet is served. The board should determine if any meat products are allowed.

State/Provincial health guidelines need to be followed when serving food. This would include food preparation, sanitation, and food storage requirements. A full-fledged hot lunch program should follow state/provincial guidelines regarding the inclusion of foods from each basic food group.

Most small schools have a limited hot lunch or supplemental hot lunch program. A small fee is charged to cover the cost of the food and perhaps make a small profit if the lunch is provided as a fundraiser. Typically, a parent or a church volunteer comes once or twice a week and prepares a hot lunch. Remember to follow your Local Conference Office of Education requirements regarding background checks for volunteers.

Personal Evangelism

Personal evangelism starts in the classroom and the home. Teachers should take time to talk and pray individually with each student. One of the most rewarding times is when you have an opportunity to counsel each student regarding his or her relationship with Jesus. Seek the Holy Spirit's guidance to lead you to recognize these special opportunities.

"We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to big differences that we often cannot foresee."
Marian Wright

Curriculum Essentials

Art

You may be tempted, in a small school to bypass art instruction in your busy schedule. It is important to remember that students need to receive a well-rounded education which includes instruction in the mechanics, as well as in the appreciation, of art.

Arts Attack is the North American Division recommended program of study. Through VHS presentations by an art teacher, the art curriculum is presented in a developmental and sequential way. This program is designed to meet the needs of all teachers, those with and those without specific training in art. Multi-grade schools can order the primary multi-grade curriculum for grades 1-4 or the middle multi-grade curriculum for grades 5-8.

Art instruction can be presented to all grades at the same time. A pacing chart is included in most Union Office of Education Elementary Textbook Lists. 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.

The North American Division *Fine Arts Curriculum Guide, Grades K-8* provides the scope and sequence for each grade level.

Music

Even if you have only a few students in several grades, and whether or not you are trained in music, you can help your students learn to appreciate, understand, create, discriminate, and evaluate the aesthetic and spiritual quality of their musical experiences.

While singing is one activity of a robust music curriculum, singing does not constitute music class. All elements of music (i.e., rhythm, melody, texture/harmony, form, expression, timbre, and hymnology) should be covered through the music curriculum. Success in presenting the varied elements depends more on teacher attitude and enthusiasm than on any skill you may or may not have as a musician.

Many music activities can be shared by the entire class. Some of these activities are singing, listening for appreciation, and identifying musical instruments. There are times when instruction should be divided between the lower and upper grade students. For instance, lower grade instruction may focus on rhythmic band instruments while upper grade students are focusing on music theory instruction. When planning, teach the class as a whole whenever possible and divide instruction when it is necessary.

The third and fifth grade levels of *Silver Burdett Making Music* (Scott Foresman, 2002) are the North American Division adopted text. A four-year cycle has been developed using the 3rd grade materials for grades 1-4, and the 5th grade materials for grades 5-8. *Required materials are the Teacher's Edition and the CDs for the 3rd and 5th grades.* You may find it beneficial to have a student text for reference, but that is optional. The Union Conference Office of Education Elementary Textbook List has the four-year cycle organizational chart. The *North American Division Making Music*

Curriculum Essentials

Implementation Guide designed to assist with implementing the four-year cycle is available from your Union or Local Conference Office of Education.

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
- Instructional DVDs

These can be purchased online, at teacher supply stores, and at music stores.

Provide opportunities for your students to participate in a variety of musical activities through church services, school programs, music festivals, and outreach activities. Like art, grading in music can be subjective. It is important to remember that all students do not have the same natural abilities for music, but that you can include things like effort and attendance in grading.

One of the principles of physical education in Adventist schools is to help students learn to reflect God's image by developing principles of healthful living.

Physical Education

The Physical Education Curriculum Guide and Resource Manual provides 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 as outlined in this manual.

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 game. *The Physical Education Curriculum Guide and Resource Manual* suggests several different activities. You will want to refer to this guide as you plan your physical education program.

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.

Teachers whose schools do not have gymnasiums often choose to use exercise DVDs that are age-appropriate. When instruction cannot take place outside, the DVDs provide an appropriate alternative. Check with your Local Conference Office of Education, do an Internet search, or ask your local Adventist college's physical education department to recommend appropriate DVDs.

It is important to instruct students as a group whenever possible and divide students into age-appropriate groups for practice and games when necessary.

Curriculum Essentials

A well-planned physical education program should recognize individual students' level or readiness while providing opportunities for each student to improve his/her skills and fitness level.

Recess

Recess is a brief period where students have playtime that is not as structured as a physical education class. It provides many teaching opportunities. By planning and participating in recess you can help reinforce social skills such as teamwork, cooperation, bonding, and sportsmanship.

Students must be supervised at all times and especially on the playground. One way to accomplish this is to play with the students at recess on a regular basis. Playing with your students also builds positive relationships and reduces the number of conflicts on the playground.

Some tips for making recess a mutually enjoyable experience include:

- Choose the recess activity or have students choose the activity on a rotating basis.
- When there is a wide age-span, plan separate activities for older and younger students. Take turns playing with each group.
- Be sure you can see ALL students on the playground at ALL times.
- If the activity requires teams, choose the teams prior to recess and assign team captains. Recess goes more smoothly when the teacher chooses the teams.
- Organize the recess equipment and prepare an orderly distribution system.
- Allow time at the end of recess for students to use the rest room 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. Computers, calculators, and other technologies should enhance the learning experience. There must be a proper balance between using technology as a tool and acquiring understanding of conceptual ideas and manipulative processes.

The North American Division *Business and Computer Education Curriculum Guide, K-12* is to be followed for grades K-8. A companion publication, *Computer/Technology Implementation Strategies, K-8* gives basic information for integrating computer skills and usage into the elementary curriculum.

Keyboarding

The North American Division recommends that students be proficient in keyboarding by the end of eighth grade. Keyboarding can be taught using appropriate software such as *Mavis Beacon Teaching Typing*, *Type to Learn*, etc. Students will need to be supervised to ensure that proper hand position and correct fingering are being used.

Curriculum Essentials

Tips for using the computer in your classroom include:

- Look for areas where computer use can be effectively integrated: presentations, learning center, teacher workstation or some combination of these.
- Write directions for computer activities on index cards or poster board and laminate them.
- Create web-based activities that correlate with current studies.
- Incorporate computer applications as a part of curriculum planning.
- Schedule ALL students computer usage time during the school day.
- Enlist a “techno” kid as your technical advisor for problem solving.
- Include software as a part of the annual media center expenditures.
- Use approved student information system and/or gradebook software for record-keeping.
- Consider taking a course in technology integration. Adventist Virtual Network (www.avln.org) offers many courses. You may also check with local community colleges, colleges, or universities for options.

Computers

Research* shows that learning a foreign 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/or 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, foreign language instruction in a small school is usually considered optional. Please note, however, that French instruction is required in *all* Canadian provinces.

Foreign Language

If you decide to include foreign 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 foreign language dictionary is very helpful.

The following ideas will assist you in implementing a foreign 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 foreign language curriculums. Rosetta Stone (www.rosettastone.com) is one highly rated foreign language company. However, it is important to determine if this is a cost-effective way to provide instruction.
- Determine where foreign language instruction would fit best in the daily and/or weekly schedule. Some teachers find that Friday is the best time. Others have instruction a couple times a week. Still others include foreign language instruction as an after-school program.

*See “Why Study a Foreign Language” by Bernadette Morris retrieved 10/6/2010 from <http://www.learnnc.org/lp/pages/759>.

Homework

Homework can be a controversial topic. Some teachers and communities do not believe in homework under any circumstances. Others believe that the only homework should be work that is not finished at school. Still others believe that homework is an essential part of the school experience. It is important to develop your own philosophy towards homework and consider your community/parent expectations regarding homework.

In general, you should not give homework unless it accomplishes one of the following purposes:

- Provides review for what has been learned in the classroom.
- Prepares students for future lessons.
- Reinforces objectives that have already been taught.
- Measures what has been learned.

Here are some homework guidelines to follow:

- If you give homework, strive to ensure that it can be accomplished within the following timeframes:
 - No more than 20 minutes per day for Kindergarten through 3rd Grade. Keep in mind that many teachers and parents discourage any homework before third grade.
 - 20-40 minutes per day for fourth through sixth grade.
 - Time varies according to the type and number of subjects a student is taking in seventh or eighth grade. However, you will probably want to target no more than 60 minutes per day.
- Check with parents to ensure that:
 - Students are not spending more than the recommended time on homework. If they are, you should adjust the homework assignment accordingly.
 - Students are not seeking undue parental support to complete homework.
- Homework assignments may include:
 - Unfinished class assignments.
 - Drill and practice exercises (spelling and vocabulary words, math facts, computation drills).
 - Test preparation.
 - Research activities and reports, both short- and long-term.
 - Data collection.
 - Reading and writing assignments.
 - Media assignments, i.e. television, radio, newspaper.
 - Interviews.
 - Hands-on projects, i.e. mobiles, models, arts and crafts.

Managing Workbooks

Workbooks can be a valuable teaching aid when properly used for reinforcement and practice. Each workbook page should be carefully selected and explained to the student. Teachers should only select only those activities that accomplish the objectives of the lesson. Every page of the workbook *does not* need to be completed and graded. Workbooks should not be used as

Curriculum Essentials

busywork. They should be used as teaching tools to assist in meeting needs of the students as assessed by the teacher. *Promptly correct pages that have been assigned.*

Explain to parents verbally and in writing how you plan to use workbooks. Send home only corrected workbook pages. Explain to parents the meaning of any special correction/evaluating symbols you use, i.e. smiley faces, stars, or checks.

Your role is to create an environment in which all students can learn to the best of their abilities. Creating a positive learning experience is one of your greatest challenges. Because each student has his or her own unique set of physical and intellectual abilities, perceptions, and needs, the learning styles of your students may vary widely. It is important to determine the learning style your students in order to tailor your lessons and presentations so that all students have an opportunity to experience success.

Teaching Strategies

A teacher can and should use many teaching strategies when presenting a lesson or objective. Many teacher editions of textbooks include strategies that can be used when teaching that particular subject. Following are a few common teaching strategies that are particularly effective in multigrade classrooms: cooperative learning, peer tutoring, and cross-age tutoring.

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. Each member is responsible for the outcome of the shared goal. Not all groups are cooperative groups. Putting groups together in a room does not mean cooperative learning is taking place. In order to have effective cooperative learning, the following 5 essential elements are needed:

Cooperative Learning

- **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 encourage, support, assist, and praise 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 from "hitchhiking" on other group members' accomplishments.
- **Social skills.** Cooperative learning groups set the stage for students to learn social skills. These skills help build stronger cooperation. Leadership, decision-making, trust-building, and communication are typical social skills that are developed.
- **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 because students are working positively together to produce many winners. It also increases the development of social skills as students learn to work together.

Your role as teacher is important. You must know your students well and carefully group them. You must carefully structure the cooperative lesson but fade into the background 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. Grouping options include:
 - Heterogeneous groups are generally formed by having one high achieving student, two middle achieving students, and one low achieving student on each team. The teacher attempts to make sure the team has a balance of genders and ethnic diversity.
 - 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.
 - Homogeneous groups are used when there are a number of students with limited English language ability. Students are grouped by language proficiency.
- Show students how to teach and coach each other.
- Make sure that the instructions, goals, and timelines are clear.
- Give each group member a specific role:
 - Leader makes sure that every voice is heard and focuses the group on the learning task.
 - Recorder takes notes and keeps track of the group's work.
 - Facilitator encourages the group to stay on task. He/she also lets the group know when time is halfway through and when time is nearly up.
 - Monitor listens to what group members say and explains it in his or her own words. He or she will also briefly leave the group to get supplies or get help from the teacher.
 - Presenter presents the group's finished work to the class.
- 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.

Curriculum Essentials

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

- Jigsaw. Each group member is assigned unique material to learn and then teaches it to his 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, emphasizes positive interdependence, and minimizes competition.

“Cooperation should be the spirit of the classroom, the law of its life.”

Ellen G. White
Education, p. 285

Both peer tutoring (same grade) and cross-age tutoring can be used to advantage in a multigrade classroom. Tutoring not only helps the learner but also reinforces the skill and builds the confidence of the tutor. It can occur spontaneously or as a planned part of a day’s lesson. In the multigrade classroom, peer and cross-age tutoring provide the teacher with a powerful strategy for extending instruction.

Peer and Cross-Age Tutoring

Peer or cross-age tutors can be used to:

- Lead/Conduct/Facilitate basic skill drills.
- Teach a known skill or concept to another student.
- Model a skill or concept.
- Explain a skill or concept in “kid language”.
- Help with study skills and researching.
- Read aloud.
- Identify unfamiliar words.
- Lead out in a game, drill, or exercise.
- Write a story dictated by 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 Essentials

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 the broad framework that ensures you are covering the essential learnings in the curriculum guide and text. Yearly planning also provides a monitor to ensure you are making adequate progress and staying on pace throughout the year.

Sample **Yearly Plans** forms are found in Chapter 19. Yearly planning should 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 that week.
- Writing a brief description of the unit, concepts, or textbook pages you plan to teach that week.

Unit Plans

A big-picture summary of the unit is provided by developing unit plans. The unit plan should include these minimal elements:

- A summary statement of the main objective of the unit.
- The unit essential learnings, standards, or objectives.
- A lesson summary and the number of days you plan to teach this part of the lesson.
- Unit assessment(s) that will be used to check for student understanding.
- The equipment and materials that will be needed.
- One or two days extra days to allow for schedule interruptions.

See the sample **Unit Plan** in Chapter 19.

Lesson Plans

When properly done, lesson plans keep you on task and organized. They are especially important for the multigrade teacher lesson planning who must plan many levels and subjects.

While extensive plans are not needed for each subject and grade, you should write more than the textbook or page number. The following essential 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 (create a daily list, highlight in plan book).
- A note regarding emergency drills, if scheduled to happen during a class period; adjust instruction accordingly.
- A summary of what students will be doing while not in direct instruction (i.e., what will 2nd grade do while 4th grade has direct instruction during Math).

Curriculum Essentials

In addition to keeping you and your students on target, lesson plans provide the information a substitute teacher will need if you are absent for some reason. It is also important to remember that your Local Conference Superintendent may review your lesson plan book for evidence that the curriculum will be covered and that students are on pace to complete the curriculum by the end of the school year.

Lesson planning in small schools is very challenging. If you are new to teaching in small schools, spend significant time arranging your lesson plans on a rotational basis. During the scheduled time for each subject rotate groups or grades that will receive direct instruction from you. Include independent activities that students can do at their desks while you are working with another group.

Lesson Plan Tips for the Multigrade Classroom

Plan subject-area lessons that alternate teacher-directed instruction and independent student activities. As you develop plans for each subject area, be sure to provide enough time to present effective lessons which will motivate students. For example, in a grades 1-4 classroom, schedule one hour for math. Grades 1 and 3 could have a quick review of the assignment and concept with the teacher before completing an assignment independently. This provides a longer period of time to provide direct instruction with grade 2, and then grade 4, before they work independently on a new concept. Create a procedure/routine for students waiting for direct instruction, i.e. math drills, flashcards, finish an assignment, etc.

Completing a weekly lesson plan for each subject and grade level taught may be an arduous task, but it is time well-spent. It really is the only way to be organized and ensure that all subjects are covered. It is very easy to miss an important concept if intentional planning is not done.

See sample **Lesson Plan** in Chapter 19.

Student assessments should include more than workbook assignments and tests. The purpose of assessment is to furnish students feedback about their progress and achievement, give direction to students about future work, and motivate students, in addition to providing documentation regarding student matriculation, retention, or placement. Consider utilizing the following types of assessments in your lesson planning:

- Demonstrations and/or performances
- Peer assessments
- Portfolios
- Projects
- Rubrics
- Self-assessments
- Simulations
- Student-led conferences

Assessment Options

Testing

Teachers conduct several different types of testing 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.

Standardized

There are two types of standardized tests:

- Criterion referenced tests measure how well a student has mastered, or has not mastered, a specific body of knowledge and skills. Each student is compared with a preset standard for acceptable achievement rather than to the performance of other students.
- Norm-referenced tests provide external information, independent of a school's own assessments that can be used to improve instruction. It does not replace teacher observation and classroom assessment, but provides supplementary information that contributes to decisions about learning.

The North American Division, Union, and Conference Offices of Education require norm-referenced standardized tests. The following standardized tests have been selected:

- The Canadian Achievement Tests (CAT) or The Canadian Test of Basic Skills (CTBS) is used in Canada.
- The Iowa Tests of Basic Skills (ITBS) for the elementary grades is used in Bermuda and the United States.

The purposes of testing are to obtain information that supports instructional decisions made by teachers, provide information to students and parents that allow them to monitor student growth, and examine grade group progress as they move through the school's curriculum.

A single test or battery should NOT be used to select students for special instructional programs, determine whether to retain a student, evaluate the effectiveness of the entire instructional program, screen children for first-time enrollment, evaluate a particular teacher's effectiveness, or be the sole determining factor in what should be taught in the classroom.

Your Local Union Conference Office of Education determines the testing window. This is generally a two-week period of time in the fall. Administering the tests takes approximately 5½ hours over a 5 day period. It is important to adjust your daily schedule when administering standardized tests.

Check for testing supplies at your school. The testing booklets and extra answer sheets should be kept in a locked file. Most Local Conference Offices of Education have an order form in the pre-school materials to use in ordering additional testing supplies. Complete and submit that form directly to the Local Conference by the due date in order to receive your supplies in time for the testing.

Typically, all students in grades 3-8 are tested. Preparing students to take the tests helps ensure that their test scores represent their true achievement level. Help students understand why the tests are given, what the test tasks are like,

Curriculum Essentials

and why they should not feel anxious about testing. Students who have been told why they are being tested are more likely to concentrate and try harder. Some of the things to share with students include:

- Teachers will use the results to assist in determining the students' year-to-year progress.
- Teachers will use the scores to decide where each student needs more help and where each one has made particularly good progress.
- The results facilitate student and parent understanding of how learning at school is progressing.*

Practice tests are available from the publisher and assist students in preparation for test-taking.

The room environment should be considered in order to provide a successful testing experience. Ask yourself the following:

- Are there any heating, ventilation, lighting, or noise issues that may distract students?
- Are there any visual distractions inside or outside of the classroom?
- Does the room environment permit students to demonstrate their actual achievement levels?
- Is there adequate lighting?
- Is there enough space to prevent overcrowding?
- Does each student have an adequate writing surface?

Often, grades 1 and 2 are not tested. You need to make arrangements for them while testing is occurring to minimize distractions for the students taking the test. Check with your Local Conference Office of Education for specific recommendations. Suggestions include:

- Arrange with the board for a volunteer, teacher's assistant, or substitute to work with these grades in a separate room.
- If you are in a two-teacher or more school, arrange with another teacher to test your students and you can then work with the first and second graders.
- If there are only a couple first and second graders, give them quiet activities to complete while testing is done.

It is vital that you understand and follow the testing procedures exactly as outlined in the testing manual.

When testing has been completed, you should double-check each student's answer sheet to make sure it is properly marked. All bubbles should be completely filled-in and no marks should be placed outside the bubble. After you have ensured that each bubble is marked properly, follow the instructions given by the Local Conference Office of Education for submitting the answer sheets to the conference.

*This paragraph is adapted from *Test Coordinator Guide for the Iowa Tests* prepared at The University of Iowa by H.D. Hoover, S.B. Dunbar, D.A. Frisbie, R.A. Forsyth, and T.N. Ansley. The University of Iowa, 2001, p. 102.

Curriculum Essentials

Student Placement A student who transfers from a home school or non-traditional school program should be temporarily assigned to a grade based on the recommendation from the parent or an evaluation from a previous teacher. You may need to determine the proper grade placement for him/her or conduct further assessments to clarify grade 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 battery. Check with your Local Conference Office of Education for policies regarding giving all, a portion of, or the basic battery of 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 (www.kendallhunt.com) and contains individually-administered informal reading assessments. The manual explains how to administer, score, and interpret the inventory. A multimedia CD-Rom with video clips demonstrating administration of a reading inventory is included.

Diagnostic

Diagnostic and/or 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 schools districts are mandated to provide these services in the United States. 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 referral. 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.

See Chapter 6, **Working with Exceptional Learners**, for more information.

Curriculum Essentials

“Treat others the same way that you would like to be treated.”
Matthew 7:14

Social curriculum is a new term for a familiar idea, but one that we ought to revisit—perhaps in a more deliberate way. Unlike another class or a new subject, it is the climate or culture that is infused throughout the school day. It is about how the teacher and students interact and conduct themselves at all times. The teacher subtly yet skillfully leads by identifying, modeling, and requiring respectful behavior. Understanding the social curriculum will elevate all aspects of the school. Examples include:

Social Curriculum

- Affirming all learners.
- Handling conflict respectfully.
- Understanding positive self talk.
- Fostering good citizenship.

The highly effective teacher will affirm these attributes as they surface intermittently throughout any given week. For the small school, recess and lunch period are particularly valuable times for the teacher to observe and reinforce respectful communication and attitudes. Websites that provide specific teaching strategies and activities on character education are www.responsiveclassroom.org and www.goodcharacter.com.

“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

"The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires."

William A. Ward

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
Education, p. 79

Classroom teachers know that all types of students come to school with different abilities and needs. You may have had students with "invisible" or "minimally visible" challenges. Making accommodations and adjustments 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 the 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 acceptance committee or board should consider the impact not only on the student applicant, but also on the entire student body and school environment.

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 Education All Children for Heaven) Manual* was written to provide teachers with resources to better meet those needs.

The REACH 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.

Learning Differences in the Classroom

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 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 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.
- Enhances social competence.
- Prepares students for full participation as adults in the church and community."*

REACH Resource Manual

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. You can order a printed, binder-bound manual from AdventSource. The most current manual can also be downloaded from the North American Division website (www.nadeducation.org/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 he/she has been previously tested or if he/she has a current Individualized Education Plan (IEP) from a previous school. If so, follow the recommendations outlined there.

**REACH Resource Manual*, North American Division Office of Education, 2011, pp. 7-8.

Learning Differences in the Classroom

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 testing. In many jurisdictions, such testing is available through the local public school or district/county office. In Canada, assessment services may be available through provincial health plans. Contact the REACH leaders in your Local Conference for further information and assistance regarding the testing services available in your area.

English as a Second Language (ESL) and English Language Learner (ELL) students 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.

**English as a Second Language (ESL)/
English Language Learners (ELL)**

Some basic ideas to remember for classroom instruction are:

1. Label the items in your classroom, i.e. place a tag on the door that says "door".
2. Use lots of visual aids.
3. Pair the ESL/ELL student with another student who speaks English clearly during small group or partner work.
4. Use techniques that employ multiple intelligences.
5. Use music to help students memorize basic facts.
6. Use techniques that use different parts of the brain.
7. Use many hands-on activities.
8. Find an individual in your local church or community who would be willing to volunteer some time helping the ESL/ELL student in the classroom.

It is good to keep in mind that ESL/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
Education, p. 102

Learning Differences in the Classroom

"Any concern that is too small to
be turned into a prayer is too
small to be made into a burden."
Corrie ten Boom

Serving Our Community

“Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms.”

1 Peter 4:10

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.

Community Outreach and Service

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 the church’s or other community service centers
- Volunteering at the local food bank
- ADRA projects (www.adra.org, www.adra.ca)
- Operation Christmas Child (www.operationchristmaschild.org)
- St. Jude’s Children’s Hospital Math-a-Thon (www.mathathon.org)
- Feed My Starving Children Project (www.fmssc.org)
- Nursing home visits
- Adopt-a-Highway
- Tell Canada (see resources at www.catnet.sdacc.org)

Plan your community outreach and service projects with input and support from your pastor, school board, church members, and parents. Ask for adult volunteers 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.

Outreach and service projects should also be oriented toward the local constituent church(es) and its members. The school offers a valuable resource of energy and enthusiasm to the pastor and your constituency. Examples of programs, projects, and service opportunities include:

- Christmas program
- Special music

Serving Our Community

- Vacation Bible School
- Sabbath School
- Personal testimony service
- Adventist Community Services

Learning how to share a Bible lesson, give a personal testimony, and encourage peers are valuable educational experiences that should not be overlooked. Students enrolled in our schools ought to be encouraged to assist with evangelistic program and other outreach efforts of the church. 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

A small school may wish to consider participating in, or supporting, a mission trip. Check with your Local Conference Office of Education concerning requirements and policies for school trips that are overseas, out of the country, out of your union, or out of your conference. You may also consult these resources for information:

- Maranatha Volunteers International (www.maranatha.org)
- One-Day Church or One-Day School (www.onedaychurch.org)
- Adventist Mission Programs on the CIRCLE database (circle.adventist.org/browse/?browse_node=44)
- Teen Missions International (www.teenmissions.org) or Teen Missions in Canada (www.teenmissions.org/worldwide/canada)

Participating in mission service does not require traveling, however. Consider involving your school in mission activities right from the classroom. Check out these links for ideas that will enhance themes in Bible, Language Arts, and Social Studies:

- ADRA for Kids (Kids.adra.org)
- ADRA Canada (www.adra.ca/LearningResources)
- Education World® (www.educationworld.com/a_special/community_service.shtml)

“Education, in the broadest or truest sense, will make an individual seek to help all people, regardless of race, regardless of color, regardless of condition.”

George Washington Carver

Beyond the Classroom: Field Trips, Special Programs and Events

A parent-teacher conference is a face-to-face meeting between one teacher and the parent(s) or guardian(s) of a student. It provides an opportunity to discuss a student's academic development and social conduct. Most schools schedule conferences after the first and third quarters. 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.

