

Lutheran Church Missouri Synod

Governing Manual for Lutheran Schools

A Resource for Administrators and Boards

Version 1.1

Board for District and Congregational Services-School Ministry



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Project Director - Ed Grube

Director of School Ministry - William Cochran

Governing Manual for Lutheran Schools

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Foreword

Lutheran elementary schools operate as a vital ministry of many congregations of The Lutheran Church--Missouri Synod (LCMS). Adding Lutheran high schools and early childhood centers, several thousand education agencies serve hundreds of thousands of children through education integrated with Scripture and faith. Most schools are subject to governance by a board that either is appointed or elected by the congregation or association of congregations. Governing boards may operate under a variety of titles; for the purpose of this publication, the group governing the school simply will be called the **board**.

The Department of School Ministry of the LCMS Congregational Services unit neither approves nor endorses the policies included as samples throughout this manual. The policies are provided as examples to illustrate ideas presented herein. In some cases, two policy models are provided to illustrate both a traditional and a Carver-style format.

Using this Manual

This manual is a resource for Lutheran school administrators and boards. It describes the board's roles, responsibilities, and limitations in the school's governance. Boards and administrators are encouraged to work through this manual together, seeking to evaluate and grow in governance skills. Such growth will contribute to educational excellence and Lutheran distinctiveness.

The board manual assumes that the school board, administrator, and pastor work together as partners, each helping the other to accomplish designated responsibilities. More important, it is assumed that all partners will work together in Christ. Working together in Christ contributes to forgiveness, strength, and mutual effort to accomplish God's will through Lutheran schools.

School and congregational administrators have asked for the kind

of guidance provided by this manual. One essential need is to clarify the role and function of boards. Another need is to provide samples of policies and procedures that will help schools adopt policies that specifically meet their needs.

This manual contains intentional and natural overlapping of subtopics and content. While it is natural for some overlap to occur due to the interrelationship among the topics, intentional overlap is necessary in an electronic document for the convenience of those who download only a portion of the manual.

Acknowledgments

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Consultants from schools and congregations of the LCMS and the Wisconsin Evangelical Lutheran Synod (WELS) who developed the vision and outline for this manual. Representing the LCMS were Kenneth Ellwein, Ed Grube, James Kirkman, Ross Stueber, and Peter Woodward. Representing WELS were Bob Adickes, John Brauer, Roger Prigge, Dan Schmeling, and Patrick Walker. (The LCMS and WELS produced different versions of the manual for their respective constituencies.)

The foundation upon which this manual stands was established by two previous publications:

-- *Board Manual for Lutheran Elementary Schools*, 1987, published by what then was known as The American Lutheran Church, Association of Evangelical Lutheran Churches, Lutheran Church in America, and the Board for Parish Services of The Lutheran Church--Missouri Synod.

-- *Board of Education Handbook, Planning for Lutheran Elementary Schools* (EO3), published by the former Board for Parish Education of the LCMS.

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An Overview

The Need:

All schools need a policy (board) manual.

Lutheran schools need policies consistent with Scripture and the teachings of The Lutheran Church--Missouri Synod.

Administrators in Lutheran schools seek resources for developing policies.

Good policy development and usage foster schools that are efficient, focused, and supported.

Good policy development allows an administrator to lead effectively.

Good policy development establishes a clear line of authority.

Clear and concise policies lead to a student-centered school focused on the educational process.

Clearly stated policies help schools remain focused on their mission.

Well-written policies will help boards avoid inappropriate involvement in the day-to-day operation of the school.

What is a Policy (Board) Manual?

A policy manual is a key tool for the school administrator in the successful operation of the school.

A policy manual is a collection of policies adopted by the appropriate governing agency (agencies) of the congregation or association that govern and guide the operation of the school.

A policy manual outlines procedures necessary to create or revise existing policies.

Manuals may contain a collection of procedures created by the administrator to carry out the mandates of policies. However, manuals will also clearly indicate the difference between policies and procedures.

Many schools have a policy manual.

-- All schools need to know how to draft new policies.

-- All schools need to evaluate existing policies.

What Is a Policy?

A policy is an answer to a question--before it is asked.

A policy states what is to be done or what is not to be done. (A procedure states how to meet the requirements of a policy; it is an administrator's task--not the board's.)

Problems with Policies

Finding time to develop policies

Keeping policies up-to-date

Developing ownership of policies

Making transitions as board membership changes

Accessing policies efficiently

Confusing policies and procedures

About the Process in this Manual

The process will help clarify the need for a particular policy.

The process will demonstrate the gathering of information needed before a policy is crafted.

The process will present a procedure to use to adopt and review policies.

Caution

Policies need to be locally developed.

School boards need to limit their responsibilities to policy development.

Administrators need to develop procedures to implement policies.

It is our prayer that this project will uplift, support and assist our schools in developing policy manuals that provide Lutheran school boards and administrators with important answers to the questions that fill every school day.

*

Chapter 1: [Board Policy Development](#)

Select the chapter title for the complete chapter text or select the topic from

the listing below:

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Chapter 1

Board Policy Development

"I'll take that to the board. They will take care of it!"

"I'm on the board. I can't believe that he is allowed to do that. I will see that it stops immediately!"

"Clearly, that is a board issue."

Are issues really so clear? Do people really understand a board's role and function? Do most people understand the difference between ***governing*** and ***administering***? In some Lutheran schools, these lines have been confused. It is difficult to determine when this confusion starts, but it is clear that this thought process must change!

Confusing the Role of Board and Administrator

Lutheran school principals once were selected by seniority, longevity, and gender, as well as the demonstrated ability to organize and run a school. In the eyes of some, *running a school* might simply mean there were few problems and the students seemed to excel. Even today, many Lutheran school principals are teaching full time. This work load, coupled with a board's desire to be helpful, has led to considerable confusion as to the appropriate and effective role of a school's governing board.

In other situations, Lutheran school boards have perceived a need to assume administration due to conflict with or lack of confidence in the administrator. Sometimes a power play ensues as board members seek authority and pursue a need to control day-to-day school operations. These are unhealthy situations that undermine a school's opportunity to conduct educational ministry.

A board makes one of two choices: It governs through direct management, or it governs through policy. In short, to govern through direct management, a board would need to be present almost daily to make the decisions necessary to lead a school. In the eyes of the faculty, other staff, and students, the authority of the principal would be confusing and often nonexistent.

The second choice available to a board is to govern by setting policy and

monitoring the policy implementation. Here the board addresses questions such as these:

"What do we want?"

"What does the school need?"

"What are the needs of the students?"

"How does this fit into our mission and ministry?"

The board sets direction and course for the school by providing policies, and the administrator is responsible for implementing the policies.

Govern by management ... govern by policy. The appropriate and effective choice seems clear. Define the role of the board, define the role of the administrator, and work together to support each other.

Board Governance vs. Management

When a board governs by policy ...

- * The board more frequently discusses the mission and ministry of the school.
- * The board more frequently asks, "What's best for the kids?"
- * The board approaches meetings positively and anxious to cover the agenda.
- * The faculty views the board as a supportive part of the team--not as a threat.
- * The administrator's ability to lead becomes clear, hopefully allowing the administrator to grow professionally.

When a board governs by management ...

- * Board meetings often are long and difficult.

- * The board is not viewed as part of the team.
- * Frequent dissent exists among board members.
- * Decisions that affect day-to-day operations are made without input from those charged with responsibility for executing the decisions.
- * It is difficult to see the big picture and address issues that are far-reaching.

Policy and Procedure

If a board is to be successful governing by policy, then it is critical that members understand the difference between policy and procedure. In simple terms, **a policy is a general concept of what should be done or not done; a procedure tells how it should be done.** Here is an example:

A school needs a policy for overdue accounts. For the good of the school financially, and in fairness to all parents, all accounts need to be current. To provide support for the administrator and influence the parents, the board could adopt this policy:

All accounts are to be current. Accounts that are not current, within a specified time limit, require student expulsion.

If a board adopted such a policy (and clearly there are many issues to be addressed before such a statement could be made), it would be the administrator's responsibility to develop a procedure to carry it out. For example:

- 1. All family account balances will be reported to parents monthly.*
- 2. Accounts that are one month in arrears will receive a form letter of concern from the school office. The letter will include a request to contact the principal if unusual financial conditions are present.*
- 3. Accounts that are two months in arrears will receive a telephone call from the school office requesting a meeting with the administrator and the family involved. During this meeting, a letter will be delivered that states that if the unpaid amount is not paid within 30 days, the child will*

not be allowed to continue at school.

4. One week before a potential expulsion, the principal and a designee shall contact the family to review the consequences of delayed payments and offer to extend the time limit for the debt to be paid if there is a documented financial need.

The policy statement is adopted by the board. The procedures are prepared and implemented by the administrator. The wise administrator would review the procedure with the board and seek input while retaining final responsibility for the process.

Selecting Topics for Potential Policies

Normally, the administrator will present an issue to the board for potential policy development. As the chief operating officer of the school, the principal observes the day-to-day operations and can identify which policies are needed.

The second most common source of new policy issues is the board itself. Through the process of regular review, the board may identify an issue that is not addressed in the current policy manual and determines that a new policy is needed.

It is important to note that the board is responsible to determine if a policy is needed and adopts needed policies. The administrator's role is to suggest policies that need to be developed, and if directed by the board, prepare a draft of a policy for the board to consider. Just as it is important to keep policy separate from procedure, it is important for the board to do the board's work and the administrator to do the administrator's work.

Developing Written Policies

To be a policy--to be an answer to a question before it is asked--a policy must be in written form and passed by the board with the full knowledge that they are developing a policy statement. The policy must be in written form and appropriately documented. Precedent does not make a policy. While a record in a set of minutes may help to determine past practice (a precedent), it does not make binding policy. A policy is prepared in written form, presented to the appropriate authority, and passed in accordance with existing bylaws.

Several steps are needed to develop written policies that assist a board with this important task of policy development. Each step helps the

board crystalize its thinking and come closer to a clear and concise statement that provides direction for the school.

A Process for Revising/Establishing Policies

An institution's constitution and bylaws may provide clear direction for the process of revising and adopting the governing document. A board policy manual also should clearly spell out the required steps. To develop and draft a policy for adoption, consider the following format:

1. Clarify the Need
2. Do Your Homework
3. Prepare Initial Draft
4. Present and Discuss the Draft

First reading

Revisions (if needed)

Second reading

5. Adopt
6. Document and File
7. Implement
8. Communicate to Constituents
9. Schedule a Review

Clarify the Need: A Checklist

The first issue to be addressed is the need for the policy. The board must determine if there is a compelling need to draft a policy for the issue at hand. To make this determination, answer these questions:

1. What is the issue that needs to be addressed?

2. Can it be stated in a brief paragraph so that all board members understand what is being discussed?
3. How will this proposed policy assist the administration in the decision-making process?
4. What incident, event, or question triggered the need for the issue to come to the attention of the board?
5. Was this a one-time event, or can the board assume that it will reoccur?
6. Do existing policies already cover this issue?
7. Do other policies cover similar issues that will provide direction for this new policy or that can be revised to include this issue?
8. How will this new policy strengthen the school's commitment to students? to staff? to families?
9. How will this proposed policy promote or extend the mission and ministry of the school?
10. Do issues related to this new policy challenge who we are as Lutheran Christians?
11. What are the legal implications of the proposed policy?

In clarifying the need, the goal is to accomplish two things:

1. To be sure that all board members understand the potential issue--being able to state the need in a clear and brief statement that is understood by all board members
2. To reach consensus on the question, "Do we need a policy for this issue?"

Practical Application: Developing the need for a policy statement is vital. Consider this situation:

A board member was concerned about the number of days the principal was out of the building while school was in session. The principal was asked to serve on several district committees and to attend regional and district conferences. The board member convinced other board members that this was a policy issue and led the group to adopt the following policy:

The principal may not spend more than two days a month out of the building while school is in session.

Ask these questions:

Is this a good policy?

What happens if the principal exceeds this limit?

Are there months when there could be no absence and then months when the absences might reach four or five days?

What would happen if a serious injury or other administrative emergency occurred on the "third" day of an absence?

Determining if an issue warrants a policy and then developing a good policy are important work. The board must consider all implications. If such a policy was determined to be necessary, insertion of the word *normally* might put the entire policy into a new light.

Do Your Homework: Resource Checklist

Once the board has determined the need for a policy related to a particular issue, it is time to begin the homework process. The board may direct the administrator to create a draft policy. The administrator is encouraged to use the gifts and talents of individual board members, faculty, and other staff and to use a variety of resources to gather information that can support the final policy. During this process, questions like these are answered:

1. What are the legal responsibilities related to this issue?
2. Should the school's attorney be consulted before developing a policy statement in this area?
3. Is this a policy that should be sent to the attorney following the board's initial work and prior to final approval?

4. What are the federal, state, and local laws that provide direction for this issue? Do these laws apply to nonpublic schools?
5. Has the state board of education issued any directives that need to be considered? Do they apply to nonpublic schools?
6. Are there issues related to the rights of students, parents, staff, or significant others that need to be considered?
7. Has the school addressed this issue before? Do board meeting minutes document any prior decisions that provide direction in this area? How did the board respond to similar issues?
8. Which other Lutheran schools are willing to share policies in this area?
9. How does the local public school address this issue in a policy format?
10. How can current research on the subject be summarized in a manner that would help the board?
11. What are the spiritual issues addressed by this policy? Are they consistent with the mission and ministry of our church? Are they consistent with Holy Scripture? Should the pastor be consulted about this proposed policy?
12. What implication does the policy have on other areas of congregational ministry?
13. Do synodical or district issues need to be considered? Should the District school executive be consulted?
14. Will the development of this policy help the administrator carry out day-to-day responsibilities?

Finding answers to these questions requires time and resources. The administrator needs to develop a resource network that can make this task of "homework" manageable. Here are some suggestions:

Develop a people network.

Every administrator needs a network for timely assistance. In the case of policy development, an administrator should have access to a local

public school administrator responsible for policy development, an attorney that can review and respond to policy questions, colleagues in Lutheran schools that can provide insights to how the issues were addressed in their settings, and someone who is good at editing. It may be good to have a team of past board chairpersons who can be contacted for historical information as well as serving as a good sounding board for new policies.

Special note: For Lutheran school administrators, a valuable resource is the LEA-LEAD Administrators Listserv. This resource allows a principal access to many administrators through e-mail. The administrators on the listserv are often helpful and can offer good insights to the issue at hand. For additional information, contact the Lutheran Education Association (LEA). **www.lea.org**

Develop a mini-library.

Keeping a comprehensive library of resources helpful to policy development would be difficult. There are, however, some resources that should be on every administrator's shelf. Consider the following:

Your current policy manual

Your local public school policy manual

Your state laws related to schools

Nonpublic school association materials that may address requirements in your state relative to nonpublic schools

Resources available from The Lutheran Church--Missouri Synod's Department of School Ministry
<http://cs.lcms.org/school/resources.html> related to legal issues and policy development

Resources that support the philosophy of policy statement that you have adopted--an example would be resources that explain the Carver model of governance by policy **www.carvergovernance.com**.

Government resources from the U.S. Department of Education
www.ed.gov and your state department of education
www.ed.gov/programs/statelist.html .

Resources from the National School Board Association **www.nsba.org** .

Other parts of this board manual

The Internet also allows the administrator to do topical searches and access major libraries. As Lutheran schools increase in their use of the Internet, some schools are posting their policy manuals on the web.

Seek input from the constituency.

The administrator should seek input from those who will be affected by the policy. Consider input from the faculty, pastor, and staff. Also consider input from parents, students, and other individuals within your school setting.

Prepare the Initial Draft

Normally, the administrator prepares a draft for presentation to the board. This process is important for two reasons:

1. The administrator is best equipped to process the research that has been transformed into a draft format.
2. Since the administrator is responsible to carry out the policy, direct involvement in the drafting process will help to assure harmony between written policy and implementation.

Several issues surface when it is time to draft a policy statement. The format of the policy book is high on the list. Does the school use a traditional format for a policy, or does it use an alternative format such as the Carver model?

Traditional formats are similar to this example:

All accounts are to be current. Accounts that are not current, within a specified time limit, require student expulsion.

The Carver format for the same issue might appear this way:

The principal may not allow accounts to fall into arrears.

Generally, the Carver format allows more flexibility for the administrator while the traditional format is more specific. The format that you select should remain consistent throughout your board manual. While one may favor one philosophy over the other, having a consistent policy manual is

more important than the style or format.

One great concern when drafting a policy statement is to keep it devoid of procedure. The board is responsible to adopt policy. It is the administrator's responsibility to develop the procedure needed to implement and administer the policy. Special care is needed to keep procedure out of policy statements. During the drafting stage, this responsibility lies with the administrator. During a meeting to discuss a proposed policy, it is everyone's responsibility to discriminate between policy and procedure and to challenge any possible crossover. One way to test this is to ask the question, "Does the policy state what needs to be done rather than how it is to be done?"

Present and Discuss the Draft: A Checklist

Once the administrator has completed the drafting process, the next step is to present the proposed policy to the board for the first reading. Here are some questions to ask when considering any policy draft:

1. Does the policy statement capture the desire of the board when the issue was presented?
2. Is the proposed policy within the authority of the board as granted by the congregation or association?
3. Is the proposed policy consistent with the mission and ministry of the congregation/school?
4. Is the proposed policy consistent with known local, state, and federal law?
5. Is the proposed policy consistent with existing board policies?
6. Is the proposed policy in harmony with the constitution and bylaws of the congregation or association?
7. Does the policy state a decision that represents good educational practice?
8. Does the policy state a decision that represents good business practice?
9. Is the policy reasonable?

10. Is the policy enforceable?
11. What are the projected costs of implementing the policy?
12. Can the organization bear the cost of the decision?
13. Does the policy anticipate all elements of the issue?
14. Is the policy limited to a single issue or several directly related issues?
15. Should this policy be divided into separate policies?
16. What heading (title) would you place on this policy?

As board members work through questions like these, allow time for discussion to avoid a "rubber stamp." Board members may have suggestions that require the policy to be reworked. The administrator should take the suggested changes as well as any editorial updates and prepare a final draft for the second reading and adoption. In some schools, a second reading will not be standard practice. The minutes of the meeting will need to accurately reflect the final version of the policy.

Adopt

When the policy is ready for adoption, either at the second reading (the meeting in which the policy is to be considered) or after final revision, the policy statement is again read orally. This time there is no discussion. The policy is presented for adoption and either passes with the required vote or consensus, or it is defeated. Common sense indicates that in the event of a minor typographical error, such a revision would be allowed.

Document and File

Following the adoption, the board should approve the policy's insertion into the board's Policy Manual and approve its location within the book, with any key words that will be used for cross referencing.

Implement

The responsibility for implementation lies with the administrator. In the meeting following the adoption of a policy, the administrator should report a procedure to implement the policy. In some cases, this will be a brief statement. In others, it will require a detailed procedure for

addressing the issue. Such procedures should be presented to the board as a report. The administrator should listen to comments and suggestions and then revise the procedure as needed. Special care must be taken in the agenda process to keep this step from becoming another policy adoption process. In some cases, the administrator may outline a procedure to implement the policy and report it at the time of introduction to the board.

Communicate to Constituents

In most cases, board personnel change annually. Newly elected officers or board members may not have the background that the current members have. Policy development orientation as well as an orientation to the actual policy manual is an important step in the efficient operation of the board and use of board meeting time.

A decision by the administrator related to the orientation of faculty members, parents, and other members of the extended school family will also need to be made. Those affected by a policy should be informed with as much advance notice as possible.

Schedule a Review of Policies

The board should have an established routine for reviewing approved policies. Consider the following options:

At the time a policy is adopted, establish a *sunset date*. This implies that the policy is in force until a prescribed date. Prior to that date, the board would need to review the policy, establish a new sunset date, or allow the policy to expire. This process would keep a policy manual from being cluttered with outdated policies.

Establish a review date for each policy. This could be done at the time the policy is adopted or at any subsequent time. Establishing a date for review would be helpful to the board chairperson and the administrator in setting an agenda for the board.

Form a subcommittee of the board to review each policy annually. Again this would assure that the policies were current. The board may request assistance from selected faculty, congregation members, and school parents.

Whatever the procedure for policy review, the key to success is to create a plan and then work the plan. Outdated policies can be as much of a problem as the absence of a policy.

Chapter 2: [Relationship of the Board to Its Constituents](#)

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Chapter 2

Relationship of the Board to Its Constituents

Identifying Constituents

A Lutheran school board must identify its constituents. The policy manual must provide a plan whereby these constituents can contribute to and experience ownership in the school and benefit from their school. For many Lutheran schools, the constituents will be . . .

Families with children enrolled in the school

Members of the congregation(s) that support the school

The school's students, faculty, and staff

Families with children who are prospective enrollees

The community in which the school is located

The school board is responsible for an extensive ministry, but the school must not operate as an isolated entity. It must be an integral part of the congregation's ministry. This means that the board will work closely with committees or boards assigned responsibilities for the buildings and grounds, finances, missions, evangelism, and personnel. The school board's decisions and activities are subject to review by the congregation's governing board (Directors or Voters); therefore, decisions and actions must be harmonized with the policies, procedures, and wishes of the congregation. Association schools will find this more difficult because they work with more than one congregation. In the case of association schools, the board may need more autonomy to successfully carry out its purpose and mission.

When developing policies, the board must make certain that those policies comply with laws that govern the school. Boards do this to protect the interests and welfare of students, teachers, parents, and other school constituents.

Sample Policy (traditional model): *Each year, Faith Lutheran School shall provide an instructional program of a minimum of X hours for the junior high. The instructional program for the elementary school shall consist of a minimum of X hours for grades 1-6 and X hours for kindergarten.*

Sample Policy (Carver model): *The administrator shall not allow the days of attendance or the school calendar to fall below the minimum required by state law for public schools.*

Once a policy is adopted by the school board, the principal is responsible to develop procedures to administer it. In the case of the sample policy, the principal will need to organize and schedule the school day to insure the correct number of hours of instruction at each grade level. The principal will need to record these hours and report to the board any changes in the established school year calendar required to comply with the policy and law.