Parent-Teacher Conferences

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. It is also important to remember that children are ego extensions of their parents. If parents hear that their child is failing three subjects, they may believe you are suggesting that they are failures as parents. Conversely, if you tell the parent that the child is an outstanding science student, the parent will mentally pat himself on the back all evening. Knowing this should help you to phrase 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.

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

- Send notices to the parents requesting a response regarding timeframes that work best for them to attend the parent-teacher conference.
- Schedule conference times based on the parent response and make sure that you have 20-30 minutes for each student.
- 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.
- Consider having parent-teacher conferences at the student's home. Although it may require more time and planning, there are many valuable insights to be gained from a home visit.

Before the Conference*

When preparing for the conference remember the following:

- Conduct the meeting at a table. Don't sit across the table, sit on the same side. This will enhance the conversation and "comfortableness" of the parents. Another idea is to have the conference around the student's desk. Remember to avoid any barrier between you and the parents.
- 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.

*Some of the tips are from <http://www.teachervision.fen.com/new-teacher/teaching-methods/48464.html?detoured=1>.

Beyond the Classroom: Field Trips, Special Programs and Events

- Make sure the classroom is attractive, clean, and uncluttered. This sends the message that learning is taking place.
- 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.
- Avoid discussing other students, parents, teachers, the pastor, or conference officials.
- Keep all communication confidential.
- Listen to and take criticism graciously; don't take it personally. Many 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 "must do's":
 - Provide unambiguous academic information.
 - Ask for and obtain added information from the parent.
 - Listen carefully to parents. If you are nervous, you might "take over" the conversation—by as much as 90 percent. Strive for a 50-50 balance.
 - Combine your insights and observations into a practical plan of action. Ask for parent ideas, and use those thoughts when dealing with difficult circumstances.
- Remember to show rather than tell. Give specific illustrations rather than labels or adjectives. Don't say, "Johnny does poorly in math." Instead, paint a clear picture, "Last week Johnny struggled when we added two-digit numbers." Use concrete examples, not broad generalizations.
- Begin and end with the positive. "Sandwich" negative information between positive information.
- Look for common solutions.
- Use "active listening" skills; maintain eye contact.
- Ask for parent input or feedback.
- 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.
- 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 so you don't inconvenience waiting parents. Make another appointment if more time is needed.
- At the first conference after the return of standardized tests scores, review and explain the results to the parents.

*Some of the tips are from <http://www.teachervision.fen.com/new-teacher/teaching-methods/48464.html?detoured=1>.

Beyond the Classroom: Field Trips, Special Programs and Events

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

- Save a few minutes to jot down a few notes. Don't take notes during the conference as this may intimidate some parents and impedes eye-to-eye contact.
- Decompress. Gather your thoughts, regroup, and get ready for the next conference. This should only be a minute or two.
- Follow-up (as necessary) with phone calls, notes, or messages to every parent, those who attended or those who did not. Thank those who came, indicating your enjoyment of the visit, and include any agreed upon follow-up. Immediate feedback will help ensure parent cooperation and participation in any shared solutions.

After the Conference

An alternative to traditional parent-teacher conferences is a student-led conference. This type of conference allows students to talk with their parents 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.

Student-Led Conferences

Before the conference:

- Give the student a narrative form to complete which will help the student know what to talk about as they lead the conference (see sample **Student Led Conference Narrative Form** in Chapter 19).
- Show the student his/her grades. This will be needed to complete the narrative form.
- Discuss with the student the information he/she has put on the narrative form.

During the conference:

- Follow the suggestions given for a teacher-led conference.
- Listen and support the student as he/she reviews the report card with the parents, using the narrative form as a guide.
- Let the student explain to the parent why he/she is doing well in some areas and having trouble in others.
- Let the student set goals for improvement in one or two areas. Have them explain to the parents how they will improve and how the parents can help, i.e. turning off the television, encouraging an earlier bedtime, drilling on spelling or math, etc.
- Clarify the goals with the student and parents. Determine if the goals are reasonable.
- Encourage the students to keep their conference notes and review them weekly to help them keep these goals in mind.

*Some of the tips are from <http://www.teachervision.fen.com/new-teacher/teaching-methods/48464.html?detoured=1>.

Beyond the Classroom: Field Trips, Special Programs and Events

After the conference:

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

School Picnic

The school picnic is an opportunity for parents, 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.

Tips for a successful picnic:

- Include the date of the picnic on the school calendar.
- Remind the parents, well in advance, of the day, time, and place of the picnic.
- Work with the Home and School Association to organize the picnic. Be sure to have a well-planned day that includes answers to these questions:
 - Will it be a potluck or will the Home and School furnish the food?
 - What games or activities will be organized?
 - What equipment and supplies will be needed?
- Reserve the park, if necessary.
- Take the first aid kit and Consent to Treatment forms.

Eighth Grade Events

Many schools recognize the eighth graders with a class trip and graduation. When you arrive at your school, it is important to discover what the traditions have been in the past. Ask if the school has a graduation event for the eighth grade and whether or not the students take a day or two of school for a class trip. Some small schools do not have a class trip and instead of a graduation ceremony, have a closing school program that includes all of the students with special recognition of any eighth graders. You will want to know what happens in your community so that you can make appropriate plans. You will want to begin the planning and budgeting process early in the year.

The students in the eighth grade will need to raise the funds to cover the expenses of the class trip and graduation. You will need to direct the students into appropriate fund-raising opportunities: bake sales, hot lunch supplements, yard work, etc.

An eighth grade class trip is generally a time when the students take a day trip or an overnight trip to a nearby community. The location and schedule should be developed by the teacher and students together. Try to include an educational component in the trip. All approvals and plans that are necessary for field trips should be followed (see **Field Trips** p. 64).

Graduation provides opportunity for the school to celebrate the accomplishments of students who have completed elementary school. While this is a school celebration, you will want to include the graduates in planning whenever possible.

Beyond the Classroom: Field Trips, Special Programs and Events

Things to do early in the year:

- Check with the Local Conference Office of Education for graduation/class trip guidelines.
- Plan a budget and fundraising activities.
- Arrange for a graduation speaker. The speaker could be:
 - A conference official
 - A former teacher
 - The pastor
 - The Pathfinder leader
 - A parent
 - A local community leader
 - A church member
 - A former student
- Choose class colors, an aim and motto, and Scripture verse.
- Find class sponsors.
- Begin planning the class trip.
- Decide if graduation is part of a closing school program.

In the Spring:

- Submit all graduation forms to the Local Conference Office of Education on time.
- Check the diplomas for spelling errors when they arrive.
- Place an announcement in the church bulletin inviting the church to attend the graduation. Be sure the bulletin announcement includes the time and place of the graduation.

Emphasize that graduation is a *school program* that recognizes the students' accomplishment of completing the eighth grade, 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.

Graduation Planning Tips

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** (see sample in Chapter 19) might include:

- Processional
- Invocation
- Special music
- Poem or reading
- Verse choirs

Beyond the Classroom: Field Trips, Special Programs and Events

- 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

Student Pictures

It is wise to 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 and whether or not it has been a positive experience for all.
- If you need to change companies, contact a national school picture company such as LifeTouch (www.lifetouch.com) 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 is a special event that allows parents, church members, community, and potential families to visit your school and/or classroom. It is a time to showcase the school, classroom and visit with those interested in the school program.

Open Houses can be simple or elaborate depending on your focus. Don't think you need to plan and implement this by yourself. 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!
- Have the students choose some of their best work to display.

Beyond the Classroom: Field Trips, Special Programs and Events

- Ask the Home and School or parent volunteers to provide refreshments.
- Determine what, if any, program will be presented:
 - Students could play a Bible quiz game with the visitors, teach them spelling words, have map drills, or play a favorite game.
 - Students could present a short program.
 - You could provide a brief overview of the school or classroom rules, procedures, homework policy, etc. Anything that you would like parents to know could be included.
 - Students could show parents their desks, schoolwork, etc.
- Be available to answer questions, but remember to circulate to as many visitors as possible.
- Place a notice in the church bulletin(s), local newspaper, and/or other media outlets.

Your school may consider hosting a visitor's day for prospective students. A visitor's day provides the opportunity for potential students to experience your school and classroom. Plan activities that encourage participation and cooperation.

Visitor's Day

Tips:

- Prepare and provide school information packets that can be sent home with the prospects.
- Be ready to accommodate parents who wish to stay and visit, too.
- Place a notice in the church bulletin(s), local newspaper, and/or other media outlets.
- Plan a hot lunch.
- Send invitations to prospective students (Sabbath School members, Vacation Bible School attendees, Pathfinders, etc.)

"Do not follow where the path may lead. Go
instead where there is no path and leave a trail."
Ralph Waldo Emerson

Beyond the Classroom: Field Trips, Special Programs and Events

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.

Tips*:

- Trip selection:
 - Identify the rationale, objectives, and how you will evaluate the field trip.
 - Select the site.
 - Contact the educational coordinator and arrange date and time.
 - Obtain pre-information package.
 - Conduct a pre-visit, if possible, to familiarize yourself with the site, collect information to prepare students for the visit, and prepare field trip activities.
- Prior to the trip:
 - Provide trip details (location, date/times, costs, transportation) to the board and receive approval to take the trip.
 - Arrange for transportation following Local Conference Office of Education and insurance guidelines for drivers and vehicles.
 - Develop a schedule.
 - Arrange for special equipment that may be needed.
 - Compose and distribute **Field Trip Permission Form** (see sample in Chapter 19) that includes:
 - Date, location, and transportation arrangements
 - Educational purpose
 - Dress, i.e. school clothes, play clothes, etc.
 - Lunch arrangements
 - Fees students will be charged
 - Trip schedule
 - Place for parent signature approving student's attendance on trip
 - Determine the number of chaperones needed and contact individuals who could serve in this capacity.
 - Let them know their duties/responsibilities.
 - Review trip objectives.
 - List the activities and schedule.
 - Prepare name tags for both students and chaperones.
 - Collect money for the trip.
 - Create a list of student names and emergency phone numbers.
 - Put list of student names/phone numbers and consent to treatment forms in a folder to take with you.
 - Prepare student worksheets to be completed during the trip.
 - Assign students to chaperones and prepare informational sheet for chaperone.
 - Make sure you have received all permission slips the day before. Verbal parent permission is not acceptable.

*Much of the information in this section is adapted from <http://www.campsilos.org/excursions/hc/fieldtrip.htm> and was retrieved on 10/6/2010.

Beyond the Classroom: Field Trips, Special Programs and Events

- 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.
 - Show field trip site photos or posters and explore the website.
 - Brainstorm with class a set of standards for conduct.
 - Discuss spending money, lunch plans, appropriate clothing.
 - Discuss good questioning skills and brainstorm open-ended observation questions.
 - Review the schedule.
- The day of the trip:
 - Before you leave:
 - Hand out name tags.
 - 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.
 - During the trip:
 - Remind students to stay with their chaperones.
 - Plan activities that allow students to work alone or in groups:
 - Adventure or mystery clue game.
 - The sketching of objects found in exhibits based on student observation.
 - Notebooks to write answers to prepared worksheets.
 - Postcards where students will summarize the visit.
 - Ask follow-up questions.
- After the trip:
 - Have the class:
 - Share general observations and reactions.
 - Share completed assignments.
 - Create a bulletin board displaying materials developed on the trip.
 - Link field trip to the curriculum.
 - Send thank-you notes to field trip site host, chaperones, etc.
 - Evaluate the trip:
 - Answer these questions:
 - What was the educational value?
 - Did the students meet the objectives?
 - Was there enough time?
 - Was there adequate staff and supervision?
 - What might be done differently to improve the experience?
 - What should be emphasized next time?
 - What problems need to be addressed in the future?
 - Solicit evaluation of the trip from adults and students.

*Much of the information in this section is adapted from <http://www.campsilos.org/excursions/hc/fieldtrip.htm> and was retrieved on 10/6/2010.

Beyond the Classroom: Field Trips, Special Programs and Events

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

A week of special spiritual emphasis is an excellent way to revitalize you and your students. Work with your pastor to choose a topic and speaker. The speaker should be capable of making interesting, appealing, age-appropriate presentations for all the students. The meetings are usually scheduled for 30-60 minutes each day (M-F). Invite the speaker to get better acquainted with your students by participating in recess and lunch activities.

Another Week of Prayer resource is the North American Division Week of Prayer DVDs. Each DVD includes a full week of activities including songs, stories, and mission emphasis. Find out more about the DVDs on the NAD web site (http://www.nadeducation.org/educator_toolbox//81/110).

This is an excellent opportunity to challenge each student to make a decision to follow Christ. Many pastors will follow up Weeks of Prayer with a baptismal class.

Many schools schedule both a fall and spring week of prayer. However, you may find that another time works best for your school schedule.

Baptismal Class

Lasting decisions for Christ usually take place between the ages of 10 and 13. 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. Students should not be made to feel guilty if they do not join.
- Written parental consent is required for each student.
- Students should not be pressured to make a baptism decision.
- ALL interested students should be encouraged to participate, whether they are interested in baptism or not.
- A specific time and place should be scheduled for the baptismal class.

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

Beyond the Classroom: Field Trips, Special Programs and Events

The Spirit of Prophecy and Seventh-day Adventist Church history should be a basic part of every 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.

Spirit of Prophecy and Church History Emphasis

Resources available from your Local Adventist Book Store or Local Conference Office of Education 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* (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.
- *eZine: Visionary for Kids*. An online magazine provided by the White Estate to connect students with our Adventist Heritage (www.whiteestate.org/vez).
- *God's Messenger: Meeting Kids Needs*. A website designed for teachers wanting to enhance their students' walk with Jesus. There are 38 fully-developed lessons covering the major spiritual topics that face Adventist school students (www.whiteestate.org/godsmessenger.html).

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.

Science Fairs

Parents should be encouraged to be involved and support as a resource, not as an active participant.

Tips include:

- Establish the criteria to be used for evaluating each project.
 - Students should include each step of the Scientific Method. Encourage active inquiry over simple reporting.
 - Students should provide a written report regarding research done for their project.
 - Students should create a display board 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 should be shared with the students.
 - The type of ribbon/award students will receive should be determined.

Beyond the Classroom: Field Trips, Special Programs and Events

- Decide where to have the science fair.
 - Will it be at the school gymnasium, a nearby school, etc.?
 - How many tables will be needed? Usually you can have 3-4 projects at one table.
- Select the judges and criteria for judging
 - How many judges are needed?
 - Does at least one judge have a background in science?
- Develop a sheet for judging the projects
 - Include criteria.
- Average the scores of the judges to determine which students meet criteria rubric levels.
- Awards
 - Order any ribbons or other awards
 - Give awards based on the projects merits, not on how one project compares to other projects.

Additional ideas and resources:

- The Super Science Fair Support Center (www.science-project.com).
- Discovery Education (<http://school.discoveryeducation.com>).
- Science Buddies (www.sciencebuddies.org).

School Programs

Planning and organizing school programs takes a great deal of time and effort, but they are well worth the effort! School programs are one of the best ways to promote Adventist education and your school. In addition, school programs give students practice in public presentation skills.

When planning a school program be sure to include all students. Many schools have a Christmas program each year. It is permissible and even desirable to have more than one program a year. Some schools plan something once a quarter. Some program ideas include:

- Adventist Heritage
- Adventist Education Sabbath
- End of Year Program/Graduation
- Grandparent's Day
- Mother's Day
- Spring
- Thanksgiving

Involve others in planning and preparing for a school program. Parents and church members are generally willing to help you with costuming, set design, etc. Don't think you must do it all alone. Schedule time for students to learn their parts and practice.

Red Ribbon Week and D.A.R.E. (Drug Abuse Resistance Education)

Two national programs in the United States that focus on substance abuse prevention are Red Ribbon Week and D.A.R.E.

Red Ribbon Week is the nation's oldest and largest drug prevention program. It is held each year during the last week in October. It is a time when

Beyond the Classroom: Field Trips, Special Programs and Events

thousands of schools participate in various activities to raise awareness of the value of a drug-free lifestyle.

"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

D.A.R.E. or the Drug Abuse Resistance Education program is an officer-led series of classroom lessons that teaches students how to resist peer pressure and lead productive drug and violence-free lives. Check with your local police department to see if they participate in D.A.R.E. and how you can become a D.A.R.E. school. D.A.R.E. programs are also available in Canada.

Check the following websites for more information on both of these programs:

- D.A.R.E. (www.dare.com)
- National Family Partnership (www.nfp.org).
- U.S. Drug Enforcement Administration Red Ribbon Week Factsheet (www.justice.gov/dea/ongoing/red_ribbon/redribbon_factsheet.html)

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

Track and Field Day

Local academies often sponsor special events at their school for prospective students. These events might include Music Festivals, Gymnastic Clinics, and Academy Days. Through these events students have the opportunity to learn new skills, meet new people, and get acquainted with the staff and students at the academy. Your positive attitude toward the academy and these events plays a key role in encouraging your students not only to attend these events, but to seriously consider attending the academy.

Academy Events

Many Local Conferences sponsor outdoor education days or weeks. These events provide students with the opportunity to appreciate the beauty of God's creation first hand, apply real life science strategies and principles, and learn practical skills such as first aid, camping, etc. Check with your Local Conference Office of Education to see if one is conducted in your conference.

Outdoor Education

Beyond the Classroom: Field Trips, Special Programs and Events

“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
Education, p. 212

Idea Place

Bulletin boards help create a positive learning environment. A room with no bulletin boards is boring and empty. Bulletin boards should be pleasing to the eye and serve a specific purpose. They enhance the curriculum being taught, provide information, pose questions, reinforce values, or stimulate student interest. Well-planned bulletin boards are designed to engage students in learning and to beautify the classroom. Themes may include current curriculum objectives, spiritual lessons, student work, and classroom information. Bulletin boards should be changed frequently. Many teachers change them monthly or when new units are introduced.

Bulletin Boards

You may choose not to change informational bulletin boards such as computer, safety, calendar, or classroom rules throughout the school year. You may choose other bulletin boards for posting schedules and announcements such as when tuition is due, field trip permission slip deadlines, report card announcements, parent/teacher conference notifications, Home and School meetings, fundraisers, etc.

- Ready-made bulletin boards and materials are available from teacher and office supply stores and Christian bookstores.
- A few Internet resources for bulletin board ideas include:
 - Bulletin Board Ideas (www.ilovethatteachingidea.com/ideas/subj_bulletin_boards.htm)
 - Ideas for Classroom Bulletin Boards (www.enchantedlearning.com/crafts/bulletinboards)
 - The Teacher's Corner (www.theteacherscorner.net/bulletinboards/index.htm)
- Pictures can be enlarged by using LCD projectors, opaque projects, or overhead transparencies.
- Bulletin board pictures may be found in many places, i.e. coloring books, calendars, magazines, or the Internet.
- Student-created bulletin boards are appropriate and suggested in many subjects, especially *Pathways*. You might want to include student-created bulletin boards as a part of art instruction.
- Many backgrounds may be used when planning bulletin boards:
 - Butcher paper
 - Fabric
 - Fadeless® art paper rolls
 - Newspaper
 - Paint
 - Wrapping paper

Bulletin Board Tips

"A mind is a fire to be kindled,
not a vessel to be filled."
Plutarch

Spiritual Bulletin Board Ideas

Spiritual themes for bulletin boards are a way to focus on the Christian life. Many teachers devote a minimum of one bulletin board to a spiritual theme. You may correlate spiritual themes and instruction. Many Bible verses are relatively easy to include in a bulletin board. The following verses or Bible topics would be appropriate when correlating a spiritual bulletin board with *Pathways*:

- Theme 1: Heroes
 - "I can do all this through him who gives me strength." Philippians 4:13
 - "Look to the LORD and his strength." 1 Chronicles 16:11
 - Bible heroes listed in Hebrews 11
- Theme 2: My World and Others
 - Thanksgiving for God's blessings.
 - "Give thanks in all circumstances." 1 Thessalonians 5:18
 - We are all different . . . each snowflake, each person.
- Theme 3: Living Things
 - "In the beginning God created. . ." Genesis 1:1
 - "For everything God created is good." 1 Timothy 4:4
 - "Blessings are new every morning." Lamentations 3:23
 - "Who has gathered the winds in His hands?" Proverbs 30:4
- Theme 4: Spiritual Journey
 - "Aim for perfection . . . Let the wise listen." Proverbs 1:5
 - The greatest gift of all is God's son.
 - "Love is a gift from God." 1 John 4:8
- Theme 5: Friends and Family
 - The fruits of the Spirit (Galatians 5:22-23)
 - "Children, obey your parents in the Lord, for this is right." Ephesians 6:1
 - "May the Lord bless you and keep you." Numbers 6:24
- Theme 6: Environment
 - The fruits of the Spirit (Galatians 5:22-23)
 - "All things spring up to give glory to God." Romans 11:36
 - All things bright and beautiful . . . the Lord God made them all.
- Theme 7: Personal Feelings and Growth
 - "A cheerful heart is good medicine." Proverbs 30:4
 - "God gives us new beginnings." 2 Corinthians 5:17
 - "Create in me a pure heart, O Lord." Psalm 51:10
- Theme 8: Yesterday
 - "There is a time for everything." Ecclesiastes 3:1
 - "Study to show thyself approved unto God." 2 Timothy 2:15
 - "The God of love and peace will be with you." 2 Corinthians 13:11
- Theme 9: Social Issues and Culture
 - "If it is possible, as far as it depends on you, live at peace with everyone." Romans 12:18
 - "A crown is waiting for me." 2 Timothy 4:8
 - "The Lord is good to all." Psalm 145:9

"Learning is by nature curiosity."
Philo

Idea Place

Enrichment and Center Ideas

Many times a teacher needs a little extra something to add to a lesson or theme. Enrichment activities can be used by teachers needing to expand on current classroom themes or to provide extra learning options for students. These activities can be done as a whole class or as a center activity.

Enrichment Activities

Educational software can be a good source of enrichment activities. Ready-to-use and seasonal activity books also provide enrichment opportunities. To find appropriate enrichment activities try:

- Teacher supply companies and stores.
- Internet searches (these provide a wealth of topic specific suggestions).

Children learn best when they are actively engaged in learning. 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 foster independence, help students become more responsible, and allow children to learn through self-discovery.

Learning Centers

Think about your goals for implementing centers. They 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.
- Teacher circulating, available for quick questions from center participants.
- Teacher providing direct instruction with a small group or a single student while others are working in the center.

It is appropriate to have several learning centers in your classroom devoted to different subject areas.

Some teachers place all centers in one centralized location. Others place centers in various areas of the classroom. However you place your centers, it is important to remember the following when setting up all learning centers:

- Place all materials needed to complete the activity on the desk, table, or area where the center is located.
- Make the directions clear, but simple. Draw pictures to illustrate task steps for younger students.
- Put the directions for using a center on a poster. This is especially important for the computer center.
- Conduct a whole-class lesson on basic computer/Internet navigation prior to including a center activity that requires computer research.

Learning Center Set-up Ideas

- Provide folders for students to place completed enrichment activities.
- Determine whether the center activity will be graded, non-graded, or used for extra credit. Consider the value of giving credit to motivate students.
- Correlate the center activity with current learning objectives whenever possible.

Enrichment and Center Suggestions

Learning center ideas can be found in most teacher editions of textbooks. They are also found through Internet searches, in resources available from teacher supply stores, etc. Each *Daily Lesson Guide* for *Pathways* has multiple center ideas in various subject areas. There are additional ideas on the *Pathways* website (pathways.nadededucation.org).

Below are some activities that could be included in centers grouped by the *Pathways* themes:

- Theme 1: Heroes
 - Birthdays of famous and/or important people are celebrated each month. Using an encyclopedia, teacher seasonal resource book, or the Internet, select names of people who were born each month. Make a chart that lists the name, date of birth, date of death, and why the person is famous or important.
 - Draw each alphabet letter using designs from school supplies.
 - Robert Frost was a famous poet born on March 26, 1874. Write and illustrate some of his poems.
 - One way to keep cool in the summer is to eat a banana split. Alfred J. Russell invented these cool ice cream treats. Draw or create your own summer treat from the provided supplies and give it a cool name.
 - Celebrate "Apple Month" (it is a three-month window from September to November). Make a list of 15 products made from apples. Create a reader's theatre telling the story of Johnny Appleseed and present it to your classmates. Share a healthy apple dessert when you are finished with your presentation. Share the recipes, too!
 - Elias Howe patented the sewing machine on September 10, 1846. Find out what his machine looked like. Write an advertisement for his machine as it might have appeared in a magazine in 1847. Make a list of the "hurdles" he overcame when he invented something. Discuss how surmounting these obstacles make him a hero.