Communicating with the Congregation/Association

General Board Reports and Minutes

Building good relationships begins with effective communication between the school board and its governing body, be that a single congregation or an association of congregations. The school board is responsible to ensure that regular school reports are prepared and presented to this governing body. Minutes of school board meetings need to be written in a manner that clearly describes the activities of the board and allows for easy reference. A school board secretary should complete and return to each board member, the school administrator, and the pastor a written copy of the minutes of each board meeting. Copies of these minutes also should be on file in the school office.

Board Meetings

School board meetings usually are public in that all constituents are welcome to attend and observe the proceedings. However, there are occasions when the board must deal with confidential and sensitive issues that will need to be discussed in executive session. Therefore, individual members must refrain from

reporting confidential information or talking about matters that may be viewed as gossip. In the case of very sensitive or important matters, the board must decide how, by whom, and to whom these matters will be reported.

Board Decisions

Decisions and actions of the school board should be communicated to those directly affected: the governing body, congregation(s), faculty, staff, parents, students, and the community. This communication may take the form of written reports, oral reports, news releases, and newsletters. Some school board actions will also require follow-up correspondence or phone calls. The person responsible for writing and/or presenting the reports and carrying out follow-up activities is usually the board chairperson or the school administrator.

Sample Policy (traditional model): *The chairperson of the school board will give an oral report of the school's operation at all regularly scheduled voters and council meetings. The principal will be responsible for all official written reports.*

Sample Policy (Carver model): *The principal shall not allow the congregation's governing body to be uninformed about the school board's decisions.*

Relationships with the Faculty and Staff

Encouragement and Personal Interest

Encouragement and support for the faculty and staff is another key dimension of the school board's ministry. Board members should regularly pray for the faculty and staff, show interest in their activities, commend them for their accomplishments, and thank them for their faithful service.

Board members need to realize that ministry in a Lutheran school can be lonely and isolating. Often the teachers and staff hear criticisms and complaints but few accolades. Generally, teachers in Lutheran schools receive salaries below that of their public school counterparts, contributing to low self-esteem and possible financial difficulties. A board that outwardly expresses

appreciation and concern publicly commends and actively works for the improvement and well-being of its faculty and staff. Their positive attitude fosters a positive school climate.

The administrator needs to be aware continually of the ideas and concerns of the faculty and staff, and bring these ideas and concerns to the attention of the school board when they involve policy. In so doing, the need for good communication between the board and the staff will become evident.

Faculty/Staff Handbook

A well developed and maintained faculty/staff handbook is essential in communicating a school board's expectations.

Sample Policy (traditional model): *A well developed and maintained faculty/staff handbook will be produced and reviewed annually.*

Sample Policy (Carver model): *The board shall not fail to publish its policies annually.*

The principal administers this and all other policies with the help of the faculty and staff. The handbook should contain but not be limited to all board policies that directly affect the faculty and staff such as the school's goal and purpose, record keeping, teacher and staff vacations and absences, calling procedures, contracting procedures, salary guidelines and schedules, sexual harassment, reduction in force, drug and alcohol abuse, cause for dismissal, etc.

The handbook also should describe procedures developed by the administrator that affect the faculty and staff. Procedures may include how to report child abuse, professional growth requirements, extracurricular activities, field trip rules, rules for Internet use, how to handle parental complaints, etc.

A faculty and staff that feel part of the process and are in good communication with their administrator and school board will foster a positive school atmosphere. This positive atmosphere will allow the mission and ministry of the Lutheran school to be carried out well.

Relationship with Parents and Students

Personal Interest and Concerns

The relationship of the school board to the parents and students is similar to the relationship between the school board and the staff. Parents and students need to have the school board pray for them, show interest in their activities, commend them for their accomplishments, and thank them for their faithful service to the school. The school board must inform, educate, and encourage parents and students as they participate fully and joyfully in the school's ministry. For this to be accomplished, communication between the school board and parents and students needs to be two- way. Parents and students must feel that their ideas and concerns are appropriately brought to the attention of the school board.

Sample Policy: The board, through its administrator, will consider the ideas and concerns of parents, faculty, and students as they deal with policy issues.

This policy gives order to the communication process and places the gathering of concerns and ideas with one person. Board members must remember that they have no authority outside of an official board meeting. Therefore, when a concerned parent or student approaches a board member with an idea or an issue, the board member should tactfully inform the parent or student that individual ideas and concerns are important, but that the proper channel for addressing those ideas and concerns must begin with the administrator.

Procedural Conflicts

Some problems brought to the principal involve conflicts with administrative procedures. In cases where the concern is procedural and the parent or student is directed to the administrator, the problem should be resolved without consideration by the school board.

Example: Kathy, a concerned parent, approached the school board chairperson about the amount of homework her son brought

home. The chairperson tactfully listened and informed her that the matter would first need to be discussed with the teacher, then the principal. After visiting with the teacher, Kathy visited the principal. Together they reviewed the school's procedures for dealing with homework.

In this case, both the school board chairperson and the principal listened to the parent and successfully used the procedures outlined in Matthew 18 (Take your concerns directly to the person involved and deal with it between the two of you.) In so doing, the school board member and the administrator followed a proper chain of command that is both biblical and necessary for unity within the school.

Establishing Committees

Another excellent way of involving parents, students, and other constituents in the ministry of the school is through committees or task forces.

Sample Policy: The board chairperson, upon the advice and consent of the board, may appoint a task force or committee as needed. Committees and task forces shall be fact-finding, deliberative, and advisory, but never legislative or administrative. When the specified work of all such committees or task forces has been completed, the group shall automatically become dissolved. The principal and the chairperson of the board shall be ex-officio members of all such groups.

Example: A Lutheran school received a \$25,000 donation for the development of a computer lab. A committee composed of a teacher, a parent, a school board member, and a member of the congregation were appointed to deliberate on how best to use this donation. The result of the committee's fact finding was presented to the board. The school board gratefully accepted their report, thanked them for their excellent work, and officially disbanded the committee.

Volunteers

Programs that involve volunteers can be valuable resources for furthering the ministry of a school. These programs also give

volunteers opportunities for service. The board may therefore direct the principal to administer volunteer programs within the school.

Sample Policy: All volunteer programs in the school are to be administered by the principal.

The principal should then enlist the help and services of those who can effectively operate the programs.

Parent/Student Handbook

A well-developed and maintained parent and student handbook is essential in communicating a school board's expectations to parents and students.

Sample Policy: An up-to-date parent and student handbook will be produced and reviewed annually.

It is the administrator's job to develop this handbook. It should contain but not be limited to school board policies that directly affect parents and students. Content should include the school's goal, purpose, and policies that govern admission and entrance requirements, drug and alcohol abuse, discipline, grievances, weapons, church attendance, nondiscrimination, harassment, etc.

The handbook should also describe administrative procedures that directly affect the parents and students: registration, excused absences, emergency closing information, tuition and fee collection, bus service, the lunch program, classroom visits, emergency dismissal, emergency care, etc.

Parents and students who feel a part of the process and are in good communication with teachers, administration, and the school board will foster a very positive school environment.

Relationship with District and Synod

Churches and school associations of The Lutheran Church--Missouri Synod operate over 2,000 preschools, elementary schools, and high schools. The synod operates a Department of School Ministry as part of its Congregational Services unit. Most

regional districts of the LCMS have an executive working with the schools of that district. The administrator of the school should be aware of these valuable resources. The school board, at the request of the governing body, will generally work directly with the district or synodical offices only when calling a new administrator.

Example: The principal at Faith Lutheran School accepted a call to another state after serving at Faith for fifteen years. The governing board of the congregation directed the school board to contact the LCMS District office for a list of potential candidates. The board obtained a list of candidates that the congregation evaluated before they extended a call.

The resources of the district and synod can be of great value to the board. One such resource is *The Board Walk*, a monthly publication by the LCMS Congregational Services Department of School Ministry that covers issues confronting Lutheran school boards.

Relationships with the Community

Another constituent of the school is the community. It is important that the school board, through the administrator, effectively communicates with residents and organizations of their community. This communication is generally called *public relations*. The school board must direct the administrator or, in the case of larger schools, a public relations officer, to incorporate the ministry of the school into the community as much as possible.

Sample Policy: *The principal is the public relations officer of the school.*

Your Lutheran school does not operate in a vacuum. The school must actively carry out its mission and ministry. The Lutheran school mission must be heard by the people of the community if the school is truly serious about sharing the message of Jesus Christ.

Sample Procedure: *As the administrator acts as the public relations officer of the school,, he/she will be responsible for writing press releases, visiting and/or becoming a member of civic organizations, preparing advertising spots, working with the*

community's public schools, developing educational programs for the community such as computer and parenting classes, and opening the school facilities for use by civic organizations.

The school board will need to recognize that its operational style and the lifestyle of its members will communicate much to parents, students, faculty, staff, and community. *"And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through Him"* (Colossians 3:17). Board members will, through their positive witness, contribute to the school's image and the accomplishment of its ministry and purpose. Members must therefore seek to edify and uphold one another and all members of the school family in Christian love.

Chapter 3: [Board/Administration Relationships and Staffing Responsibilities](#)

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Chapter 3

Board/Administration Relationships and Staffing Responsibilities

Working Together

The Lutheran school board and its administrator must maintain a productive, Christ-centered relationship. Without it, dissension, disillusion, dissatisfaction, and despair take hold. Ultimately, the winner is Satan and the losers are the students and parents for whom we have been entrusted to provide Gospel-centered instruction. The apostle Paul writes in 1 Corinthians 12:12, 27, *"The body is a unit, though it is made up of many parts; and though its parts are many, they form one body. So it is with the body of Christ. . . . Now you are the body of Christ, and each one of you is a part of it."* Christ is the focal point in our relationships with one another in a Lutheran school setting. It is because of the relationship He established with us through His Spirit in baptism that we can go about our tasks in mutual love, support, and respect.

The Role of Administrator

The board recognizes the school administrator as the key person through whom the board carries out its responsibilities. Therefore, it is essential that the administrator's role is clearly defined in a job/ministry description. The role of administrators is to adhere to their job description and *"be imitators of Christ."*

Sample Policy (traditional model): *The administrator shall act in a manner that is professional, ethical, legal, consistent with the philosophy and mission of the school and within the boundaries of the administrator's job description and policies and by laws of the board.*

Sample Policy (Carver model): *The administrator shall not act in a manner that is unethical, immoral, or inconsistent with the philosophy, mission, and governing documents of the school and congregation.*

The Relationship Between Board and Administrator

The administrator and board must have a thorough knowledge of and support for the other's role. Sometimes the administrator views the board as an adversary instead of an ally. The administrator of the Lutheran school is the on-the-job administrative officer of the board, who drafts policies and carries out the board adopted policies. The role of the board is to intentionally support and uphold the office of the administrator as they work together to support the Lutheran school.

Sample Policy (traditional model): *The board supports the administrator as he/she administers the school.*

Sample Policy (Carver model): *The relationship between the board and administrator shall not negatively affect the operation of the school.*

Determining the Administrator's Responsibilities

Who is it that determines the administrator's responsibilities at your Lutheran school? Is it the pastor, the school board or board of directors, or an influential group of parents?

Determining the administrator's responsibilities reveals who you are as a Lutheran school. The administrator's responsibilities determine the leadership focus of your school. So who determines the administrator's responsibilities? The task rests with the school board.

Five Responsibilities of the Administrator

Specific examples of enumerated responsibilities are available to research, adapt, and adopt for your specific school setting. However, writing a policy or policies for determining the responsibilities of an administrator should include statements related to these five broad categories:

Spiritual leader

Maintain consistency between the school and congregation's mission statement and its practices and activities

Maintain consistency between the school and congregation's philosophy and its practices and activities

Coordinate, conduct, and/or participate in faculty devotions

Provide a model of participation in Bible study, church attendance, participation in Holy Communion, and prayer

Consult regularly with the pastor(s) regarding the spiritual development of the school families and staff

Educational leader

Coordinate, direct, and supervise school curriculum development and evaluation

Develop and manage a program for the supervision of teachers and instruction

Provide a plan for development and use of educational resources for students, teachers, and parents.

Provide for planning and administration of inservice opportunities for professional and spiritual growth.

Relationship builder/Nurturer

Coordinate, direct, supervise, and evaluate a school environment where students, parents, teachers, and support staff experience positive growth and learning that enables each child to grow spiritually, socially, emotionally, physically, and academically .

Manage behavior for the school so that students act in harmony with God's Word, in accord with insights and knowledge of child behavior, and in accordance with board and state policy and laws.

Initiate and maintain a program by which the personal and professional well-being of all teachers and support staff in the school is supported in accordance with policies and directives of the school board.

Communicator

Report to the board relevant information to help them do their job better.

Prepare, present, and carry out a written marketing plan.

Publish and distribute notices, newsletters, and press releases consistent with the school's mission statement.

Develop and carry out a program of printed and personal communications for the constituent groups of the school and community to keep them informed about the school and to involve them in the work of the school so as to enhance their good will, support, and confidence.

Manager

Maintain proper records of students, faculty, and support staff.

File minutes of the board, including official and legal transactions.

File data and information appropriate for maintaining a school history file.

Maintain correspondence with church and state offices and as otherwise appropriate for conducting the affairs of the school.

Conduct the business affairs of the school as allowed or directed by policy.

Recruit, enroll, and maintain students in the school.

Prepare and manage the budget and report the school's financial condition to the appropriate board.

Ensure that facilities are adequately maintained to carry out the school's programs and meet all local, state, and federal fire, safety, and health requirements.

In addition, phrases such as visionary leadership, stewardship

leadership, planning leadership, and development leadership are frequently used to describe other areas of an administrator's responsibilities.

Sample Policy (traditional model): *The administrator will ensure that the school facilities are maintained so they support the mission and ministry of the school and comply with all local, state, and federal safety, fire, and health requirements.*

Sample Policy (Carver model): *Facilities/Property - The administrator shall not jeopardize the quality and utility of the buildings, land, and other physical assets of the congregation(s). The administrator shall prevent the physical assets of the school/congregation from deteriorating.*

Directing the Administrator

"I feel as if I'm only a puppet to my pastor," says an administrator. "He has to have his hands in everything over here at the school. I wish he'd let me do my job. After all, I don't do his job for him. If I did, I'd have to join another synod where women can be pastors."

Another administrator suggests, "I enjoy the freedom the board and pastor give me in carrying out my responsibilities as the administrator of the school. But at times I feel as if they are apathetic to the direction I sometimes need."

Who is it that directs the administrator and how much direction should they receive? The school board is responsible for directing the administrator. Their direction comes from the job/ministry description written for the administrator and reviewed annually. The school board works with the administrator, monitoring performance in compliance with the policies of the board.

Sample Policy (traditional model): *The authority of the administrator is to carry out the policy statements of the board. Except as required by governing policies or law, the decisions of the administrator do not need approval by the board.*

Sample Policy (Carver model): *The administrator will not act*

contrary to board policy.

The Board's Role in Administrator Assessment

In Lutheran schools, administrator assessment covers a spectrum, from never having formal performance assessment to semi-annual reviews performed by a large committee of various school constituents.

What is the purpose and goal for a performance assessment of an administrator, how often should it occur, and who is responsible for reviewing the performance? The purpose for a performance review is to ensure that the administrator systematically complies with policies of the school. The goal is to be helpful and work toward improvement. The performance review should take place annually, initiated by the board chairperson and based on the administrator's job/ministry description. The method of assessing the administrator may take a variety of forms.

The LCMS Department of School Ministry produced a sample school administrator job description and evaluation form. This document has a rating scale for each statement under the major areas of administrative responsibility. The job description/assessment tool appears in a later section of this chapter under the heading of *Job Description*. Whatever the tools used for assessment, it should evaluate only the performance of the principal relative to the job description.

The chairperson of the board or the executive committee (chairperson, vice-chairperson, secretary, treasurer) may seek the input of teachers, students, parents, pastoral staff, support staff, and other board members in compiling information for the performance assessment. Once the information has been gathered, the committee prepares an assessment to be reviewed and approved by the entire school board. The board chair then discusses and reviews the assessment with the administrator.

The main goal in administrative assessment is to assist the school's leader in maintaining a high level of performance in carrying out the policies and procedures of the school and to work for improvement. When this view is followed, most administrators do well and perform at their highest capacity. However, if the

intent is viewed as "witch hunting," attempting to manipulate, control, or dismiss the administrator, then it will be difficult for administrators to perform at their best capacity or to do so with joy. If a board is in conflict with the administrator, the conflict should be reconciled sooner than the annual assessment. The Department of School Ministry has produced a helpful publication for such circumstances: *How to Help: Guidelines for Dealing with Problem Teachers or Administrators*.

Supporting the Administrator

Expressing Support

One responsibility of the board is to support, care for, and help the personnel serving the church that they might experience joy and achievement. This responsibility is carried out toward the administrator in a direct and intentional way because of the board's direct relationship with the administrator.

The administrator needs special support. The administrator is the board's administrative executive. The administrator's effectiveness is enhanced considerably when the board intentionally upholds that office. Specific ways a board can support its administrator include the following:

Affirm the administrator publicly and privately. This is achieved by sending personal notes of appreciation or celebrating a special day for the administrator.

Recognize the administrator's personal and professional achievements. Such achievements can be included in the church's publication, school newsletter, or a press release to the local newspaper, LCMS District supplement to the *Lutheran Witness*, or "Give God Glory" in *Alight* (published by the LCMS Congregational Services Department of School Ministry).

Accept the administrator in the social structure of the congregation. Invite the administrator and spouse to attend congregational events.

Encourage and support professional growth and service within church, community, and educational circles. Allow the

administrator time away to join a community organization, take college classes, attend Lutheran Education Association (LEA) conferences and workshops, and participate in special projects for Lutheran schools sponsored by the synod.

Allow the administrator the means to carry out the job description. Give the administrator the necessary time to be an administrator of the school.

Help the administrator be "the best administrator ever" by seeing to it that physical, emotional, and spiritual needs are nurtured. Monitor the administrator's work activity. Be a good listener.

Above all, keep the administrator and, if applicable, the administrator's family in daily prayer.

As this support is demonstrated between board and administrator, so it is modeled to staff, parents, students, and congregation members. Unless board support for the administrator exists, the administrator can become a target for skeptics and critics who have issues with the policy of the board and the procedures implemented by the administrator. The credibility and effectiveness of the board and administrator increase as they speak with one voice.

Conflict

At times, board members may not agree with the administrator. When disagreements occur, they should be resolved in private prior to the next board meeting. They should follow the guidelines of conflict resolution found in Matthew 18 and be carried out promptly, privately, and confidentially. If disagreements arise during a meeting, they should be handled in a spirit of respect and courtesy. The administrator and board member may end up agreeing to disagree with each other. Their differences should not affect the overall responsibility each party has in school leadership.

One excellent way members of the school board can support the administrator is to be an advocate for the Lutheran school, to be intensely loyal to its purpose, and to live in caring and loving ways that glorify Jesus Christ as Lord over all.

Job Descriptions

The following is a job description and assessment form created by the LCMS Congregational Services Department of School Ministry. Assessments of the principal should be based on the expectations outlined by the congregation through its school board; therefore, the sample document below may be especially appropriate, especially if it is adapted by the local board, because it combines both job description and assessment into a single document.

School Administrator Job Description and Evaluation Form

Name: _____

Position: _____

Evaluator: _____

Date: _____

Since an administrator should be evaluated on the basis of his or her job description, this document is both a job description (without numbers) and a rating scale to be completed by the board chair. It shall be used to evaluate the effectiveness of the administrator as the leader of our Lutheran school. It shall be completed each year by the Chairperson of the school board. Its purpose is to assist in maintaining a high level of performance by the school administrator.

Rating scale (Circle the appropriate number for each item.)

- ☐ 5 = **Excellent**--Exceptional ability; exceeds expectations
- ☐ 4 = **Commendable**--Performs job expectations very well
- ☐ 3 = **Acceptable**--Meets job expectations
- ☐ 2 = **Needs Improvement**--Improvement is needed to meet expectations in all areas

- ☐ 1 = **Unacceptable**--Performance needs immediate attention (supporting documentation is required)
- ☐ N = **Not Applicable**--Not applicable to this administrator

1. The administrator as spiritual leader of the school:

Understands and is committed to the overall ministry of Christian Education in church and school. N 1 2 3 4 5

Is a Christian role model for staff and students. N 1 2 3 4 5

Is committed to personal growth in Word and Sacrament. N 1 2 3 4 5

Exhibits leadership in the spiritual growth of faculty, staff, and students. N 1 2 3 4 5

Strives to maintain the confessional stance of The Lutheran Church--Missouri Synod. N 1 2 3 4 5

Strives to make the faith curriculum and chapel services effective, meaningful, and applicable to the Christian life. N 1 2 3 4 5

Plans and implements outreach to non-member families. N 1 2 3 4 5

Works to improve the spiritual climate of the school. N 1 2 3 4 5

Demonstrates that the spiritual mission of the school is the highest priority for time, energy, and service. N 1 2 3 4 5

Demonstrates servant leadership N 1 2 3 4 5

2. As executive staff of the board:

Enforces government regulations. N 1 2 3 4 5

Delegates authority and responsibility. N 1 2 3 4 5

Provides adequate information for effective board meetings. N 1 2 3 4 5

Cooperates with the district and synod level N 1 2 3 4 5

Works effectively with support staff. N 1 2 3 4 5

Sets goals and plans to achieve them. N 1 2 3 4 5

Manages time effectively. N 1 2 3 4 5

Keeps the Board informed of all school related activities, needs, and successes. N 1 2 3 4 5

Provides written reports to the Board. N 1 2 3 4 5

Responsibly carries out Board policies. N 1 2 3 4 5

Provides leadership in the review and development of school policy. N 1 2 3 4 5

3. As manager of the school:

Effectively manages the school office. N 1 2 3 4 5

Effectively plans and administers an annual budget. N 1 2 3 4 5

Manages all funds with skill, integrity and responsibility. N 1 2 3 4 5

Assures the safety of students, faculty, and families. N 1 2 3 4 5

Plans for efficient long range and short range operation of facilities and equipment. N 1 2 3 4 5

Supervises appropriate use of the facilities and equipment. N 1 2 3 4 5

Holds faculty and staff responsible for assigned tasks and procedures. N 1 2 3 4 5

4. As leader of curriculum and instruction:

Demonstrates knowledge of curriculum trends. N 1 2 3 4 5

Is aware of student curriculum needs. N 1 2 3 4 5

Motivates and assists staff as they set curriculum objectives. N 1 2 3 4 5

Demonstrates knowledge of effective teaching techniques. N 1 2 3 4 5

Plans and implements staff development activities. N 1 2 3 4 5

Assists staff in selecting and evaluating instructional materials. N 1 2 3 4 5

Secures appropriate involvement of students, staff, and community regarding curricular and/or instructional objectives. N 1 2 3 4 5

5. As staff leader:

Provides appropriate praise and recognition for staff. N 1 2 3 4 5

Uses discretion when discussing students, staff and families. N 1 2 3 4 5

Determines staff assignments to insure a balance of classroom, school, and church responsibilities. N 1 2 3 4 5

Evaluates staff responsibilities and ministry effectiveness. N 1 2 3 4 5

Provides clear and consistent direction for the staff. N 1 2 3 4 5

Demonstrates appropriate use of Matthew 18 in dealing with staff problems. N 1 2 3 4 5

Promotes and supports staff initiative and innovation. N 1 2 3 4 5

Seeks and recommends the best qualified candidates for staff positions. N 1 2 3 4 5

Orients and supports new staff. N 1 2 3 4 5

Promotes goal-setting/self-improvement for staff members. N 1 2 3 4 5

Uses a systematic program of teacher supervision. N 1 2 3 4 5

Demonstrates knowledge of professional literature/research. N 1 2 3 4 5

Benefits from constructive criticism. N 1 2 3 4 5

Maintains membership and participation in professional organizations. N 1 2 3 4 5

Practices appropriate techniques of leadership. N 1 2 3 4 5

Models professional growth through participation in workshops, conferences, and graduate courses. N 1 2 3 4 5

Maintains professional certifications. N 1 2 3 4 5

6. As director of student relations:

Assists students to take responsibility for their conduct. N 1 2 3 4 5

Promotes students' respect for the rights, property, and opinions of others. N 1 2 3 4 5

Understands and respects students' growth as individuals. N 1 2 3 4 5

Maintains communication with students. N 1 2 3 4 5

Is available before, during, and after school hours for conferencing with students, parents, and staff. N 1 2 3 4 5

Demonstrates fairness, firmness, and consistency in handling student problems and conflicts. N 1 2 3 4 5

Knows students personally. N 1 2 3 4 5

Annually updates promotional materials and applications. N 1 2 3 4 5

Personally interviews all families who apply. N 1 2 3 4 5

Follows up on all potential students who are not registered. N 1 2 3 4 5

Provides leadership in student retention. N 1 2 3 4 5

Helps to secure financial aid for families experiencing financial stress. N 1 2 3 4 5

Supports the philosophy that every child needs a Christ-centered education. N 1 2 3 4 5

7. As director of community relations:

Deals effectively with groups. N 1 2 3 4 5

Secures effective use of human and community resources. N 1 2 3 4 5

Maintains effective communication with families. N 1 2 3 4 5

Speaks and writes accurately and correctly. N 1 2 3 4 5

Develops and uses effective procedures for reporting to the school constituents. N 1 2 3 4 5

Demonstrates knowledge of community-based activities with educational value. N 1 2 3 4 5

Represents the school effectively within the community. N 1 2 3 4 5

Demonstrates patience, empathy and respect for others. N 1 2 3 4 5

Treats people in an unbiased and fair manner. N 1 2 3 4 5

Works constructively to facilitate growth in others. N 1 2 3 4 5

Is honest and consistent in all dealings. N 1 2 3 4 5

8. As director of public relations and resource development:

Practices and encourages Biblical principles of stewardship. N 1 2 3 4 5

Tells the story of the school in terms of ministry and Christian education. N 1 2 3 4 5

Challenges and tracks congregation financial support. N 1 2 3 4 5

Actively seeks financial support from those who have a relationship with the school. N 1 2 3 4 5

Identifies, trains, and cultivates volunteers. N 1 2 3 4 5

Seeks third source funds N 1 2 3 4 5

A Carver Model Job Description

Traditional job descriptions have, in some cases, given way to models adapted from John Carver's suggested style of governance. The following is a sample of that style and currently used in the LCMS California, Nevada, Hawaii District. It is provided through the courtesy and permission of Joel Koerschen, the District education executive.

The school administrator is responsible for:

- ☐ Coordinating, directing, and overseeing all of the interrelationships and functions of the school, ensuring that all the parts of the school organization come together to achieve the school's purpose.

- ☐ His/her behavior, contributions, compliance, and actions as well as the behavior, contributions, compliance, and actions of the school staff and faculty.
- ☐ Helping to identify and solve student, parent, staff, and Board problems.
- ☐ Supplying the Board with the information it needs to do its job.
- ☐ Consequently, the administrator is authorized to establish all further policies, make all decisions, take all actions, and develop all activities that are in agreement with the Board's policies. In doing so, the administrator may not:
 - ☐ Make any decision or take any action that violates, in any way or manner, the school's Statement of Purpose, its Statement of Faith.
 - ☐ Perform, allow, or cause to be performed any act which is unlawful and/or insufficient to meet commonly accepted Christian, business, and professional ethics or the "prudent person" test.
 - ☐ Jeopardize the school's accreditation status.
- ☐ Operate without a Board-approved operations manual that is known and available to school staff, faculty, parents, and students as appropriate.
- ☐ Allow Board, school, staff, faculty, parent, or student problems to remain unsolved.
- ☐ Allow the Board to operate without the information it needs to fulfill its responsibilities.
- ☐ Present information to the Board in unnecessarily complex or lengthy form.
- ☐ Present information that does not include external points of view--faculty, staff, students, parents, congregational members, experts, etc.--that are appropriate and needed for fully informed Board choices. The Board expects an extensive and consistent use of surveys.

- ☐ Cause the Board to be unaware of relevant trends, school events, changes of any substance or changes of assumptions upon which any Board policy or action has previously been established.
- ☐ Fail to submit the required monitoring information in a timely, accurate, and understandable fashion, directly addressing provisions of the Board's policies being monitored.
- ☐ Violate any Board or church policies.
- ☐ Violate any Board-approved policies in the administrator's operation manual.

The Board reserves the right to "undelegate" areas of the administrator's authority and responsibilities.

Policy on Monitoring Administrative Performance

- ☐ The Board will track administrator performance by monitoring in such a way as to have systematic assurance of policy compliance, yet leave the Board free to concentrate on the future rather than the present or past. In general, regular Board meetings will not be used for monitoring.
- ☐ The Board will only monitor the school characteristics that it has addressed in explicit statements of policy. The purpose of this monitoring is only to determine if board policies--its Statement of Purpose, Statement of Faith, and limitation policies--are being met.
- ☐ 1. Internal Reports: Periodic reports from the administrator to the Board.
- ☐ 2. External Information: Parent surveys, student surveys, faculty and staff surveys, achievement tests, staff evaluation forms, District staff, or other external assessors will be used to answer appropriate monitoring questions.

- ☐ 3. Direct Inspection: Board members, on a rotating basis established by the Board chair and communicated to the administrator, will be given a policy for on-site monitoring. The administrator will "walk through" with the board member implementation of the policy. The board members only have the authority to determine whether, in their opinion, the policy is being implemented. They do not have the authority to determine how it should be implemented nor to direct the administrator or staff to do anything.
- ☐ Monitoring will be done in one or a combination of the following three ways:

Each policy of the Board shall be classified by the board according to the frequency and method of monitoring.

☐ Policy Method Frequency

Administrator Responsibilities 1,2, and 3	Annual
Facilities 2 and 3	Annual
Student Life 1,2, and 3 annually	Semi-
Personnel 1 and 2	Annual
Finances 1 and 2	Quarterly
Public Relations 1	Annual
Enrollment Management 1 and 3	Annual
Programming 1,2, and 3	Annual
Purpose Statement 1,2, and 3	Annual
Statement of Faith 1, 2, and 3	Annual
Supervision of Staff 1 and 2 annually	Semi-

Leading Schools in the 21st. Century--Board Leadership, pages B25-B34, Joel Koerschen, District education executive of the California, Nevada, Hawaii District of The Lutheran Church--Missouri Synod.

Employment Procedures: Calls and Contracts

Legal Agreements

When a call document is used, that document is viewed as an official, legal agreement of the congregation with the worker. Whether or not a call document is used, some document that deals with the terms of employment needs to be prepared. This, too, is viewed as an official, legal agreement of the congregation with the worker.

Because of a variety of legal concerns, the school board is advised to seek the counsel of a competent attorney who can help to prepare and review official documents to protect the interests of the congregation, school, and the teacher.

Sample Policy: The board will recommend individuals for all calls and contracts according to the procedures outlined by the governing body. No school staff may be employed without the approval of the administrator.

Personnel Priorities

School boards should have a policy related to their priority for calling or contracting teachers and support personnel. It is important for boards to attract the highest quality of teaching personnel while recognizing the distinctively Lutheran mission and purpose of the school. Thus, a procedure for securing staff should reflect this priority.

Sample Policy (traditional model): Faith Lutheran School maintains a uniform selection procedure related to the filling of a teacher vacancy. The qualifications of the teacher shall be determined by the need of the school and congregation to which the teacher shall be assigned.

The priority for calling/contracting a teacher will be as follows:

- ☐ *a. Synodically trained teacher eligible for a call*
- ☐ *b. Teacher who is an active member of the operating congregation*
- ☐ *c. Teacher who is an active member of another LCMS congregation*
- ☐ *d. Teacher who successfully worked in another Lutheran school and is a member of another Christian congregation*
- ☐ *e. Teacher who is an active member in another Christian congregation*

Sample Policy (Carver model A): Faith Lutheran School will not employ any staff unqualified to work in the designated position.

Sample Policy (Carver model B): The principal will not recommend the employment of any educators unqualified to teach in a Lutheran school.

Sample Policy (Carver model C): The school may not employ any teacher who is not certified to teach in a Lutheran school.

Conditions of Service: A Checklist

Conditions of service, or terms of employment, must be complete prior to affixing signatures of agreement. Some policy-level questions must be answered in the document explaining the conditions of service.

If a call is extended, LCMS practice is that the call is **not** for a limited amount of time. What is your congregation's policy regarding length of ministry? Is it limited in any way?

If a contract is issued, for what length of time? What are the provisions for renewal of the contract? Is tenure granted? If so, how and when?

What is the teacher's salary? What is the schedule of payments? How often are salaries reviewed? Is housing allowance provided for called workers? If so, what are the provisions?

What provisions are made for vacations? How long? When? Does it include school holidays?

Is there a benefit package? Pension? Medical and hospital coverage?

Are there sick days? Personal days? Other days for emergencies or unexpected incidents?

What provisions are made for continuing education? Books? Tuition for workshops and courses? Professional organizations? Where travel is required, what provisions are there for reimbursement?

Most boards have answers to these questions. They serve as a good reminder for boards and congregations to review their current policies regarding the above matters. In most cases, when the board is answering these questions, it is developing policy.

Classification of Staff

Sample Policy: The board shall classify school staff in order to provide correct compensation and benefit administration.

A. Staff shall be classified in one of the following categories:

- ☐ *Educators who are certified by the state, graduates of a synodical or non-synodical college, and regularly employed to work the normally scheduled school week for a designated period of time*
- ☐ *Educators who may be, but are not required to be, certified by the state and/or by The Lutheran Church-Missouri Synod, graduates of a synodical or non-synodical college, and occasionally employed to work less than the normally scheduled school week for a designated period of time.*

- ☐ *Educators who are certified by the state and are occasionally employed on a per diem basis.*
- ☐ *Individuals who are regularly employed less than the normally scheduled work week for a designated period of time.*
- ☐ 1. *Full-time called faculty*
 - ☐ *Educators who are on the roster of the LCMS*
 - ☐ *Classified as a "Minister of Religion" and self-employed by the Internal Revenue Service*
 - ☐ *May be eligible for having a portion of their salary designated as Housing Allowance which is not subject to income tax.*
- ☐ 2. *Full-time contract faculty*

B. Teacher contracts, for contracted teachers, are issued on or before May 1 of each year after evaluation by the school administrator with the approval of the school board.

C. Benefit eligibility

- ☐ 1. *All full-time and part-time faculty and support personnel receive paid legal holidays.*
- ☐ 2. *All part-time faculty receive paid legal holidays.*
- ☐ 3. *All full-time personnel receive four weeks vacation annually.*
- ☐ 4. *All full-time personnel receive up to five days for a death in the immediate family or family illness in the immediate family.*
- ☐ 5. *All full-time personnel receive up to two days for personal business.*
- ☐ 6. *All full-time personnel receive up to ten days for sick leave.*

- ☐ 7. *Full-time faculty receive a stipend for professional growth.*
- ☐ 8. *Full-time, called faculty receive relocation expenses when moving in to the community.*
- ☐ 9. *All full-time personnel receive complete medical coverage for themselves and their family.*
- ☐ 10. *All full-time personnel are enrolled in the congregation's retirement plan.*

Caring for the Staff

The support and care of the staff is a direct responsibility of the school board. It is the job of the school administrator to keep the board informed of specific issues relating to the care and concern of the teachers and staff. The administrator should report family illness, disability, or a death in the family. The administrator reports personal issues that may affect the performance of the teacher in carrying out the school ministry. The administrator shares personal accomplishments of the teacher.

The school board may share the responsibility of caring for the staff with another congregational board or committee. Support and care for teachers and staff usually involves more than simply providing a salary and benefit package. Support and care of the staff includes the following:

- ☐ Security--food, shelter, income
- ☐ Living and working environments that promote productivity and a sense of well-being
- ☐ Involvement with other persons that are socially and professionally fulfilling
- ☐ Opportunities for growth, achievement, and fulfillment

- ☐ Positive reinforcement when little or no support is felt for the hours of work
- ☐ Spiritual growth opportunities for personal faith development and Gospel renewal
- ☐ School boards need to be proactive in their care for staff. A school board may assign a specific board member to serve as a shepherd to a teacher. They may develop a prayer partnership that serves to benefit both the board member and teacher. In this way, the needs of the individual and the school are served.
- ☐ Despite the imperfect work of teachers, God's purpose is still going to be carried out. Imperfect teachers need to hear the words of assurance from administrators and board members that their sins are forgiven by the perfect sacrifice of Jesus. Teachers need to hear that, in spite of their shortcomings, they have the power from the Spirit given at their baptism to serve Jesus. That is why every staff member needs to be cared for and shepherded by a school board or congregational committee.

Call Rubrics

The Call Rubrics adopted by the conference of LCMS District school executives clearly indicate conditions of employment. The document appears below:

Call Rubrics for Lutheran School Educators

The Holy Spirit guides and directs the process of calling workers in His kingdom through people, on behalf of calling entities, according to their constitutional process. Each step of the process will always include prayer that God's will be done and that the process and decisions be guided by the Holy Spirit. A Call comes from God through the calling entity and is extended by God to the called person.

In the Call process Synod and its Districts assist calling entities and workers to maintain the integrity and orderliness of the process.

The following rubrics will guide the calling process for Synod, Districts, calling entities, and workers.

- ☐ 2. Showing Christian concern for all parties, a Call may be terminated by the calling entity according to its constitution or its policies if:

The worker is incompetent, immoral, or teaches false doctrine

Irreconcilable, unhealthy worker/congregation relationships persist

The worker refuses the Synodical reconciliation process and/or refuses to abide by its results.

- ☐ I. Call

A. A Call is extended by a single congregation, recognized service organization, synodical board, district board, or any other entity that has the authority to extend a Call by virtue of its representing LCMS congregations.

B. A Call may be issued for a limited period of time.

C. All active rostered personnel should be engaged by Call rather than by contract.

D. All rostered personnel engaged by contract are considered called.

E. Calls are ordinarily continuing, but may be terminated by the worker or the calling entity.

- ☐ 1. A Call is terminated by the worker by accepting another Call, resigning, or retiring.

The ministry needs of the calling entity change

A reduction in staff is necessary

☐ II. Synod

A. Biographical data on all Lutheran school educators is gathered on a Personnel Information Form (PEIF) and entered onto a national data base from which Districts or District approved entities can search for Call lists. This data will be updated annually by the educator.

B. A Lutheran Educator's Information Form (LEIF), asks for information on educational philosophy, needs, and evaluative data. This form is to be updated and submitted by every educator every year and a new one completed every three years. It will be kept in the District office of the educator and sent to other District offices by request.

C. All location changes of educators will be promptly reported to Districts

- ☐ 1. The District becomes involved in the call process when a congregation seeks to issue a Call, whether from the field or through placement.
- ☐ 2. The District educates congregational leaders and called workers on the appropriate Call process.
- ☐ 3. The District validates legitimate calling entities and processes.
- ☐ 4. Calling entities may announce positions available through their District office. The District will share the positions available with other Districts and with the District schools.
- ☐ 5. The role of the District as it assists calling entities is to: Guide the calling entity through the Call process; Provide appropriate personnel information
- ☐ 6. Districts send LEIFs to calling entities in their District and to other District offices by District request. Districts do not send LEIFs directly to calling entities in other Districts.

- ☐ 7. The District president transfers a worker to another District upon the worker's request.

☐ III. District

A. Service to Congregations and other Calling Entities

B. Service to Workers

- ☐ 1. The District becomes involved in the Call process when a rostered person seeks a change of position.
- ☐ 2. The role of the District as it assists Commissioned workers is to: Support the worker Guide the worker through the Calling process
- ☐ 3. Districts may send PEIF Forms to other Districts.
- ☐ 4. District Executives promptly enter onto e-mail to the national and district offices information about Called workers coming into their District or leaving the District to a known location.
- ☐ 5. The District authorizes the installation of workers who have accepted Calls.
- ☐

IV. Calling Entities

A. Calling entities may announce positions available through the District office. The District will share the positions available with other Districts and with District schools.

B. Calling entities will request from the District validation of all Call list candidates.

C. Calling entities in all activities must act in accord with their constitutions.



V. Commissioned Ministers/Lutheran School Educators

A. Commissioned ministers/Lutheran school educators on the roster of synod are officially transferred to other Districts by request of the worker.

B. Individuals use synodically approved forms, including an evaluation and signature by a District official, in order to be considered for a Call.

1. The District official shall provide, in so far as possible, a current (within the school year) LEIF on requested personnel to the calling entity/District.

2. Commissioned ministers/Lutheran school educators complete forms by typing or using a computer. (No handwritten forms will be circulated.)

C. Workers who intend to accept calls into another ministry should request and be granted a peaceful release from the calling entity.

D. Workers who submit LEIF forms are advised (in the directions and on the acknowledgment cards) to inform the District office of their status change.

E. Individuals may express a desire to be considered for specific positions through the District office.

Terminating Staff

The Call Rubrics clearly specify reasons for terminating staff. Further consideration is given to this issue in the Department of School Ministry's publication, *Give to Caesar: Lutheran Schools and Government Law*.

"A decision to dismiss a Lutheran school teacher from a Call or a contract is not to be made lightly. When a decision is made, the Lutheran school must proceed according to the policies in place. Therefore, congregations or school associations need to authorize

and publish comprehensive personnel policies. A Call, in the eyes of the Courts, is an employment contract, and contract law applies to it.

"Courts will scrutinize the Call or the contract to insure that the provisions contained therein have been followed. As indicated above, courts will also scrutinize handbooks and policy statements as part of the contractual relationship and hold Lutheran schools to their provisions.

"It is helpful to be familiar with laws governing the dismissal of teachers in the public sector. They may be of assistance in policy development for Lutheran schools that would reflect fundamental fairness. At a minimum, these policies should ask for extensive and complete documentation of all evidence supporting a decision to dismiss a Lutheran school teacher from a Call or contract." Note that " . . . Employment relationships are governed by contract as opposed to federal and state constitutions. Consequently, constitutional standards such as due process is not required of Lutheran schools in their employment relationships. However, litigants may introduce them in seeking to enforce contractual terms." But " . . . Courts have displayed a willingness to require a general sense of basic fairness, e.g., expecting that a Lutheran school teacher would be able to hear and answer charges."

Reduction in Force

A topic that some Lutheran schools ignore or do not consider in a timely way is reduction in staff, or reduction in force (RIF). By choosing to ignore the issue or not consider it, school boards place the ministry of the school, and potentially the congregation, at risk.

A reduction in staff occurs when a teacher's (or teachers') call/contract cannot be renewed because of the conditions of the school or congregation. School boards must be future thinkers, so the issue of reduction in staff must have a policy developed prior to its actual need. Boards cannot act coldly, lightly, or indifferently to those who daily minister to children and parents. Therefore, it is important for a board to have a clearly articulated basis for employment policies , including reduction in force. As an administrator develops procedures for reduction in staff, it is

important to seek the advice of the teaching staff and pastoral staff.

Sample Policy: Reduction in staff - Recognizing its fiduciary obligation to be responsible to the congregation, the board is aware that financial resources and/or pupil enrollment may not always be capable of supporting the current school staff. Therefore, the board authorizes the administrator to develop, submit for approval, and annually review a set of reduction in staff procedures.