"The mind of a child is fascinating, for
it looks on old things with new eyes."
F. Scott Fitzgerald

Idea Place

- Theme 2: My World and Others
 - Thanksgiving is the second Monday of October in Canada. Research the history of Canadian Thanksgiving. Draw a time line to show the different dates and names for Canadian Thanksgiving.
 - Thanksgiving is the fourth Thursday of November in the United States. Write an original Thanksgiving story and illustrate it. While the story doesn't have to be true, it should be one that could have happened.
 - Write a play about the first Thanksgiving in Massachusetts. Make some puppets for the characters. Be ready to show your class the finished project.
 - The United States takes a census every 10 years while Canada takes one every 5 years. Research the census and write a paper describing a national census. Then create a one-page census questionnaire of some simple and fun questions about an everyday topic. Conduct your census among your classmates. Tabulate and share your findings with your class.
 - Theme 3: Living Things
 - Many animals get ready for winter during this time of year. Choose an animal and describe what it does to get ready for winter. Younger students may act out how an animal gets ready for winter.
 - Cat Week is celebrated the first week of November. Write an essay or poem to share some fun facts about cats or about your favorite cat breed in a paper. Draw or find an illustration for your selection.
 - Create a weather chart for our city for the month of December. Then choose another city and create a weather chart for it. Chart the temperature, precipitation, snow fall, and cloud cover for three weeks. Share your findings with the class.
 - John James Audubon is famous for his bird illustrations. Draw a picture of a bird common to your location.
 - Theme 4: Spiritual Journey
 - John N. Andrews was the first official Seventh-day Adventist missionary. He sailed for Europe with his two children on September 15, 1874. Find out more about this adventure and create a display to honor this important milestone in church history.
 - Frank H. Westphal was the first ordained Adventist minister who went as a missionary to South America. He was born in Wisconsin on December 15, 1858. Draw a map of South America and label all of the countries. Color the countries where Elder Westphal worked.
 - John H. Kellogg, one of the inventors of flaked cereals, was born on February 26, 1852. Take a poll of your classmate to find out which Kellogg's cereal they like best. Make a chart showing the results. Share your findings with your class.
 - Flora Plummer was the first director of the Sabbath School Department. She held this job for 26 years. She was born on April 27, 1862. Write a brief paper about her life. Share what you especially like about going to Sabbath School.
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- The Great Disappointment happened on October 22, 1844. Hiram Edson was used by God to help the early Adventists understand the disappointment. Create a simple board game that sequences the events of Hiram Edson's life or of the Great Disappointment.
- Merry Christmas! We say it so many times during this month. Write "Merry Christmas" in ten different languages!
- Theme 5: Friends and Family
 - The annual Terry Fox Run takes place each September in Canada. Terry Fox was a Canadian humanitarian, athlete, and cancer research activist who embarked on a cross-Canada run in 1980 to raise money and awareness for cancer research. The annual Terry Fox Run, first held in 1981, is now the world's largest one-day fundraiser for cancer research. Search the Internet and write a life sketch about Terry. Discuss with your class what you can do to raise money for cancer research.
 - Do something nice for one of your classmates. Clean out his desk, sharpen his pencil, or do his classroom job for a day. Be sure to get permission first!
 - Help your teacher by dusting the bookshelves, cleaning out a drawer or cupboard, or finding another way to be helpful. Remember to get permission first!
 - Make a card for someone who has irritated you. Make an acrostic poem. Write his or her name and then write one word that begins with each letter that shares something positive about your classmate.
 - January is a good month to play indoor games! Trivial Pursuit was invented by two Canadians who were sitting around one rainy afternoon in Montreal. Make up a game to play with your friends.
- Theme 6: Environment
 - Winter begins in December. List ten sounds of winter!
 - Learn about the environment by playing one of the games at www.kidsplanet.org/games.
 - Write a description, draw a picture, or tell your class about your favorite place in nature.
 - Brainstorm a list of 10-20 things that have changed in the last 150 years.
- Theme 7: Personal Feelings and Growth
 - January 17 is Hat Day. Draw 10 original hats. Give each hat a name and tell where one would wear the hat. Organize a hat day at school.
 - The first basketball game was played on January 20, 1892. Find out who invented the game and when, where, and how. At recess play basketball with rules and the court set as close to the original game as possible.
 - February is Black History Month. Research five famous people of African descent and share five facts you learned about each individual.
 - Learn more about your own heart during February, the month of hearts. Count how many times your heart beats in one minute during three different types of activities. Write out three Bible verses about the heart.

Idea Place

- "Spring Cleaning" is often started in March. With your classmates and teacher, decide what spring cleaning tasks you can do.
- April 22 is Earth Day. Clean up trash, plant trees or flowers, or weed around your school and/or church. If these areas do not need attention, find another venue where you and your classmates can help.
- Lionel Conacher was a talented Canadian athlete who won the Ontario wrestling championship for his weight group at age 13. He also excelled in boxing, baseball, lacrosse, and track and field. He even played professional hockey and football. Make a list of six things at which you excel. Identify one or two things on which you would like to improve.
- Theme 8: Yesterday
 - On March 30, 1775 Patrick Henry said, "Give me liberty or give me death." Write what liberty means to you. Create a simulation of some liberties in a school or classroom that are taken away for part of the day. Write a paragraph describing the reactions of you and your classmates to the simulation.
 - "April Showers Bring May Flowers." Create a flower bouquet and make your flowers 3-D, if possible.
 - The Erie Canal opened on November 4, 1825. Find out where and what the Erie Canal is and why its opening was so important. Make a model of the Erie Canal.
 - If you live in the United States, draw a picture depicting the flag that Betsy Ross created as the first flag of the United States. If you live in Canada, draw a picture of the Canadian flag that first flew in 1965.
 - April is National Library Week! Design a poster that illustrates a book you have enjoyed and display it near the library.
 - Plan an "Immigration Day" with your teacher and classmates. Pretend that you are leaving your country and moving to another one. Everything you take with you will need to fit in a large paper grocery sack. Tape off an area of the classroom for an imaginary ship. Assign a space in the "ship" for each classmate. On 3 x 5 cards list several "fortunes"; if you brought food, you may eat it; if you didn't, you need to buy some from someone else; br-r-r, the sea winds are cold—turn the air conditioner down for 30 minutes; you help the ship cook and get paid \$____; etc. Do your schoolwork on the ship while experiencing different "fortunes." You experience the fortunes by having different students draw a 3 x 5 fortune card at various times during the day.

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

Ellen G. White
Education, p. 109

- Theme 9: Social Issues and Culture
 - The teddy bear became popular when Theodore “Teddy” Roosevelt was President of the United States. Design a stuffed animal named after you.
 - A famous party which changed the course of America took place on December 16, 1773. Find out what this party was all about and why it was so important. Share what you find with your class.
 - Mexico Independence Day is called Cinco de Mayo. Research ways that Mexicans celebrate this day, and plan a class Cinco de Mayo party.
 - School is coming to a close. Write a letter to your pastor sharing five things you will always remember about him. Remember to proofread your letter before sending it.
 - Samuel Morse invented the Morse code. Write a message to a classmate in Morse code. Or choose a disability and develop a “code” to accommodate that disability, i.e. Braille alphabet, sign language.
 - Say goodbye to the eighth grade graduates by making a card, writing a poem, drawing a picture, or any other project of your choice.

Technology

Our digital age provides many opportunities to connect with other classrooms and teachers. This is especially helpful for the small school teacher.

For instance, one small school teacher who was watching the weather noted that another major snowstorm was approaching. She realized that several snow days were looming. This teacher used Skype (a free online downloadable program that allows people to communicate with each other via computer and/or web camera) to conduct school while each student was at home.

Another classroom resource is ePals. ePals Global Community (www.epals.com) provides a safe collaborative technology for schools to connect and learn in a protected, project-based learning network.

Many professional organizations provide online resources for teachers. See the websites listed below:

- Accreditation: National Council for Private School Accreditation (NCPSA), www.ncpsa.org.
- Administration: American Association of School Administrators (AASA), www.aasa.org.
- Administration: National Association of Elementary School Principals (NAESP), www.naesp.org.
- Adventist Education: North American Division Office of Education, www.nadeducation.org.
- Curriculum Development: Association for Supervision and Curriculum Development (ASCD), www.ascd.org.
- English: National Council of Teachers of English (NCTE), www.ncte.org.
- Guidance Counselor: American School Counselor Association (ASCA), www.schoolcounselor.org.
- Library: School Library Journal (SLJ), www.schoollibraryjournal.com.

Idea Place

- Mathematics: National Council of Teachers of Mathematics (NCTM), www.nctm.org.
- Modern Languages: American Council on the Teaching of Foreign Languages (ACTFL), www.actfl.org.
- Music: Music Teachers National Association (MTNA), www.mtna.org.
- Physical Education: American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), www.aahperd.org.
- Private School Education: Council for American Private Education (CAPE), www.capenet.org.
- Reading: International Reading Association (IRA) www.reading.org.
- Science: National Science Teachers Association (NSTA), www.nsta.org.
- Social Studies: National Council for the Social Studies (NCSS), www.socialstudies.org or www.ncss.org.
- Staff Development: Staff Development for Educators (SDE), www.sde.com.
- Statistics: National Center for Education Statistics (NCES), www.nces.ed.gov.
- Technology: Florida Education Technology Conference (FETC), www.fetc.org and/or the International Society for Technology in Education (ISTE), www.iste.org.

"Excellence is doing ordinary things
extraordinarily well."

John W. Gardner

"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

Streamlining Administration

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 should be provided for each returning student and each potential new family. These packets should include helpful information such as:

- **School Handbook**
- **School Calendar**
- **Classroom Supply List**
- Welcome/Information Letter (i.e., daily schedule, hot lunch info, special projects)
- **Registration Forms*** that will often include, but are not limited to:
 - a. **Application**
 - b. **Consent to Treatment**
 - c. **Financial Agreement**
 - d. **Photo Release**
 - e. **Release of Student Records** for transferring students

* Check with your Local Conference Office of Education for a list of the required registration forms.

Registration

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 student will fit into the school program.
- Interview. An interview with parents and the potential student allows the school to share the school's philosophy and objectives with the family to ascertain the desire to enroll and to be a positive part of the school family.

A transfer student coming from another school system 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.

When a student has been accepted, immediately request the student's records from the previous school using the **Release of Student Records** form.

Parents who desire a Christian environment for their special needs child, and who recognize that the Adventist school may not be able to meet all of their child's learning needs, will need to sign a **Parent Release Form**.

Student Acceptance

Streamlining Administration

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 such as:

- 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

Note: *Remember to send out calendar updates.*

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 handbook includes information such as:

- School mission statement
- NAD **Non-discrimination statement**
- Policies
 - a. Entrance
 - b. Discipline
 - c. Bullying
 - d. Sexual harassment
 - e. Finance
 - f. Dress code
 - g. Attendance
- Emergency communication procedures
- School board, faculty, and staff members
- School history

The Local Conference Office of Education may be able to provide samples of handbooks.

Streamlining Administration

The decision to accelerate or retain a student has intense short and long-term effects on the student and his/her 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. Documentation and parent communication early in the year is imperative!

Acceleration and Retention

See sample **Acceleration Request Form**.

See sample **Retention Request Form**.

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

School Accreditation

1. To provide a process for involving the faculty, school board, and constituency in an effective and meaningful self-study of the entire school program
2. To give the school board an opportunity to identify areas that need to be strengthened and to then develop action plans to improve those areas
3. To provide an independent review of the self-study/action plans by a visiting committee
4. For the accreditation of the school

There are three stages to the accreditation process: the self-study, the visiting committee's review, and the follow-up activities.

The self-study is the local self-assessment of its school. The self-study document IS NOT to be completed solely by the principal/teacher(s). Success demands the cooperative effort of everyone involved with the school. Directions for completing the self-study are included with the document. The **Small Schools Evaluation Instrument** is found on the NAD Education website. *Please talk to your superintendent about the possibility of using the new online **Accreditrac** evaluation instrument.*

The superintendent will initiate the accreditation process and set the date for an independent review by the visiting committee. 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/teacher(s), staff, parents, and interested constituents.

Streamlining Administration

The completed self-study should be sent to the Local Conference Office of

Education by the requested date (often four weeks prior to the visiting committee's arrival).

When the visiting committee comes to the school, you should plan to conduct as normal a day as possible. 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/teacher(s) to be available to eat lunch with the visiting committee. You may wish to arrange for an aide or volunteer to supervise lunch.

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 to recommend accreditation, a re-visit, or probation to the Conference Board of Education. If the Conference Board of Education votes for your school to be accredited, your school will receive an accreditation certificate that should be prominently displayed. The Board of Education may also vote a scheduled Interim visit(s) for your school.

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.

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 frequent volunteers. Simple guidelines should be developed outlining the responsibilities of the volunteer. Each volunteer must complete the Volunteer Ministry Information Form. Contact your Local Conference Office of Education for policies regarding volunteers and required background checks.

Streamlining Administration

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.

Student Information Systems (SIS)

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 two student information systems available for use: Jupiter and RenWeb. Your Local Conference Office of Education will advise you of the SIS that your school should use.

Systems available for use: Jupiter and RenWeb. Your Local Conference Office of Education will advise you of the SIS that your school should use.



The **User Manager** hosts the user information. NAD Employee ID numbers are generated here and permissions are assigned.



The **Student ID Manager** provides the means for obtaining and tracking your Student IDs.



Data Rollup is the NAD reporting system used to create various reports such as Opening and Closing Reports, Report Cards, Cum Record Report, Education Directory, etc. It is tied directly into several SIS vendors including: Chalkable Private School (CPS), INOW, Jupiter, RenWeb, eAdventist, and eCertification.



The **Secure File** area gives access to webinar archives, resource discount information, textbook order forms, and any other kind of information that is specifically negotiated or designated for our Adventist educators and students.



The **eCertification** app is the portal for certified educators to access their full status sheet - listing their certifications, endorsements, expirations, and recertification requirements.

Streamlining Administration

Reports generated from Data Rollup include:

- [School Opening Report](#)
- [Academy Transcripts](#) (not official until the school/union adds the seal and watermark)
- [Bluebook](#) (prior to 2017-18)
- Bluebook (beginning 2018-19)
- Cumulative Student Record (beginning 2018-19))
- [Cumulative Student Record](#) (prior to 2017-2018)
- [Record of Attendance](#) (available for inspection upon request)
- [Record of Parents](#)
- [Elementary Report Card Grade 5](#) (grades 3-8 are similar)
- [School Closing Report](#)
- [School Directory](#)
- [Teacher Closing Report](#)
- [Teacher Opening Report](#)

[Academy Report Cards](#) (not official until the school/union adds the seal and watermark)

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 folder for all students entering an Adventist school for the first time
- Have a parent fill out a **Release of Student Records** form for student(s) transferring from another school
- Update returning student's information from the application form (Note: If your school is using online registration, your SIS will automatically update.)
- Review all student records - both hard copy and in Data Rollup - for completeness and accuracy.

Items to be placed in the cumulative record folder include:

- **Application** form for the current school year (Note: If your school is using online registration, the information will import directly into your SIS.)

Streamlining Administration

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 (Note: Those utilizing the Data Rollup Cumulative Record Report will find the IOWA scores already entered on the report.)
- Individual Educational Plans (IEP) for special education students
- Copy of custody agreements

In Canada* each province stipulates the policies and procedures for keeping cumulative records. See your Local Conference Office of Education for information regarding your provincial policy.

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)

Medical Record Folders

Permission to Administer Over-the-Counter Medication

Streamlining Administration

Discipline Record Folders

Discipline reports/letters are each to be kept in a folder separate from the cumulative record folder.

It is important that you...

- Keep cumulative folders, medical folders, and discipline folders in a locked file, preferably fireproof.
- 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. More information on FERPA can be found at <https://studentprivacy.ed.gov>

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 required 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. 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 schools maintain **Incident Reports**.

Streamlining Administration

Other methods of record keeping may include using a

- Spiral notebook
- Daily planner
- 3-ring notebook
- Note cards
- Secure computer file

Some documentation is anecdotal and is used by a teacher to refresh his/her 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.

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.

Conference Communication

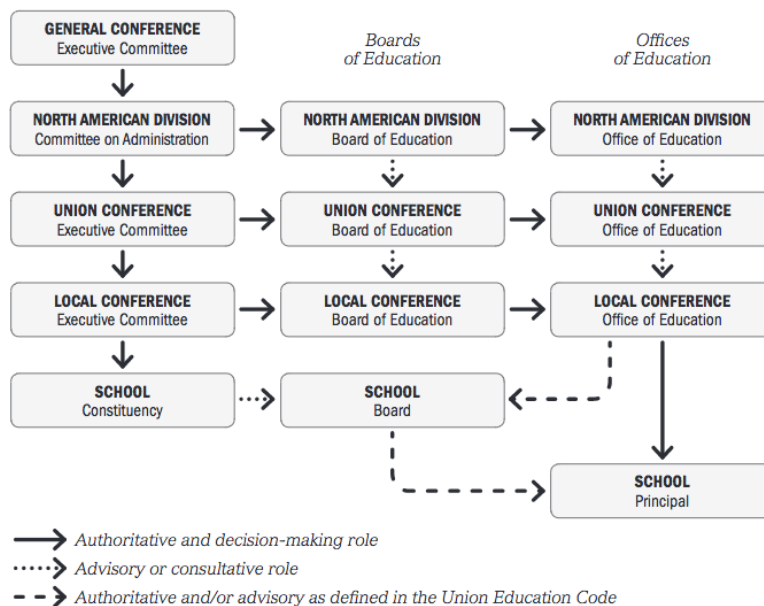
Submit required monthly reports to your Local Conference Office of Education.

UNDERSTANDING CHURCH STRUCTURE AND GOVERNANCE

Organizational Flow

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

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



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 his/her associate(s), and the Union Conference director of education and his/her associate(s) may be members.

School Constituency

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.

Although you will attend one of the constituent churches regularly, visit the others occasionally. Become part of the church life. Members like to see you, not only at church on Sabbath, but also at social events.

School Board 101

While it is important to attend the constituent churches the majority of the time, you should not feel that you must attend every Sabbath. Occasionally, you may want to visit family or simply get away for a weekend, to alleviate the sense of being constantly on duty. However, this should not happen more than once a month unless unforeseen circumstances arise.

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. A 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/Union, the Local Conference Board of Education, and the local school constitution.

The functions of the board are listed in the **NAD School Board Manual**. Also check with your Local Conference/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/or other methods of support, plant maintenance).
- Participate 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.

Executive Secretary

The principal/teacher is the executive secretary of the board. As the administrator of the school, he/she is responsible for carrying out the actions of the board. The board chairperson and principal/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.

School Board 101

- 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: You may want to prepare a board member notebook, which is kept at the school, for each board member. 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.

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 he/she 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 in **Finances**.

School Finance/ Budgeting

When student discipline situations arise that may require the expulsion of a student, it is important for the school board to work closely with the Local Conference superintendent. Many schools 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/teacher, the school board chair, and the pastor). Most schools require board action to expel a student.

School Board and Discipline

The church and school should not be viewed as separate operations, but as symbiotic ministries that are vital to each other. On many local church boards, the principal/teacher is an ex-officio member.

Relationship to the Church Board

- Be aware of the make-up and expectations of the church board.
- It is important that the church board be informed of what is happening at their school

Money Matters

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/teacher, and possibly the pastor, should develop a **budget** to present to the full board.

Budget

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/or policies.

The school treasurer will present the proposed budget to the board. They will need to respond to the board's questions and be ready to make adjustments. After the board approves the budget, it should be presented to the constituency for approval. 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:

Income

- 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, not a parent, 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 he/she can provide financial information that may be helpful when setting tuition rates.
- Registration/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, such as fruit programs, during the year to generate additional income. Anticipated fundraising proceeds should NOT be included in the proposed budget.
- Direct Donations. There are several methods for encouraging people to make a donation to the school (i.e., birthday or memorial bequests, a wish list posted on the school or church bulletin board, a direct request to individuals for a specific need, a Home and School sponsored school "shower").

Expense

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/Treasurer communicates the teacher billing remittance to each school.
- Locally Funded Employee. 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. If the board has not set spending limits (the amount a principal/teacher can spend without board approval), ask that they do so.
- 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. This is a significant expenditure. Generally, the board should budget approximately \$200-300 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). etc.
- 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/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.

Money Matters

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

Fund Raisers

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/aluminum can collections, school yard sales, white elephant auctions, car washes, international food fairs, talent shows, or work-a-thons.

Scrip is a fundraiser that generates revenue through purchases that church members and school families would make anyway. Schools receive a percentage of the "scrip" purchased. More information is available at www.glscrip.com

Other companies provide cash or merchandise for various proof-of-purchase coupons. These projects require long-range planning. Determine the items desired and set a goal. Enlist the assistance of the church, community, family, and friends in collecting the proof-of-purchase coupons. Companies that participate in such programs include:

- Campbell's Soup Company Labels for Education Program www.labelsforeducation.com
- General Mills Box Tops for Education www.boxtops4education.com

Caution: Selling some items, such as candy, may be controversial for a variety of reasons. Be sure to know the community before proposing a fundraiser so that you are fairly certain it will be acceptable.

Many purchases made for the school are exempt from certain taxes when a tax-exempt number is provided at the time of purchase. Contact your Local Conference Treasurer for tax-exempt information. Adhere strictly to using the tax-exempt number for school purchases only.

Tax-Exempt Number

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

New Building or Building Renovation

Marketing Our School

Creating a marketing plan for your school requires team effort on the part of the board, constituency, pastor, principal/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.

The most important piece of the marketing plan is for the principal/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.

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.

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.

Marketing Plan

School Brochure: Who You Are

Marketing Our School

Website: The New Yellow Pages

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: What's Happening Now

On a regular basis submit articles to the church newsletter. 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
- Visitor's Day
- Registration Day
- Week 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.

Marketing Our School

There are populations in every area that have unique educational needs that you may be able to serve. Learning of their needs and connecting with them will enhance your school's reputation and will broaden the outreach and influence of the school.

Special Interest Groups

Examples:

- **Homeschooling Families.** Seek ways to connect with home schooling families. Consider offering the homeschoolers in your community the opportunity to take scheduled standardized testing at your school. Some schools offer extended opportunities such as field trips, music, art, foreign language, and physical education classes. Check with your Local Conference Office of Education about guidelines and insurance regulations.

Town Events/Facilities. Request permission to place professional quality posters and/or school brochures at local attractions (i.e., Laundromats, museums, sports facilities, preschools, libraries). These will acquaint families with your school. Posters may invite families to register and/or attend a School Visitor's Day or Open House

Consider helping with story telling/instruction during church events (i.e., Children's story at church, Vacation Bible School, evangelistic meetings, Adventurers, Pathfinders). These are opportunities to connect with students and parents of school-age children.

Principal/Teacher Ideas

Volunteer to give a *Story Hour Presentation* at the local library when your schedule allows. Introduce yourself to parents of school-age children.

- Have attractive business cards made. Keep a supply with you at all times

Parent-School Communication System. On-going parent-school communication is important. Send students home with a weekly folder that includes announcements, calendars, field trip permission slips, and some of the same information that you have submitted to other entities (i.e., newspaper, church newsletter, school website). This means of communication will be appreciated by busy parents and will also often be seen by grandparents, friends, and neighbors.

Other Marketing Ideas

Local Radio/TV. Inquire about public service broadcasting for schools in your area. Register to have your school name announced with other schools in the event of schedule changes due to inclement weather or emergency-related events. Hearing your school name announced with those of other programs will help listeners in the area become more familiar with your school.

Don't overlook opportunities to get free publicity on local radio or television stations. One small school contacted the local television station when two students were riding horses to school. The station used it as a closing story. This was followed by a story in the newspaper and was picked up by a major radio station. Another school invited the local television station to come and do a story when a student returned to school after surgery and all the

Marketing Our School

classmates wore a bandana to make him feel more comfortable. Simple events can be newsworthy.

Community Outreach. Seek opportunities to put faith into action by inquiring about needs in the local community. Your school's participation in community outreach and service projects will foster positive public relations.

Constituency Awareness. Create a portable presentation or bulletin board display that includes sample projects and student work to display at fellowship dinners or in the church foyer so that the constituency may be more aware of current school events and student accomplishments.

NAD Marketing Materials. Look for marketing ideas on the **NAD Website** (i.e., Adventist Education logo, flyers, brochures, bulletin covers, postcards).

- Grow My School. http://www.nadeducation.org/grow_my_school is a marketing initiative for Adventist School Leaders. Here you will find tips from Dick Duerksen with simple "how-to" ideas for improving the image, effectiveness, and enrollment of your school

Building and Grounds

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.

Plant Maintenance

Providing and maintaining an appealing facility requires significant effort. If the principal/teacher personally assumes all the work in this area he/she is 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/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.

1. See that the school site is attractive and neat.
 - Flower beds weeded
 - Lawns mowed
 - Shrubbery trimmed
 - Exterior surfaces painted and cleaned
 - Sidewalks swept
 - Windows washed
 - Outside fixtures repaired as needed
2. Identify the school with a professionally made, attractive sign.
3. Display an identifying address so that emergency personnel can find the school easily.
4. Install a flagpole designed for flying both the national and state/provincial flags near the front entrance to the school.
5. Arrange for regular garbage removal.
6. Make arrangements, if needed, for clearing parking lots and walkways from snow and ice.
7. Lock all exterior doors. Doorbells or another system should be installed to control admittance.

Exterior

1. Label all doors and rooms inside the school.
2. Provide space for the personal belongings of students and teachers.
3. Have carpets professionally cleaned at least once a year.
4. Paint or scrub walls at least once a year.

Interior

Building and Grounds

Health

1. Store janitorial supplies in a locked storage area. Check with your health department or public school district for approved products.
2. Keep restrooms clean and free from odors. Use approved disinfectants.
3. Contact your local public health department for regulations regarding water testing and drinking fountains
4. See that natural or artificial light in each room is adequate. Check for burned out light bulbs and broken parts in light fixtures and exit signs.
5. Provide for proper ventilation and circulation of fresh air.
6. Check with your local health department for regulations regarding hot lunch programs.

Fire

1. Keep hallways and staircases clear. Check your state/provincial fire code for objects that may be allowed in hallways.
2. Contact service contractors to maintain fire extinguishers, fire alarms, heaters, furnaces, and air conditioners. Equipment should be tagged with an annual service record.
3. Label all exits.
4. Post an emergency exit plan in each room.
5. Ensure that pull stations for alarms and the furnace shut-off switch are easily accessible

Asbestos

United States federal law and Canadian provincial regulations detail proper action regarding asbestos inspection, management, and removal. Each school is required to have an Asbestos Operations and Management Plan that must be filed with the state/province. A copy of the plan must be kept at the school in a secure location. Many conferences also require that a copy of the plan be filed with the Local Conference Office of Education.