Since there is a diversity in size and operation of Lutheran schools, sample procedures are not included. However, some schools have established the following elements of consideration for developing a RIF procedure:

Synodical certification (called versus contract)

Membership in the sponsoring congregation

Seniority

State licensing/certification

Note: Reduction in force is considered impersonal, that is, primarily attributable to the school's conditions and well-being rather than the merits of individual teachers. In all cases, reduction in force must be handled with sensitivity and care for the future of the personnel subject to execution of the policy. Reduction in force may not be used as an excuse for dismissing incompetent teachers.

Tenure

Lutheran schools have the discretion of offering tenure, but courts are willing to examine the policies of a school that does not have a formal tenure policy to see if there is an informal policy. If a Lutheran school does not extend tenure to teachers in a formal way, it should have a policy that states that there is no tenure or expectation that employment will continue beyond a given contract year. Such a statement is important, since the Missouri Synod claims that "Ministers of religion, ordained or commissioned, are

normally called by a congregation or other calling body to serve unlimited tenure." Also, local courts usually apply the concept of "implied tenure" to teachers who have served a school for several years. The local public school policy will usually be applied to Lutheran schools.

Again, according to *Give to Caesar . . .*, "Lutheran schools may not cloak themselves with separation of church and state protection emanating from the First Amendment and then proceed with any actions they wish to take. Courts will exercise jurisdiction over contracts made between a Lutheran school and a teacher, particularly regarding issues unrelated to doctrine."

Sample Policy: Showing Christian concern for all parties, a teacher's Call or contract may be terminated by the calling/contracting entity under the following circumstances clearly documented by date and incident:

- ☐ *The worker is incompetent, immoral, or teaches false doctrine*
- ☐ *Irreconcilable, unhealthy worker/congregation relationships persist*
- ☐ *The worker refuses the Synodical reconciliation process and/or refuses to abide by its results.*
- ☐ *Reduction in staff is necessary.*

Staff Grievance or Staff Conflict

Grievances and conflicts inevitably occur. In some situations, the offended party may be quick to approach the school board without confronting the one from whom offense was taken. The board should have a clearly stated policy for handling grievances.

Sample Policy: Employee grievances will be addressed in a fair and Christian manner in an attempt to gain reconciliation.

Note that the policy stops short of indicating specifically how the grievance is to be addressed. This is better handled in procedures

designed and published by the principal.

Sample Procedure:

- ☐ 1. *The one offended will discuss in private with the offender the perceived offense. If the parties are reconciled, no further action is necessary.*
- ☐ 2. *If the first step is unsuccessful, the offended will take one witness along and attempt to repeat the first step.*
- ☐ 3. *If the second step is unsuccessful, the offended party and witness will ask their immediate supervisor to mediate. If the dispute is between teachers, the immediate supervisor is the principal. If the dispute is between a teacher and the principal, the immediate supervisor is the pastor.*
- ☐ 4. *If the third step is unsuccessful, or if the dispute is between the principal or a teacher and the pastor, the situation will be mediated by the school board with all parties present. The school board is the final authority in all grievances.*

Board Role in Teacher Assessment/Evaluation

The school administrator will develop and manage a program for the supervision of instruction to help teachers develop and improve their skills in teaching and helping students, thereby enabling the school to achieve its purpose and objectives. The school board is involved in supervision by establishing policies which guide and direct the purpose and program of supervision.

The school board also becomes involved in teacher assessment/evaluation when the school administrator, after having formally evaluated the teacher, places the teacher on probation for a specified period. During this period, a series of steps to work with the teacher to improve are initiated (regular visits, peer coaching, gathering data on the teacher's attitude and willingness to improve). At the end of the probationary period, the administrator will make a decision based upon three options.

- ☐ 1. The improvement is satisfactory and the contract is recommended to be renewed.
- ☐ 2. The probationary period continues and the contract is recommended to be renewed.
- ☐ 3. Improvement is unsatisfactory and the contract is not recommended to be renewed.

The administrator will inform the teacher of the decision. If the teacher is a contract teacher, the decision of the board is final. If the teacher is called and the decision of the board is to remove the teacher, the LCMS District education executive will be notified immediately of the decision. The teacher may resign or appeal the decision to the appropriate governing board of the congregation. If the teacher loses this appeal, he/she may resign or contact the LCMS District education executive and district president and request Synodical Dispute Reconciliation.

Sample Policy (traditional model): *The principal at Faith Lutheran School is responsible for the supervision of teachers, developing and managing a program for the supervision of instruction for the purpose of helping teachers improve their skills in teaching and enabling the school to achieve its purpose and objectives.*

Sample Policy (traditional model): *The administrator at Faith Lutheran School will present a written report to the school board at the end of a teacher's probationary period. The administrator will act according to one of three options:*

- ☐ 1. *The improvement is satisfactory and the contract is continued.*
- ☐ 2. *The probationary period continues and the contract is continued.*
- ☐ 3. *Improvement is unsatisfactory and the contract is not continued.*

Sample Policy (Carver model): *The administrator shall not allow incompetent or immoral teachers to remain on the staff.*

Working Together as a Team

School board members, administrators, and pastors compose the leadership team that helps one another accomplish the responsibilities assigned to them. This partnership is established in the cross of Jesus Christ and the empty tomb. Working together in the shadow of the cross and empty tomb gives the school leadership team assurance of forgiveness, hope and courage, and strength and blessings in service. School boards, administrators, and pastors are urged to maintain an open line of communication with one another. They are also urged to maintain a relationship with the leadership in the LCMS District office and with synodical church and school leaders. Church leaders in the district and synod provide counsel, resources, and assistance to schools in helping to build and equip the team of leaders in Lutheran schools.

Support Staff

Most schools utilize the services of one or several support staff members, full or part-time. Staff members may include the secretary, custodian, cafeteria personnel, teacher aides, bus drivers, librarians, and other specialized workers. All have an important role in fulfilling the mission of the school and should be treated accordingly.

The school board's goal is to develop a positive relationship with the support staff. Through its policy statements, the board determines what is to be done and for what purpose. The school administrator, as the on-the-job administrative officer of the board, provides the documents and materials called for by the board's policy. Staff members work best when they know exactly what is expected of them and what, in turn, they can expect for their service.

Provisions for Support Staff

Qualifications

Some qualifications should be written. They can include personal qualifications, professional qualifications, and skills required.

Consideration should be given to personal and spiritual qualifications since most support staff members work directly with children and other parents.

Job Description

The same components as used for the teacher's job description can apply:

Position Summary

Statement of Accountability

Major Responsibilities

Other Duties

Contract

Contracts for staff members should include stipulations about length of service, renewal of contract, terms of employment, evaluation of performance, and provisions of termination. The contract will also stipulate salary, benefits, holidays, and other benefits that might be provided.

Volunteers

The use of volunteers is an often overlooked or assumed possibility and opportunity. Volunteers are used to increase the effectiveness of schools. They use their gifts to serve the Lord and his people.

Steps for Establishing and Maintaining Volunteer Programs

- ☐ 1. List and describe the tasks that can be performed by volunteers, individually or in groups.
- ☐ 2. Select one or two people who are willing and able to serve as coordinator of volunteer services.

- ☐ 3. With the volunteer coordinator(s), identify the names of persons who potentially possess skills, time, and interest for volunteer service.
- ☐ 4. With the help of coordinator(s), invite potential volunteers to have their names placed on a volunteer list. Solicit from them information regarding skills, interest, and time available.
- ☐ 5. Determine in advance the procedures by which volunteers will be evaluated and selected and then introduced and helped in the new assignments given them.
- ☐ 6. Determine in advance a recognition procedure by which volunteer service will be acknowledged individually and publicly.

It should be noted that a criminal background history check of volunteers is an essential practice. With the unfortunate incidents of criminal activity in schools across the nation, Lutheran schools are not immune to such behavior.

Sample Policy: The principal shall certify that volunteers are of such character as not to place students or staff at risk.

Sample Procedure: Upon notifying the volunteer, the principal will authorize and receive a background check for criminal records of each volunteer.

Chapter 4: [Individual Board Member Responsibilities](#)

Select the chapter title for the complete chapter text or select the topic from

the listing below:

[Board Members' Roles](#)

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Background

Qualities

Chapter 4

Individual Board Member Responsibilities

When agreeing to serve on a Lutheran school board as stewards of the Lord, board members have a great privilege and responsibility. Each board member plays an important part in the mission of the school. Because their work affects the souls and lives of children, board members will prayerfully, actively, and faithfully serve to the best of their abilities. This chapter describes the important responsibilities of competent and faithful board members.

Board Members' Roles

Board members have a number of roles:

Commitment to the Lord

Lutheran school board members wish to serve their Lord and Savior faithfully and well. They want to know the Lord's will and way, and so they study His Word often and worship regularly. Board members pray often, asking God to lead and help them in their work on the board. They pray often for the students, teachers, and administrator. Board members realize that the Lord has placed them in their position of responsibility and rely on the Lord to help them carry out their duties well. Board members also recognize that the operational style of the board and the

lifestyle of board members provides significant witness to members of the school and congregation family. They recognize that their positive Christian witness contributes to the school's image and the accomplishment of its mission.

Sample Policy: Board members, because of their commitment to their Lord and to Christian education, are students of God's Word and therefore, shall regularly participate in the adult Christian education program of their congregation, giving leadership wherever possible.

Commitment to Ministry

Board members see themselves as God's people who are always ready to minister to one another as they serve together. If ministry is to occur, board members, when assembled or in private, seek God's blessings and guidance. As ministry occurs among board members, the Christian life and faith of each member grows, with each finding joy in service. When the spirit of ministry exists, the board becomes the model of ministry to congregation members and school families. Then every member of the school family can sense that the school is in good hands--in God's hands.

Encouragement and support for the faculty is another key dimension of the school board's ministry. Board members should regularly greet the teachers, show interest in their activities, commend them for their accomplishments, and thank them for their faithful service. Board members realize that their administrator has an enormous responsibility, requiring long hours and taxing work, often to the detriment of her/his family. There also are times of great stress for the administrator. Board members are cognizant of this and keep a watchful eye on the demands of the administrator, making provisions for her/his health and well-being.

Commitment to the Mission of the School

Board members know the mission of the school and affirm that mission and the values on which it is based. They are concerned about the souls and lives of students, parents, and staff, and they are willing to do what they can to help. Board members are dedicated to ensuring that the school is strong and effective and will do nothing that will harm the school in carrying out its mission. To that end, they set aside any personal agendas to serve the best interests of the entire school community. If their own children attend the school, they realize that they do not represent their personal interests. Instead, they represent the best interests of all of the students. As the board considers policies, it will ask, "Will this policy be good for the students?"

The mission statement leads the focus on ministry, and it expedites consistency for all aspects of the board responsibility. Everything that happens in a school relates to the mission statement. It is imperative that a mission statement is established before any work is done. The mission of the school must be

compatible with the mission of the congregation. Review the mission statement annually and revise it as necessary.

In creating or evaluating the mission statement, these questions should be asked:

Who are we?

What do we do?

For whom do we do it?

Why do we do it?

Mission statements are not...

developed by outsiders

lengthy philosophical statements

engraved in stone forever

developed and ignored

unrelated to the function of the board

incongruent with the mission statement of the congregation

Sample Mission Statement: Faith Lutheran School is the elementary level agency operated by Faith Lutheran Church to provide Gospel-oriented and Scripture-based education to children of the congregation and community so they become followers of Jesus.

Sample Mission Statement: Community Lutheran School provides an opportunity for growth in the Gospel of Jesus Christ by providing a Christ-centered education with academic excellence for the children of association congregations and the community to assist them to become disciples of Christ.

Commitment to Work with the Administrator and Other Board Members

School board members realize that the school administrator is the single most important component in an effective program. They work hard to build a strong, trusting relationship with the administrator based on a mutual understanding of the school's and congregation's missions. One specific responsibility of the board is to support, care for, and help the personnel serving the church to the end that they might experience joy and achievement. This responsibility is carried out toward the administrator in a direct and intentional way because of the board's direct relationship with the administrator. The board carries out almost all of its responsibility toward other personnel through the administrator.

School board members realize that they need to serve as a team, working toward common goals. Cooperative helpfulness and respect best describe the spirit and manner in which the board and its members, the administrator, the pastor, and staff work together. Cooperative helpfulness can best happen when all hold a common vision, purpose, and plan for achieving the mission and when all have an understanding of the role and responsibility of each person. This does not mean that they refuse to recognize differences, but that they agree to disagree respectfully. After a thorough discussion of an issue and the establishment of a policy approved by the majority of the board, members support that policy even though they may have voted against it. Board members treat each other and their administrator in a Christian manner, remembering the example of their Savior. They seek always to edify and uphold one another and all the members of the school family.

Sample Policy: The board shall exercise its governing authority as a whole. No individual board member shall exercise such authority except as instructed by the board.

Board members will relate to other individuals with integrity, honesty, and straightforwardness.

Board members shall invest personal energy and skills in the purpose and objectives of the board, seeking opportunities where individual skills and abilities can be applied.

Commitment to Serve Actively and Faithfully

Board members realize that the center of all board activity and the place where all board decisions are made is the board meeting. Therefore, they attend meetings faithfully. Board members take time to digest the materials for those meetings by reading all materials that have been provided before the meetings so they are prepared to ask questions and discuss the issues.

Board members actively participate in discussions at the meetings and readily volunteer for assignments when needed. They recognize that responsible management and decision-making require gathering adequate information. Board members follow proper procedures for placing items on the agenda.

In order to help them make sound decisions, board members take the time to become well-acquainted with their school by visiting when it is in session and by regularly attending special school activities. Board members also need to acquaint themselves with the policy manual so that they are aware of the policies under which the school and the board operate.

Sample Policy: Board members are to be faithful in attending meetings so that the business of the board can be conducted consistently and effectively and can benefit from the input of all members.

The board chairperson will meet with any member who misses two consecutive meetings. Based on the chair's report and recommendation, the board will determine whether that person will remain on the board.

Board members shall make informed decisions by insisting on thorough and accurate information.

Commitment to the Congregation

A unique feature of Lutheran schools is that they exist as a ministry of the congregation or congregations, in the case of an association school. Lutheran school board members govern the school for the congregation in light of its mission. To achieve this,

boards will strive for open communication and the involvement of the school's constituent groups in the life of the congregation. In doing this, board members will cultivate the skills of listening and interpreting. Sometimes, because of a heavy involvement in school issues, school board members protect the interest of the school, forgetting or ignoring the total needs and mission of the congregation. Board members must know the mission of the congregation and of the school in order to pass appropriate policies.

Policy Making

The prime responsibility of a Lutheran school board is adopting the policies under which a school operates. The school administrator is then responsible for creating the procedures for carrying out those policies.

Most Lutheran schools exist within the structure of a congregation. Therefore, the school board must operate within limits set by the governing body of the congregation, and policies are to be consistent and within the limits set by that governing body.

Sample Policy: It is the board's responsibility, in consultation with the administrator, to adopt all school policies.

The board will avoid making decisions that are the responsibility of the administrator. The board passes policy; the administrator creates procedures.

Policies are to be active and dynamic. They are meant to be changed and refined regularly, based on the intent of each section, the values of the board, and the changing context within which our school functions.

Advocates of the School

Board members love their school and the children it serves, and they show it by joyfully investing their time and energy on behalf of the school. They represent their school in a positive manner, focusing on progress, improvement, growth, and accomplishments. This does not suggest that they will hide or ignore negative factors. Problems will be dealt with in

confidentiality and, when necessary, with Christian confrontation. They publicly support staff and the programs of the school. Board members set an example by contributing to the school's annual fund and fund raising activities.

Planning

Board members, under the leadership of the administrator, plan for the short term and the long term. They establish a five year plan. They determine what has been done well and what has not been not done well. They plan for the future by setting policy to guide the administrator in the administration of the school.

Board members realize that it is important to be proactive rather than reactive. They know that planning will guide future success and help the school and congregation attain their missions.

Board members, under the leadership of the administrator, set goals. In doing so, they determine needs, establish priorities, gather information, prepare goal statements, develop plans and strategies and implement those plans.

General Sample Policies:

The main responsibility of the board is to represent the members of the Lutheran congregations that operate it:

Listening to the members: The board shall listen to the ideas and the concerns and values of the membership of the operating congregation(s).

Reporting to members: The board shall keep congregation members informed of its decisions and activities and regarding school programs and activities. A formal process shall be established to convey the state of the school to the association congregations.

Serving students and parents: The board shall provide the highest quality service for the parents and students with Christian care and concern for them.

Board Self-Governance

Responsibilities

Board members shall:

Attend all board meetings unless excused in advance by the chairperson

Prepare for board meetings by reviewing the agenda and completing previously accepted tasks

Be familiar with the policy manual

Participate in discussions and voting

Demand accurate information on which to base decisions

Support the board's final decisions once they have been fully discussed and resolved by the board

Maintain Christ-centered relationships with constituents of the board

Evaluate the administrator according to the job description

Keep board documents and discussions confidential

Abide by policies that govern the behavior and operations of the board

Confidentiality

An important consideration for board members is confidentiality. All personal information shared during a meeting stays in the room. It is essential that the administrator, pastor, board members, and anyone bringing business to the board know that what they say will not be repeated outside of that board meeting. If confidentiality is breached, trust erodes. Consequently, people fear speaking freely and openly, which is essential so that there is diversity of opinion for making effective and informed decisions. The board must establish an effective means to share board

actions in appropriate ways.

Sample Policy: The administrator, upon board direction, will communicate board decisions and activity.

The board chairperson, or his designee, will communicate board decisions and activities to the church council and voters' assembly.

Board members shall keep confidential all documents and discussions so identified, with salary and health information always being confidential.

Operations Outside of Board Meetings

At the conclusion of each meeting, steps should be taken to assure that policies made by the board are implemented. Assignments should be made and deadlines established. Written minutes of the meeting should clearly describe the decisions of the board and provide for easy reference at a later date. Minutes are to be mailed soon after the meeting so that follow-up assignments can be carried out in accord with the board's direction and so that preparation for the next meeting can begin. Members who were absent should receive copies of the minutes and all handout materials so they are informed and prepared for the next meeting.

The results of the meeting should be communicated to interested people. Congregation members, parents, students, staff members, and others deserve to know about the decisions and activities of the board. Usually the administrator has the responsibility for communicating board decisions and activities.

Board members will remember that it makes decisions and adopts policies only while the board is in session. At the conclusion of the meeting, individual board members are often expected to report and interpret what the board has done. Board members should do this positively, always refraining from reporting private information or other matters that may be viewed as gossip. Individual members should not make decisions nor take action outside of board meetings. The board and its members function as a decision-making group only when the board is in session in an

official meeting.

Sometimes people will bring complaints about some aspect of the program to board members, expecting them to take action concerning their problems. Board members will be good listeners, but knowing that dealing with conflicts and misunderstandings that occur during the course of the school day is basically a staff function, will insist that the person deals directly with the staff member most involved with the situation. While doing so, board members will express confidence in the staff and administrator to resolve such situations satisfactorily.

Sample Policy: The business of the board shall be conducted only by the board during official meetings. Individual board members may not speak or act on behalf of the board or represent the board unless specifically authorized by the board to do so.

Role in Public Relations

Every board member is committed to Lutheran schools as an effective agency through which congregations care for young people. When board members are so committed, the board will "speak" through policies and position statements. Month by month decisions will express and demonstrate the board's commitment to the Lutheran school. To the degree that board members effectively express their commitment, congregation members and parents will catch, hold, and accept that same commitment.

The board should be constantly aware of its responsibility to inform, educate, and encourage congregation members, parents, and students to participate fully and joyfully in the Lutheran school ministry. This is a key responsibility for the board's spokesperson. The board should at all times be sensitive to criticism and negativism that erode the commitment of people to the school. When criticism and negativism appear, the board needs to respond wisely, kindly, and responsibly.

The board and all members will keep in mind four target groups: 1) families with children enrolled in school, 2) members of the congregation(s) that supports the school 3) families with children who are prospective enrollees, and 4) the community in which the school is located.

While most functions of the board are carried out when the board officially meets, the public relations role is fulfilled in the daily lives and activities of each board member. The commitment and devotion of members become obvious as they send their own children to the Lutheran school and speak in a positive way to other congregation members. In their day-to-day living among members of the congregation and in the community, board members have opportunity to speak joyously and positively about their school and its effective ministry.

Board members need to be aware that because they are members of the board, their words and actions carry tremendous weight with others. By virtue of board membership, they are put in the spotlight, and they need to weigh their words and actions carefully!

Sample Policy: Board members shall not reflect negatively to the general public on any ministry area of the school.

Qualities of Good Board Members

Background

A diversity of perspectives, competencies, and ages shall be represented on the board. Board composition should reflect the following:

A variety of abilities, interests, and skills

A diversity of perspectives (e.g., parents, non-parents, former parents, congregation, people representing various income ranges and ages)

People willing to serve as one of its officers

No teachers or staff members of the school

A prospective board member meets several or all of the following criteria:

Possesses experience and demonstrates leadership in

congregation and/or school.

Expresses a vibrant interest and understanding of Christian education and Lutheran schools.

Declares a willingness to attend meetings regularly and punctually.

Expresses in daily living a readiness to live in harmony with the Word of God and the confessions of the church.

Evidences spiritual maturity and involvement in church life and ministry.

Qualities

Spiritual - Good board members worship and pray often and regularly set aside time for devotions and Bible study.

Supportive - Good board member are supportive of the school, its staff, and its administrator and seek ways to help them.

Concerned - Good board members are concerned about the students, their families, and the staff and exhibit that concern in their decisions in board meetings.

Committed - Good board member love the school and the children it serves. They enjoy investing time and energy for the benefit of the school and those it serves.

Willing to Work - Being a school board member necessitates using personal time and energy It is not an easy task. Good board members are willing to give of themselves to do what is necessary to make their school the best possible.

Open - Good board members are open to considering facts and the opinions of others in reaching decisions. They are willing to learn new ways and methods, and they are open to enlisting the help of consultants, such as the LCMS District education executive, to help them.

Positive - Good board members have a positive attitude toward

their school, its staff, and the work in which the board is involved.

Involved - Good board members are involved in the life of their congregation and their school, realizing that this involvement will be helpful in their service on the board.

Interested - Good board members have a vibrant interest in and understanding of Christian education. They are interested in all that is happening in and around their school and congregation and take the time to visit their school occasionally when it is in session.

Ethical - Good board members understand that the board only acts as a whole and when in session. They support the decisions made by the board even when their personal opinion doesn't necessarily agree with the decision. Good board members set aside their personal agenda to serve the best interests of the school community. They keep board discussions confidential. Good board members will not take any action that is contrary to the Scriptures or is unlawful.

Relation Builders - Good board members work hard to build a strong and trusting relationship with the administrator. They also cultivate a good working relationship with each other.

Ministry Minded - Good board members have a heart for school and other congregation ministries and understand that they are part of a ministry team. They accept and support the doctrines and practices of The Lutheran Church--Missouri Synod.

Mission Minded - Good board members agree with the school's and congregation's missions and the values on which they are based. They are dedicated to ensuring that the school continues to be strong and effective and is serving the Lord and His children in the best way possible.

Outcome Oriented - Good school board members are concerned about the outcomes of the school program and work to establish policies that help define these outcomes. They resist the temptation to "micro manage," leaving procedures and daily decisions to the administrator and staff within the boundaries established by board policy.

Chapter 5: [Board Organization and Meetings](#)

Select the chapter title for the complete chapter text or select the topic from

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Chapter 5

Board Organization and Meetings

Size of the Board

The size of the board depends on several factors: school enrollment, congregation membership, number of congregations supporting the school, and number of responsibilities given to the board.

A board with too many members may be difficult to manage; too few, and there is insufficient representation. A board with too many members may be slowed in discussion and decision making. This will have a negative effect on the overall performance of the board and the fulfillment of the mission of the board. For single congregation schools, a board should have no less than five and no more than eight members. As many as twelve will be sufficient for an association school--two or three members from each of the member congregations.

Term Limitations

Members of the board should be elected with term limitations. Policies specifying the length of terms should be approved by the congregation or association and be consistent with term limits of other congregational boards and committees. Members who serve too long may become a hindrance to the board due to lack of creativity and ideas. Also, there exists a potential for members to gain excessive power and influence. A term of two or three years is suggested to ensure continuity in governance of the school, with members being limited to two consecutive terms. In order to ensure additional continuity, terms should not expire simultaneously. In situations where a board member is serving on a special committee or task group, allowances should be made to extend their term until the completion of the assignment. This will insure the completion of the task without disruption.

Association schools will give special consideration to term limits. All supporting congregations will need to coordinate the term limits of representatives in order to avoid a large turn-over on the board.

Sample Policy: The term of office of all Board members shall be three (3) years, terminating on June 30, of the third year of their term.

Board Officers

Officers of the Board should include President, Vice President, and Secretary. Titles of Director or Chairperson may be used in place of President. Leadership of the meetings and good record keeping are essential to the consistent functioning of the board. A school that exists as an association school, or a school that works with a budget separate from the congregation, should also have a Treasurer of the board who works with the administrator, overseeing the budget of the school.

Officers should be elected or appointed from within the board by board members for one-year terms. Other board models may include a President-elect who moves into the presidency the following year. To ensure that officers understand their responsibilities and to aid in the training of new officers, it may be advisable to prepare a job description for each position.

Desirable Characteristics for Officers

The President will...

Give adequate time for the tasks required.

Work with the principal.

Be a pacesetter.

Motivate people.

Have a positive attitude.

Have credibility within the congregation and school.

Have leadership and organizational skills.

Lead and chair meetings using accepted parliamentary

procedures.

Possess or be willing to develop board skills.

The Vice President will...

Serve in the absence of the chair.

Assume various assignments as directed by the chair or board.

Represent the chairperson when called upon.

The Secretary will...

Record and prepare minutes.

Handle correspondence as directed by the board.

Have access to duplicating equipment.

Maintain essential files and records for the board.

Have a working understanding of technology tools.

The Treasurer will...

Have experience in bookkeeping and be competent in fiscal matters.

Assist in preparing detailed school budgets that adequately support educational, staff, and facility needs.

Preparing timely and understandable financial statements.

Work effectively with the church finance committee, the church treasurer, or other individuals related to the financial management of the school.

The principal or chief administrator of the school is an ex-officio member of the board. The administrator is the on-site administrative officer of the board. The principal's duty is to carry

out the policies and directives of the board. Occasionally the principal is called upon to make decisions where no policy exists. Rather than ask the board to make the decision, the principal should ask the board to establish a policy on which subsequent similar decisions can be made. The board carries the responsibility of supporting the decisions of the principal. The reversal of decisions erodes the image and authority of the principal and makes it difficult to work effectively.

The pastor or pastors of the congregation also act ex-officio to the board. The pastor should act as spiritual leader of the board. While the pastor should not act in any official capacity on the board, his involvement in the activity of the board will contribute to a positive relationship between the congregation and school.

Committees, Subcommittees, and Task Groups

The board must be concerned about doing the most effective and thorough job possible in the most efficient way. Special assignments and heavy workloads may precipitate the need for committees, subcommittees, or task groups in order to do an effective job. It would be advisable for the board to consider the following options:

Standing committees are given specific, long-term assignments. This is acceptable, but should be used with caution, making sure they do not make decisions for the board.

Special assignments are best handled by ad hoc committees that can function for the duration of an assignment and then be dissolved.

Special committees or task groups may be used for budget planning, facility analysis, program evaluation, or other similar assignments.

All reports of committees will be directed to the board and decisions will be reserved for the board as a whole. Committees usually function best under the coordination or supervision of the principal. The principal may attend meetings, work through the committee chair, or delegate a representative to work with the committee.

Some large boards designate the officers to serve as an executive committee. Executive committees can help plan agendas, serve as advisors to the principal, and expedite actions of the board. Executive committees are not empowered to make decisions for the board unless directed to do so by the board.

Sample Policy: *Committees*

The President may establish standing committees to address specific issues. These committees meet on a regular basis and present their reports at the regularly scheduled school board meetings.

Board Meetings

Effective board meetings convey to the congregation and staff that the school is in good hands. The board should be mindful that all of its activities have the potential for projecting a positive spirit and developing good will for the school. Decisions, when made carefully and wisely, can reinforce the feeling that the school is well-run. When board meetings are well-planned and conducted in an orderly manner, a sense of well-being is promoted. The regular attendance of all board members is an important factor in assuring effective board function. Regular attendance gives evidence that board members view their work as important and that the needs of the school receive priority attention.

Board meetings involve several important components that must be considered in order to maintain the efficient and effective operation of the board: frequency of meetings, annual and monthly agendas, reports to the board, planning, and implementing plans.

Most important, boards are reminded that the meeting is where work is planned and discussed. Time should not be used at meetings to write policy, tally statistics, etc. This should be done outside the meeting and presented to the board for discussion and action.

Beyond the routine decisions the board makes, board meetings in one way or another will seek to:

Enhance the lives and education of children.

Give support and encouragement to teachers and staff.

Create confidence and good will among parents.

Generate interest in the congregation for the school as it helps carry out the mission of the congregation.

Enrich the lives of every board member.

Most school boards meet monthly for regular meetings. Often, special meetings are required to handle special assignments or concerns. These may include securing staff, budget planning, or writing of policy. In addition, some members may attend committee meetings.

While most boards meet in the evening at school, there is no standard rule. As it works for the members of the board, meetings may be held at a breakfast or lunch, or on a weekend. Due consideration for all board members is necessary so as not to leave anyone out due to scheduling conflicts. When a meeting time and day is established, it should not be changed or adjusted unless the board's needs change. Attempts should be made to limit the length of the meeting to two hours. With proper pre-meeting preparation and a well-run meeting, this time limit is realistic.

Sample Policy: *Agendas*

The school board shall meet monthly to conduct its business. The agenda is the responsibility of the principal and board chair. The two will work closely together in consultation before each meeting. Printed copies of the agenda should be prepared for each member and mailed out one (1) week prior to the meeting and approved as the first item of business.

Sample Policy: *Meetings*

The school board meets the second Thursday of each month at 7:00 p.m. in the conference room. Each member is expected to attend all meetings or notify the President of his or her absence.

On occasion, the President may call a special or additional board meeting and/or subcommittee meeting. Subcommittee meetings will be regularly held to carry out the business of the committee at a time agreed upon by the members of the subcommittee.

The Agenda

Without careful planning, board meetings are often limited to dealing only with immediate matters. In addition to the time required for monthly business, the board should have an annual plan that provides the following:

Planning and goal-setting that will ensure the improvement of the school. Goals need to be set and evaluated for curriculum, facilities, enrollment, staff, and other aspects of school life.

Developing policy. This is one of the most important functions of the board.

Evaluation of the board's work towards goals. Evaluation needs to take place to determine whether goals are met.

The operation of the school as it is managed by the principal. Good policies and procedure contribute to the most effective operation of the board and school.

The heart of a board meeting is the agenda. The agenda is a list of items to be dealt with by the board. A well-prepared agenda contributes to effective and efficient meetings that cover all issues needing attention.. The absence of an agenda will result in disorganized meetings that can lead to loss of interest by members, poor decisions, and key items being overlooked.

The principal prepares the agenda in consultation with the board chair.

While monthly agendas include regular business of the board, they are based on the annual agenda. An annual agenda of the board normally includes the following:

Curriculum evaluation and planning

Principal reports as per the job description

Budget planning, salaries, and benefits

Review of insurance policies and contracts

Evaluation of buildings, grounds, and facilities

Review of the school's purpose

Evaluation and planning of the recruitment program

Evaluation and planning of the communication program

Evaluation of student life and discipline

Evaluation of board performance

Long-range planning

Evaluation and planning of funding the school

Calling and engaging teachers

Policy review

When the above items are scheduled into the monthly board calendar, the board has an overall plan. The annual agenda will serve as a basis for planning the monthly agenda.

The monthly agenda is developed from the annual agenda, the previous month's minutes and agenda, and items identified since the last meeting. Items from the agenda should be listed up to one week prior to the meeting. When members of the board are informed of the agenda and the meeting in advance, they have an opportunity to add any items they wish to include. Additions to the agenda at the meeting should be avoided, as this disrupts the meeting and does not allow for advanced planning. Components of a monthly agenda include the following:

An opening devotion

Introduction of any guests to the meeting

Reading and approval of the previous month's minutes that were distributed to board members one week after the last meeting. Minutes may be presented in writing; however, the secretary should orally summarize the minutes for the sake of time.

Staff reports such as principal's report or development office report

Open agenda items. Sometimes referred to as Old Business, these items may have required some board action since the last meeting. The "work" on these items should have been done outside of the meeting and reported at this time.

New business requiring the attention of the board. This may precipitate assignments to be completed by committees or individuals for the next meeting.

Upcoming dates of significance to the board

Guidelines for Items Needing Board Attention

In regard to items that require board action, these guidelines apply:

The principal and board chairman will review all items prior to listing them on the agenda.

The board will avoid making decisions that are explicitly the responsibility of the principal.

The principal may seek the advice of the board when making decisions.

Actions of the board should be in keeping with the purpose of the school and school policies.

No action shall be taken by the board that clearly belongs in the control of another church or school board or committee.

Guidelines for Committee Reports to the Board

The following guidelines apply to the agenda reports:

Not all committees are expected to report at each meeting. The principal or board chair will schedule in advance only those who need to and are ready to report.

Reports and recommendations normally will be in writing and sent to board members in advance, with the agenda.

Recommendations shall be dealt with in this part of the meeting.

Decisions of the board will be in keeping with the purpose of the school.

In closing the meeting, it is good to allow a few minutes for members to express their feelings about the meeting and suggestions for improvement. The strictest rules for meetings will call for an adjournment time to be set at the beginning of the meeting. This suggestion will keep the chair and board members on task and on schedule.

Process Skills

Good meetings depend on the processes used by the board in accomplishing its work. Developing skills for the processes becomes the responsibility of every board member.

Skills for Moving an Idea Forward

These skills may be used throughout the meeting. Board members will sense the appropriate time for using any given skill. Developing a sense when a given skill is appropriate is another characteristic of a good board member. Some skills needed to move an idea forward include the following:

Initiating or introducing a new idea, plan, or solution. This is often accomplished through a recommendation. The idea or solution should be clearly stated, for it is the basis for the conversation that

follows.

Clarifying or rephrasing things that are not clear to all members. Generally, if an idea is not clear, facial expression will show it. When that occurs, it is important that someone in the group attempt to clarify the position or restate it.

Giving information or an opinion about an idea is the task of every member. Once an idea has been presented, every member will seek to share information or give an opinion about the idea. Only then will the collective wisdom of the board be known. Every member of the board needs to know that his or her opinion, idea, or feeling is important.

Seeking information or the opinion of others is an important skill. Some board members need the encouragement of others to share their feelings and views.

Summarizing what has been said during board discussion is particularly helpful prior to reaching a decision.

Staying on the subject is every member's responsibility. Board members must limit themselves to the subject and gently encourage other members to do the same.

Skills for Making Decisions

Decisions progressively form throughout a meeting until the board is ready for concluding the matter by making a decision. Consider the following ideas about making final decisions:

Following adequate discussion of the issue, a poll of the board by the chair may indicate consensus. By asking members to briefly state their opinion on the issue in question, consensus may be reached. Should that be the case, the decision can be recorded as approved by consensus.

Roberts Rules of Order, or the majority-vote procedure, is the most common form for reaching a decision. As with the consensus poll, the chair may call for a motion and second to take action on the question. A majority vote in favor of the question means the motion has passed.

Major decisions should have the consensus of the board prior to calling the question. Decisions made by only a few dominant voices are generally poor practice, but a "majority rules" is acceptable.

Following the Meeting

When the agenda is completed and the decisions are made, there remain important activities following the meeting. These activities may include:

- The distribution of board minutes to all members

- Materials from the meeting sent to absent members

- Action of the board communicated to parties directly effected by the action

- Reports made to the faculty and staff of the church and school

- Summary of board action reported to constituents of the church and school

- Follow-up correspondence and phone calls as needed

- Plan and schedule assignments made at the meeting.

- Prepare for the next board meeting.

Board members shall remember that the board makes decisions. Members are not to make decision outside of the board meeting. Board members will report the action of the board with appropriate confidentiality as required. Matters that are particularly sensitive will require the board to decide how and by whom it will be communicated. Members are obligated to report the corporate decision of the board. Under no circumstance shall a member discuss the decision in a negative manner.

Goal Setting

Simply put, a goal states where you are going and how you are going to get there, or a goal states what you intend to accomplish and how you intend to accomplish it.

Goals can be short range--up to one year, or long range--two, three, or more years. Short-term goals may include small facility improvements, policy updates, or handbook revisions. For the most part, these can be accomplished as part of the regular annual agenda. Long-term goals may include adding staff, facility expansion, or addition of significant programs. These usually require more than just one year of planning and effort.

Goals usually emerge when a vision is projected. Developing and projecting a vision is the business of the principal, acting alone or in consort with others, including board members. This vision is articulated to the school board, pastor, parents, teachers, and students toward the fulfillment of the mission of the church and school. As the vision is developed and articulated, goals are set to bring the vision to fruition. Ultimately, the setting of goals leads to school improvement through the board's guidance or governance.

Steps for Developing Goals

Determine needs

The list of needs may be generated from large scale, formal surveys or simple observations by the staff and board. In identifying areas needing improvement, the list may get long. Some needs are closely related and can be coordinated into one goal. Remember, achieving even a single goal will build confidence and momentum for the board.

Establish priorities

All areas needing guidance or governance cannot be addressed at the same time. The board will have to consider which areas of improvement need attention first, which are most practical and possible, which can be scheduled for the next meeting or even next year. At times, board members may question which need should have top priority. By returning to the mission statement, conflicts of priority may be averted. Remember, several goals can be pursued at the same time; some goals will need several years

to accomplish. The principal's guidance and recommendations will help the board establish priorities.

Gather information

Information often deals with resources: materials, people, and dollars. Information is needed that will help your board and others see needs clearly and support plans toward improvement. As the principal or assigned board member gathers information, be certain to involve parents, students, teachers, congregation members, and other stakeholders. They will not only provide useful information and insights but may also become important resources as you set about achieving the goal. Based on the information gathered, the board may find it necessary to shift or modify priorities.

Prepare goal statements

A written goal statement is needed. The written statement will help the board, principal, and others agree on exactly what the need is and what the plan is for achieving it. A written goal statement will become the case statement for convincing others to support the goal. Goal statements shall clearly state the need, the plan to meet the need, and the resources (people, materials and money) needed to accomplish the goal.

Develop plan and strategies

This step is often accomplished in conjunction with developing a goal statement. Your plan for reaching the goal needs to include the steps and schedule that will be followed; its need to identify the persons responsible and resources needed. For many goals, the plan will be relatively simple; for others considerable detail is necessary.

Implement the plan

Once the goal has been approved, it is essential that the plan moves forward according to the established schedule. People involved in the plan need to be informed and supervised. Momentum needs to be developed and maintained. Constituents should be informed; help people feel excited about reaching the

goal.

Problem Solving

A basic goal of the school board is to work for improvement in all aspects of the school operation. Working for improvement usually means overcoming obstacles. Solving a single, significant school-related problem contributes to the improvement of related aspects of school life. Solving significant problems, one-by-one, over time is a certain way to work for improvement and achieve excellence. While some problems can be resolved easily and quickly, most problems require intentional planning, effort, and time.

Steps for Solving Problems

These problem-solving steps apply to many problems and can be used by a board, committee, or individual.

Step 1. Define the Problem

Before attempting to solve a problem, the problem needs to be clearly understood and accepted as a problem. While it may appear to be a move backwards, getting to the root of the problem will lead the board to a more thorough and appropriate solution that will prevent future problems.

Step 2. Determine what is to be accomplished and for what purpose.

This step will help to focus on the reason for solving the problem, determine what improvement is expected, and decide how these improvements will help achieve the board's goals.

Step 3. Identify the obstacles or factors that must be overcome.

This is where obstacles and contributing factors are identified and addressed. When a number of factors exist, the board will want to determine which ones contribute most to the problem and which factors should be dealt with first.

Step 4. Develop a plan for overcoming or eliminating the obstacle.

This is the key step in working for improvement. Each obstacle or factor will be addressed. In developing a plan for each factor, the following questions should be answered:

- ☐ What action or activity is proposed? (Describe each action or activity.)
- ☐ When will the action or activity take place?
- ☐ Who will be responsible for carrying out the plan?
- ☐ What costs, if any, are involved and how will they be funded?

Step 5. Summarize in writing the responses to steps 1-4.

A written summary or report provides a comprehensive statement of the problem, its importance, and its solution. The summary can be shared with leaders, committees, and boards in seeking their understanding and support; it can be used for communication purposes; it will serve as a guide for those responsible for implementing the plan.

Step 6. Develop an evaluation plan.

Develop a list, based on previous steps, of the anticipated outcomes that will provide evidence of improvement. Determine who will participate in measuring improvement and also list the dates when that improvement will occur.

Step 7. Develop policy statements to assure that improvements will continue.

An important aspect of problem-solving is to make sure a problem does not reoccur and that improvement continues. A good way to accomplish this is to establish a policy or policies that give direction and guidance to future action and activities.

Chapter 6: [Board Development](#)

Select the chapter title for the complete chapter text or select the topic from

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[The New Board Member: A Case Study](#)

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Chapter 6

Board Development

The New Board Member: A Case Study

Bill was flattered when he was elected to a place on the school board at his daughter's Lutheran school. He liked the school and the people he had met there, so he and his family joined the church and worshiped regularly. Now he was pleased to have a chance to contribute some of his time to support the school in a tangible way. Besides, he had some ideas he wanted to suggest that would make the school run even better. He knew his experience in the business world would be valuable in improving day-to-day operations and long term management.

Bill's first hint of confusion came when he skimmed through the board policy manual. Words like *ministry* and *stewardship* didn't sound like anything he had encountered on secular boards and committees. He was equally surprised when the chairperson appointed him Secretary/Treasurer, and the debate at that first meeting on whether to call or contract a new teacher left him with more questions than answers. Why was everyone so emotional about the prospect of change?

Soon the monthly meetings translated into special committee meetings and church council meetings. Former friends seemed to avoid him, depending on how he had voted on various issues. His wife didn't understand why he was gone so many evenings, and he felt overwhelmed at the tasks for which he was responsible. He had never been aware of all the problems in the school. Maybe it was time for him to resign from his position. And maybe it was time for him to withdraw his daughter from school too. He had only wanted to help. How had he gotten himself into such a disturbing mess?

Rationale for Board Development

Members of the school board need to develop personally and as a group if they are to provide the leadership necessary to perform their tasks in a healthy and professional manner. Board members are a part of all the school's successes--and its problems. Many of

the difficulties Bill encountered could have been avoided by implementing specific and intentional strategies for board development. You would not send a carpenter to build a school with no training or tools. In the same way, a board's effectiveness and productivity are determined by your preparation and ongoing training and support.

St. Paul encourages in Ephesians 4:16, *"From him [Christ] the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work."* This section will deal with ways you can accomplish your work as a school board member and as the Body of Christ--His Church. It will deal with the issues of board member morale and support, identify information and skills necessary for the board to function effectively, and suggest opportunities for training in those areas.

Board Development Policies and Procedures

Board development is such a crucial issue that it needs to be planned and mandated by policy in your board manual. Several such policies are suggested below as they deal with various components of board development. A comprehensive introductory policy might read as follows:

Sample Policy: Members of the school board shall develop the appropriate skills necessary to fulfill their duties effectively as spiritual and educational leaders in the congregation and school.

As each specific policy is stated below, it is followed by suggested procedures and strategies that relate to it.

Collegiality and Support

Sample Policy: A spirit of collegiality and support is to be fostered in all circumstances as the board serves together with a common mission.