A state/provincial licensed company must complete the Asbestos Operations and Management Plan. 6-month and 6-year inspections must also be completed by a licensed individual or company.

Do not try, or allow anyone else, to remove asbestos. There are specific regulations for asbestos removal. A non-licensed individual or company is not allowed to remove asbestos. Contact your Local Conference Office of Education for more information on asbestos removal.

These websites provide more information regarding asbestos:

Canada: Asbestos

<http://www.chrysotile.com/en/about.aspx>

United States: Asbestos

<https://www.epa.gov/asbestos>

Building and Grounds

The condition of the playground speaks volumes to the general public about the school. One sign of a well-maintained campus is a well-maintained playground. Children typically rate the playground as the most highly valued feature of the school.

Playground

1. Ensure that the surfaces or wells under all play structures are adequately filled with a shock absorbent material (i.e., wood chips, shredded rubber, pea gravel). Check with your local health department for soft-well requirements.
2. Regularly inspect and repair all outdoor play equipment (i.e., swing seats, swing chains, rubber tips on bolts).
3. Scrape, repaint, or stain structures as needed.
4. Have new playground equipment assembled by qualified adults.
5. Check your insurance policy regarding skateboard and inline skate usage. Many schools post adequate signage prohibiting the use of these items.

These websites provide more information regarding playground safety:

Canada: Playground Safety

<http://www.parachutecanada.org/injury-topics/topic/C15>

United States: Playground Safety

<https://www.cpsc.gov/safety-education/safety-guides/playgrounds/public-playground-safety-checklist>

The school board is responsible for assigning an individual, who is not the principal/teacher, with the responsibility of making routine inspections of the building and grounds. Things to look for include, but are not limited to:

Building Assessment or Inspections

1. Evacuation plans are posted in each classroom.
2. All exit doors open easily in the direction of exit travel.
3. Aisles and lanes are free of electrical cords and other hazards.
4. Fire extinguishers are properly placed with current tag.
5. Up-to-date record of emergency drills (i.e., fire, tornado, earthquake, intruder) verified.
6. First aid kits are readily accessible.
7. Building is free from signs of roof leakage.
8. Storage areas are well organized and free of clutter.
9. Sidewalks are in good repair.
10. Playground equipment is well maintained.

Risk Management has an excellent **School Safety Inspection** form that is downloadable.

<https://adventistrisk.org/en-us/safety-resources/school-safety>

Safe and Sound: Creating a Healthy and Safe School

The sole purpose of an emergency drill is to teach the procedures to be followed in case of an actual emergency. Therefore, it is important to treat every drill as if it were a real event.

Emergency Preparedness Plan

Be aware of the types of disasters most likely to occur in your area so that you can be prepared in case of an emergency. Your school should have an emergency alert system in place to warn you if there is an impending emergency during school hours (i.e, town sirens, emergency alert radio, automatic phone calls from the police department).

Each school needs to have an Emergency Preparedness Plan that outlines, in detail, a plan of action for each potential emergency your school may face. You may find it helpful to review an **Emergency Procedures Manual** as you develop your own Emergency Preparedness Plan. The board should approve the school's Emergency Preparedness Plan. All teachers and support staff need to know the contents of the school's plan and should teach the emergency procedures to the students.

Remember to do the following:

- Consult with local authorities. Meet with them and give them a tour of your school. Learn from them about required regulations for your area. Value their suggestions for handling emergencies.
- Clarify how parents will be informed when an emergency occurs.
- Post an emergency exit plan in each room.
- Conduct and record emergency drills according to state or governmental requirements (i.e. fire, tornado, hurricane, earthquake, intruder threat).
- Keep a school roster and a cell phone nearby and easily accessible.
- Retain students under teacher supervision during an actual emergency until released into the care of the parent(s)/guardian.
- Teach students what to do if the teacher is involved in an emergency. Have a board-approved list of responsible adults who can be contacted to supervise students

Planning and conducting fire drills is important. Identify and post two escape routes (primary and secondary) for each room in the school. Students should form a line for exiting the school in an orderly, quiet fashion to facilitate movement to a designated safe area. Call 911 from a cell phone or a neighbor's phone once everyone has been evacuated.

Fire

Safe and Sound: Creating a Healthy and Safe School

Tornado

The peak tornado season varies from region to region. However, tornadoes occur most frequently during the spring and fall. Be aware of the difference between a watch and warning:

A tornado watch indicates that conditions are favorable for a tornado.

A tornado warning indicates that a tornado has actually been spotted or indicated on radar. Take cover immediately!

Students should exit the classroom in an orderly manner to a designated safe place (interior room on the lowest floor; away from glass). Crouch down and make as small a “target” as possible. Cover your head with an appropriate object (i.e., book, hands).

Hurricane

Things to consider when a hurricane threatens:

- Know if the school is in an evacuation area.
- Assess the school’s vulnerability to storm surge, flooding, and wind.
- Check for supplies.

Be aware of the differences between a hurricane watch and a hurricane warning:

A hurricane watch indicates the possibility that hurricane conditions could be experienced within 36 hours.

A hurricane warning indicates that sustained winds of at least 74 mph are expected within 24 hours. Determine the safest location to be during the storm. Heed local authorities, including evacuation if so directed.

Earthquake

Earthquakes happen with no advanced warning. Therefore, action must be taken at the first indication.

Regular earthquake drills should occur apart from, but as frequently as, fire drills. The following procedures are recommended:

- Take cover under desks or tables.
- Students should be on knees with head down and hands clasped on the back of neck.
- Face away from windows.
- Count to 60 so all in the room can hear you. Earthquakes are seldom longer than 60 seconds and counting calms the students.
- Instruct students to evacuate the building when the shaking stops. Remind students to quietly move to the designated area away from the building so that instructions can be heard.

Safe and Sound: Creating a Healthy and Safe School

Contact and work closely with your local safety officer in advance of an emergency. Part of your school's Emergency Preparedness Plan should address what to do when there is an intruder.

Intruder Threat

The school board should review school security related to access control, perimeter visibility, and communication abilities (i.e., cell phones, buzzers).

Conduct Lockdown drills (i.e. Internal Intruder, External Intruder). Communicate openly and honestly with students. Discuss and prepare for a possible intruder in a balanced and reasonable way that is age and developmentally appropriate for students. Make sure the discussion is in context and does not unduly scare students.

If there is an intruder in the building you will need to make a professional decision on what the best course of action is. It would be valuable to consider the following:

- Remain calm
- Call 911
- Account for all students
- Keep students and staff away from the intruder's location
- Make a professional decision to remain in a hide/defend mode, or have students flee the building

You should be prepared when there is an accident or emergency on the school premises.

First Aid

You should have access to a basic, up-to-date first aid kit that includes supplies such as:

- Adhesive bandages in a variety of sizes
- Antibiotic ointment
- Cleansing agent/soap
- Ice packs
- Non-prescription drugs (i.e., aspirin, non-aspirin pain reliever)
- Scissors
- Sterile dressings
- Sterile gloves
- Thermometer
- Tweezers

Also be aware of state/provincial requirements.

- In many areas teachers are required to hold a current certification in first aid training, and CPR (Cardio-Pulmonary Resuscitation).
- In some communities teachers are to provide only basic first aid such as washing and dressing a wound, but may not administer any disinfectant stronger than soap.

Check with your Conference superintendent for what is required in your state/province.

Safe and Sound: Creating a Healthy and Safe School

Bloodborne pathogens are infectious materials in blood that can cause disease in humans. Individuals exposed to bloodborne pathogens risk serious illness or death. Each school is to have an Exposure Control Plan for bloodborne pathogens. This plan provides direction for dealing with any situation in which blood is present. Be sure to follow the plan every time there is an exposure.

Bloodborne Pathogens

One part of the plan will include having a bloodborne pathogen kit at the school. This kit is to be used when disposing of body fluids. The kit should include:

- Absorbent material to spread over body fluid
- Disposable apron, gloves, and shoe covers
- Protective mask and goggles
- Scooper
- Biohazard bags
- Approved disinfectants for sanitizing the area

Medications should not be administered without proper authorization. It is important to check state/provincial governmental regulations and Local Conference Office of Education guidelines or policies regarding the administration of medications. Many areas do not allow teachers (or anyone other than a school nurse) to dispense over-the-counter medications.

Dispensing Medications

The board should approve a procedure for the dispensing of prescription medications that includes guidelines such as:

- Medication should be in the original pharmacy container.
- Doctor-provided written instructions should be provided (i.e., method for dispensing, amount to be given, time the medication should be administered).
- All medications should be kept in a secure location.
- Records of when medication has been dispensed should be kept.
- A **Medication Authorization and Administration Form** should be kept in the student's health record.

Prior to the beginning of the school year, establish a plan for caring for a student who is ill. The following guidelines may be used:

- Contact the student's parent(s) and/or guardians or the "designated" individual to be notified if the parent/guardian is unavailable.
- Provide a quiet area with mat or bed, pillow and blanket where the ill student can rest comfortably until someone arrives to take him/her home. This could be a quiet corner of the classroom or the teacher's office if it is adjacent to the classroom.

Student Illness

Safe and Sound: Creating a Healthy and Safe School

Pandemic

Influenza-related illnesses can result in widespread illness for your entire school. Check the **Centers for Disease Control Prevention** (CDC) website or listen to media outlets for notifications of pandemic situations. www.cdc.gov

- If you have widespread illness at your school contact your Local Conference superintendent for information on when it would be appropriate to close your school down for one or more days.

Student Accident Insurance

Schools are required to carry student accident insurance. This insurance is usually provided through the Local Conference Office of Education. Conference personnel can also provide informational brochures, prepared by the insurance company, that you can distribute to parents.

Emergency Information

The following information should be accurate and up-to-date:

- Parent(s)/Guardian contact information
- Designated person to contact in the event the parent(s)/ guardian cannot be reached
- Physician name and contact information
- **Consent to Treatment** form
- In Canada: A Student Health Insurance Number which must be presented for any medical service

Minor Accident

When a student has a minor accident that involves superficial cuts or abrasions, first aid should be administered at the school. The use of disinfectants, ointments, or medications is not recommended and may be prohibited by state/provincial governmental regulations. Use the following procedure:

- Use sterile gloves when cleaning an open wound.
- Cleanse the wound with soap and water.
- Cover the area with a bandage.
- Document the accident.
- Notify the parent(s) guardian of the incident.

Major Accident

Extreme caution should be exercised in the initial handling of a student who has sustained an injury. Each injury should be considered serious until it is determined that it is only a superficial abrasion, cut, or bruise.

If it is suspected that a student has sustained a serious injury of any type, implement the following procedure:

- Do not move the injured student.
- IMMEDIATELY DIAL 911!
- Follow first-aid procedures, as directed by a professional.
- Notify the parent(s)/guardian at once. If the parent(s)/guardian cannot be reached, notify the "designated" individual and doctor.
- Ask the other students to pray.
- Contact a responsible person to stay with the remaining students if you must accompany the injured student. Do not leave students unsupervised.

Safe and Sound: Creating a Healthy and Safe School

- Send the **Consent to Treatment** form and in Canada, the Health Insurance Number, with the injured student.
- Document the incident

Immediately after the incident is over and the student has received any required first aid or medical attention, complete a written report of the accident. Contact the Local Conference Office of Education to see if there is a required or recommended **Incident Report** form available.

Reporting Accidents

The documentation should include:

- Name, address, and age of student
- Date and time of the accident
- Circumstances under which the student was injured
- Nature of suspected symptoms and injuries
- Name of supervisor at the time of the accident
- Distance of supervisor from the accident scene
- Documentation of first-aid treatment administered
- Follow Local Conference Office of Education guidelines. Generally, the and Incident Report form is to be completed with a copy placed in the student's health folder and a copy sent to the Local Conference Office of Education. The teacher may also want a copy for his/her anecdotal records.

When you arrive at a new school, contact the local authorities and the Local Conference Office of Education to determine the procedure to use in your area for reporting abuse/neglect.

Child Abuse and Neglect

If you suspect abuse or neglect:

- Contact the local or state/provincial Children Protective Services or law enforcement agency.
- Notify the Local Conference Superintendent of Schools.
- Document actions for personal anecdotal records.
- DO NOT share your suspicions with other members of the church or community.

The following **signs*** may signal child abuse or neglect:

Signs of Abuse or Neglect

The child

- Shows sudden changes in behavior or school performance.
- Has not received help for physical or medical problems brought to the parents' attention.
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes.
- Is always watchful, as though preparing for something bad to happen.
- Lacks adult supervision.
- Is overly compliant, passive, or withdrawn.
- Comes to school or other activities early, stays late, and does not want to go home.

Safe and Sound: Creating a Healthy and Safe School

The parent

- Shows little concern for the child.
- Denies the existence of—or blames the child for—the child's problems in school or at home.
- Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves.
- Sees the child as entirely bad, worthless, or burdensome.
- Demands a level of physical or academic performance the child cannot achieve.
- Looks primarily to the child for care, attention, and satisfaction of emotional needs.

The parent and child

- Rarely touch or look at each other.
- Consider their relationship entirely negative.
- State that they do not like each other.

*Information from The Child Welfare Information Gateway Factsheet. June 2007.

- www.childwelfare.gov/pubs/factsheets/signs.pdf

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).

Teacher illness may also make closing school necessary since many small schools experience difficulty finding substitute teachers.

It is important that you are prepared for situations when conditions make it necessary for you to close school. Develop an action plan that will allow you to quickly communicate with each school family. Possible options include:

- Use **One Call Now**
- Personal phone calls or text messages
- A calling tree

Develop an action plan and make sure that each school family understands what procedures will be followed when school is cancelled. Even when you are prepared ahead of time, don't assume everyone has been contacted. A personal phone call or calling tree may be necessary to communicate quickly with your school families.

www.onecallnow.com

OSHA/CCOHS

OSHA: **Occupational Safety and Health Administration** (United States)
CCOHS: **The Canadian Centre for Occupational Health and Safety**

These government agencies have the mission to prevent work-related injuries, illnesses, and occupational fatality by issuing and enforcing standards for workplace safety in the public and private sectors.

Safe and Sound: Creating a Healthy and Safe School

The requirements of OSHA or CCOHS can be challenging for a small school to administer. Your Local Conference will be able to provide guidance in maintaining compliance in the following areas.

- Material Safety Data Sheets* (MSDS)
- Mandatory OSHA postings
- Asbestos management
- Lead
- Bloodborne pathogens
- Ladder/scaffolding use

Failure to meet OSHA or CCOHS standards can result in significant fines and/or the closure of your school.

* Material Safety Data Sheet: a technical document which provides detailed and comprehensive information on a controlled product related to health effects of exposure to the product, hazard evaluation related to the product's handling/storage/use, measure to protect workers at risk of exposure, and emergency procedures.

<https://www.osha.gov>

<https://www.ccohs.ca>

The **Workplace Hazardous Materials Information System** (WHMIS) is Canada's hazard communication standard. The key elements of the system are cautionary labeling of containers of WHMIS "controlled products", the provision of material safety data sheets (MSDS), and worker education and training programs. Contact your Local Conference Office of Education for guidelines in meeting WHMIS standards at your school.

<http://whmis.org>

WHMIS (Canada)

The Media Center You've Always Wanted

Each school should have a library and/or media center which provides a collection of appropriate instructional materials selected and organized for use by the students and teachers. Space selected for the library should be large enough to accommodate a class for special assignments. If computers are in the media center/library, placement should be carefully considered so that you can easily view the computer screens.

Media Center/Library

Each media center/library should have a variety of both print and non-print collections. Before acquiring new materials, do the following:

- Review the current collection and cull outdates and inappropriate materials.
- Determine the areas of weakness in the current collection.
- Review the current collection by genre and reading level, making sure a variety is available.
- Determine the needs of the students and what they will be studying.
- Contact the Local Conference Office of Education for recommended library lists.

Print and nonprint materials selected should exemplify quality literature and encourage discernment in individual selection. The following criteria are provided as guidelines for selecting appropriate print and nonprint materials:

Print and Nonprint Materials Selection Criteria*

- Support Seventh-day Adventist beliefs.
- Support the local school's curriculum.
- Match the maturity level of the students.
- Relate to various cultures.
- Address current issues.
- Are free of gender or ethnic bias.
- Present information with accuracy.
- Demonstrate good literary style.

Avoid print and nonprint materials that:

- Emphasize evolution. However, brief references to evolution whose major content is of value can be used as an opportunity for the teacher to bring out the differences in Biblical creation and evolution.
 - Picture evil as desirable and goodness as trivial.
 - Highlight profanity, sexual content, sentimentalism, and escapism.
- Materials in which minimal references of profanity are found may be selected **if it is clearly marginal and content has significant value.**

"Satan knows that to a great degree the mind is affected by that upon which it feeds."

Ellen G. White

Counsels for the Church, p. 168

*Adapted from *The Integrated Language Arts: English, Handwriting, Reading, Spelling, Grades K-8* by the Office of Education, North American Division of Seventh-day Adventists, 2004. p. 52

The Media Center You've Always Wanted

Organizing the Media Center/Library

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 who may have experience or be willing to help in organizing and maintaining your library.

Steps for organizing the media center/library include:

- Determine the specific age-groups to be served, i.e. young children (pre-readers), beginning readers, older children, pre-teens, teens. Determine the media you wish to have available: books, magazines, cassettes, DVDs, CDs, etc.
- Order supplies to process materials from local bookstores or online. Some companies who provide media center/library supplies include:
 - Brodart (www.brodart.com).
 - DEMCO Library Supplies (www.demco.com).
- Explore various sources for books and other media, including:
 - Your local Adventist Book Center (www.adventistbookcenter.com).
 - Lifeway Christian Stores (www.lifeway.com) or other local Christian bookstores.
 - Library Video Company (www.libraryvideo.com)
 - Online media stores such as Amazon (www.amazon.com) or Barnes and Noble (www.bn.com)
- Determine the classification system you will use for your school library collection:
 - The Library of Congress Classification System (LOCIS) is a public access catalog which you can access at catalog.loc.gov. This system organizes material in libraries according to twenty-one branches of knowledge. The 21 categories (labeled A-Z except I, O, W, X, and Y) are further divided by adding one or two additional letters and a set of numbers.
 - The Dewey Decimal System is the other widely used classification systems.
 - Library Thing (www.librarything.com) is an inexpensive online resource for cataloging books. It provides both the Library of Congress and Dewey Decimal System classifications.
 - Simple classification systems, such as using colored dots on book spines to separate books into various categories (fiction, non-fiction, science, reference, etc.) can also be used.

Media Center/Library Content

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. Consider including the following resources in your library collection:

- Periodicals.
 - Denominational periodicals, i.e. Winner, Insight, Adventist Review.
 - Secular periodicals that correlate with the curriculum and are age-appropriate, i.e. National Geographic World, Ranger Rick.
 - Titles suggested in the Union Elementary Textbook List.

The Media Center You've Always Wanted

- Basic reference materials:
 - Bibles in a variety of translations such as:
 - King James Version
 - New King James Version
 - Children's International Bible
 - Today's English Version
 - Revised Standard Version
 - Clear Word Paraphrase
 - Online Bible reference website such as www.BibleGateway.com.
 - Bible concordance
 - Bible dictionary
 - In addition to having a hard copy an online Bible dictionary is available at www.eastonsbibledictionary.com
 - *Seventh-day Adventist Bible Commentary* set
 - *Index to the Writings of Ellen G. White*, 4-volume set compiled by the Ellen G. White Estate. Pacific Press Publishing Association
 - Spirit of Prophecy books including:
 - The 5-volume Conflict of the Ages set which includes *Patriarchs and Prophets*, *Prophets and Kings*, *Desire of Ages*, *Acts of the Apostles*, *The Great Controversy*
 - *Steps to Christ*
 - *Early Writings*
 - *Ministry of Healing*
 - Online resource for Ellen G. White writings (see the White Estate website www.whiteestate.org)
 - www.bibleinfo.com, a Seventh-day Adventist online website that can help students find answers to questions about the Bible
 - *The Bible Story* by Arthur S. Maxwell. This 10-volume set is only available through a literature evangelist.
 - *Pathways of the Pioneers Audio* by Your Story Hour published by Review and Herald, 2007
 - *Seventh-day Adventist Hymnal* published by Review and Herald, 2008
 - *Companion to the Seventh-day Adventist Hymnal* published by Review and Herald, 1988
 - Adventist songbooks
- Dictionaries and Thesauri
 - Picture dictionaries
 - Age-appropriate dictionaries and thesauri
 - Spelling dictionary
 - Rhyming dictionary
 - A good online dictionary/thesaurus is found at www.merriam-webster.com

The Media Center You've Always Wanted

- Encyclopedias.
 - Online or hard copy
 - CD encyclopedias are appropriate
 - Choose encyclopedias that are suitable for elementary students
 - The North American Division and your Union Conference Office of Education provide the Encyclopedia Britannica Online for all Adventist schools. More information is available at the North American Division education website, www.nadeducation.org/news/show/10
- Current world almanac (a good, age-appropriate online version is *World Almanac for Kids*, www.worldalmanacforkids.com)
- Current world atlas
- World maps (a good, age-appropriate atlas and map reference is *World Atlas*, www.worldatlas.com)
- Globes

Media Center/Library Resources

- *Rural and Small Libraries: Providers for Lifelong Learning* by Bernard Vavrek. Clarion University of Pennsylvania (www2.ed.gov/pubs/PLLIConf95/librry.html).
- Technical Assistance Program for Small and Field Libraries website (<http://www.un.org/depts/dhl/sflib>).
- *Computer and Network Security in Small Libraries: A Planning Guide* by Robert L. Williams. Texas State Library and Archives Commission, 2001. (www.tsl.state.tx.us/ld/pubs/compsecurity)

"Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open."

Laura Bush

Going Digital: Technology in the School

Technology is a fact of 21st century life. Our students and their families have computers, cell phones, MP3 players, video game players, and much more. Small schools are often challenged to stay up-to-date with providing appropriate technology in the classroom. Some even question if we should have technology in the classroom. There are many good reasons to have and use technology in schools. A few of these include:

- Improve student achievement in reading, writing and mathematics
- Improve school efficiency, productivity, and decision-making
- Improve learning skills
- Help to meet the needs of all students
- Improve workforce skills
- Engage students in the learning process

The North American Division Office of Education has created the K-12 Technology and Distance Education Committee. The committee has been given the responsibility of researching issues in educational technology, developing Adventist distance education policies and guidelines, serving as a resource for distance education, and facilitating the integration of technology in the instructional process. Consult the TDEC website (www.nadeducation/tdec) to answer your questions or find resources related to incorporating and using technology in your school, including minimum computer recommendations for schools.

Why Technology?

Technology and Distance Education Committee (TDEC)

A technology plan is a critical component for using technology effectively. Developing and using a technology plan will help diminish technology-related crises, use staff time proficiently, and avoid wasting money on equipment. Create a plan that helps you think through your priorities so that technology is used in a way that directly furthers your mission.

Technology Plan

These basic principles should be a part of your technology plan*:

- Ensure that planning is an organized and ongoing process that utilizes a simple planning model, and results in a plan that improves how technology is used for instruction, management, assessment, and communications.
- Take into account the mission and philosophy of the school.
- Be broad but realistic, with economical and technically feasible solutions.
- Involve key stakeholders—administrators, teachers, students, parents, technology experts—especially those with experience in education.
- Identify the school's technology strengths and weaknesses and how each impacts technology implementation.
- Formalize procedures and methods for making technology decisions which includes priority setting, purchase, evaluation, upgrading, and use of technology.
- Be driven by educational goals and objectives, not the latest technological developments.

"Basic Principles of Technology Planning" by Learning Point Associates. Retrieve 10/28/2010 from www.ncrtec.org/capacity/guidewww/basic.htm.

Going Digital: Technology in the School

The TDEC website (<http://www.nadeducation.org/tdec/1/8>) provides some templates your board can use in creating a technology plan for your school.

Tips for Using Technology in the Classroom

- Integrate the Internet into a unit of study by setting up a learning center. Find a website with the information needed for one component of the unit. Post the Internet address and clear directions for the assignment near the computer. As students work independently or in small groups, they can rotate through the computer learning center. Continue to monitor computer use as you move throughout the classroom.
- Manage time on the Internet. Encourage students to make good use of their computer time. Before class, bookmark the sites that should be used with the lesson. This allows students to focus on content, rather than undertaking a time-consuming search. Bookmarking also eliminates the simple errors that are frequently made when typing in web addresses.
- Organize information on the Internet. Create a graphic organizer (many can be downloaded free) for students to use as they research on the web. The Internet provides such a wealth of information that students frequently find it difficult to limit their research. A graphic organizer helps learners choose concepts and facts that fit the assigned topic. Students whose learning styles are more visual will also find these organizers helpful.
- Use computer software to assist in organizing information from the Internet or to use Internet data to supplement or enhance presentations. For example, have students create a database of Internet information they have organized. This could consist of countries of the world in social studies, various polygons in math, animals in science, or short stories in English. Students can learn that the Internet is a tool we can use to enhance our presentations.
- Teach students to cite Internet sources. Build a respect for the work of others by requiring the citation of Internet sources. To cite an online source, have students consistently adhere to a recognized style, such as that established by the Modern Language Association (MLA) or the American Psychological Association (APA). Students should also cite video clips, sounds, images, and e-mail. Citation machine (www.citationmachine.net) is a website that will help students create accurate references.
- Don't forget to make time for your own professional development. Use the Internet to become an expert in the subject matter you're teaching. Browse for creative ideas and lesson plans shared by other teachers. Do online tutorials to learn new applications. Take online courses to keep your qualifications up to date or to earn a degree and advance your career. All of this and more can be done from the comfort of your kitchen counter.
- Use the computer for independent student review/reinforcement of ideas. A variety of free software is available to assist students in reinforcing learning . . . math skills, spelling, etc.
- Model the use of technology. Use a learning management system or grading program to maintain your grades, keep in contact with parents and prepare instructional materials. Use the computer to generate tests, worksheets and displays; to display notes, quizzes, video clips, etc.;

Going Digital: Technology in the School

to create graphs and charts for science classes; to demonstrate the basic use of the computer and skills required to use it; and to review information and for drills. Presentation software can be used to create slides and other multimedia and graphic presentations that will support lectures and can be used for a host of other display purposes.

- Set up an “information station” in the classroom. It can be used to access CD-ROM encyclopedias and other sources for research pictures and video and sound clips, and to access libraries, projects, databases, addresses, etc. through the Internet. Students can be encouraged to use this “station” to quickly access information: online dictionaries, thesauruses, encyclopedias, atlases, calculators, spell checkers, etc.
- Use desktop publishing software to prepare monthly class magazines, newsletters, and anthologies; a classroom journal or ongoing story center; brochures for projects; and materials to be published on the web.
- Set up a computer Learning Center. Specific software can be used to reinforce or remediate skills through drills and practices. You may choose to vary the “theme” of this center as you rotate your classroom learning centers. The computer can be used to provide access to information, engage the students in exploration and provide tools for organizing and manipulating data on a topic of your choice. Other ideas for a learning center may include a “virtual field trip” center or a “virtual science experiments” center.
- Use the computer as a multi-media chalk board or flip chart. Connect the computer to a projector for a variety of applications. For reading, draw story webs, and have the computer read vocabulary words. For writing, demonstrate writing or editing skills and concepts like adding descriptive words to a sentence or rearranging the sequence of words in a sentence to change the meaning. Record information from a group brainstorming session that introduces a new unit. Use a spreadsheet for graphing simple survey information or create bar graphs or pie charts for math/science.
- Use the computer as a cooperative learning tool. Use for writing, organizing, synthesizing, brainstorming, comparing, contrasting, creating a group story, etc. Assign roles related to computer use: typist, graphics locator, timer, reader, editor, spell checker, etc.
- Use the computer for long-distance communication. Consider having the class correspond with one significant person . . . an expert in a field related to what you are studying, a counterpart in another school or country, etc. There are online services where experts, in a variety of fields, stand ready to answer children's questions. Many of these services have archives on their web sites of previously asked questions. Programs such as Skype provide easy ways to communicate with family members or others who may be far away (i.e., grandparent “read us a story” times, “show and tell,” etc.). You may also wish to consider online class pen pals from around the world, especially with other Adventist students in schools around the world.

Going Digital: Technology in the School

- Take a Virtual Field Trip with Your Class. Use a projector or TV to enlarge the computer screen. Visit a museum site or other location related to your curriculum topic. Have students take turns controlling the mouse as the whole class participates in a discussion of what you find. If the site has an email feature, have the students come up with some questions to ask the experts at that site. Children can also write about their experiences. The website might be left up during the writing time so that children can refresh their memories and check information as needed. Prior to the virtual trip, the students could read about the place from books, articles, or other websites. They could then formulate questions that they have. During the virtual field trip they could find answers to their questions. After the virtual field trip, they could compare the information from the text that they read to the information found on the web site.
- Use digital cameras to enhance instruction. Ideas include: have K-2 students take pictures of all the objects they see (in the classroom and/or playground) that begin with the letter they are studying that day; use pictures from a class field trip to create a bulletin board or slide show for parents.
- Use available teacher-created webquests. Scores of teacher-created webquests are available for immediate use in the classroom. Several sites provide indexes which are searchable by grade and subject area.
- Use the computer as part of morning routines. Morning routines may include such things as memory verse or Bible text of the day (which can be displayed on screen), "word of the day", news and weather, what happened today in history, etc.

Student Information Systems

Most Local Conference Offices of Education use electronic systems for recording and storing data that in the past has been recorded in Daily Registers and grade books. Keeping accurate records is essential for staying organized and for meeting denominational and state/provincial legal requirements. Your Local Conference Office of Education will help you in maintaining the most current NAD Student Information Systems and will provide information on updates. In addition, the NAD website provides tutorials and web support for streamlining your record-keeping (www.nadeducation.org/tdec).

Code of Computer Ethics for Teachers

When using your school's technology resources, consider your Christian, ethical, and professional responsibilities. Some guidelines* to follow include:

- Respect privacy
 - Do not post information about students or colleagues without their explicit consent.
 - Do not give students access to cumulative records or other private information.
- Respect ownership
 - Do not post material authored or created by another without his/her consent.

Adapted from "Code of Computer Ethics for Educators" by Bates, Engle, et al. Retrieved 10/28/2010 from lrs.ed.uiuc.edu/students/mickley/ethicsnew.htm.

Going Digital: Technology in the School

- Respect the Network
 - Refrain from using network or computer resources to store excessive amounts of data, especially non-job related data.
- Understand Your Duty to Educate
 - Discuss with students what ethical standards are expected to be followed when using school technology.
 - Make every effort to insure that students will not be exposed to inappropriate materials while using the Internet.

Take special care to ensure that all technology activities and resources are in harmony with Biblical principles and church standards.

"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

Check with your Local Conference Office of Education to see if they have any written guidelines for teachers on the use of Facebook and other social networking sites. In the absence of such guidelines, each individual must establish his/her own guidelines. The following guidelines may prove helpful.

- Do not accept students as friends on personal social networking sites. Decline any student-initiated friend requests.
- Do not initiate friendships with students.
- Remember that people classified as "friends" have the ability to download and share your information with others.
- Be cautious and use networking protocols that restrict access when using social networking as a part of the educational process.
- Visit your profile's security and privacy settings. At a minimum, educators should have all privacy settings set to "only friends".
- Do not use commentary deemed to be defamatory, obscene, proprietary, or libelous. Exercise caution with regards to exaggeration, colorful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.
- Weigh whether a particular posting puts your effectiveness as a teacher at risk.
- Post only what you want the world to see. On a social networking site, basically once you post something it may be available, even after it is removed from the site.
- Do not discuss students or coworkers or publicly criticize school policies or personnel.
- Do not post images that include students.

Social Networking Websites and the Teacher

Adapted from The Blue Skunk Blog, "Guidelines for Educators Using Social Networking Sites" retrieved November 12, 2010 from <http://doug-johnson.squarespace.com/blue-skunk-blog/2009/8/7/guidelines-for-educators-using-social-networking-sites.html>.

Going Digital: Technology in the School

Acceptable Use Standards for Students

Many schools have implemented Acceptable Use Policies (AUP) to ensure that school computers are used in a safe, relevant, and appropriate manner. The AUP serves as a written agreement among teachers, parents, and students that describes the terms and conditions for Internet use, defines access privileges, defines the rules of online behavior, and outlines the consequences of violating the rules.

An Acceptable Use Policy should have the following components*:

- Descriptions of the instructional purposes for Internet access
- Statement that explains computer or computer network availability to students and staff
- Statement about the educational uses and advantages of the Internet
- Code of conduct to govern behavior while on the Internet
- Description of the consequences for violating the AUP
- Description of the rights of individuals using the computer or computer network
- Disclaimer absolving the school, under specific circumstances, from responsibility
- Statement that the AUP is in compliance with state/provincial and national telecommunication rules and regulations
- Form for teachers, parents, and students to sign indicating agreement to abide by the AUP

Check with your Local Conference Office of Education to see if they have an approved **Acceptable Use Policy** (see sample in Chapter 19).

Other forms of technology are becoming more commonplace in small schools. Cell phones, MP3 players, smart phones, iPads, etc are only a sample of the technology students are bringing to school every day. If your handbook does not have a policy addressing the use of these technologies in school, ask your board to develop one. Check with your Local Conference Office of Education for any policies or suggestions they may have.

Photo Release

Before using any photos of students in any school publications, it is imperative that a **Photo Release Form** (see sample in Chapter 19) is signed by the student's parent/guardian. This form states that the parent/guardian either gives or declines permission for photos or likenesses of their child be used for any printed purpose by the school. This form should be included with registration materials.

Be aware that this permission does NOT cover photos used on social media networks such as Facebook or My Space, etc. Do not use student photos on these or any similar websites.

Adapted from "Writing an Acceptable Use Policy for Your School" by Bruce Wentzell. Retrieved October 28, 2010 from http://catnet.sdacc.org/resources/res_ID7.pdf.

Going Digital: Technology in the School

The North American Division Technology and Distance Education Committee is committed to hosting relevant and useful webinars for Seventh-day Adventist educators. Professional Activity Credit (PAC) may be earned by taking part in the webinars. Check the TDEC website (www.nadeducation.org/tdec) for specific information regarding the time and content of these webinars.

TDEC Webinars

The *Curriculum and Instruction Resource Center Linking Educators* (CIRCLE) serves as a comprehensive source for locating the ever-expanding array of resources for Seventh-day Adventist educators. It is sponsored by the North American Division Office of Education, supported by the General Conference, managed from Andrews University, and hosted by Walla Walla University.

CIRCLE

CIRCLE's database includes resources in every curriculum area, administration, technology, etc. Many North American Division Office of Education resources are linked through CIRCLE. The database gives the Internet link and/or land address for obtaining the resource. Check it out at circle.adventist.org.

It is important for every school to maintain a current school website to market their school, share information with parents, etc. AdventSource provides a free school or church website through Adventist School Connect. You can find additional information at www.adventistchurchconnect.com.

Website

"We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't yet been invented . . . in order to solve problems we don't even know are problems yet."

Richard Riley

"No other work committed to us is so important as the training of the youth, and every outlay demanded for its right accomplishment is means well spent."

Ellen G. White
Education, p. 218

You Are Not Alone!

No man is an island! As a teacher in a small school, you may feel that the responsibility for building a successful educational program rests solely on your shoulders, but you are not alone. Healthy interaction with your support team will be of great value to you, your students, and your school. Jesus has promised:

“Surely I am with you always.”

Matthew 28:20

“Never will I leave you; never will I forsake you.”

Hebrews 13:5b

This chapter discusses the key adults who work with a teacher.

The superintendent acts on behalf of the Local Conference Board of Education. The superintendent provides administrative, financial, and curricular oversight to the conference educational program. The functions of the superintendent are outlined in the Local Union Conference *Education Code*. Many conferences have associate or assistant superintendents to assist the superintendent in fulfilling these duties. **Superintendent**

The Local Conference Office of Education team is a key resource and guide for teachers. *Do not hesitate to contact the superintendent, associate(s), or assistant(s)* for assistance with any concern, question, or just to share something good that has happened. Keep the lines of communication open.

Building a positive relationship with the other teaching personnel in your school creates an atmosphere of cooperation and support. Teachers in a school who truly support and cooperate with each other send a positive message to the constituency, parents, and students. **Teacher Colleagues**

Teachers also develop collegial relationships with teachers at other schools in the conference. These supportive relationships are important. Sharing resources, ideas, mentoring, and providing a safe sounding board to one another are major benefits of developing positive professional relationships.

Pastor(s) and teacher(s) are conference employees who represent the Local Conference to the church and school constituencies. A positive, mutually respectful relationship between them will foster a positive attitude in members toward the Lord’s work. The teacher and pastor, working as a united team, strengthen the evangelistic ministry in the area. **Pastor(s)**

You Are Not Alone!

The pastor is the primary supporter and promoter of the school. The pastor usually knows the families of the students and works with the teacher to help meet the individual family needs. The pastor assists the teacher in the spiritual emphasis of the school. The pastor(s) is a key advisor to the school board and staff. As a member of the board, he is involved in the decisions that affect the school.

The teacher supports the pastor in his ministry by speaking positively about the pastor and church program and by supporting and participating in church events.

School Board Chair

The board chair calls and leads out at board meetings. He/she serves as a consultant to the principal in preparing the board meeting agenda. The chair follows parliamentary procedure and encourages discussion relevant to all agenda items. The chair becomes acquainted with the school program and confers with the principal on items pertaining to the operation of the school. He/she supports the principal in the administration of the school and acts as a liaison between the school and the constituent church(es).

Because of his/her relationship with the church(es), the chair can provide valuable information that may influence school decisions. He/she may also bring concerns from the church(es) or parent(s) to the school. It is important to listen and react non-defensively, seeking to alleviate concerns and resolve issues in a positive manner. Seek reactions from the chair, during informal chats, regarding future plans, special ideas, and progress seen. When the chair receives positive and objective information, he/she is better equipped to support the school program.

Teacher, Pastor, Board Chair Leadership Team

The teacher(s), pastor(s), and board chair function as a leadership team. Each member of the team can be a valuable resource in supporting the school program. An atmosphere of mutual respect and confidence among the members of the group is essential.

School Treasurer

The treasurer is responsible for maintaining proper financial records and managing the school budget in cooperation with the board chair and principal/teacher. The treasurer's duties include collecting accounts receivable, making disbursements as authorized by the board, preparing and providing monthly financial statements/reports for the board, and providing information to the principal related to budget control.

Auxiliary Personnel

Teacher Assistant

The teacher assistant's work generally includes supervision of students, clerical tasks, and assistance with non-academic activities. Contact the Local Conference Office of Education to see if there are guidelines or policies regarding the hiring of teacher assistants and the duties they may perform at the school. The assistant is accountable to the principal/teacher. The

You Are Not Alone!

classroom teacher, along with the principal/teacher assign the duties which may include:

- Supervising lunch period
- Assisting with field trips or school programs
- Assisting with art lessons, science fairs, displays, bulletin boards
- Grading/correcting student work
- Supervising recess
- Answering student questions
- Reading to students during storytime
- Listening as students read aloud
- Assisting with classroom activities
- Drilling students on basic facts
- Supervising students in the library or other related activities
- Performing other duties assigned by the teacher or principal/teacher

Your school may have a full- or part-time secretary. The secretary supports the school by providing clerical duties, which may include ordering and purchasing supplies, maintaining records, answering the telephone, maintaining the principal/teacher's correspondence, and working with volunteers.

Secretary

Substitute teachers are responsible for the classroom when the regular teacher is absent. They are authorized by and reimbursed through the Local Conference Office of Education.

Substitute Teacher

Prepare and leave in a specific location a folder of material for the substitute(s). A substitute folder might include the following:

- A concise review of classroom organization and procedures
- A current seating chart
- A simple attendance record sheet
- The daily schedule
- Lesson plans
- Emergency contact names and phone numbers
- Information regarding provision for students who have learning differences
- An adequate supply of extra seat work
- Ideas for recess

The substitute(s) should be invited to the classroom to discuss lesson plan structure, the location of basic materials, and the teacher's general approach to teaching. The teacher should review emergency plans, the materials in the substitute folder, and usual classroom procedures. Adequate teacher planning and preparation of materials will give the substitute confidence and contribute to a successful day.

Resource volunteers are the parents and individuals from the church(es) or community whose talents and skills can be used in enriching the school program. The volunteer performs duties assigned by the teacher. He/she works under the direct supervision of the teacher. All volunteers must

Resource Volunteers

You Are Not Alone!

complete the **Volunteer Ministry Information Form** (see Chapter 19 or online at www.adventistrisk.org), obtain the required background checks, and be approved by the board.

Room Parents

Room parents are resource volunteers who provide a valuable service to the overall school program. They perform assigned duties under the direct supervision of the classroom teacher or principal. Involve the room parents in various projects such as:

- Supervising lunch periods
- Assisting with field trips and school programs
- Assisting with art lessons, science fairs, fund-raising projects, displays, bulletin boards, holiday and birthday celebrations

See sample **Room Parent Request Form** in Chapter 19.

Custodian

The board is responsible to provide one or more custodians to clean and maintain the school facility. This includes any individual who cleans or maintains the school facility. The principal/teacher provides the custodian with a job description that the board has approved.

The principal/teacher (and other teachers in a multi-teacher school) should develop a cooperative relationship with the custodian. Determine how the students can make the custodian's job easier. Daily chores can be a regular part of the school day as a reminder to students that they have a part in keeping the classroom and school neat and clean.

"If students do not see their teachers work successfully together, they may never see two adults work successfully together."

Todd Whitaker

Constituent Church(es) Members

The members of the constituent churches are the people who support the school. Many members are sacrificing to make the school possible. They want to know *their teacher*. It is important to visit each constituent church as soon as possible. Even though you will be a member of one constituent church, visit the other churches from time to time throughout the year.

Parents

Parents are the teacher's partners in education. Parents share the teacher's desire for the child to receive the best education possible. Communication is the greatest single factor affecting the parent-teacher relationship. Frequent open communication helps to develop positive relationships between home and school. The resulting partnership between teacher and parent can make a difference in the level of parental involvement in the school program which may, in turn, impact student achievement.

It is important to remember that communication is not a one-way street. Active listening to the parent is important. Though you will strive to resolve all

You Are Not Alone!

concerns to the parent's satisfaction, this may not always be possible. But, practicing non-defensive, active listening will increase the likelihood of a satisfactory resolution.

Let the parents know about the school program, the curriculum, and their child's progress. Weekly or monthly newsletters, casual meetings when parents pick up their children after school, email, and telephone calls are some ways a teacher may communicate with parents. In addition to good communication, it is important for teachers and parents to demonstrate mutual respect and to have a clear understanding of what is best for each child.

"God doesn't look at how much we do,
but with how much love we do it."
Mother Theresa

A Home and School Association should be organized in every school. Sometimes it is organized by the church or, if there is more than one church in the school constituency, the churches may join together to develop an association. The purpose of a Home and School Association is to help unite the home, the school, and the church as they work cooperatively to provide Seventh-day Adventist education. Through various planned activities and projects, the association seeks to promote Adventist education, enhance parent-teacher relationships, encourage effective parenting, and provide resources through fund-raising.

Home and School Leader

The Home and School Leader provides leadership in organizing and carrying out the Home and School Association's program. He/she generally works with a committee to plan and implement the year's program. The principal/teacher should work cooperatively with the Home and School Leader.

The North American Division offers a *Home and School Association Handbook* (www.nadeducation.org/client_data/files/817_homeandschoolassociationhandbook.pdf) to assist the leader in planning an active association. Another resource for the Home and School Association is the *Home and School News* bulletin published by the Upper Columbia Conference.

Many churches have an education secretary to work with the church members in promoting Adventist education. Work with the Education Secretary to provide and distribute promotional materials, to visit parents whose children are not in church school, and to help constituents understand the importance of Adventist education.

Education Secretary

You Are Not Alone!

Community Resources

Public School District

In the United States and in some Canadian provinces, the public school district is required by federal mandate to provide certain resources, especially special education, to students in private schools. Often the parent must make the request for services. Contact the district(s) in your area to determine the referral process. Some districts also encourage private schools to participate in workshops and utilize other available resources.

Local Public Librarian

The children's librarian of the community library is a valuable resource to the small school. Instruction in use of the library, reference materials, story hours, and summer reading programs are just a few of the services local libraries provide. The librarian is a valuable resource in locating appropriate materials for the *Pathways* curriculum. Make him/her your friend!

"Nobody who ever gave his best regretted it."
George Halas

Sample Forms and Documents

The sample forms and documents listed below are found on the pages that follow. There are no page numbers to allow customization of the online forms for your school. The documents are in alphabetical order.

Acceleration Request
Acceptable Use Policy
Application for Admission
Board Agenda
Board Minutes
Budget
Consent to Treatment
Daily Schedule
Daily Schedule Analysis
Emergency Procedures Manual (Columbia Union Conference Office of Education)
Field Trip and Outing Planner
Field Trip Permission Form
Financial Agreement
Graduation Program
Incident Report Form
Lesson Plans
Medication Authorization and Administration Form
Over-the-Counter Medication Permission to Administer Form
Parent Release Form for Students with Special Academic Needs
Photo Release
Release of Student Records (transferring students)
Retention Request
Room Parent Request
School Calendar
School Constitution
School Handbook
School Safety Self-Inspection (Adventist Risk Management)
Student Led Conference Narrative Form
Unit Plans
Volunteer Ministry Guidelines (Adventist Risk Management)
Volunteer Ministry Information (Adventist Risk Management)
Yearly Plans

"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

"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



Acceleration Request*

(See Union Education Code Book for complete instructions)

Student Name	Birthdate	Present Grade
Present Age (Years/Months)	Age When Entered 1 st Grade (Years/Months)	

1. Reason for acceleration:

2. Last achievement test administered:

Date administered:

Composite Grade Equivalent:

Composite Percentile:

A student is expected to have 90th percentile or above in each sub-test.
Attach copy of student's Individual Performance Profile.

3. Teacher evaluation of daily work, tests, etc.:

4. Teacher evaluation of present social and emotional development:

*adapted from the Mid-America Union Office of Education

Acceleration Request – Page 2

5. Survey of past history in school:
6. Teacher evaluation of physical development:
7. Report of communication with parents (include dates, parents' reactions, etc.):
8. Recommendation of teacher:
9. Brief summary of suggested acceleration program:

Teacher's Signature	Date	Principal's Signature	Date
---------------------	------	-----------------------	------

We have discussed our child's academic achievements with the classroom teacher and understand that this is not to be interpreted as "skipping a grade," since all levels of academic work are to be covered. We support the placement of our child in an accelerated program, understanding that such a placement is subject to approval by the Conference Office of Education and the school leadership.

Parent or Guardian Signature	Date	Parent or Guardian Signature	Date
------------------------------	------	------------------------------	------

Education Committee Action:	☐ Approved	☐ Denied	
Date	Superintendent's Signature		



Acceptable Use Policy Information Technology Resources Anytown Adventist School

The Anytown Seventh-day Adventist School is pleased to offer students access to the school's information technology resources, including the computer and Internet, for educational purposes. To gain access to these resources, the legal parent/guardian and student must sign and return this form to the school.

The Internet is a powerful resource for expanding the educational experience of each student. Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with internet users throughout the world. Unfortunately, it is true that some materials accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or offensive. We believe, however, that the benefits to students in the form of information resources and opportunities for collaboration exceed any disadvantages and, therefore, choose to make the Internet available to our students. But because parents and guardians are ultimately responsible for setting and conveying the standards that their children should follow when using media and information sources, we respect each family's right to decide whether or not to apply for access.

The school's information technology resources are for educational purposes only. Since they are provided for students to conduct research and communicate with others, access is given to students who agree to act in a considerate and responsible manner. Parental permission is required. Access is a privilege—not a right. Access entails responsibility. School staff may review files and communications to maintain system integrity and ensure that users are using the system responsibly.

Students will adhere to Christian principles and will:

- Respect and safeguard the privacy of themselves and others.
 - Use only assigned accounts.
 - Not view, use, or copy passwords, data, or networks to which they are not authorized.
 - Not share private information about others or themselves.
- Respect and safeguard the integrity, availability, and security of all electronic resources.
 - Observe all posted security practices.
 - Report security risks or violations to a teacher.
 - Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
 - Conserve, protect, and share these resources with other students and internet users.
- Respect and safeguard the intellectual property of others.
 - Not infringe copyrights.
 - Not plagiarize.
- Respect and practice the principles of community.
 - Communicate only in ways that are kind and respectful.
 - Report threatening or discomforting materials to the teacher.
 - Not intentionally access, transmit, copy, or create materials that violate Christian principles or that are illegal (such as messages that are threatening, rude, discriminatory, harassing, stolen, illegal copies of copyrighted works, etc.).
 - Not use the resources to further other acts that are criminal or violate the school's principles.
 - Not send spam, chain letters, or other mass unsolicited mailings.
 - Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Acceptable Use Policy – Page 2

Violations of these rules may result in a loss of a student's privileges to use the school's information technology resources, as well as other disciplinary or legal action.

School administrators and other authorized individuals monitor the use of information technology resources to help confirm that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information technology resources in order to further safeguard the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Your signature below affirms your understanding of, and agreement to abide by, this Acceptable Use Policy. Any violation of the standard as set forth herein may result in the immediate termination of the student's access to the school's information technology resources and/or other disciplinary action.

Student Name (please print)

Student Signature

Grade

Date

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date



Application for Admission Anytown Adventist School

Today's Date

Child's Full Legal Name:

Last

First

Middle

Grade Entering

Gender

Child's NAD Student ID

Place of Birth

Date of SDA Baptism

/ /
Month/Day/Year
Date of Birth

/
Years/Months
Age

Ethnic Origin
(For Federal Government and North American Division purposes only)

Family Information:

Legal name of parent or guardian with whom the student is living:	Father		Mother	
Home Address				
City, State/Province, Zip				
Phone and Email	Home	Business	Home	Business
	Mobile	Email	Mobile	Email
Occupation				
Church Membership	Denomination/Church		Denomination/Church	
Brothers and Sisters	Full Name		Birth Date	

In case of emergency, accident, or serious illness, if the school is unable to contact me, I hereby authorize the school to take my child to the physician, emergency room, and/or to the relative or neighbor indicated.

Initial

Doctor's name

Phone

Address

Relative's or Neighbor's Name

Phone

Address

Application for Admission – Page 2

References: Please give two (2) references (pastor, friend, neighbor, nonrelative, etc.):

Reference #1 (Name, Address, Phone)

Reference #2 (Name, Address, Phone)

Please initial each line below:

_____ I agree to meet my monthly financial obligations to the school.

_____ I agree to cooperate with the school board and teachers by avoiding adverse criticism of any teacher or school policy in the presence of the students.