It is important for you to know that you are not serving on the school board by accident. The reason you were selected is because God chose you to be in this place at this time. You bring to this board a component that only you can provide. Are you the

voice of reason when others react irrationally? Are you the gentle spirit who calms excited hearts? Are you the visionary who sets the goals or the detail person who sees that the vision is carried out? Whatever your role, fulfill it in the spirit of love and cooperation suggested in Ephesians 4. It is okay to disagree; it is not okay to attack those with whom you disagree. Learn to recognize and appreciate each member's strengths and contributions. The following are skills that contribute to a smoothly functioning board:

Encourage one another as you go about your tasks. Compliments and statements of affirmation are heartening and empowering.

Speak and listen respectfully to one another's opinions. Board meetings should be a forum for the exchange of ideas--not an arena for power struggles. Name-calling, labeling, and interruptions have no place. Each member of the board is a valued member of the family of God, a soul for which Christ died, and deserves to be treated with love and respect.

Recognize the positive outcomes of your decisions. Sometimes so much attention is focused on the process of making decisions and creating policy that the results are never considered. Evaluate the effects of your policies, and celebrate your successes! Realize that you were the instrument God used to establish order, resolve difficulties, and prevent conflict. You are doing more than just attending meetings; you are a proactive implement for providing a quality education to children and forwarding the mission of your church.

Provide opportunities to know one another socially. A retreat setting is one effective way to foster social relationships among board members. In addition, an occasional pot luck or dinner out, time for coffee and refreshments at regular meetings, and even meeting in an informal setting rather than the typical classroom or conference room are helpful in promoting friendships and comfortable relationships

among board members. People who enjoy each other's company work well together as a team and accomplish far more than those who are in an impersonal or even antagonistic relationship. You will not always agree, but you will have many opportunities to practice living in forgiveness with each other.

Spiritual Growth

Sample Policy: Each board member will be familiar with the mission statement of the congregation and school and make a commitment to accomplish that goal. Opportunities for spiritual growth shall be provided and utilized.

A Lutheran school is not a typical business, to be managed exactly like you would any other commercial venture. It is primarily a workshop for spiritual growth and an arm of mission and ministry for your congregation. This spiritual dimension must be understood by all who have the responsibility to set policy for the school. Rightly applying Law and Gospel, articulating the school's philosophy, and working together with the congregation at large all require spiritual insight and the power of the Holy Spirit. As Lutheran school board members, there is a spiritual dimension to your leadership. Each member individually and the board collectively model God-pleasing ways of showing support and making decisions. Therefore, it is vital that spiritual growth be ongoing and integral.

Regular Bible studies are vital to the spiritual health and development of your board. God works through His Word. As you become familiar with it and apply it to your tasks, His blessings will be abundant.

Include a devotion and prayer time at each meeting. These devotions could be led by the pastor, principal, board chairperson, or individual board members. Resources are available through Concordia Publishing House or as a component of *The Board Walk*, published monthly by the LCMS Congregational Services Department of School Ministry. Be careful that each devotion proclaims the message of the Gospel--not just an interesting moral or motivational statement regarding education.

Pray for and with each other as well as for the needs of the church and school. Pray for staff members and families. Pray in pairs or in clusters of three or four. Set up prayer partners or a prayer chain for special needs. Prayer is a powerful tool for spiritual growth.

Schedule regular Bible studies and conduct board retreats. It is helpful to get away from familiar sites and concentrate on spiritual renewal. Go far enough so there are no interruptions. Bible studies on leadership and mission, discussions of common goals, and time to delve more deeply into key issues are valuable agenda items. These events could be led by your pastor or principal, or another spiritual leader could be involved. Some LCMS Districts offer retreats and training for school boards. Make a commitment to be involved in such activities each year.

Orientation

Sample Policy: New members shall be informed of their specific responsibilities and supplied with information and education necessary and helpful to them in assuming their role on the board.

Orient new members by clearly defining their role and purpose, supplying information about the church and school as necessary. Joining the school board can be an overwhelming experience to new members--especially if they have had little or no experience on congregational committees in the past. If your policies permit the inclusion of non-church members on the board, their orientation must be even more thorough. Let them know their specific responsibilities and limitations and the school's mission.

Each new member of the board should be given a board policy manual before the first meeting and be made aware of the mission statement of your church and school or association. Establish who is to be the person responsible for providing basic information to those new to the board, and set a deadline for orientation.

It is helpful for the entire board to review annually the key functions and goals of the board and make any necessary changes or revisions. The video *So You're on the School Board*, available from the Department of School Ministry, is a valuable resource for board training.

In larger boards, a mentor may be provided for new members, or the board chairperson may ensure that each board member is clear on background and expectations.

Include a schedule of meeting times, a sample agenda, a copy of the congregation's constitution and bylaws, other background information about the church and school, and the names and phone numbers of all board members, the pastor, and principal,. The Department of School Ministry has a variety of tracts and pamphlets about Lutheran education that provide helpful information to new and continuing board members. These materials may be ordered by mail, phone, or on the Internet (<http://cs.lcms.org/school/>). A catalog of publications is available.

Self-evaluation

Sample Policy: The board will systematically evaluate its performance in light of its roles and functions.

Determine characteristics that comprise a competent and effective board. A board is strong when it ...

- ... systematically examines the school.

- ... is more interested in the future than in the past.

- ... is hospitable.

- ... doesn't get bogged down in counterproductive procedures.

- ... can criticize itself.

- ... can solve problems.

- ... objectively evaluates ideas.

- ... is flexible together in many ways for diverse purposes.

... has high levels of motivation and morale.

... enables the school's mission and purpose.

... understands authority, power, and control.

... strives to focus on progress, improvement, growth, and accomplishment .

... deals with negative factors in confidentiality.

... links the school with the congregation.

... models Christian faith and life.

Determine the criteria for evaluating at least annually the effectiveness of your board. The suggestions given above may be included. Additional factors might be the board's working relationship with the principal and the church council. A self-evaluation can begin with an independent rating by each board member. The performance of the board can be rated on a five-point scale for each item, or other more specific rating systems could be used. After the ratings are summarized, the board should discuss its performance in each area. Specific goals for improvement can then be established.

In addition, it is helpful to study the board manual periodically and systematically at meetings, analyzing and updating as necessary. Your board manual should be a living document, pertinent to the day-by-day operations of your school, yet open to change and adaptability as necessary. Reviewing it regularly and systematically refreshes the memory of the board on its contents and provides the opportunity to evaluate the effectiveness of its policies. The following suggestions could implement this policy:

Determine whose responsibility it is to schedule and oversee such a review.

You may need to call a special meeting to accomplish this task. It could be scheduled as part of the agenda for a board retreat.

Decide if you want input from parents, the pastor, teachers, or

other staff and how to solicit such input.

Be sure to follow established procedures for changing or adapting policies.

Decide how you will communicate changes and adaptations.

Learning About Educational Issues

Sample Policy: The board will provide and utilize opportunities for learning about educational issues.

If your board is responsible for approval of curriculum, its members must be informed about the basics of curriculum evaluation. If the board is to evaluate the school administrator, it must have information about evaluation content and techniques. An uninformed opinion is worse than no opinion at all because decisions based on incomplete or incorrect data affect instruction and staff effectiveness. The best school board members must be continual learners, keeping up with the latest administrative and educational research. The following procedures could implement this policy:

The principal is a valuable resource for articles and publications regarding current educational thought.

Board members could be assigned topics to research and then present a summary for information and discussion at each meeting.

Subscriptions to educational periodicals and journals could be provided to board members or made available in a central resource library.

Articles relating to educational issues could be posted on a bulletin board or made available for members to read.

The Internet is another source of current information and research. Some helpful sites are listed at the end of this chapter.

Guest speakers on pertinent topics could be invited to speak at board meetings.

Professional consultants may be used as a source of expertise. As a general rule, a consultant should be engaged when the board has a problem, a task, or an assignment for which it does not possess the time, experience, skill, or objectivity necessary to deal with the issue. Consultants work with people to help identify problems, help overcome problems, teach and train, suggest options, gather and interpret data, work for improvement, and help develop a plan of action.

A consultant could be a person with a special field of expertise from a local school, college, or university--someone with a special field of expertise within your own congregation, a retired person who has had successful experience in educational administration, or a person in the business community who has developed a special, professional skill. Professional consultants may charge fees, generally starting at \$100 a day. Determine where funding is to originate--the regular budget, a foundation or other fund-granting institution, or a private donor.

Board members must realize that often there is no consensus among educators on various issues. After researching all sides of an issue, an informed conclusion must be drawn in light of your own school's philosophy and mission.

Communication Skills

Sample Policy: The board will provide and utilize opportunities to increase effective communication skills.

The ability to communicate effectively is a valuable skill to develop as board members. It includes both the ability to speak clearly and persuasively and to listen for meaning and inference as well as content. These skills do not come naturally, but they can be learned and improved through attitude, training, and practice.

Excellent resources that outline communication techniques are available. Some general guidelines include:

Choose appropriate timing when delivering your message. For example, don't bring up an issue requiring creative thinking and time for discussion ten minutes before the scheduled adjournment

of the meeting.

Speak clearly and present ideas in an organized manner. Don't jump from topic to topic without resolution. A written agenda helps keep communication orderly. It is helpful to include the specific amount of time you plan to spend discussing a given topic in the agenda.

Speak calmly and respectfully. Present supporting evidence if you are attempting to convince the board of a given position.

Maintain eye contact instead of reading from a manuscript so you can be convincing and so you can receive feedback.

Speak in "I-messages," rather than telling people what they ought to do. For example, "I worry that children will get hurt falling from the bars on the playground. Let's authorize the purchase of more cushioning material," rather than, "That playground is a lawsuit ready to happen. You are so irresponsible; you never think about the safety factor!"

Listen to what others are saying. Give the speaker your full attention.

Reflect back to the speaker the message you have understood. If you are correct, you have confirmed the message; if there was a misunderstanding, the speaker has the opportunity to clarify. For example, the principal might say, "We need new math textbooks." You reply, "The school's math textbooks need to be replaced." The principal responds, "No, we don't need to adopt a new series; we just need to replace about ten books that are worn or damaged."

Reflecting the feeling behind a speaker's words often diffuses potentially angry confrontations. The principal says, "We need to get tough about so many people being behind on their tuition." You respond, "You are really frustrated that so many people don't pay their tuition on time. It makes meeting payroll difficult. Sometimes you feel like just asking families that are so far behind to withdraw the enrollment of their children." "Yes," the principal replies, "but I don't want the students to withdraw. Perhaps I or my secretary could contact families and help them spread their back

payments out over the next few months." You have affirmed the principal's feelings and acknowledged the problem exists, but you have also allowed the principal to think of a solution without wasting energy convincing you of the importance of the issue or defending the way money has been collected in the past.

It is also the board's responsibility to communicate the results of decisions to those they affect. Constantly monitor the effectiveness of your communication and develop ways to improve speed, accuracy, and thoroughness. Who is responsible for communicating board policies and decisions? Is there an appointed spokesperson? Can you do better?

Conflict Resolution Skills

Sample Policy: The board will provide and utilize opportunities to increase conflict resolution skills and solve problems.

Working for improvement usually means overcoming obstacles. Problem solving is the process by which obstacles are overcome and improvement occurs. Sometimes problems involve conflict between individuals or groups. It is vital to actively identify and resolve quarrels and discord, because if left unchecked, it can cause severe and long-lasting damage.

The problem-solving steps listed below apply to nearly all obstacles encountered by a board. Putting them into practice requires patience, persistence, and planning. These are skills that all board members must continue to develop.

Step 1

Define the problem or conflict. If the school is dirty and unkempt, what are the specific areas that need to be fixed? Is it the bathroom floors? Do the walls need painting? If discipline is a problem, what behaviors are causing difficulties? Who is involved? If two staff members argue, ask them to explain their positions fully.

Step 2

Determine what is to be accomplished and for what purpose.

Focus on the reasons for solving the problem. If the problem is lack of school spirit, reasons for solving the problem may be to help students enjoy school more or to present a positive image to prospective students. Expected improvements could include improved participation in extracurricular events, improved attitudes toward school, or improved relationships between students. The result of these changes would be to achieve the school goal of helping students grow and develop socially. In the case of a conflict between two personalities, the goal might be to have a staff room in which teachers can relax.

Step 3

Identify the obstacles that must be overcome if improvement is to occur. There are usually a number of contributing factors, which must be identified as specifically as possible and addressed directly. If faculty morale is a problem, contributing factors might be lack of leadership by an inexperienced principal, inadequate salaries, and/or low-level recognition by congregational members. Boards must determine which factors are the most significant and which must be dealt with first. If the workroom is messy, the fact that there are no adequate storage cabinets could be a significant contributing factor.

Step 4

The key step to problem-solving is to make a plan for overcoming or eliminating each obstacle or factor. In addressing each factor, ask and answer the following questions:

- a. What action or activity can help solve the problem?
- b. When will the action or activity take place?
- c. Who will be responsible?
- d. What costs, if any, are involved and how will they be funded?

If the problem is low faculty morale and the obstacle is low-level recognition by the congregation, a possible solution could be to conduct a teacher recognition Sunday service followed by a

reception sponsored by the parent group or school board. The parent group could be asked to plan and fund the reception.

Step 5

Summarize in writing the responses to steps 1-4. A written summary provides a comprehensive statement of the problem, its importance, and a plan for a solution. The summary can be shared with others in order to obtain their support and understanding. It can be used for communication purposes and will serve as a guide for those responsible for implementing the problem-solving plan.

Step 6

Develop an evaluation plan. Develop a list, based on the previous steps, of the anticipated outcomes that will provide evidence that improvement is occurring. Remember, the goal is not to simply do an activity that might help. The goal is to come up with a positive change. Determine who will do the evaluating and list the dates when the evaluation will be done.

Step 7

Develop policy statements where needed to assure that improvement will continue over time. If faculty morale has been dealt with according to steps 1-6, the following policy statements might be appropriate:

Sample Policies: A Faculty Recognition Sunday shall be observed annually by the congregation whereby the congregational members have the opportunity to know their teachers and to praise God for their ministry to the children of our school.

Job descriptions for all teachers will be reviewed annually with teachers to assure that the talents of every teacher are being used fully, wisely, and with responsibility.

A continuing education fund for teachers will be provided in the annual budget of the congregation that will enable all teachers to increase their knowledge and improve their skills for their ministry to the children of the school.

Note that all these policies state what is to be done and for what purpose.

Sample Policy: The board will provide and utilize opportunities to bring about positive change and deal with changes that occur.

Addressing Change

If your school grows, your role as a board will change, and policies that have stood for years may become ineffective. Be ready to adapt to the current situation as necessary. "We've always done it that way," doesn't mean that you should always do it that way forever. Do you still drive the same car you drove 10 or 20 or 30 years ago? Do you still wear the same clothing? Do you still enjoy the same movies or music you did as a child? As people grow, their needs and interests and even priorities change. Know what core value goals must always remain in place, but be open to ways in which those goals can best be accomplished.

Change is synonymous with growth and development, but to some people, the idea of change poses a threat and is met with resistance. As board members, it will be your task to propose and implement change when necessary to improve the educational environment. The manner in which you approach change influences people's reaction to it. As a board you will continually seek to improve your skills as an agent of change and in communicating the rationale and details regarding the implementation of change to others.

Change that is carefully planned seldom creates problems. Poorly planned change, on the other hand, may create severe difficulties and upset people. When a board decides to initiate change, it must also provide positive leadership in guiding the change process.

Whether the change is the result of a quick decision or a long-range plan, a board will want to work toward a smooth transition, knowing that the lives of many people may be affected. Examples of disruptive changes are . . .

Opening a second site for a growing school and assigning

students to the new campus.

Adopting a dress code.

Initiating or increasing tuition.

Combining grades because of a decline in enrollment

Increasing class size

Statistics suggest that a small proportion of the population will embrace any change openly, enjoying the prospect of new ideas. A majority will gradually come to accept the change, but will need time to adjust to it. And a few will never adjust to the new ideas. They may leave the school or stay around to complain regardless of what is done. The following guidelines will assist boards in making the transition to a change as smooth as possible:

1. Get in touch with the vision.

If the board has done a good job of communicating the school's purpose, it is likely that others share a common vision. The further the decision-makers are removed from the school community, the greater the risk of not having shared the school's purpose with those affected. If a board senses a gap between it and any segment of persons interested in school decisions, it must immediately establish dialogue to close that gap. People will be receptive to change as they see it relating to the total vision and mission of the school. While parents may resist including the enrollment of children from a different culture or economic group, for example, when they are reminded of the school's vision to share Christ's love with everyone everywhere, they are more likely to see the importance of opening enrollment to people of all cultures.

2. Evaluate the climate for change.

Timing is important. If there have been many changes recently or if the magnitude of the changes is great, the board may consider letting the climate stabilize before initiating even more change. Individuals also vary in their tolerance for change. High levels of emotion usually accompany revolutionary changes. There is the

possibility of hostility and anger. Sometimes people might already be upset for other reasons, just waiting for the opportunity to vent their anger over an issue that might seem minor to the board. You may not be able to move on to new issues until other matters have been addressed.

3. Consider all the options.

Fast decisions often have limited choices. In fact, the pressure and emotion involved in making a quick decision tend to cloud opportunities for logic and careful reasoning. It is important for each board member to work toward a calm environment and ask, "Are there other ways to bring this matter to a satisfactory conclusion?"

4. Judge the magnitude of the change.

What will be the ripple effect of a board's proposed change? What will it cost? How many individuals and groups will be affected? Will the change create new problems? The magnitude of the proposed change will determine how much effort is necessary in planning, how complex the plan must be, and whether the change is desirable at this time.

5. Involve those who will be affected.

Planned change seeks to involve those who will be affected by the change. For example, if it is necessary to combine two grades, it is imperative that the parents and faculty have information before and after the decision is made, involving them in understanding the need for such a change and allowing them to make the best of the situation. Such involvement increases the likelihood that those affected will be committed to the change and will respond with time, energy, and positive attitudes.

6. Determine who will introduce the change.

People are more accepting of change if those who present and support it are trusted and respected. Consider the principal, pastor, board members, faculty, or parent leaders. Also consider the best way to announce new changes and explain reasons for the change.

7. Phase the change in gradually, if possible.

Planning should be intentional and done in advance. Prepare letters, open forums, letters of support, and careful explanations of the transition steps. Give time for feedback and the expression of feelings. Board members must be careful listeners.

8. Plan for evaluation.

A board may not always make the best decision. Even before a plan is put into effect, establish points at which it will be reviewed according to set criteria. If possible, leave the door open to alter the plan if it is not working as hoped for.

9. Support the board's decision.

Board solidarity is essential. Talking privately or publicly against a board's decision is not beneficial to anyone involved; it fans the flames of discontent and prolongs a resolution of the matter. Every member on the board has the responsibility to support the board's actions after a vote has been taken--even when a member does not agree.

10. Anticipate emotional responses.

Change often brings grief, which may occur whenever a person loses something important or significant. Sometimes grieving persons may initially be angry and vocal about the loss they feel. They may even feel so strongly that they wage a campaign against the board and the decision that is upsetting them. A serious division in the school community could occur. Board members should be prepared for such reactions and learn how to mitigate them as much as possible. Some suggestions for dealing with people who demonstrate adverse reactions to change are the following:

Accept people's emotions as an honest reaction instead of telling them they should not feel that way.

Listen--let them tell you what they think and feel.

Find ways to let them know that you care about them and understand what the loss means to them.

Try not to take their anger personally.

Continue to keep in touch so that they do not feel ignored and try to involve others in their protests.

Decision-making and Management Skills

Sample Policy: The board will provide and utilize opportunities to learn about decision-making and board management skills.

Each congregation must decide, based on its philosophy and the mandate of its constitution and bylaws, exactly what the responsibilities of the school board are--and what they are not. In most cases the board's role is to govern, not to act. It governs through developing policy and assuring executive performance. It does not do the job of the administrator. In fulfilling this role, you must make decisions and manage your responsibilities effectively and with sensitivity. There are techniques that have proved helpful in such endeavors. Resources for reading and discussion are listed at the end of this chapter.

It is important to remember that a Lutheran school is not a business venture. While it is necessary to be organized and efficient, it is dangerous to look at students as mere "products" of the educational process or to look at the financial "bottom line" as an indicator that the school is successful.

A Lutheran school is successful and you have fulfilled your role in making it so if children learn about Jesus, their Savior, and respond to His forgiving love by serving Him. A Lutheran school is successful if families are brought into church membership and children are baptized. A Lutheran school is successful if God's love in Christ is shared with people who have emotional, physical, and spiritual needs. That is ministry, and that is the "business" you are in. It is your Father's business. Manage it carefully in line with His goals; He has put it into your hands.

As a board you shall constantly renew your commitment to faithful and spiritually sound school governance. You are also in a

position to display educational leadership in the congregation at large. Promote the school and its staff in positive ways at meetings and in small groups. Support and encourage the principal and be ready to explain the reasoning behind the policies you create. Your attitude of positive optimism builds confidence in the school and all it stands for.

As you grow in your ability to manage board relationships and tasks, you will function even more efficiently. In order to do so, know your job description, plan how to carry it out, evaluate your effectiveness, and adapt as needed. Be open to suggestions from your school administrator or others with expertise.

Resources

Sample Policy: The board will provide resources on issues for which it is responsible.

Listed below are a variety of resources available for your growth and development. Note especially the web sites suggested, because they are updated frequently. Of particular interest is *The Board Walk*, published monthly by the Department of School Ministry. Each issue deals with a topic of timely concern and includes a Gospel-centered devotion for use personally or at your regular board meetings.

These resources should be accessible when needed. Try to find a place in the office or a shelf in the library where board members can find these materials. Publish the list of web sites and give every board member a copy. Assign board members to read specific articles for group discussion to assure that they are being used. Update your information frequently. Decide who is to be responsible for keeping resources available and current.