_____ I have read the school handbook and agree to support each regulation of the school.

_____ I hereby authorize the school board to send, upon request, the permanent records to the next school to which my child may enroll.

Signature of Parent or Legal Guardian

Date

**Anytown Adventist School Board Meeting
Agenda
January 17, 2011**

- | | |
|--|------------|
| 1. Devotional and Prayer | 10 minutes |
| 2. Approval of Minutes – December 20, 2010 | 5 minutes |
| 3. Finance Committee Report | 45 minutes |
| a. Financial Statement – December 31, 2010 | 15 minutes |
| b. Sale of Van | 15 minutes |
| c. Other Business | 15 minutes |
| 4. Principal's Report | 15 minutes |
| a. Field Trip Requests | 5 minutes |
| b. Other Items of Interest | 10 minutes |
| 5. Building & Grounds Committee Report | 15 minutes |
| 6. Personnel Committee Report | 10 minutes |
| 7. Fund Raising Policy Proposal | 15 minutes |
| 8. Dismissal Prayer | 5 minutes |

Next Meeting

February 21, 2011 at 7:00 pm

Anytown Adventist School Board
Minutes
January 17, 2011

Members Present	Orville Crane, chair; Patsy Swift, secretary; Grace Carman, Lyle Cherry, Carla Gentry, Delilah Shell, Thom Shane, Bobby Silber, Harold Wellman
Members Absent	Rick Ashton, Ann Todd
Devotional	Grace Carman
Minutes 10-11:36	Voted to approve the minutes of December 20, 2010.
Finance Committee 10-11:37	Voted to approve the December 31, 2010 financial statement, subject to audit.
10-11:38	Voted to approve the recommendation to sell the van for a minimum price of \$1000 and that the money be placed in a reserve account to be used towards the purchase of a new van.
Principal's Report 10-11:39	Voted to approve the field trip request to the Field Museum of Natural History for grades 1-4 on February 10, 2011. The Christmas program was a great success. The church was full. Thanks to the Home and School for providing the light refreshments.
10-11:40	Voted to approve the acceptance of two new students, Jerry and Sherry Jones. Jerry is in the 5 th grade and Sherry in the 2 nd .
Building and Ground Committee 10-11:41	Voted to approve the recommendation to repair the bathroom mirrors at a cost of \$50 per mirror.
Personnel Committee 10-11:42	Voted to approve the recommendation to hire Nancy James as a Teacher Assistant at a rate of \$8.00/hour for 20 hours a week.
Fund Raising Policy 10-11:43	Voted to approve the fund raising policy (attached to permanent minutes)
Dismissal Prayer	Harold Wellman



Budget Anytown Adventist School

School Year

Anticipated Enrollment by Grade:

K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____

	2010-2011 Budget	2009-2010 Actual	2009-2010 Budget
ANNUAL INCOME:			
Entrance Fees	\$ _____	\$ _____	\$ _____
Special Fees (music, art, etc.)	\$ _____	\$ _____	\$ _____
Tuition	\$ _____	\$ _____	\$ _____
Church(es) Subsidy	\$ _____	\$ _____	\$ _____
Special Projects	\$ _____	\$ _____	\$ _____
Other	\$ _____	\$ _____	\$ _____
Total Income (should equal or exceed total expenses)	\$ _____	\$ _____	\$ _____

ANNUAL EXPENSES:

Conference Education Fund	\$ _____	\$ _____	\$ _____
Locally Funded Employees	\$ _____	\$ _____	\$ _____
Utilities (Heat, Electricity, Water, etc.)	\$ _____	\$ _____	\$ _____
Telephone	\$ _____	\$ _____	\$ _____
Custodial Equipment and Supplies	\$ _____	\$ _____	\$ _____

Budget – Page 2

ANNUAL EXPENSES (CONTINUED):

	2010-2011 <u>Budget</u>	2009-2010 <u>Actual</u>	2009-2010 <u>Budget</u>
Textbooks	\$ _____	\$ _____	\$ _____
Media Center—Books, Periodicals, Software (Minimum \$35/student)	\$ _____	\$ _____	\$ _____
School/Office Supplies	\$ _____	\$ _____	\$ _____
Technology Plan (Upgrades/Purchases)	\$ _____	\$ _____	\$ _____
New Equipment and Furniture	\$ _____	\$ _____	\$ _____
Plant and Grounds Improvement	\$ _____	\$ _____	\$ _____
Plant Insurance	\$ _____	\$ _____	\$ _____
Student Accident Insurance	\$ _____	\$ _____	\$ _____
Miscellaneous Expenses	\$ _____	\$ _____	\$ _____
Other Expenses (Please specify)			
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
Bad Debt (Anticipated Delinquent Accounts)	\$ _____	\$ _____	\$ _____
Total Expenses	\$ _____	\$ _____	\$ _____



Consent to Treatment Anytown Adventist School

Only designated staff will have access to the completed form. This form will be stored in a locked file. This form must be filled out at the beginning of each school year to cover the activities for the school year. A copy of each student's form must be taken on off-campus activities.

Student's Full Name: _____

Age _____ Date of Birth (month/day/year) _____ Social Security Number (United States) _____
Address: _____

Parent/Guardian Information:

Father/Guardian: _____

Business Phone _____ Home Phone _____ Mobile Phone _____ Social Security Number _____

Email: _____

Mother/Guardian: _____

Business Phone _____ Home Phone _____ Mobile Phone _____ Social Security Number _____

Email: _____

Please describe allergies to substances and medications: _____

If on regular medication, please specify: _____

Date of Last Tetanus Shot _____

Please give the name of your local family physician to be called in case your child becomes ill or has an accident at school and you cannot be reached:

Family Physician Name _____ Office Phone _____

Physician's Office Address: _____

Hospital Preference: _____

Hospital Phone _____

Please give the name of a relative or friend who has consented to assume the responsibility of your child in case of illness or accident until you can be reached. In case of any changes in the named person, notify the school in writing.

Name: _____

Phone _____

Address: _____

The above named student is _____ is not _____ covered by health insurance.

Present Health Insurance Company _____ Policy Number _____

If emergency service involving medical action or treatment is required and neither the parent nor the family physician can be reached for consent, the parents hereby consent to the rendering of such emergency medical service for the above named student as shall be necessary in the medical opinion of the doctor rendering service.

Signature of Parent or Guardian _____ Date _____

“Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will direct your paths.”

Proverbs 3: 5-6

Daily Schedules

Sample 1

Monday - Thursday		Friday	
8:45	Worship	8:45	Worship
9:00	Math	9:00	Math
10:00	<i>Pathways</i> Reading Instruction	10:00	<i>Pathways</i> Reading Instruction
10:50	Recess	10:50	Recess
11:00	<i>Pathways</i> Daily Routine	11:00	Art
12:00	Lunch	12:00	Lunch
12:30	<i>Pathways</i> Read Aloud	12:30	Music
12:45	<i>Pathways</i> Writing Workshop	1:20	Physical Education
1:00	Science/Social studies	1:50	Bible
2:00	Physical Education	2:30	Dismiss
2:30	<i>Pathways</i> Reading Workshop		
2:50	Bible		
3:30	Dismiss		

Sample 2

Monday – Thursday		Friday	
8:15	Worship	8:15	AY Worship
8:30	Science/Lab	8:30	Letter Writing
9:00	Social Studies	8:45	Music/Art
9:30	<i>Pathways</i> Daily Routine I Spelling, DOL, & Handwriting	10:00	<i>Pathways</i> Speech Instruction Reading/Language Arts Targets
10:00	Prayer Time	10:10	Physical Education/Recess
10:10	Physical Education	10:30	Math
10:30	Math	11:30	Lunch
11:30	Lunch	12:30	<i>Pathways</i> Speech Follow-up Speaking and listening skills
12:00	<i>Pathways</i> Read Aloud	12:30	Spanish
12:15	<i>Pathways</i> Reading Instruction	1:00	<i>Pathways</i> Reading/Writing (Research, computer, Illustrations, author's sharing)
1:10	Recess		
1:30	<i>Pathways</i> Writing Workshop	1:45	Clean-up/Praise Time
1:45	<i>Pathways</i> Reading Workshop	2:00	Dismissal
2:15	<i>Pathways</i> Daily Routine II Independent activities		
2:30	Bible/Journaling		
3:00	Clean-up/Assignments		
3:15	Dismissal		

“Success usually comes to those who are too busy to be looking for it.”
Henry David Thoreau

Daily Schedules – Page 2

Sample 3

Monday – Thursday		Friday	
8:00	Worship	8:00	AY Worship
8:25	Math	8:15	Letter Writing
9:25	<i>Pathways</i> Daily Oral Language/Spelling	8:30	Music/Art
9:55	Break	9:45	<i>Pathways</i> Speech Instruction Reading/Language Arts Targets
10:10	<i>Pathways</i> Reading Instruction Theme/Guided Reading/Writing	9:55	Physical Education/Recess
11:00	Bible	10:15	Math
11:45	<i>Pathways</i> Guided Reading	11:15	<i>Pathways</i> Speech Follow-up Speaking and listening skills
12:00	Lunch	11:45	Spanish
12:45	<i>Pathways</i> Daily Read Aloud	12:15	Lunch
1:05	Science/Social Studies	12:45	<i>Pathways</i> Reading/Writing (Research, computer, Illustrations, author's sharing)
2:00	Break		
2:15	Art/Physical Education/Music		
3:00	Clean-up	1:30	Clean-up/Praise Time
3:15	Dismissal	1:45	Dismissal

“Any person who unlocks the unseen potential of others and inspires them toward noble causes is a modern-day miracle worker.”

Stephen Covey

Sample 4

8:00	Calendar and Word Wall
8:15	Worship
8:30	<i>Pathways</i> Theme Work, Phonics, Daily Oral Language, Guided Reading
9:35	Physical Education
10:00	Math
11:00	Recess
11:10	Bible
11:40	Science or Social Studies
12:05	Lunch
12:50	<i>Pathways</i> Read Aloud, Handwriting, Spelling, Writing Workshop
2:00	Art/Music
2:30	Recess
2:45	Chores/Circle
3:00	Dismissal

Daily Schedules – Page 3

Sample 5 – Grades 1-4

8:00	Calendar/Word Wall
8:15	Worship
8:30	<i>Pathways</i> Reading/Phonics
9:30	Physical Education
10:00	Math
10:45	Bible
11:15	Recess
11:25	<i>Pathways</i> Daily Oral Language
11:40	Science/Social Studies
12:05	Lunch
12:50	<i>Pathways</i> Handwriting/Read Aloud/Spelling/Reading Workshop/Writing Workshop
2:00	Art/Music
2:30	Recess
2:45	Chores/Circle
3:00	Dismissal

Sample 6

8:00	Worship
8:15	Bible
8:45	<i>Pathways</i> Daily Routine (Daily Oral Language, Phonics, Handwriting, Spelling)
9:35	Recess
9:55	<i>Pathways</i> Reading Instruction (Theme Book, Guided Reading)
10:55	Math
11:55	Lunch/Recess
12:40	<i>Pathways</i> Read Aloud
12:55	<i>Pathways</i> Writing Workshop
1:10	Science/Social Studies
2:10	Physical Education
2:40	<i>Pathways</i> Reading Workshop
3:00	Dismissal

Sample 7 – Multigrade Departmentalized Block

8:00	Worship
8:15	Math/Music/Physical Education
9:45	Recess
11:00	Science/Health/Social Studies/Art
11:30	Lunch/Recess
12:15	Bible Reading Time
12:30	<i>Pathways</i> Spelling/Handwriting/Reading Workshop/Writing Workshop
2:00	Bible
2:45	Homeroom Activities
3:00	Dismissal

Daily Schedule Analysis (Grades 1-2)

Name _____

School _____

Conference _____

Grades or Subjects Taught _____

Subject	Total Minutes Per Week	Recommended Minutes		Recommended Number of Days
		Weekly	Daily	
Worship	_____	50	10	5
Bible	_____	200	40	5
Mathematics	_____	250	50	5
Pathways	_____	725		
Daily Routine	_____	285		
Daily Read Aloud	_____	75	15	5
Daily Oral Language	_____	50	10	5
Phonics/Word Study	_____	60	15	4
Handwriting	_____	40	10	4
Spelling	_____	60	15	4
Reading Instruction	_____	300		
Thematic Instruction	_____	150	30	5
Guided Reading	_____	150	30	5
Workshops	_____	140		
Reading	_____	80	20	4
Writing	_____	60	15	4
Science	_____	160	40	4
Social Studies	_____	160	40	4
Fine Arts	_____	80		
Art	_____	40	40	1
Music	_____	40	40	1
Physical Education	_____	100	20	5
Recess	_____	75	15	5
Grand Total	_____	1800		

Minimum 1800 minutes weekly required
Lunch is not included in the minimum required minutes and must be at least 30 minutes per day

Daily Schedule Analysis (Grades 3-4)

Name _____

School _____

Conference _____

Grades or Subjects Taught _____

Subject	Total Minutes Per Week	Recommended Minutes		Recommended Number of Days
		Weekly	Daily	
Worship	_____	50	10	5
Bible	_____	200	40	5
Mathematics	_____	250	50	5
Pathways	_____	725		
Daily Routine	_____	225		
Daily Read Aloud	_____	75	15	5
Daily Oral Language	_____	50	10	5
Focus on Words	_____	20	5	4
Handwriting	_____	40	10	4
Spelling	_____	40	15	4
Reading Instruction	_____	300		
Thematic Instruction	_____	150	30	5
Guided Reading	_____	150	30	5
Workshops	_____	200		
Reading	_____	80	20	4
Writing	_____	120	30	4
Science	_____	160	40	4
Social Studies	_____	160	40	4
Fine Arts	_____	80		
Art	_____	40	40	1
Music	_____	40	40	1
Physical Education	_____	100	20	5
Recess	_____	75	15	5
Grand Total	_____	1800		

Minimum 1800 minutes weekly required
Lunch is not included in the minimum required minutes and must be at least 30 minutes per day

Daily Schedule Analysis (Grades 5-8)

Name _____

School _____

Conference _____

Grades or Subjects Taught _____

Subject	Total Minutes Per Week	Recommended Minutes		Recommended Number of Days
		Weekly	Daily	
Worship	_____	50	10	5
Bible	_____	200	40	5
Mathematics	_____	300	60	5
Pathways	_____	620		
Daily Routine	_____	180		
Daily Read Aloud	_____	50	10	5
Daily Oral Language	_____	50	10	5
Focus on Words	_____	20	5	4
Handwriting	_____	20	5	4
Spelling	_____	40	10	4
Reading Instruction	_____	200		
Thematic Instruction	_____	100	20	5
Guided Reading	_____	100	20	5
Workshops	_____	240		
Reading	_____	120	30	4
Writing	_____	120	30	4
Science	_____	188	47	4
Social Studies	_____	188	47	4
Fine Arts	_____	80		
Art	_____	40	40	1
Music	_____	40	40	1
Physical Education	_____	100	20	5
Recess	_____	75	15	5
Grand Total	_____	1801		

Minimum 1800 minutes weekly required
Lunch is not included in the minimum required minutes and must be at least 30 minutes per day

EMERGENCY PROCEDURES MANUAL

Prepared by
The *Columbia Union Conference of Seventh-day Adventists* Office of Education

Adapted by the North American Division Small School Survival Guide Summer Committee

For use in
Seventh-day Adventist Schools, PreK-12

Revised 2009

Page #s

1	EMERGENCY NUMBERS	1-2
2	BOMB THREAT	3-4
3	BURGLARY – VANDALISM	5-6
4	CHILD ABUSE REPORTING	7-8
5	COMMUNICABLE DISEASES – PANDEMICS	9-10
6	DEMONSTRATIONS – DISTURBANCES	11-12
7	FIELD TRIP EMERGENCIES	13-14
8	HARASSMENT – BULLYING	15-16
9	HAZARDOUS MATERIALS	17-18
10	INTRUDER – HOSTAGE	19-20
11	MEDICAL EMERGENCIES	21-22
12	MISSING – RUNAWAYS – KIDNAPPING	23-24
13	SEVERE WEATHER – SAFETY DRILLS	25-26
14	SUICIDE THREAT	27-38
15	WEAPONS	29-30

1 – INTRODUCTION

FEMA – FEDERAL EMERGENCY MANAGEMENT AGENCY

The Federal Emergency Management Agency (FEMA) describes an emergency as “any unplanned event that can cause death or significant injury to employees, customers or the public; or that can shut down your business, disrupt operations, cause physical or environmental damage, or threaten the facility’s financial standing or public image.”

Emergency Preparedness Team

The principal/head teacher is responsible to maintain security and safety in the school. However, a team should be appointed by the school board to evaluate local needs and outline appropriate procedures to ensure school safety and an orderly dismissal or evacuation in a crisis.

Communication

Communication procedures need to be planned ahead of time. This includes notifying emergency personnel, staff, parents, and the Local Conference Office of Education. A clear directive needs to be in place for communicating with the media. The Local Conference, as well as Union Conference, has personnel trained to handle media inquiries. Have a clear understanding ahead of time as to who is the contact person for media inquiries. The principal as well as someone at the school level (pastor, board chair, etc.) can receive training in this area in the event that the designated Local Conference and/or Union Conference personnel are unavailable.

Review Annually

An emergency can occur at any time. Although it is impossible to predict when, where, or how an emergency will emerge, being prepared to deal with the unpredictable minimizes delay and injury. This manual is provided as a resource toward emergency preparedness. Administration and staff should review the emergency procedures covered herein at the beginning of each school year as well as attempt to foresee any situations unique to the school or community. Copies of this manual should be prominently displayed in all offices and classrooms.

Keep On Hand

In the event an extended stay at school becomes necessary, the following items should be kept at the school:

1. Non-perishable food
2. Bottled water
3. Cooking utensils, can opener
4. Propane stove with extra fuel (check with fire marshal for proper storage)
5. Flashlights: hand-crank style or extra batteries
6. Blankets
7. Heavy plastic, duct tape, scissors
8. Radio: hand-crank style or extra batteries
9. First Aid kit

Important

Designated personnel are to remain with the students at all times and may not leave until all students have been picked up. In small schools with limited personnel on campus, plans must be made ahead of time on how to handle emergencies requiring adult supervision at more than one site.

ALWAYS KEEP DETAILED NOTES OF THE CRISIS EVENT

1 – EMERGENCY PHONE NUMBERS

Contact	Phone Number
Ambulance	
Child Protective Services	
Electric Company	
Fire Department	
Gas Company	
Hospital	
Police Department	
Suicide Prevention Hotline	
Weather Bureau	

In the event of an emergency the following people should also be notified immediately:

Person	Phone Number
Principal/Head Teacher	
School Board Chair	
Pastor	
Parent Notification Designee	
Local Conference Office of Education	
Local Conference Media Person	
Union Conference Office of Education	
Union Conference Media Person	

In an emergency situation, do the following:

1. Assess the situation
2. Address life threatening issues first (first aid, safety of victims, etc.)
3. Call 911
4. Follow emergency procedures
5. Communicate with pertinent entities
6. Keep detailed notes
7. Refer media to designated spokesperson
8. Don't forget to pray!

2 – BOMB THREAT

How to Identify Suspicious Packages and Letters:

Some characteristics of suspicious packages and letters include the following:

1. Insufficient or excessive postage
2. Handwritten or poorly-typed addresses
3. Incorrect titles
4. Title, but no name
5. Misspellings of common words
6. Oily stains, discolorations, or odors
7. No return address
8. Excessive weight
9. Lopsided, rigid, or uneven envelope
10. Protruding wires or aluminum foil
11. Excessive security material such as masking tape, string, etc.
12. Visual distractions
13. Ticking sound
14. Restrictive endorsement markings, such as "Personal" or "Confidential"
15. Postmark city or state/province that does not match the return address.
16. Brown paper wrapping with twine
17. Foreign mail, air mail, and/or special delivery

Anthrax and Other Biological Agent Threats

Do Not Panic!

1. Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. To do so, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another.
2. For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Handling Suspected Contaminated Material

1. Call 911 immediately!
2. Don't shake, open, or empty the contents of any suspicious envelope or package.
3. Leave the room, close the door, and seal off the area.
4. Do not wash hands until instructed by law enforcement.
5. List all personnel that were in the area and keep them restricted to one area.
6. Follow emergency personnel instructions for removing and disposing of contaminated clothing.
7. Follow emergency personnel instructions for cleaning the contaminated area.

2 – BOMB THREAT

Threat by Phone:

1. Obtain detailed information about the exact location of bomb, detonation time, description, and type of explosive.
2. Record in detail all information including accents, background noises, emotional state; note date, time, Caller ID, and incoming phone line used.
3. Keep the line open, keep the caller talking as long as possible, and do not hang up the phone even if the caller does.
4. If possible, have someone call 911 on another line other than a two-way radio or cell phone.
5. Evacuate the building according to fire drill procedures.
6. Leave doors and windows open.
7. Do not re-enter building until declared safe by fire or police personnel.

VERY IMPORTANT:

Cell phones, two-way radios, or any transmitting device can be used as detonation devices for bombs. They should be turned off and not used until permission is given by emergency personnel.

Suspicious Device:

1. DO NOT TOUCH OR MOVE ANY SUSPICIOUS PACKAGE OR DEVICE.
2. Do not open drawers or cabinets, or turn lights on or off as such actions may trigger the device.
3. Secure area, preserve scene, be aware of the possibility of more devices.
4. Evacuate the area according to fire drill procedures.
5. Leave doors and windows open.
6. Call 911 on a phone other than a cell or two-way radio.
7. Wait for fire or police personnel to move or dispose of device.
8. Do not re-enter the area until declared safe by fire or police personnel.

Evacuation sites must be a minimum of 300 feet from any building.

3 – BURGLARY – VANDALISM

General Information

In the case of either burglary or vandalism, it is important to keep the area free of contamination. That is to say, walking into or through the area, touching or moving items can compromise the ability to investigate the scene for possible clues to the perpetrators. All evidence at the scene is pertinent, i.e. fingerprints, shoe prints, trash, strands of hair, etc.

Losses will be determined as the investigation progresses. Adventist Risk Management or the school insurance provider should be notified along with the local law enforcement authorities and allowed to complete their investigations before attempting any clean-up procedures.

3 – BURGLARY – VANDALISM

Burglary

1. If a break-in is suspected, do not enter the building.
2. If a break-in is discovered after entering, do not touch anything.
3. All evidence at the scene is pertinent, i.e. fingerprints, shoe prints, trash, strands of hair, etc.
4. Seal off the area and call the police from a near-by phone or cell phone.
5. Wait for the authorities to advise when clean-up and repairs can begin.
6. Notify the appointed contact persons (board chair, local conference office, etc.).
7. Work through the local conference office of Risk Management (this is often the Treasury Office) regarding cost recovery of stolen items and/or repair of damages.

Vandalism

1. Do not enter building if vandalism is discovered before entering.
2. Do not touch anything if vandalism is discovered after entering.
3. All evidence at the scene is pertinent, i.e. fingerprints, shoe prints, trash, strands of hair, etc.
4. Seal off the area and call police from a near-by phone or cell phone.
5. Determine if the extent and type of vandalism requires cancelling classes pending clean-up.
6. Wait for the authorities to advise when clean-up and repairs can begin.
7. Notify the appointed contact persons (board chair, local conference office, etc.)

4 – CHILD ABUSE REPORTING

Definition:

Child Abuse is defined as:

1. Any physical injury to a child caused by other than accidental means, including any injury inconsistent with an explanation of how the injury occurred.
2. Emotional abuse is a pattern of behavior that attacks a child's emotional development and sense of self-worth. This includes excessive, aggressive, or unreasonable demands, constant criticizing, belittling, insulting, rejecting, and teasing. Emotional abuse is also withholding love, support, and guidance.
3. Sexual molestation or harassment. Consensual or non-consensual sexual activity or pregnancy of a girl under the age of 18 with someone more than three years her senior (including other students), or with any staff member, volunteer, or agent.
4. Neglect which leads to physical harm.

Mandatory Reporting Facts

All 50 states/provinces have passed some form of a mandatory child abuse and neglect reporting law. All states/provinces require certain professionals and institutions to report suspected child abuse, including teachers and other school personnel and day care providers. ***This is not a matter of choice, it is the law.*** Failure to report suspected child abuse can result in criminal and/or civil liability.

In most states/provinces reporting can be anonymous and the identity of the reporter is protected. Unfortunately, in our schools, it can become obvious from whence the report was made. However, suspected abuse ***MUST*** be reported.

The teacher/person suspecting abuse or to whom the abuse has been revealed is the responsible party for reporting. Leaving reporting up to another party such as the principal or superintendent ***does not*** remove the responsibility. Follow-up is a must to assure reporting.

More Information Available

For more details on reporting as well as recognizing the signs of possible child abuse situation, contact the local Child Protective Services (CPS) or visit government websites such as the Centers for Disease Control (CDC), National Institutes of Health (NIH), or child welfare sites such as wee.childwelfare.gov.

A Plea or a Sermon?

Due to the times in which we are living, more and more child abuse cases are coming to light in our schools. Without becoming paranoid over each bruise, school staff should become familiar with the common signs and procedures of dealing with these situations. Saving a child from permanent scarring, physical or emotional, is also a part of our responsibility as a Seventh-day Adventist Christian school.

Reluctance to report knowing that it can cause disruption to a family unit is normal; however, the effects of child abuse can be lifelong. There are moral as well as legal responsibilities at stake.

Every state has a hotline for reporting abuse and neglect. Record this number on page 2.

4 – CHILD ABUSE REPORTING

Columbia Union Education Code #3515 – Child Abuse Policies

All school personnel must comply with federally mandated reporting requirements when suspecting child abuse. The conference superintendent will brief employees annually about the conference's process for reporting suspected child abuse. Employees who report suspected child abuse to civil authorities must also report to the principal and local conference superintendent.

Please consult your local Union Conference Education Code Book and state/provincial regulations for the specific child abuse policy in your area.

Types of Abuse

Child abuse comes in several forms. The most common include:

1. Physical
2. Emotional
3. Sexual
4. Neglect

Suspected Child Abuse

1. Contact Child Protective Services (CPS). This can be done anonymously to confirm if the situation will require official reporting.
2. Do not investigate or interrogate; leave that to CPS.
3. Notify the appointed contact persons (board chair, local conference office, school counselor, etc.).
4. Do not notify parents unless instructed to do so by CPS.
5. Resist the temptation to counsel or allow others to counsel with the people involved. Leave counseling to the professionals.
6. Keep the situation in prayer.

If Reported by a Child (for self or on behalf of a friend)

1. Avoid denial and remain calm and reassuring. Do not react negatively (shocked, disgusted, disbelief).
2. Do not interrogate. Let the child explain in his/her own words. Do not ask leading questions; leave investigation to the experts.
3. Reassure the child that he/she has done nothing wrong to receive the abuse.
4. Reassure the child that he/she did the right thing to tell an adult.
5. Contact Child Protective Services (CPS) with the information received.
6. Do not notify parents unless instructed to do so by CPS.
7. Notify the appointed contact persons (board chair, local conference office, etc.).
8. Keep the situation in prayer.

THIS IS NOT A MATTER OF CHOICE, IT IS THE LAW!

5 – COMMUNICABLE DISEASES – PANDEMICS

Epidemics vs. Pandemics – Defined

Epidemics and pandemics refer to the spread of infectious diseases among a population. The difference between an epidemic and a pandemic is two-fold.

1. An epidemic is defined as an illness or health-related issue that shows up in *more cases than would be normally expected*.
2. Pandemic is normally used to indicate a far higher number of people affected than an epidemic in a much larger geographic region.

Common Causes

Any communicable disease can cause an epidemic. It may be very local (one classroom) or can become world-wide (strains of influenza). Small pox, measles, polio, SARS, colds, and influenza (seasonal, Hong Kong, Spanish, swine 1970s & 2009) are among the more common communicable diseases.

Encourage and Practice Good Hygiene

Provide in the classroom:

1. Disposable tissues within easy reach.
2. Waste baskets with plastic liners in more than one location.
3. Waterless hand sanitizers.
4. An isolated location for when the student who becomes ill during the day cannot be sent home.

Encourage Staff and Students to:

1. Wash hands frequently.
2. Cover nose and mouth when coughing and/or sneezing.
3. Stay home if not feeling well (i.e., fever, or sore throat, etc).

5 – COMMUNICABLE DISEASES – PANDEMICS

Epidemic – Pandemic Procedures

In the event of a communicable disease outbreak or health threat, follow guidelines and procedures issued by the community health department and/or federal government.

Government Websites

www.hhs.gov U. S. Department of Health and Human Services
(www.flu.gov managed by DHHS)

www.cdc.gov Centers for Disease Control and Prevention

www.nih.gov National Institutes of Health

www.hc-sc-gc.ca Health Canada

To Close or Not to Close?

If the outbreak is contained within the school community and is not considered life-threatening, the general practice is to close school only if there are fewer than 50% of the student body in attendance. It is always advisable to consult with the Local Conference Office of Education.

If the outbreak is more wide-spread, follow directives from county and federal government agencies in consultation with the local conference office of education.

Always seek guidance from the local conference office of education before closing due to illnesses.

6 – DEMONSTRATIONS – DISTURBANCES

Demonstrations or Disturbances – Defined

A public or student demonstration on school grounds that has the potential to:

1. Disrupt school activities
2. Cause injury to staff and students
3. Damage property

Be Prepared

The following items usually found in schools can be useful in these situations:

1. Bull horn
2. Cell phone or two-way radio
3. Camera or camcorder (to document the disturbance and help in identifying participants)

6 – DEMONSTRATIONS – DISTURBANCES

Procedures

In the event that a group should stage a demonstration or disturbance during school hours, the following procedures should be followed:

1. Remain calm.
2. Avoid provoking or obstructing the demonstrators.
3. Account for all students.
4. Keep students in the classroom or designated area away from the demonstration.
5. Continue with the normal routine as far as possible.
6. Keep staff and students informed to dispel rumors and calm fears.
7. Assess the situation to determine if police assistance is needed.
8. Provide extra supervision if demonstration occurs during arrival or dismissal of students.
9. Notify the appointed contact persons (board chair, local conference office, etc.).

Assessing the Issues

It may be wise to address the issues that brought on the demonstration or disruption. Seek advice from professionals trained in dealing with this type of situation. In general:

1. After calm has been restored, a meeting could be scheduled with one individual serving as a spokesperson for the group.
2. The administrator, board chair, pastor, and local conference official should be in attendance at the meeting.
3. The spokesperson should be given a certain amount of time to outline the grievances without interruptions.
4. After the spokesperson is finished, the group should be given opportunity to ask clarifying questions only; arguing, defensiveness, or criticism should not be allowed.

7 – FIELD TRIP EMERGENCY

Before leaving on any off-campus activity, be familiar with Education Code policies covering these types of activities.

Union Education Code

Consult your Union Education Code for complete details on policies covering off-campus and extra-curricular trips. General expectations include:

1. Following procedures for obtaining approval from the respective entities.
2. Obtaining proper insurance.
3. Ascertaining that all vehicles and drivers involved in transporting students have proper insurance and licensure.
4. Obtaining and carrying on the trip proper permission forms signed by parents.
5. Obtaining and carrying on the trip the consent for medical treatment forms.
6. Leaving a list of all students on the trip at the school or with the principal.
7. Providing a first aid kit that is adequate for the number of participants.

Consult the Union Education Code for complete details on policies covering first aid equipment and administering medications.

Adventist Risk Management Planner

Adventist Risk Management provides a *Field Trip and Outing Planner* on their website (www.adventistrisk.org) which can help assure that all the bases are covered in planning safe field trips. Click Resource Gateway – Forms – Risk Control Forms – Field Trip Form.

Brief All Personnel

In recent years, restrictions have been placed on what non-medical personnel can do with ill or injured minors. Be sure all adults accompanying or assisting with the off-campus activity have been briefed on the emergency procedures.

If possible, include a trained medical professional for trips involving a full day or longer.

7 – FIELD TRIP EMERGENCY

In the Event of an Accident on a Field Trip:

1. Remain calm.
2. Evaluate the nature and seriousness of the injuries.
3. Administer first aid if injuries are minor.
4. Call 911 for all other cases.
5. Do not attempt to move students unless there is a threat of danger leaving them where they are.
6. Be calm and reassuring to injured students.
7. Calm and move uninjured students away from the scene.
8. Call an appropriate party at the school to alert them of the situation.
9. Complete an accident report upon returning to the school.

In the Event of Someone Becoming Seriously Ill While on a Field Trip:

1. Remain calm.
2. If possible, assess the cause of the illness (ongoing problem, allergic reaction, onset of a communicable disease, etc.)
3. Call 911 if immediate attention is needed.
4. Notify parents and school personnel.
5. Arrange for student to return to the school or home if possible.
6. Have an adult accompany student to doctor, emergency room, or back to school.

8 – HARASSMENT – BULLYING

Union Education Code

Administration and staff should become familiar with the items and procedures pertaining to bullying outlined in the Union Education Code.

Harassment – Bullying

A fine line exists between harassment and bullying. Both include much of the same behavior. Bullying is more often defined as student-on-student behavior, perhaps involving physical threats or abuse. However, defined behaviors are very similar for either harassment or bullying.

Under the United States Code Title 18 – 514(c) – Harassment is defined as ***"a direct course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose."*** Harassment and bullying in a school setting includes various configurations involving teacher-to-teacher, teacher-to-student, student-to-student, and student-to-teacher. Behaviors can include:

1. Sexual harassment
2. Teasing
3. Excluding
4. Physical threats or abuse
5. Threatening or hazing
6. Damaging or stealing belongings
7. Demanding money
8. Cyber bullying

Cyber Bullying

Cyber bullying is defined as using technology to threaten, insult, or harass. Cell phones, text messages, emails, instant messaging, and social networks can all be used to quickly and aggressively spread rumors, threats, hate mail, or embarrassing photos. Long-term consequences can result in using these devices – once messages are sent out, there is no way to take them back. Employment as well as legal issues can be at stake.

Flirting vs. Harassment

Adolescent flirting is different from harassment. Flirting is reciprocal, flattering, and boosts self-esteem; it isn't demeaning or one-sided, and doesn't result in feelings of powerlessness.

School Responsibility

Schools are ultimately responsible for creating an environment free of harassment. Lawsuits can result if incidents are not dealt with in a timely manner. Schools should have policies detailing exact behaviors deemed to be inappropriate. Educating students and staff on what is acceptable behavior and what is not is an important step in prevention.

Schools should take seriously and react swiftly when dealing with reports of harassment.

8 – HARASSMENT – BULLYING

Before It Happens

Steps can be taken toward creating a safe environment:

1. Develop policies and procedures for acceptable and unacceptable behaviors.
2. Educate students and staff regarding these policies.
3. Educate students on how to report harassment, either as a victim or if observed.
4. Educate students on procedures for victims of cyber bullying.
5. Educate students that false accusations are a form of harassment.
6. Provide adequate supervision at all times.

Responding to a Report of Harassment

In addition to the following guidelines, schools must become acquainted with the local and government laws concerning reporting harassment where applicable.

1. Take complaints seriously.
2. Investigate promptly.
3. Keep detailed documentation.
4. Respond appropriately for age and offense.
5. Maintain confidentiality.
6. Assure the victim that appropriate corrective action has been taken.
7. Do not tolerate retaliation, open or subtle.
8. Inform and cooperate with parents in solving the issues.

Possible Appropriate Corrective Actions

The age of the perpetrator and the seriousness of the offense should be taken into consideration.

1. Discipline can range from counseling to suspension to expulsion or reporting to the authorities.
2. Progressive discipline is encouraged, but the consequences should reflect the gravity of the offense.

Responding to Cyber Bullying

Students should be informed of the following steps if they receive harassing or inappropriate text messages:

1. Never, ever respond to the message sender.
2. Report it as soon as possible to a trusted adult. If that person doesn't help, tell others until someone does.
3. Save or print the message to keep a record of offense.
4. Contact Internet or wireless provider to find out how to block messages or change the phone number.
5. Prevent future harassment by only keeping contact information of close, trusted friends and family members.
6. Never post personal information on social websites.

9 – HAZARDOUS MATERIALS

Chemicals are found everywhere. While most are used to improve quality of life, they can also cause injury and death. In school settings, the most common threat involves inappropriate storage and/or handling of chemicals, whether for instructional use or as cleaning agents.

Laboratory Chemicals

Schools maintaining science labs where chemicals are used should keep updated on the latest laws and guidelines for usage and storage of chemicals. Chemicals allowed in classrooms have become more limited and regulated.

An online safety guide is published by the Centers for Disease Control and Prevention (CDC), www.cdc.gov. Enter **School Chemistry Laboratory Safety Guide** in the Search Box.

Storage of Common Chemicals

A more common hazard in Adventist schools involves the storage of cleaning supplies, paint, oily rags, mowers, fuel, etc. These should always be kept in locked storage with access only by authorized adults. They should never be stored in electrical rooms, under stairs or sinks, in corridors, unlocked cabinets or closets. Storage away from the building is recommended for more flammable materials such as fuel for mowers, etc.

Adventist Risk Management has a comprehensive check list that can be used to assure the safety of all areas of the school plant. This check list can be found at the Adventist Risk Management website, www.adventistrisk.org. Click Resource Gateway – Forms – Risk Control Forms – **School Safety Self-Inspection Form**.

Public Spills and Hazards

The most common chemical hazards come from accidental spills from commercial storage or transportation. Should schools be involved in this type of situation, administration should follow instructions provided by the public authorities.

The Federal Emergency Management Agency (FEMA) website contains pertinent information for this type of emergency, www.fema.gov/hazard/hazmat/index. In Canada, see the Emergency Preparedness and Response page of the Public Health Agency of Canada, www.phac-aspc.gc.ca/ep-mu.

All staff should be instructed how to turn off the ventilation system in their areas.

(Ventilation systems may be a unit system controlling individual rooms or a multi-zone system controlling more than one room or the whole building.)

9 – HAZARDOUS MATERIALS

Prevention

Periodically check to assure that:

1. All laboratory chemicals are legal, current, labeled correctly, and stored properly.
2. Vent hoods and ducts are working and cleaned regularly.
3. Eye wash stations are working.
4. Cleaning supplies are out of reach to students or are in locked cabinets.
5. Flammable/combustible supplies are in ventilated, locked storage away from electrical/furnace rooms, stairwells, and classrooms.
6. Lawn maintenance equipment is properly stored in ventilated areas.

Procedures

When hazardous materials contaminate the environment, two options are feasible: shelter in place or evacuate.

Shelter in Place

Procedures for contamination from spillage (chemicals, chlorine, pesticides):

1. Isolate the area. Move staff and students away to a safe area.
2. Turn off ventilation system if fumes are strong.
3. Administer first aid or call 911 if needed.
4. Determine if professional help is needed to clean the spill.
5. Do not attempt to clean spillage if chemical is unknown or area is large.
6. Notify authorized personnel.
7. Notify parents and inform what to look for if exposure could result in symptoms that could appear later.

Evacuate

Procedures for air borne contamination (gas leaks, carbon monoxide):

1. Evacuate the building as necessary.
2. Open all doors and windows.
3. Turn off ventilation system.
4. Call utilities or fire department to correct problem.
5. Administer first aid or call 911 as needed.
6. Notify authorized personnel.
7. Notify parents and inform what to look for if exposure could result in symptoms that could appear later.
8. Do not re-enter the building until the source of the problem has been identified and repaired.

First priority should be given to student and staff safety, then to the environment, and then to property.

10 – INTRUDER – HOSTAGE

Intruder

An intruder could be someone with a legitimate purpose on campus (student, staff, faculty, authorized visitor) or an unauthorized or unwelcomed visitor (stranger, non-custodial parent). Their presence on campus could be a minor disruption or serious threat to student and staff safety.

Hostage Situation

Hostage situations usually are brought about by an intruder on campus, whether planned or spur-of-the-moment. The hostage taker is usually in a state of high frustration with demands that he/she feels have not been met or taken seriously.

Non-Custodial Parent

Care must be taken that administration and teachers are not placed in the middle of a “tug of war” between divorced parents and their child. Schools should have clearly written instructions and permissions concerning custody rulings, who receives student records, who has permission to pick up the child, etc. Extreme care, courtesy and diplomacy must be used in dealing with these situations.

10 – INTRUDER – HOSTAGE

Before It Happens

Steps can be taken to reduce the possibility of an intruder/hostage situation:

1. Keep all outside doors locked during school hours.
2. Establish a routine for admitting and registering all visitors.
3. Never allow students to admit visitors (including parents, pastors, etc.).
4. Request identification of utility workers, etc.
5. Notify the office or principal immediately of suspicious person or behavior.

Procedures

Intruder

1. Request that the intruder leave the premises.
2. Advise intruder of consequences if he/she refuses to leave.
3. Notify immediately the principal/head teacher.
4. Determine if student(s) or staff are in physical danger.
5. Call 911 – provide a full description of the intruder.
6. If weapons or the threat of weapons are involved, keep students and staff away from the area.
7. Provide police with a floor plan of the school.
8. If intruder is in a classroom, do not leave students; follow emergency evacuations procedures if allowed by the intruder.
9. Await clearance from police before resuming schedule.
10. Provide counseling to students and staff as needed.
11. Notify parents and authorized personnel in a timely fashion.
12. Keep detailed notes.

Hostage Situation

1. Notify immediately the principal/head teacher.
2. Call 911 immediately.
3. Give details of the situation with full description of suspect.
4. Seal off the area near the hostage scene.
5. Give control of the scene to the police.
6. Follow police instructions in addressing the safety of students and staff.
7. Notify parents and authorized personnel.
8. Keep detailed notes of events.
9. Refer all media inquiries to the authorized spokesperson.

If You Are Taken Hostage

1. Follow instructions of the hostage taker if legally possible.
2. Remain calm. Try to calm students if they are present.
3. Treat the hostage taker as normally as possible; do not argue.
4. Calmly ask for permission to let the students go.
5. Be respectful toward the hostage taker.

11 – MEDICAL EMERGENCY

Medical Emergencies Defined

Medical emergencies can present in a variety of scenarios. The most common encountered in a school setting include:

1. Allergic reactions
2. Insect bites/stings
3. Serious injury
4. Spilled bodily fluids – bloodborne pathogens
5. Sudden illness

Union Education Code

Administration and staff must be familiar with the Union Education Codes that cover medical emergencies. These cover signed permission to treat a minor, administering medication, and first aid kits. Follow these Codes along with those of the local conference office of education.

Federal and State Laws

Federal and state/provincial laws are clear as to who may administer medications and treat students if a medical professional is not available. It is essential that school administration and staff know these laws. In some areas, bee sting medication kits can only be self-administered. Even administering simple first aid is limited. Contact the local conference office of education for the details in your state/province or district.

Be Prepared

It is strongly recommended that at least one staff member in each school obtain professional first aid and CPR (Cardiopulmonary Resuscitation) training. This can be achieved through the local American or Canadian Red Cross chapter.

Ongoing Medical Issues

It is extremely important for administration and staff to be informed of any ongoing medical condition a student may have that could worsen in a school setting. This could include allergies, and sting reactions, as well as more serious conditions such as diabetes, asthma, etc. Parents and staff must work together before a crisis to outline symptoms as well as procedures to follow if the condition worsens. Keep the following information in a separate file that can be easily accessed, thus preventing an emergency:

1. Describe the condition.
2. List signs of a worsening condition.
3. List procedures that can be self-administered by the student, i.e. juice for a diabetic, inhaler for asthma, EpiPen (epinephrine injection) for bee sting, etc. (Always observe legal restrictions if no medical personnel are available)
4. List numbers of who to call – more than one, including a doctor.
5. Outline what to do with the student until help arrives.

Bloodborne Pathogens

OSHA (Occupational Safety and Health Administration) requires certain protocols be followed when dealing with bodily fluids. Schools must provide training for handling these situations. Information includes items that must be kept at the school such as gloves and masks. Check www.osha.gov and the local conference office of education to obtain the training.

A well-stocked first aid kit should be kept on hand wherever students are present.

11 – MEDICAL EMERGENCY

Known Medical Condition

If a known medical condition worsens while the student is at school, follow the written instructions on file making sure that all legal parameters are observed.

Insect Bites – Stings – Allergic Reactions

If a student or staff, not known to have allergic reactions, begins to exhibit the following symptoms, **call 911 immediately:**

1. Difficulty breathing
2. Loss of consciousness
3. Chest pain
4. Swelling

Monitor and call 911 if multiple symptoms occur and begin to worsen.

1. Headache
2. Dizziness
3. Abdominal pain
4. Vomiting
5. Muscle cramps
6. Rash
7. Fever
8. Belly paid
9. Severe swelling around a sting site

Head Injuries

Bumps and blows to the head and neck area are common playground and sports injuries. Most are not serious but all should be taken seriously. Observation for a period of time should follow. Call 911 if any of these symptoms appear:

1. Unconsciousness
2. Lightheadedness
3. Weakness on one side of body
4. Abnormal breathing
5. Unsteady balance
6. Blurred or double vision
7. Headache
8. Confused state
9. Seizure
10. Dizziness, weakness
11. Pupils of unequal size
12. Obvious serious bleeding
13. Repeated vomiting

Medical Emergencies

If a serious injury or illness occurs:

1. Assess for life threatening conditions such as unconsciousness, not breathing, severe bleeding, etc.
2. Call 911 if in doubt.
3. Do not move patient unless instructed to do so by 911 operators.
4. Contact parent or emergency contact person. Do not delay medical care if they cannot be reached.
5. Send *Consent to Medical Treatment* form with patient.

12 – MISSING – RUNAWAYS – KIDNAPPING

General Information

Supervision

The most important practice in preventing emergencies involves proper supervision at all times. Many lawsuits have been decided against school systems when proof is provided that proper supervision had not been provided by those in charge. Playgrounds, hallways, restrooms, P.E. classes and sports events, field trips, change of classes, and moving from one building to another are particularly vulnerable times for the unexpected to happen. These can also be the least supervised activities.

Active supervision is required, not just the presence of an adult. Attention should be focused on the students and their activities. The younger the student, the more supervision is required.

Missing – Runaways

Younger children may decide to leave the school for a variety of reasons. Most of them are innocent: they miss mom, they're tired or hungry, or think they've had enough for the day. Sometimes they will hide somewhere in the school if they think they are in trouble or have had a spat with a friend.

Adolescents may leave campus when they are upset or unhappy with friends, a teacher, or have not completed an assignment. "Playing hooky" when bored at school or for a "lark" also comes into the picture.

Custody Issues

Schools should have clearly written instructions and permissions concerning custody rulings, who receives student records, who has permission to pick up the child, etc. Non-custodial parents who are in a legal battle may try to contact or remove student without authority. Care must be taken that administration and teachers are not placed in the middle of a "tug of war" between divorced parents and their child.

Visitors

The importance of having a record of who enters and leaves the school campus cannot be overemphasized. Every school should have a way for visitors and parents to sign-in. This must include signing out students for appointments and early dismissal. The sign-in/-out sheets should be kept on file until the end of the year as a written record.

12 – MISSING – RUNAWAYS – KIDNAPPING

Prevention

Good administrative practices are helpful in keeping the school environment a safe place:

1. See that students are supervised at all times, particularly in the halls, restrooms, playground, change of classes or buildings, and during arrival or dismissal.
2. Have on file for each student the names and phone numbers of those authorized to pick the student up at the school.
3. Require that the student or parent sign-out the student for doctor appointments, early dismissal, etc.
4. Require all visitors (including parents) to sign-in and sign-out.
5. Have on file copies of custody issues; who to contact; who receives grades, bills, communication, etc.

Procedures

Runaway or Missing

If a student is missing:

1. Notify the principal/head teacher.
2. Check school records for legal guardianship/custody.
3. Notify parent/guardian immediately.
4. Call police if still unaccounted for.
5. Document any information or facts surrounding the incident: when and where student was last seen, description of student and clothing, after school activities, names of friends, etc.
6. Speak to missing student's friends to obtain any information they can provide as to whereabouts, frame of mind, usual hangouts, etc.
7. Notify authorized personnel: local conference, board chair, pastor, etc.

Kidnapping

In most cases, the child knows the abductor, which puts a bigger burden on the school to know who is on the campus and who is authorized to be near the child and/or take the child off campus.

1. Notify the principal/head teacher.
2. Check school records for legal guardianship/custody.
3. Notify parent/guardian immediately.
4. Call 911 if legal guardian is unaware of situation.
5. Document any information or facts surrounding the incident: when and where student was last seen, description of student and clothing, any visitors on campus, etc.
6. Interview any witnesses.
7. Cooperate with family and police.
8. Notify authorized personnel: local conference, board chair, pastor, etc.
9. Refer all media inquiries to the authorized spokesperson.

13 – SEVERE WEATHER – SAFETY DRILLS

Columbia Union Education Code # 3520

"All schools and academies will hold fire, tornado and other emergency drills in accordance with the regulations of the governmental unit servicing their area. Such drills should take place as often as needed during the first month of school until satisfactory proficiency is attained; then monthly thereafter."

Please consult your local Union Conference Education Code Book and state/provincial regulations for the specific emergency drills policy in your area.

Be Prepared

Schools should maintain preparedness kits which include the following:

1. Battery operated weather radios and flashlights
2. Fresh supply of batteries
3. First Aid kit
4. Emergency water supply
5. Non-perishable snacks
6. Procedures for early dismissal (consultation with board chair, parent notification, personnel assigned to remain until last student is picked up, etc.)
7. Contingencies for overnight accommodations if required

Fire Drill Guidelines

All drills must be taken seriously by staff, students, and visitors. The following fire drill guidelines should be taken into consideration:

1. The fire alarm must be distinctive from other sounds that control school activities.
2. The fire alarm must be heard throughout the entire school buildings and dormitories.
3. Escape or evacuation route maps must be posted in each room throughout the buildings.
4. Exits must be clearly marked and accessible at all times.
5. All staff must participate during a drill.
6. An area outside the buildings is to be designated for students and staff to gather.
7. Students should be quiet and orderly throughout the drill.
8. Teachers must take their daily register/class record book to take record. Any missing students must be found before the drill is completed.
9. The principal/head teacher will signal when the drill is completed.
10. Fire/safety drills should take place at various times during the day.
11. Each school should comply with other safety drills which may be governmentally required.
12. Consult your local Education Code for further details concerning safety drills.

13 – SEVERE WEATHER – SAFETY DRILLS

Severe Weather Drills

All schools should have a way to monitor the *Emergency Alert System* either through a regular or weather radio powered by batteries or hand crank.

1. A different alarm signal is required for weather emergencies.
2. Bring all persons inside buildings.
3. Designate areas with short span ceilings on the lowest floor of the building – hallways, restrooms, basements. Large rooms with free span roofs such as gyms, cafeterias, and auditoriums should be avoided.
4. Designated areas should be as free of windows and glass as possible.
5. Students should be in a crouched position covering their heads with their arms for protection.
6. Record should be taken and everyone accounted for before signaling the “all clear.”