Living organisms grow. Whatever does not grow, eventually dies. As members of the school board, you have an important job--governing the Lutheran school that ministers to children and parents in Jesus' name. Stay healthy and fit for the task. Nurture yourselves with God's Word, supplement your diet with reliable information, support each other in the process, and carefully prune away all that is not helpful so that, by God's grace, your ministry continues to fulfill its purpose in lively way, sustaining those who

depend upon you. Some suggested resources follow:

Organizations

Lutheran Education Association **www.lea.org**

LEA, 7400 Augusta Street, River Forest, IL 60306

National School Boards Association **www.nsba.org** , 1680 Duke Street, Alexandria, VA 22314

U.S. Department of Education **www.ed.gov** , 1200 19th St., Washington, D.C. 20208

Most states have associations of school boards which sponsor conventions and workshops and provide a variety of publications and services. For information, write to your State Superintendent of Education (or Public Instruction).

Periodicals

Education Week

A newspaper, forty issues per year, reports on current issues, people, and events in American education. For information and subscriptions, write to Education Week < **www.edweek.org** , Subscription Service, P.O. Box 1939, Marion, OH 43305.

Educational Leadership

Published eight times a year by the Association for Supervision and Curriculum Development **www.ascd.com** . Each issue features special topics and research by noted educators, also timely articles regarding curriculum, supervision, and teaching. For information, write ASCD, 125 N. West St., Alexandria, VA 22314.

Lutheran Education

Published quarterly by the Lutheran Education Association **www.lea.org** . Articles cover a broad range of subjects dealing with Lutheran schools, curriculum, programs, management, child

development and teacher development. Write to LEA, 7400 Augusta St., River Forest, IL 60305.

On Board

Published quarterly for Lutheran school boards. Richard Herman, Writer and Editor. Ideas and issues for discussion. For subscription information or to share ideas, contact Richard E. Herman, 640 Walnut Oaks Dr., Roselle, IL 60172. e-mail wrmhermanre@wheatridge.org .

Phi Delta Kappan

Published ten times per year by Phi Delta Kappa, Inc. Articles written by noted educators focus on educational research, service, and leadership, emphasizing issues, trends, and policy. Write to Phi Delta Kappan, Inc., Eighth and Union, P.O. Box 789, Bloomington, IN 47402.

The Board Walk

Published nine times a year by the LCMS Department of School Ministry <http://cs.lcms.org/school>. Contains articles regarding board issues and a relevant devotion for use at board meetings. Available by subscription. Contact the Lutheran Church--Missouri Synod Department of School Ministry, 1333 S. Kirkwood Rd., St. Louis, MO 63122.

Books

Bennett, William J., U.S. Secretary of Education. *What Works*. Research about teaching and learning. 65 pages, 1986. U.S. Department of Education, 1200 19th St., NW. Washington, D.C. 20208.

Distills a large body of scholarly research in clear, simple terms. It is designed to assist the adult who cares about the education of children, both at home and at school.

DeBruyn, Robert and Benjamin, James. *Mastering Meetings*. The Master Teacher, Inc., Manhattan, KS, 1983.

Practical and useful suggestions for effective and productive meetings.

Genck, Fredric and Klingenberg, Allen. *The School Board Responsibility: Effective Schools through Effective Management*. Illinois Association of School Boards, Springfield, IL, 1978.

Helps school board members set goals and standards and use them in measuring progress.

Holding Effective Board Meetings. A joint publication of the American Association of School Administrators and the National School Boards Association. American Association of School Administrators, Arlington, VA, 1984.

Specific and practical helps for conducting orderly board meetings.

Kyle, Regina M., Editor. *Reaching for Excellence. An Effective School's Sourcebook*. 245 pages, 1986. Office of Educational Research and Improvement, U. S. Department of Education. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Reports the effective practices of elementary and secondary schools and classrooms.

Mangieri, John N., Editor. *Excellence in Education*. Texas Christian University Press, Ft. Worth, TX, 1985.

Deals with the challenge of obtaining excellence. Chapter 4, "The School Board" by Luvern Cunningham deals with various views of board management.

Video

"So You're On the School Board," video. Available from LCMS Department of School Ministry <http://cs.lcms.org/school> . Contact the Lutheran Church--Missouri Synod Department of School Ministry, 1333 S. Kirkwood Rd., St. Louis, MO 63122.

Addresses role and responsibilities of the school board.

School Board Development Plan Template

The following is a template that Lutheran school boards may use to create a development plan for board members:

A Board Development Plan

Write your church and school's mission statement here:

What is your board's plan this year for spiritual growth?

Retreat

Who will attend?

Where?

When?

Devotional/worship leader?

Topics/issues to discuss?

Who will lead?

Will outside resource people be involved? Who? Who will contact them?

Who will arrange for accommodations?

Monthly devotions

Who will lead?

Who will remind the person responsible for each devotion?

Plans for Bible study

Course of study?

When?

Who will lead?

Plans for prayer

Issues and people to pray for specifically

Who will lead the prayers?

Will you assign prayer partners? How? When can partners
get together for prayer?

Other plans for spiritual growth and development

How will you orient new members to the board?

Letter of welcome outlining responsibilities

Who will write and send?

When?

Distribution and overview of board manual

Who will be responsible?

When?

Who will be responsible?

When?

Background information supplied

Regarding Lutheran education

Regarding your congregation

Regarding your school

Other

Who will be responsible?

When?

Welcome reception, dedication or installation of board members at a church service

Who will be responsible for the arrangements?

When?

What is your plan for reviewing and revising your board and policy manual?

Discuss a section at every meeting

Schedule what is to be discussed when

Who will lead the discussion?

How much time will be allotted?

Special meeting(s)

When?

Who will lead the discussion?

Other

What are your plans for growing in your understanding of topics related to educational issues?

List topics or issues to study. Prioritize them in order of immediacy or importance (school climate, curricular trends, role of the administrator, funding...)

Indicate which you will study this year, which next year, and which the following year.

Who will lead these sessions?

When will the information be presented?

Regular meeting? How much time devoted to topic?

Special meeting? When?

Retreat?

What are your plans for developing your board skills?

List skills you want to develop. Prioritize them in order of immediacy or importance (communication, conflict resolution, strategic planning...). Indicate which you will work on this year, which next year, and which the following year.

Who will lead these sessions?

When will the information be presented?

Regular meeting? How much time devoted to topic?

Special meeting? When?

Retreat?

How will you evaluate success?

What is your plan for providing necessary resources?

Books, periodicals, and on-line sources of information are available.

What resources are available now?

Where are they?

Which ones will you make available this year?

Next year?

Who will order them?

Where will the money come from?

Where will they be kept?

How will they be distributed?

What web sites provide pertinent information?

What is your plan for providing social and team-building activities?

Social and team-building events are scheduled.

What activities are planned?

When?

Where?

Who will attend? (Spouses, families?)

Who is in charge of arrangements?

What are your plans for ongoing evaluation of your board's effectiveness?

The board's role is clearly defined and expectations are clear.

Where is this information written?

How are board members informed?

Input is solicited from a variety of sources

From whom (self study, principal, teachers, parents, congregational members, pastor, students...)?

In what manner (written form, interview...)?

Who is responsible for gathering information?

Who is responsible for interpreting information?

When?

How are results communicated?

By whom?

When?

Other

Chapter 7: [Curriculum Responsibilities of the Board](#)

Select the chapter title for the complete chapter text or select the topic from

the listing below:

[What is Curriculum?](#)

[Who Decides Curriculum: A Case Study](#)

[A Model for Curriculum Development](#)

[National Lutheran School Accreditation and Curriculum](#)

[Curriculum Development Plan Sample](#)

[Role of the Board](#)

Chapter 7

Curriculum Responsibilities of the Board

What is Curriculum?

The curriculum is considered by many to be the heart and soul of a school. It outlines that which is to be the outcome of the educational process for the constituents of the school community. It is a statement of what will be taught by the school's professional educators and learned by its students.

Educators and the general public have found it difficult to define curriculum. The gamut of definitions runs from everything a child does in school to the scope and sequence of the textbooks used in a school. For our purposes, we will define curriculum as *the instructional content of a school program*. A curriculum is based on the stated goals and mission of the school and enables students to grow spiritually, cognitively, physically, and socially.

As the Lutheran school holds Christ central in its mission, the spiritual growth of the student is preeminent as the Christian faith is integrated throughout the curriculum. The curriculum of a Lutheran school is set forth in the light of God's Word. This Word serves as a unifying and organizing force in the school program that is developed and shared to His glory. This view of the school's curriculum and its development is precisely what makes the curriculum of the Lutheran school unique.

Who Decides Curriculum: A Case Study

Tom Smith began his service on the Board of the Lutheran School of his congregation with much enthusiasm and zeal, wanting to get many things accomplished. He wasn't quite sure what there was to accomplish, but his desire was to be an active, contributing member of the board. Soon after his service began, Andrew, a member who had served on the board during the past two years, approached him. Andrew welcomed Tom, stating that he was available to help get him started in the right direction as a board participant. In fact, Andrew suggested they meet soon to discuss some pressing matters, which were before the board--especially

one concerning curriculum.

Tom was excited to hear that there appeared to be work that needed his attention and agreed to meet Andrew for lunch. During their lunch, Andrew spoke with Tom about the workings of the board, talking with him about the other members, the agenda format, present issues before the board, and the upcoming meeting on salaries. Then Andrew began to express his dissatisfaction about how the math curriculum was being studied. He told Tom that Principal Barker had insisted that he had responsibility for the math curriculum review and that the teachers would be an integral part of the review. Barker told the board to expect the review to take about a year, and he would report to them on a regular basis the progress made in the study.

Andrew told Tom he thought this approach was unfair and wrong. He said that the board was in charge of running the school, and therefore, should be in charge of the curriculum. In fact, he had done some investigation on his own and had talked with the local *Parents for Change* group who recommended a math program that focused on drill, memorization, and more drill. "After all", he said, "isn't that why the Germans and Japanese are beating us in teaching kids about math? Our kids in the U.S. just work in groups and talk about problems. They don't learn to compute; they don't learn their basic tables and facts."

Andrew went on to say that he wanted the board to take over the curriculum review so good old-fashioned education could be returned to the school. He asked Tom to help him convince Mr. Barker and the board to see things his way.

While Tom wanted to jump right in to board business, his discussion with Andrew left him a little confused and unsettled. He wasn't sure the Board should tell the principal and teachers how and what to teach. Weren't they trained in education? Didn't their training and experience put them in a much better position than most board members? He and Andrew didn't have an educator's background. So why should they dictate to professional educators? He didn't know what to do or just what his role as a board member should be in regard to curriculum.

A Model for Curriculum Development

An appropriate model for curriculum development directs the professional educational staff, led by the administrator, to develop and plan the curriculum. This responsibility belongs to professional educators, as they are knowledgeable in the field of education by virtue of their training, experience, and continued professional growth. Their determinations are made subject to the standards, guidelines (laws), needs, and environment of the congregation, the state, and the community. Their decisions are based on research and developed with appropriate deliberation. Lutheran schools should continue to use this model as it promotes the best in curricular decision-making.

In recent years, an interesting and often challenging trend has begun in public schools. That is, the insistence by the general public that they be given much control of the elementary and secondary school curricula. In some cases, people have insisted that they should be in the position of defining the curricular and instructional practice of schools. Often, their definitions are based on their own particular experiences, prejudices, misinformation, or opinions.

In one public school system, a revised language arts program was developed. After careful consideration of educational research and current literature, needs of students in the system, results of their testing program, etc., it was decided to adopt a program that was literature-based and that integrated the reading, writing, speaking, and listening processes. An ultra-conservative group of citizens protested, claiming the new program was "of satan" and would promote absolute failure by the students in the language arts. They loudly proclaimed that the new program ignored instruction in phonics and that it would "dumb down" the entire public school program. Their objections were not based on factual information but rather on hearsay, fear, and rumor.

The school system's administration countered with facts and information, which refuted these objections, to no avail. These detractors claimed they knew what was best for their children and therefore had the right to insist that the curriculum be based on their demands. They felt themselves to be educational experts--probably because most of them had at least 12 years of

experience with the educational process during their own time in school. They demanded the right to decide for their children and the right to disregard "expert" advice. Their protests were so extreme that they included personal, unfounded attacks on the curriculum director for the system, alleging that she was evil. They also sponsored huge smear campaigns in the local newspaper, confusing the ordinary citizen who, they claimed, should stand up and demand to "take back the control of education."

This scenario is not unusual. In some places, this trend affects Lutheran schools also. Parents and other groups are demanding that they become the curriculum designers and definers, rather than appropriating the task to educational experts. Lutheran school boards must make a conscious effort to ensure that the professional Christian educators of their schools maintain responsibility for the development and implementation of curriculum. This is not to say that input from parents and other constituents should be ignored. But such input must not be the only information considered when making curricular decisions.

The school board holds before the congregation or association the responsibility of assuring a quality program of Christian education. Therefore, the policies it develops concerning curriculum should enable and support professional educators on the staff to develop, maintain, continuously evaluate, and improve the school's curriculum.

National Lutheran School Accreditation and Curriculum

Excellence has always been a goal maintained by Lutheran schools in the United States. To that end, the LCMS Congregational Services Department of School Ministry maintains its own accrediting agency, which is governed by the National Lutheran Accreditation Commission made up of one commissioner from each LCMS District. National Lutheran School Accreditation (NLSA) sets standards toward excellence for Lutheran schools. These standards are based on sound educational research and other criteria set forth by well-recognized accrediting agencies throughout the United States. They also speak to those issues of faith in Christ Jesus, which

makes Him central to the mission of the Lutheran school.

Included in the policies of Lutheran school boards should be the directive that the school becomes accredited by NLSA. Some boards also choose to ask the school to hold accreditation from other agencies, states, and boards. Such requests should always be based on the goal of promoting excellence.

Sample Policy (traditional model): The administrator is responsible for developing and implementing a Christ-centered curriculum that meets or exceeds standards established by the state and by National Lutheran School Accreditation.

Sample Policy (Carver model): The administrator may not allow curriculum to fall below state and National Lutheran School Accreditation standards.

To implement the policies stated above, the administrator might create the following procedures:

1. Develop and implement a schedule for curriculum review and adoption.
2. Evaluate the curriculum for its support of the goals of the school and its owners--especially in light of the school's mission/purpose statement and the Gospel of Jesus Christ.
3. Check to assure that the curriculum is in compliance with the laws of the state in which the school is located and the teachings of The Lutheran Church--Missouri Synod.
4. Compare the curriculum to the standards set forth by the National Lutheran School Accreditation Commission.
5. Provide adequate time for curriculum development when developing school calendars and teacher job/ministry descriptions.
6. Supply adequate resources and materials, as

identified by professional staff, for curriculum development and implementation.

7. Use legitimate testing programs and materials to measure student progress and school achievement toward its curricular goals.

The curriculum of the school is such a vital part of the school's mission and operation that the school board should expect the administrator to keep them regularly informed about its development, implementation, and evaluation. Some boards list the curriculum as a regular item on their monthly meeting agenda.

Administrators might report to the board on the faculty's activities as they review various parts of the curriculum. They might apprise the board of how well the school is meeting the instructional goals set forth in the curriculum and how these are being monitored and measured. The board should expect the administrator to be aware of the current standards of the state in which the school is located and to report to them as to how the school is aligning its curriculum to those standards unless they go against the school's mission. The board should expect the administrator to lead the faculty in aligning the school's curriculum to the standards set down by the National Lutheran Schools Accreditation Commission. These areas, as well as those set forth above, should make up the agenda items concerned with curriculum. A helpful resource available from the Department of School Ministry is the *NLSA Standards Manual* and the *Integrating the Faith* series from Concordia Publishing House (CPH).

Curriculum Development Plan Sample:

Curricular areas for study/revision will be selected on a rotational/as needed basis--determined by the faculty and the administration

A committee made up of relevant faculty members under the leadership of the administration will undertake the process. The following steps will be included in the development process:

General Information/input gathering

Information/input will be solicited from the faculty as a whole, board members, parents, and congregational members. The following process will be used with the latter:

An open forum will be held during which parents/congregation members may express opinions about the curricular area to be reviewed. Participants may present their views to the department/faculty. Oral presentations will be accompanied by written copy. During this forum, board/faculty members will be able to ask clarifying questions.

Literature Search (Research)

A review of relevant research, as it pertains to the curricular area at the elementary-middle school levels, will be undertaken. An attempt to gain a balanced view of current research/practice will be made.

Present curriculum survey

A general survey of the present curriculum of the school, the local public school district, and other Lutheran schools will be made. The state standards, those of the NLSA, the LCMS District, and the publication, *Integrating the Faith* will be reviewed and considered.

Curriculum plan writing

A curriculum plan, based on the above information will be written.

Curriculum plan approval

The new/revised plan will be approved by the faculty and presented to the school board for confirmation.

The study committee and the administrator will make the presentation.

The approved and confirmed plan will be shared with any interested member of the school community at a meeting convened for that purpose.

Curriculum Implementation

The implementation process will include:

A review of the current textbooks/instructional materials used.

A purchase of new textbooks/instructional materials, if indicated.

A review of instructional practice as it pertains to the curriculum.

The making of provisions for staff development activities related to the new curriculum/instructional materials.

Role of the Board

In its governance of the Lutheran school, the board has several important roles. Where the curriculum of the school is concerned, its role is vital as the school board holds before the congregation the responsibility of assuring a quality program of Christian education. It is also one of oversight and policy making. The board oversees the professional educational staff as they develop, implement, and continuously evaluate a Christ-centered curriculum. The board's policy-making must undergird and encourage the staff in their work. They must allow for the appropriate tools, time, and resources for the staff to do its work under the direction of the administrator.

Ultimately the board's goal for curriculum is one of excellence. Good curriculum are foundational to excellence in a school.

Christian education --applying God's Law and Gospel to all aspects of life and learning--is what the Lutheran school is about. Excellence in Lutheran schools brings glory to God and encouragement to students, parents, and congregational members as faith is planted, nurtured, and preserved by the work of the Holy Spirit. The care for the curriculum of the school must promote such excellence. This care and oversight is the responsibility of the school board. When done well, the whole curriculum enriches the lives of all members of the school community and points to Christ and His salvation for our souls. Jesus said, *"Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls"* (Matthew 11:29).

Chapter 8: [Board Legal Considerations](#)

Select the chapter title for the complete chapter text or select the topic from the listing below:

[A Brief History](#)

[Threatened Litigation: A Case History](#)

[The Board and Legal Matters](#)

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Chapter 8

Board Legal Considerations

Note: This chapter briefly reviews applicable portions of the publication *Give to Caesar: Lutheran Schools and Government Law* by Dr. William C. Rietschel, published, copyrighted, and made available by the LCMS Department of School Ministry.

A Brief History

In the beginning, there was only one law: Do not eat of the Tree of Knowledge of Good and Evil. Adam and Eve defied the law. Judgment was fair, swift, and merciful. While Adam and Eve could no longer enjoy a heavenly life on earth, they were spared from living in sin forever. God promised to forgive their "breach of contract" by sending a Savior who would pay sin's penalty on their behalf.

Legal life became more complicated as time progressed. Ancient people lived for some time without codified laws, but the Law of God was written in their hearts. They knew right from wrong. But they wanted to know more. Eventually, God gave His people a written set of Laws, ten in all. People knew in no uncertain terms what God expected. Of course, the people could not obey the Law because it left no loopholes, and the expectations were stringent. But their merciful God would forgive their disobedience because Jesus would serve the sentence they deserved.

Biblical law did not remain simple. As people found more ways to sin and questioned the Law's applicability, God's appointed rulers established a long list of regulations and rules. Now it was clear that a legal system was needed in a sinful world.

Today, we live with a complex set of laws governing most aspects of modern life. Like all citizens and institutions in the country, Lutheran schools are subject to many laws. Beyond laws, they are also subject to litigation. There is no judicial protection for these schools just because they are Lutheran or Christian. Boards of education in these schools have the responsibility to assure the congregation and the entire school community that the school is a

law abiding Christian institution; its policies must promote conformity with the law and protection for the school, its administration, staff, and the board itself.

We live in a "law suit society." Instead of following the tenets of Matthew 18, people today deal with problems, disappointments, and challenges by filing a lawsuit. Not only has there been an almost exponential increase of litigation in the public school arena, Lutheran schools also have become the targets of lawsuits in recent years. Even if a suit isn't filed, administrators, teachers, and boards often are faced with angry parents who threaten, "I'll be calling my lawyer about this!" or "I'll see you in court" or "The only way to settle this is to make you pay." Board members will want to be proactive in making policies that protect from such legal action or threat.

Threatened Litigation: A Case Study

Recently, two children in a Lutheran school were not re-enrolled because their parents had not paid the tuition from the previous year. The board had a policy that stated that all tuition from the previous year had to be paid in full prior to re-enrollment for the next year. The administrator had records that showed the numerous times she had contacted these parents, asking how the school might help them work out an arrangement for payment. To her knowledge and observation, there was no reason the parents could not pay the bill. (These same parents had a history of not returning notes to teachers, forgetting to pay smaller bills, not paying attention to the school calendar, etc.) Many times during conversations with the father, he promised to "come in the next day and take care of everything."

As the beginning of the school year approached the administrator made one last attempt to collect the tuition. She sent a "final notice" by registered mail to the parents, giving a specific deadline for payment. This was done to no avail. The deadline passed and the administrator, with deep regret for the two children involved, sent an official notice of withdrawal to the parents. Upon receipt of the notice, the father immediately contacted his attorney who called the school. He stated that his client demanded his children's enrollment be reinstated, and that the action that had been taken was prejudicial, as one of the children had a diagnosed learning disability. Such an allegation, even though far from the truth,

greatly concerned the administrator, as she knew special education issues receive much attention from the courts, especially as they relate to fairness and due process.