Procedures

In the event of fire or severe weather:

1. Keep everyone calm.
2. Follow practiced procedures.
3. Determine if emergency personnel need to be contacted.
4. Determine the safest place for students to stay during emergency (away from building for fire, away from windows during storms, etc.)
5. Assign staff to stay with students during emergency.
6. Keep record of all students, noting when they left the school and who picked them up.
7. Follow predetermined communication procedures.

14 – SUICIDE THREAT

Facts on Child and Adolescent Suicide

Recent statistics suggest that suicide is the second cause of death among college students, third leading cause of death for 15- to 24-year-olds and the sixth cause of death for 5- to 14-year olds. The rate of suicide for teens has triple since 1960. Attempted suicides are even more common.

Know the Warning Signs

Four out of five teens that attempt suicide give clear warnings. Suicidal adolescents may view a temporary situation as a permanent condition. Feelings of anger and resentment combined with exaggerated guilt can lead to impulsive, self-destructive acts. *Knowing the warning signs is vital.* Warning signs can include:

1. Threats of suicide – either direct or indirect.
2. Verbal hints ("I won't be around much longer" or "It's hopeless").
3. Putting affairs in order, e.g. giving or throwing away favorite possessions.
4. Sudden cheerfulness after a period of depression.
5. Hallucinations or bizarre thoughts.
6. Obsession with death (poems, essays, and drawings that refer to death).
7. Dramatic change in personality or appearance.
8. Changes in eating or sleeping patterns.
9. Severe drop in school performance.
10. Previous attempts (24-50% who succeed have previously attempted suicide).

Know the Recommended Prevention Steps

1. Familiarize all staff with the warning signs.
2. Educate students in the causes, signs, and resources for getting help.
3. Provide an atmosphere where students feel safe in alerting adults should they feel suicidal or suspect a friend may be.
4. Have a trained counselor available, if not on staff, at least on call.
5. Be alert during times of extra stress in the school calendar (test weeks, before and after holidays or home leaves, graduation, etc.)
6. Be informed concerning "death defying games" that can lead to accidental death (holding breath or choking until passing out, chemical sniffing, etc.)

Know How to Respond Should Suicidal Behavior be Observed

1. Offer help and listen. Encourage the student to talk about his/her feelings. *Listen, don't lecture.*
2. Pay attention to talk about suicide. Ask direct questions and don't be afraid of frank discussions. *Silence is deadly!*
3. Seek professional help. It is essential to seek expert advice from a mental health professional.
4. Alert key adults in the student's life – family, friends, and teachers.
5. Trust your instincts. If it seems that the situation may be serious, seek prompt help. If necessary, *break a confidence in order to save a life.*

Remember!

1. Take the warning signs seriously.
2. Get help immediately.
3. Caring can save a young life.

"Most depressed people are not suicidal but most suicidal people are depressed." (afsp.org)

14 – SUICIDE THREAT

Contact Numbers

1-800-SUICIDE (1-800-784-2433)
1-800-273-TALK (10800-273-8255)
911

Response to Suicide Threat or Attempt

1. Protect students from witnessing a traumatic event.
2. Remain calm when communicating with the person.
3. Do not leave the person alone.
4. Remove any firearms, drugs, or sharp objects that could be used for suicide.
5. Provide privacy for counseling.
6. Call a suicide prevention "hotline" or 911 immediately.
7. Contact parents.
8. Notify authorized personnel: local conference office, board chair, pastor, etc.
9. Refer all media inquiries to the authorized spokesperson.

Follow-up Procedures

For Suicidal Person:

In order to continue function in the school environment, the person who threatened or attempted suicide will need:

1. Access to on-going professional counseling (consult with the county office for mental health if family is unable to provide).
2. Continued support and monitoring by school personnel.
3. Support and encouragement to stay on medication if prescribed (time and persistence is required to find the right medication for each case).
4. A supportive environment from peers and teachers while learning to deal with issues before they become a crisis.

For Students and Staff:

Suicidal situations affect the whole school. Post trauma counseling should be provided for students and staff after a threat, attempt, or actual suicide has taken place by a student on or off campus, or by a family member of a student. Students and staff need advice on:

1. How to relate to the suicidal person upon their return to the school campus.
2. How to be supportive and help prevent further attempts by the person.
3. What to look for to prevent another crisis.
4. How to relate to family members of an off-campus suicide situation.
5. How to cope with their own feelings after this type of situation.

Resources

The following sources provided information for this section. Visit these websites for more detailed information:

Mental Health America – www.nmha.org or www.mentalhealthamerica.net

American Foundation for Suicide Prevention – www.afsp.org

National Institutes of Health – www.nih.gov

15 – WEAPONS

Columbia Union Education Code 3510 & 9065

3510 – Weapons Brought to School

Adventist schools must be havens of safety for students and staff. All weapons are banned from schools and school activities. Students possessing these articles will be immediately suspended with expulsion recommended in line with the school's disciplinary procedures. Applicable state and federal laws or guidelines will be followed. Each local conference or school will have a well-written statement about weapons, including a definition of the term, printed in its policy book or student handbook. The following definition is recommended:

Weapon Definition:

A "weapon" is defined as any gun, stun-gun, firearm, bomb, smoke bomb, explosive, or incendiary device, poison gas, Mace, pepper spray or knife with a blade exceeding three (3) inches in length. "Weapon" also includes any device that is either designed by its manufacturer or redesigned and/or altered by another for use as a weapon. "Weapon" also includes any device in a student's possession while at school, on school property or at a school sponsored function that the student intends to use as a weapon for the infliction of permanent or temporary bodily harm or harm to property.

9065 – Maintaining Weapons-free Schools

A. Basic Obligations of Instructional and Administrative Personnel

Consistent with the safety interests expressed in Code 3510 as to students, all weapons are banned from schools or school activities except as otherwise authorized under Code 9065-B. A violation of this Article by certificated instructional, non-certificated instructional, or administrative personnel (as those terms are defined in Code 9040, 9110) will result in appropriate disciplinary action up to and including termination or employment. . . (Weapon definition repeated).

B. Exception for Historical Artifacts or Special Occasions

This policy is not intended to preclude the occasional display or use of historical artifacts or other appropriate props for a valid educational purpose even if the artifact or prop in question falls within the definition of a "weapon," provided advance written approval for display or use is obtained. Such approval is required from the school principal (or head teacher, where applicable), unless the principal (or head teacher, where applicable) is the person seeking approval, in which case approval is required from the conference superintendent.

Please consult your local Union Conference Education Code Book and state/provincial regulations for the specific weapon policy in your area.

Additional Definitions

1. Any object, device, or instrument having the appearance of a weapon.
2. Weapons listed above which are broken or non-functional.
3. Look-alike guns, toy guns, and any object that is a facsimile of a real weapon.
4. Articles designed for other purposes (e.g., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), intended or used to inflict bodily harm and/or intimidate.

Adventist schools must be havens of safety for students and staff. (CU Code #3510)

15 – WEAPONS

Be Prepared

All schools must have a voted weapons policy in place and published in the school's handbook. The policy should include:

1. A clearly stated weapons definition.
2. Plainly stated consequences for a violation.

Tips

1. Handbooks should contain a signature page for students and parents to sign indicating that they have read and agree to the policies and requirements therein.
2. Handbooks should be reviewed at the beginnings of the year with the students to guarantee the above.

While a "zero tolerance" policy may not be the best solution, disciplinary measure must be swift and rigorous. Applicable state/province and federal guidelines are to be followed. Columbia Union Code states that "students possessing these articles will be immediately suspended with expulsion recommended in line with the school's disciplinary procedures". **Please consult your local Union Conference Education Code Book and state/provincial regulations for the specific weapon policy in your area.**

Procedures

If weapons possession is seen, reported, or suspected, take immediate action:

1. Do not attempt to disarm the person.
2. Remain calm and try to calm the armed person.
3. Notify administration.
4. Call 911.
5. Attempt to separate all students and staff from the area (See #10 – Intruder or Hostage situation in this manual).
6. Try to keep the person under surveillance until police arrive.
7. If suspect is unknown, document a detailed description of the person's physical characteristics, clothes, mannerisms, etc.
8. Notify authorized personnel: conference, board chair, pastor, etc.
9. Refer all media inquiries to the authorized spokesperson.
10. Follow predetermined immediate actions.
11. Meet with the appropriate decision-making body to determine long-term disciplinary actions.

Home Responsibility

Young children may bring a weapon on campus innocently or out of curiosity. Most states have laws holding parents responsible when weapons are brought to school by a minor. Know your state/provincial law. While we are reluctant to cause disruption within a home situation, safety for the students and staff at school must come first. The law must be obeyed.

Take all weapon threats and/or violations seriously.

NOTES



Columbia Union Office of Education

The Columbia Union Office of Education gratefully acknowledges the information provided by the following sources:

Adventist Risk Management, Inc. – www.adventistrisk.org
American Foundation for Suicide Prevention – www.afsp.org
Alpena Community College Emergency Procedures – www.alpenacc.edu
Atlantic Union Conference Manual for Emergencies – www.atlanti-union.org
Centers for Disease Control and Prevention – www.cdc.gov
Child Welfare Information Gateway – www.childwelfare.gov
Federal Emergency Management Agency – www.fema.gov
Flu.Gov – www.flu.gov
National Institutes of Health – www.nih.gov
National Mental Health Administration – www.nmha.org or www.mentalhealthamerica.net
Stockton College Emergency Procedures – www.stocktonn.edu
U.S. Department of Health and Human Services – www.hhs.gov
U.S. Department of Labor Occupational Safety and Health Administration – www.osha.gov
WebMD – www.webmd.com

“Emergency preparedness is a team sport.”
Eric Whitaker



FIELD TRIP/OUTING PLANNER



Class/Organization _____ **Number of Attendees** _____

(3rd Grade, Pathfinders, English Dept., etc.)

Outing/Destination _____

(Museum, Sea World, Zoo, Yosemite National Park, London, etc.)

Planned Activities _____

(List all planned activities: museum study, concert, camping, day hike, rock climbing, bicycling, etc.)

TRANSPORTATION	√ All that Apply			NOTES
Public Transportation				
Rental Vehicle				
School/Church Vehicle				
Private (Personal) Auto (Not Recommended)				
Note: A "NO" response may indicate a need for additional safety/risk management measures.				
	YES	NO	N/A	
Qualified Drivers				
(Good driving record/current MVR, Age 21+, valid and current license per type of vehicle, etc. See NAD Working Policy –P50 26)				
Vehicles(s) – Safe, Well-Maintained Condition				
Tires – Proper Size and Rating				
Meet Safe, Legal Tread Wear Limits				
Vehicle Properly Insured				
• Special Vehicle Insurance Coverage (Mexico)				
Fire Extinguisher				
Emergency Road Kit (Reflectors, etc.)				
First Aid Kit				
Seat Belts Required				
Seating and Load Capacity Adhered To				
Transportation in the Back of Open Vehicles Prohibited (Pickup Trucks, Flat Beds, etc.)				
Follow-up Vehicles Provided (Bike and Walkathons, etc.)				
ADMINISTRATIVE				
Permission Slips				
Medical Release Forms (Available for all children under 18)				
Volunteer Ministry Forms Signed/Filed (child abuse)				
Activity/Site Approval by Proper Authorities (State/Province, County, City, Fire Marshal, Park Service, etc.)				
Requirements by Proper Authorities Met				
Certificates of Insurance Obtained as Needed				
Accident Medical Insurance				
• Miscellaneous Accident				
• Volunteer Labor Construction (as needed)				
• Short Term Travel (If outside U.S. and Canada)				
Traveler's Advisory Checked				

FIELD TRIP/OUTING PLANNER – Page 2

Note: A "NO" response may indicate a need for additional safety/risk management measures.				
	YES	NO	N/A	
SUPERVISION				
Adequate Number of Supervisors* (Minimum of two required and at then one for every 10 students or more if activity requires)				Number Required _____
Supervision Qualified for Activity				
First Aid Trained Staff				
Current CPR and Lifeguard Certification				
EMERGENCY PLANNING				
(NOTE: In many regions, <i>weather</i> conditions can change dramatically in a short period of time – clear and warm to blizzard, cool to extreme heat. Check weather advisories and always plan for any potential weather extremes for the area visited.)				
Emergency/Disaster Plan Prepared				
Cellular Phone				
Portable Two-way Radios				
Citizen Band and/or Marine Radio				
AM/FM or Weather Band Radio				
Additional clothing Requirements				
Shelter Requirements				
Emergency Water				
Emergency Food				
Wool or Space Blankets				
Clothing and Equipment Lists Distributed				
ACTIVITY SAFETY				
Safety Equipment Available for All Participants (Life Jackets, Safety Harnesses, Helmets, Knee and Elbow Pads, etc.)				
Safety Equipment Required for All Participants				
Safety Equipment Inspected Before Each Use				
All Work Projects Adhere to OSHA or CCOSH and International Standards (Strongest Shall Be Used)				
All Child Labor Laws Observed				
ADDITIONAL NOTES AND COMMENTS:				

*See supervision attachment pertaining to examples of supervision requirements for various activities.

Requested by _____ Date _____

Title _____

Approved by _____ Date _____

Title _____

NOTE: Safety elements included in this form are suggested as minimal considerations. Other additional measures will generally be required for every activity. The maintenance of safe premises, operations, activities and equipment are the legal responsibility of the insured. Adventist Risk Management assumes no responsibility for the management or control of the insured's premises, operations and activities or for the safety elements or procedures used by the insured. Liability on the park of Adventist Risk Management for loss is hereby disclaimed.

Field Trip Permission Form

Dear Parent or Guardian,

A field trip has been planned for your child's class. Please read the information at the top of this form, then sign and return the permission slip at the bottom of this form by _____.

Field Trip Information:

Name of Event: _____

Date of Event: _____

Time Leaving: _____

Time Returning: _____

Leaving From: _____

Returning To: _____

Cost: _____

Transportation: _____

Sponsor _____

Description of Event: (place(s), activities, supervision, other pertinent data)

Special Instructions: _____

Cut here-----*Cut here*

I give permission for _____ to attend the
(Student's full name)

_____ on _____ 20 ____
(Name of Event) (Date)

I give consent for necessary first aid or any emergency medical attention.

(Parent or Legal Guardian's Signature) Date: _____ 20 ____

On the day of the field trip I, _____, can be reached at

Parent's Phone: (_____) _____ - _____

Emergency Contact: _____
(Name) (Relationship to student)

Phone: (_____) _____ - _____



Financial Agreement Anytown Adventist School

<u>Number of Students</u>	<u>Fees</u>	<u>Per Student Amount</u>	<u>Total</u>
_____	Registration Fees	\$200.00	\$_____
_____	Annual Tuition – 1 st Child	\$2220.00	\$_____
_____	Annual Tuition – 2 nd Child	\$2075.00	\$_____
_____	Annual Tuition – 3 rd Child	\$1925.00	\$_____
_____	Annual Tuition – 4 th Child or more	\$0.00	\$_____

Total Tuition Charges \$_____

Average Monthly Tuition Charges
(Total Tuition Charges ÷ 10 months) \$_____

Full Year Payment Discount (5% of Total Tuition Charges) \$_____

Total Due at Registration
(Registration Fees + 1st Month Tuition Charges) \$_____

Student Names

	Yes	No
I attest that there is no outstanding amount due to any other Adventist school.		
I agree that monthly payments will be made in accordance with financial policies outlined in the student handbook.		
I have read and understand the financial policies outlined in the student handbook, including delinquent account policies.		

Parent/Guardian/Responsible Party Signature

Date

Index

SF refers to Sample Forms and Documents Chapter
EMP refers to Emergency Procedures Manual in the Sample Forms and Documents Chapter

Academy Events	64	and Safety (CCOHS)	
Acceleration	78, SF	CCOHS Standards	107
Acceptable Use Policy	117, SF	Checklists	1
Acceptance, Student	77	End-of-Year Reminders	9
Accident Insurance	3, 88, 94, 104, 105, SF	Getting Started	1
Accidents, Student	104	Monthly Reminders	3
Major Accident	105	Child Abuse and Neglect	106
Minor Accident	105	Reporting (see also EMP)	106, SF
Reporting	105	Signs of Abuse or Neglect	106
Accreditation, School	79	Church Board, School Board Relationship	86
Adventist Risk Management	97, 98, 102, SF	Church History Emphasis	62
Agenda, School Board Meeting	SF	Church Membership, Duties, etc.	13
Application for Admission	76, 81, SF	Children, The Teacher's	17
Appointments, Mid-Day	29	CIRCLE	vii, 51, 128
Art	31	Class Meetings	27
Asbestos	97	Classroom Arrangements	28
Assessment	40	Classroom Management	21
Assignments	24	Classroom Rules	22
Attendance	21	Code of Computer Ethics for Teachers	115
Auxiliary Personnel	121	Communication	12
Custodian	123	Communicable Diseases (EMP)	SF
Resource Volunteers	122	Community Outreach and Service	50
Room Parents	123	Community Resources	125
Secretary	122	Local Public Librarian	125
Substitute Teacher	122	Public School District	125
Teacher Assistant	121	Computers	34
Balanced Life, The	11	Conference Reports	11, 83
Baptismal Class	61	Conflict Resolution	13
Bloodborne Pathogens	103	Consent to Treatment	76, 81, 82, 104, SF
Bomb Threat (EPM)	SF	Constituent Church(es) Members	123
Brochure, School	92	Cooperative Learning	36
Budget	86, 87, SF	Cross-Age Tutoring	38
Income	88	Cumulative Records	81
Expense	89	Curriculum Management	39
Building Assessment or Inspections	99	Lesson Plans	39, SF
Building, New or Renovation	91	Unit Plans	39, SF
Bulletin Boards	66	Yearly Plans	39, SF
Bulletin Board Tips	66	Custodian	123
Spiritual Bulletin Board Ideas	67	Daily Schedule	19, SF
Bullying (EMP)	SF	Daily Schedule Analysis	19, SF
Burglary (EPM)	SF	D.A.R.E. Program	63
Calendar, School	77	Demonstrations (EMP)	SF
Canadian Center for Occupational Health	107	Diagnostic Testing	43
		Discipline	21

Index

Dismissal	26	Graduation Program	56, SF
Disturbances (EMP)	SF	Handbook, School	78
Documentation	82	Harassment (EMP)	SF
Drills	3-7, 26, 29, 39, 80, 100, 101	Hazardous Materials (EMP)	SF
Drug Abuse Resistance Education (DARE)	63	Health Records	82
Earthquake	101	Holidays	4, 5, 123, SF
Education Secretary	124	Home and School Leader	124
Eighth Grade Events	55	Homework	35
Class Trip	55	Hostage (EMP)	SF
Graduation Planning Tips	56	Hot Lunch	30
Emergency Closings (see also EMP)	107, SF	Hurricane	101
Emergency, Field Trip (EMP)	SF	Incident Report Form	82, 105, SF
Emergency Information	104	Inclusion	47
Emergency, Medical (EMP)	101, SF	Income Tax Deductions	16
Emergency Procedures	100	Insurance, Student Accident	3, 87, 94, 104, 105, SF
Earthquake	101	Intruder (EMP)	SF
Fire	100	Keyboarding	33
Hurricane	101	Kidnapping (EMP)	SF
Manual	100, SF	Leadership Team-Teacher/Pastor/Board Chair	121
School Safety	102	Learning Centers	68
Terror Alert	102	Learning Center Set-up Ideas	68
Tornado	101	Learning Differences	vii, 43, 46-49, 77, 81, 122, 125, SF
Emergency Procedures Manual (EMP)	SF	Lesson Plans	39, 40, SF
English Language Learners (ELL)	48	Librarian, Local Public	125
English as a Second Language (ESL)	48	Library	108
Enrichment and Center Ideas	68	Lifelong Learner, The Teacher as a	11
Enrichment Activities	68	Local Conference Communication	83
Enrichment and Center Suggestions	69	Locally Funded Employees	80
Learning Centers	68		
Evaluation, School	79	Major Accident	105
Evangelism, Personal	30	Marketing Ideas	95
Executive Secretary, School Board	85	Marketing Plan	92
Expulsion	86, SF	Marketing to Special Interest Groups	94
Finance	86	Media Center/Library	108
Field Trip Emergency (EMP)	SF	Media Center/Library Content	109
Field Trip/Outing Planner	SF	Media Center/Library Resources	111
Field Trip Permission Form	59, SF	Medical Emergency (EMP)	SF
Field Trips	59	Medication Authorization & Admin.	104, SF
Financial Agreement	76, 81, SF	Medications, Dispensing	103
Fire	100	Minor Accident	105
First Aid	102	Missing Children (EMP)	SF
First Aid Kit	102	Mission Trips	61
Foreign Language	34	Missions	51
Fund Raising	90		
Corporate Fund Raisers	90		
Grading	29		

Index

Morning Worship	27	Signals, Non-verbal/Verbal	23
Moving to a New Location	16	Staff Worship	26
Music	31	Student Work	24
		Professional Ethics	12
NAD Website	vii, 47, 80, 95, 111, 115	Public School District	125
News Articles and Stories	93		
Newsletters, School	94	REACH Manual	vii, 43, 46, 47, 48
		REACH Philosophy	46
Occupational Safety and Health	107	Reading Placement Testing	43
Administration (OSHA)		Recess	33
Open House	57	Red Ribbon Week	63
Organizational Flow Chart	84	Registration	76
Organizing Media Center/Library	109	Release of Student Records (Transfers)	76, 77 SF
OSHA Standards	107	Report Cards	4-7, 9, 54, 66, 81
Outdoor Education	64	Reporting Accidents	105
Over-the-Counter Medication Permission	82, SF	Reporting Child Abuse and Neglect	106
		Reports, required	3, 4, 9, 106, SF
Pandemic (see also EMP)	104, SF	Resource Volunteers	122
Parent Release for Special Academic Needs	SF	Retention	83, SF
Parent-Teacher Conferences	52	Room Decorations	28
Pastor	120	Room Parents	123, SF
Pathways	vii, 66, 67, 69, 125, SF	Runaways (EMP)	SF
PREP Manual	vii		
Peer Tutoring	38	Safety Drills (see also EMP)	29, SF
Personal Appearance	11	School Board	85
Personal Concerns	14	Budgeting	86, 88
Personal Purchases	16	Discipline	86
Personal Time	14	Finances	86
Personnel Policy and Law	80	Executive Secretary	85
Locally Funded Employees	80	Relationship to the Church Board	86
Unpaid Volunteers	80	School Board Chair	121
Photo Release	76, 93, 117, SF	School Board Meeting Agenda	85, SF
Physical Education	32	School Board Meeting Minutes	85, SF
Plant Maintenance	96	School Brochure	92
Playground	98	School Budget	SF
Pledge of Allegiance	27	School Calendar	76, 77, SF
Print and Nonprint Materials Selection	108	School Constituency	84
Privacy Act	81	School Constitution and Bylaws	85, SF
Procedures	20	School Evaluation and Accreditation	79
Assignments List	24	School Finance/Budgeting	86
Attendance	21	School Handbook	76, 78, SF
Beginning the Day	21	School Newsletter	94
Classroom Management/Discipline	21	School Picnic	55
Classroom Rules	22	School Programs	63
Dismissal Procedures	26	School Safety	102
Morning Worship	27	School Safety Self-Inspection	97, 102, SF
Noise Levels	24	School Self-Inspection Form (Safety)	SF
Religious Activities	26	School Treasurer	121

Index

School Website	93	Self Evaluations	16
Science Fairs	62	Teacher Load	80
Seating Arrangements	28	Teaching Strategies	36
Secretary	122	Cooperative Learning	36
Severe Weather (EMP)	SF	Peer & Cross-age Tutoring	38
Show-and-Tell	27	Terror Alert	102
Signals, Non-verbal and Verbal	23	Testing	41
Signs of Abuse or Neglect	106	Diagnostic	43
Small School Resources	vi	Reading Placement	43
CIRCLE	vii	Standardized	41
<i>Lifeline</i>	vii	Student Placement	43
NAD Website	vii	Technology	33, 73, 112
PREP Manual	vii	Technology Acceptable Use Standards	117
REACH Manual	vii	Technology & Distance Education (TDEC)	112
SMART Manual	vii	Webinars	118
SoSMART Manual	vii	Technology Plan	112
Teacher Bulletin	viii	Technology Tips	113
SMART Manual	vii	Tornado	101
Social Curriculum	44	Track and Field Day	64
Social Networking Websites & the Teacher	116		
SoSMART Manual	vii	Unit Plans	39, SF
Special Interest Groups, Marketing	94		
Special Education	See Learning Differences	Vacation	14, 77, 80
Special Needs	See Learning Differences	Vandalism (EMP)	SF
Spirit of Prophecy Emphasis	62	Visitors	29
Staff Worship	26	Visitor's Day	58
Standardized Testing	41	Volunteer Ministry Guidelines	SF
Student Acceptance	77	Volunteer Ministry Information	82, 123, SF
Student Accidents	104	Volunteers	82, 122
Student Accident Insurance	104		
Student Accident Insurance	104	Weapons (EMP)	SF
Student Illness	104	Webinars, TDEC	118
Student Information Systems	80, 115	Website, School	93
Student-Led Conferences	54	Week of Prayer	61
Student-Led Narrative Form	54, SF	Welcome	v
Student Pictures	57	WHMIS	107
Student Placement Testing	43, 77	Workbooks	35
Substitute Teacher	122	Workplace Hazardous Materials Information	107
Suicide Threat (EMP)	SF	System (WHMIS)	
Superintendent	120		
		Yearly Plans	39, SF
Tax-Exempt Number	91		
Teacher Assistant	121		
Teacher Bulletin	viii		
Teacher Colleagues	120		
Teacher Evaluation	15		
Formal Evaluations	15		
Informal Observations	15		
Peer Evaluations	16		