The administrator informed the board chairperson of the situation and the steps she planned to take. First, she called the school's attorney. Together, they decided that the principal would fax the ten pages of documentation noting the contacts the school had made--or attempted to make--with the parents as well as the responses, or lack thereof, from the parents. The administrator also informed the parent, through his attorney, that in no way was the refusal to enroll the children tied to any diagnosis of learning disability, but was simply based on the parents' failure to meet their financial responsibilities toward the school. Upon receipt of the documentation, the attorney's response was "Thank you very much." Neither he nor the parents were heard from again.

While the school was well within its rights and acted in accordance with the law and board policy, dealing with the legal threat took time (and emotional energy) from the administrator and her staff. It also involved an expenditure for legal services. From time to time, this kind of litigious cloud hangs over more and more Lutheran schools and calls for measured, informed action on the part of the administration with solid support from the board.

The Board and Legal Matters

What then, is a board to do? What must it know? How does it become informed?

Types of Law

First, board members must gain a general awareness of the legal framework in which Lutheran schools must operate. They need to understand that several sources of law influence the operation of Lutheran schools. Among the most significant are federal and state constitutions, federal and state statutes, common law, contract law, and tort law. In no way are school board members expected to be familiar with all these laws. They need to rely on the administrator to know, understand, and apply the laws that are relevant to Lutheran schools.

The law is constantly changing. Many legal aspects are anchored in state law, which differs state by state. Consequently, boards should expect administrators and other educational personnel to continually study educational law in their state to keep current. They should also be expected to consult with legal authorities at local and state levels regarding specific situations. Administrators can also receive training and assistance in this area from colleges and universities, professional development updates, assistance from their LCMS District education executives, the LCMS Congregational Services Department of School Ministry, the U.S. Department of Education, and a variety of groups and agencies that take a concern for nonpublic schools.

Legal Representation

In most cases, it is desirable that the administrator has a working relationship with an attorney. This attorney should have expertise in school and contract law and be familiar with its applications to nonpublic schools. As the administrator recommends policies, it is wise to check for the policies' compliance with related laws. In some cases, the administrator may request a review of a policy or procedure by the school's attorney.

Special attention should be paid when policies are made that deal with areas of the health and safety of students, the employment of staff, special education, and due process. Courts will generally consider the existence of policy and "good faith" of a properly communicated policy rather than the policy's wisdom or rationale. Therefore, it is essential to have policies in writing and published for all school stakeholders.

Legal Implications Involving Employment

The board must exercise care when dealing with areas of employment of school personnel. Too often the assumption is made that because school personnel serve the church, this area doesn't need much attention. However, the same laws that govern all employment often govern employment in the church. The rights of Lutheran school educators are generally conferred by contracts or agreements existing between the teacher and the Lutheran school/congregation. Whether these are classified as calls, calls for a limited time, or simply contracts or agreements, contract law

governs the employment situation. State statutes may speak to this employment as well. The board and congregation must attend to many legal aspects of employment and must be sure employees are treated in a fair and equitable manner. They can receive assistance in doing so from the District, the Department of School Ministry, or from legal counsel.

Fairness

The issue of fairness is important to students and their parents. Board policy must assure that all children are treated fairly by the school. Therefore, much care should be taken when policies are formulated dealing with enrollment, dress codes, regulations, suspension and expulsion, search and seizure, classroom discipline and corporal punishment, harassment (sexual and otherwise), and student records and privacy rights. Courts will scrutinize for fundamental fairness in the relationship between a Lutheran school and/or parent and/or the educator when a breach is alleged.

Negligence

Negligence draws the most attention in schools. Negligence is doing something that a reasonable, prudent educator would not have done in like or similar circumstances or not doing something that a reasonable, prudent teacher would have done in like or similar circumstance, where the educator had a duty. Simply, a Lutheran school, or teacher may be judged negligent either for an improper act or for not acting properly. In this case also, board members need to ask the school's administrator to assure them that the conduct of the school staff is reasonable, prudent, and watchful. Policies should be made with this in mind and the procedures the administrator formulates and enforces should be explicit, in writing, published for all involved, and reviewed frequently with the staff and others in the school community. The staff should receive preventive inservice training in this area and others that impact the school, its staff, and students.

One blessing of American law is the presumption of innocence. People are considered innocent and must be proven guilty. In school law, the "burden of proof" is upon those bringing suit. They must, for example, prove the school, staff member, or board guilty,

because the law presumes they are innocent.

Insurance

While the school staff has much legal exposure, so does the board as it is seen as the governing agency of the school and therefore often is held legally responsible for any school-sponsored programs and activities, as well as its policies and procedures (or lack thereof). Even if all members of the school community, including the board, have taken due care to see that everything is done in order and in accordance with the law, allegations can be made and lawsuits can be filed. It is therefore necessary that the board provide protection for itself and members of the staff. This is done through insurance.

Board members should insist that insurance policies be in place, which financially protect the staff members of the school and themselves. Sometimes congregation members consider such expense frivolous and unnecessary. But such expenditure is reasonable and prudent and should be undertaken in all cases. Again, legal counsel might be sought as to the type and amount of insurance a school and its board will need.

Every board member should realize that the operation of Lutheran schools today is both supported and limited by a wide variety of legal frameworks. These structures impact both those that serve and those that are enrolled in Lutheran schools as well as those that participate in their governance. Boards of Lutheran schools must conduct their business in ways that promote compliance with the laws and in ways which will avoid potential legal problems. The board should encourage the practice of preventive law and Christian principles. Most of all, boards need to trust the Lord. God may not deliver them from legal issues and problems, but He will bring good from every situation in which believers find themselves.

Summary

Lutheran school boards need to assure that easily understood and communicated policies are necessary to protect the interests of students, parents, staff, board, and congregation. Furthermore, boards should by policy provide insurance to cover liability of the staff and themselves. (Sometimes this is provided in a

congregation's or association's umbrella policy. However, the board needs to examine existing policies to determine if additional, specialized coverage is advisable.)

Courts are likely to uphold the action of schools if they act in accordance with their own duly processed policies, providing the policies themselves are legal.

Sample Policy (traditional model): *The board shall protect itself, the faculty, and the staff by providing liability insurance coverage at an amount determined in consultation with an attorney.*

Sample Policy (Carver model): *The board shall not operate the school without providing adequate liability coverage through a recognized insurer.*

Sample Policy (traditional model): *The board shall annually review the school's operational procedures, or lack thereof, which may have legal implications.*

Sample Policy (Carver model): *The board shall not allow the school to be vulnerable to legitimate litigation.*

Chapter 9: [Board Financial Responsibilities](#)

Select the chapter title for the complete chapter text or select the topic from

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Chapter 9

Board Financial Responsibilities

Introduction

So he called ten of his servants and gave them ten minas. "Put this money to work," he said, "until I come back" (Luke 19:13).

God has called us to be good stewards of His gifts. The school board is charged with the stewardship of the financial affairs of a Lutheran school. Boards do that best when they establish and follow clear policies on financial responsibilities. Boards practice faithful stewardship by engaging an administrator who develops and implements procedures that follow these policies.

The school board is responsible for assuring that an annual budget and an annual update of the three to five year financial plan are prepared. The board is responsible for ensuring that adequate funding is available to accomplish the objectives of the school. The budget and financial plan must take into account the Strategic Plan of the congregation and the Strategic Plan of the school, assuming such plans exist.

Board financial policies must address board self governance issues, administrator limitations, actions requiring board approval, and direct monitoring requirements.

Because of the variations in the structure of congregations, the final responsibilities for these activities may rest with the school board, the church finance committee, or the church council. In any case, the school budget must be carefully coordinated with the church budget and its financial affairs. In some instances, past practice may be that the school budget is the full responsibility of congregational financial officers. The school board should play a strong role in the development of a complete school budget so that it can fulfill its responsibilities for providing an adequate educational program.

The principal usually has major responsibility for preparation of the school budget along with a committee or a representative of the

board. In any case, the recommendations of the principal are important as the budget is formulated and decisions are made.

Successfully Funded Schools: Characteristics

Successfully funded schools are marked by ten characteristics. They are:

☐ **A Shared ministry**

The congregation and school jointly promote and support their ministries.

The principal and school staff are available and visible in the church program.

The pastor is available and visible in the school program.

☐ **A United Congregational Leadership**

The congregation understands and accepts the school and its mission.

Consistently strong role models support church and school.

☐ **A Personal Mission Statement**

The mission statement clearly explains why the school needs financial support.

The mission statement gives direction.

Stakeholders know the mission statement.

The mission statement describes the ministry.

☐ **A Distinctive Education Program**

The education program fulfills the goals of the congregation and community.

The education program offers the community the program it needs.

The education program provides quality Christian education.

☐ **A Trained School Board**

The board understands school funding is a primary responsibility.

The board seeks ways to strengthen the funding base.

The board communicates the financial situation with the congregation and community.

☐ **A Driven Development Team**

The development team shows leadership in school funding.

The development team takes action.

The development team takes risks in providing school funding.

The development team removes burdens from the administrator.

☐ **An Aggressive Marketing Plan**

The marketing plan seeks ways to retain current students.

The marketing plan provides methods for student recruitment.

☐ **A Strategic Financial Plan**

The financial plan has a strategy to secure annual cash flow.

The financial plan is designed for future financial security.

☐ **An Enlightened Principal**

The principal realizes financial changes are happening and will continue to happen.

The principal prepares personally for change.

The principal gathers a funding team to direct the school's financial plan.

The principal leads the staff and board through change.

☐ **An Up Front Pastor**

The pastor accepts the school as a ministry.

The pastor shows a partnership in implementing the mission statement of the school.

The pastor promotes new ideas in the changing financial times.

Definitions

The following words or phrases are used in this chapter. Please note their operational definitions.

☐ Budget - the annual financial plan for the school year. It includes all expected income and expenses for the school year.

☐ Business Plan - the financial plan for the next three to five years. It includes all projected income and expenses for each of those years. It is changed annually.

- ☐ Case Statement - tells why a school deserves support. It includes the mission statement, record of service, and achievement to the church and community, how the school wishes to improve its service and mission, new resources required to carry out this new plan, and an invitation to participate in giving.
- ☐ Cash Flow Chart - shows a month by month accounting/projection of the monthly beginning balance, each income source, each expense category, and monthly net operating income /loss.
- ☐ Current assets - assets that can easily be converted to cash or used in place of cash within one year.
- ☐ Current liabilities - liabilities that are due and payable within one year.
- ☐ Endowment Fund - a special reserve set aside to take care of emergencies and/or provide for the continuation of certain projects. Endowments may be restricted or unrestricted. (See the *Lutheran School Administrator's Handbook - Funding*--available from the Department of School Ministry--for detailed information on endowments.)
- ☐ FASB Standards - the official accounting standards adopted by certified public accountants for use by not-for-profit organizations.
- ☐ Fourth Source Income - an indirect way of taxing the staff to cover the cost of operation. It often involves low wages and insufficient salary increases in order to keep the tuition, fees, and congregational commitment at a lower level. It is also used when a congregation enters a building program, when salaries are frozen in order to balance the budget and/or pay the mortgage. **Fourth source income is inappropriate for Lutheran schools.**
- ☐ Funding Formula - establishes the sources of income and how those sources are determined.
- ☐ Hard income - all income that is relatively sure of coming in to the school. Examples include tuition, fees, interest designated from an endowment, and congregation support.

- ☐ Soft Income - all income that may or may not be received by the school. It is unpredictable in amount. Examples include fund raising activities, an annual fund drive, gifts, and memorials.
- ☐ Planned-Giving Gifts Guidelines - outlines in what manner gifts are to be solicited, received, and utilized. These gifts may be an outright gift, a deferred gift, or a bequest. (See the *Lutheran School Administrator's Handbook - Funding* for detailed information on endowments.)
- ☐ Resource Development - involves expanding the funding base to increase annual cash flow and to secure a strong financial future. It requires the raising of friends for your school in order to raise funds to assure its financial operations.
- ☐ Third Source Income - all soft money income. It is fundraising, annual fund, gifts, memorials, and grants.

Funding the Lutheran School

This section is designed to assist the board and administrator understand school funding issues. It begins with a rationale for a financial plan and the components of that plan. It includes a look at various sources of income and guidelines for developing support and income for the school operations.

The Need for a Financial Plan

(Note: This section is based on *The Strategic Board of Trustees: A Compendium of Ideas and Perspectives Articles*, Independent School Management, 1998.)

An important component of your school/congregation long range and strategic plans is the financial plan for the school. Without a financial plan, your school and congregation invite problems.

The annual setting of tuition and fees may be nothing more than a painful, and often counterproductive debate concerning "How much more can parents stand?" (The debate is often conducted by parents who will be affected by an increase in fees.) The answer to the question is invariably, "Not much."

The staff salary and benefits increase becomes uncoupled from tuition and hard income increases. Discussions on salaries and benefits are consequently shaped via another debate framed in language such as "How much does the faculty need?" The answer, because most teachers are underpaid, is invariably, "A lot."

The difficulty of managing and predicting enrollment and enrollment revenue is frequently obscured by wishful "predictions" of enrollment increase, and, thus, by a projected "balanced budget" whose enrollment-and-revenue assumptions are appropriately not conservative.

The crucial issue of building and maintaining adequate levels of unrestricted and building reserves, and of continuous attention to their full funding, often becomes lost in the confusion of asking the wrong questions in the wrong contexts of financially stretched parents, undercompensated faculty, expanding congregational ministries, and wishful thinking about enrollment.

The annual budget-building process must ask, "Where are we taking the school long-term, and how will the school arrive at its desired place without a strategic solvency framework within which to move?"

Without a financial plan designed in part to help your school "charge what it costs" to operate, your school may drift toward an ever-increasing dependence upon annual giving and other non-capital soft income sources to balance its operations budget.

Sources of Income

The first step toward developing an improved funding program is to know and understand the various sources of available income. The next step is to analyze these sources of income, test their practicality for your school, and make sure they are in harmony with principles of Christian stewardship. The following information deals with knowing and understanding the sources of income; subsequent pages will deal with testing the availability of those sources for your school and how to develop those income sources.

Historical Perspective on Funding

A historical perspective is helpful in understanding how Lutheran schools are funded. When Lutheran schools were first established in America, congregations usually assumed the full responsibility for all costs. School costs were usually included in the congregational budget. It should be noted, however, that Lutheran schools usually were maintained by congregations to provide a Christian education for the children of the congregation. Some Lutheran schools still receive full support, or nearly so, from the congregation(s) which owns and operates them. In these schools, it is common practice to charge fees for books and materials and to charge tuition for nonmember students.

As member enrollment declined and Lutheran schools began to serve children of the neighborhood, the practice of charging tuition became more common. Even in these cases, tuition rarely covered the full cost of education, and congregations were still providing considerable subsidy.

Beginning in the late 1930s and early 1940s, several trends in the Lutheran school movement developed that affected funding practices. Many older, urban congregations became less able to fully support their school, particularly in changing communities. These congregations, however, recognized their school as an important ministry to the community and therefore were reluctant to close the school. Rather than closing the school, these congregations looked for new sources of income.

Also in the early 1940s, many urban congregations that previously had no school were experiencing membership declines as communities and neighborhoods were changing. Some of these congregations saw the Lutheran school as an excellent agency for outreach, for caring for children, and for helping the congregation through a membership transition. Even though these congregations had few funds to support a school, they opened a Lutheran school and began looking for new funding sources.

It is within the context of this brief historical perspective that school boards need to look at the funding of their Lutheran school for future decades.

Basic Sources of Income

The following are the basic sources of income for Lutheran schools:

Congregational support

Tuition and fees

Gift income

Fundraising

Government-funded programs

For each source of income, a series of statements will serve as guidelines for your board as it evaluates the use of each source in your school's funding program.

Congregational Income

Discuss the following statements as you evaluate your current practice of funding your school. Consider also whether your current practices could be improved. If so, how?

1. Congregational support is essential in every Lutheran school. This is so because the Lutheran school is viewed as a ministry of the whole congregation, not parents only.
2. Congregation members are urged to support the Lutheran school and to claim ownership of it as a ministry of the congregation, even as members claim ownership and support the other ministries of the congregation.
3. When planning school budgets, income from the congregation should be considered first.
Congregational financial support of the school gives

evidence that the congregation views the school as an authentic and valuable ministry.

4. Congregations that provide, or seek to provide, 100 percent support, or nearly so, should:

Provide adequate funds to maintain excellence in education.

Provide adequate salaries and other funds for the other important ministries of the Church and congregation.

5. Congregations providing less than full support of the school should:

Provide sufficient support to reflect true "ownership" and a commitment of the congregation that says, "We want this school."

Provide in addition to, or in lieu of, budget support, other "in kind" services such as utilities, insurance, building maintenance, and other ways that assist the school and give evidence of congregational ownership.

Avoid viewing the school as a source of income for the congregation.

6. Congregations will annually foster vigorous stewardship programs for all congregational ministries including the ministry of the school and will thereby seek to maintain or increase congregational support for the school.

Tuition Income

Discuss the following statements as you evaluate your current practice of funding your school. Consider also whether current practices could be improved. If so, how?

1. Tuition is an appropriate source of income for Lutheran schools. Through tuition, parents share in the responsibility of providing a Christian education for their children.
2. Tuition rates should be established fairly based on actual cost-per-student data.
3. The tuition collection system should be well-organized and maintained in an efficient manner.
4. Provision should be made for financial assistance to those who are unable to meet their financial responsibility.
5. Practices that violate IRS rulings should be avoided.

Tuition may not in any manner be deducted as a contribution to the congregation or school.

Tuition may not be stated or implied as a required donation.

Contact your LCMS District education executive for additional rulings.

6. Guidelines for setting tuition that are fair and appropriately reflect the ministry of the congregation and school should be established.

A cost-per-student should be set for all students, members and nonmembers alike.

When a single tuition rate has been established, the sponsoring congregations may:

- Provide a full or partial subsidy for its

member children who attend the Lutheran school.

- Provide a tuition subsidy for unchurched children (not members of a Christian congregation). Congregations may choose to provide such support from its mission budget.

7. All nonmember church families should be expected to pay the full cost of their child's education.

8. Other Christian congregations in the community should be encouraged to provide a tuition subsidy for their member children who attend the Lutheran school.

9. The sponsoring congregation should have a program of financial aid for needy families in addition to its tuition subsidy.

10. No child will be turned away from school for financial reasons.

Gift Income

Discuss the following statements as you evaluate your current practice of funding your school. Consider also whether current practices could be improved. If so, how?

1. Gift income is a desirable form of revenue particularly when it enables the school to provide special programs and services that are not ordinarily funded by income from congregations, tuition, and fees. Such programs include tuition assistance, equipment and materials, renovation programs, library resources, continuing education of teachers, special equipment, etc.

2. Gift income solicitation programs are to be coordinated through the congregation's stewardship board or finance committee.

Programs of solicitation are to be well-planned and administered maintaining Christian integrity and avoiding exploitation of any manner.

Members of the school family (parents, former parents, alumni, friends and relatives of students and members of the congregation) can be encouraged and invited to support the ministry of the school with regular and special gifts.

5. Members of the school community (neighbors, businesses, foundations) can be invited to be friends of the school and to provide financial support for it.

6. Income from gifts should be estimated and projected conservatively, thereby not distorting the annual budget.

7. Gift income, if cultivated carefully and with integrity, can become an important source of income over time.

8. Gift income programs should support the principles of Christian stewardship.

Fundraising Income

Discuss the following statements as you evaluate your current practices of funding your school. Consider also whether current practices could be improved. If so, how?

1. Fundraising is a legitimate source of income when other sources of income have been fully explored and developed.

2. Fundraising is viewed as another way that friends of the school can provide additional support.

3. Fundraising activities are viewed positively when they are accompanied by Christian fellowship and goodwill, when they foster educational programs, when they provide opportunity for sharing, and when they provide adults another opportunity for demonstrating ownership of the school's ministry.
4. Fundraising is never viewed as a substitute for sound Christian stewardship.
5. Fundraising activities avoid the exploitation of students, parents, and friends.
6. Fundraising groups work through the established procedures of the congregation and coordinated by the appropriate congregational committee.
7. Fundraising activities are well-planned, scheduled in advance, and retain Christian dignity throughout.
8. Fundraising programs are cost effective and produce income commensurate with the investment of time and effort of workers.
9. Children involved in fundraising will not be exploited or exposed to risk or danger.

Government Funded Programs

Certain states provide funding for services and programs on behalf of children attending public and nonpublic schools. Normally these programs do not interfere with the distinctive purpose of Lutheran schools. It is important that boards and the principal be aware of state and federal programs whereby funds are available for the children attending their school, including voucher programs.

Government programs usually require application, record-keeping, supervision, and accountability. By participating in the programs

provided by the state and federal government, schools are agents in helping to carry out those services and programs that the state deems important for all children of the state.

Discuss the following statements as you evaluate your current practices of funding your school. Consider also whether current practices could be improved. If so, how?

- ☐ Government funding is a legitimate way of supporting the operations of a Lutheran school so long as it does not interfere with the mission of the school.
- ☐ Government funding is never viewed as a substitute for sound Christian stewardship.
- ☐ Income from government funding should be estimated and projected conservatively, thereby not distorting the annual budget.

Components of a Financial Plan

There are eleven components to a financial plan (business plan). Typically, the plan covers a three to five year time frame. The components are:

- ☐ Enrollment Projections
- ☐ Staffing Projections
- ☐ Program/Curriculum Plans
- ☐ Strategic Plan Items that affect finances
- ☐ Accreditation Improvement Goals that affect finances
- ☐ Income Sources
- ☐ Funding Formula
- ☐ Expenses
- ☐ Capital Projects
- ☐ Technology
- ☐ Assumptions

Enrollment Projections

It is essential that the administrator project enrollment for each grade level included in the school program. The number of students expected establishes staffing needs and identifies potential capital needs when space is needed to add a class. Past enrollment trends, births in the congregation, and the Lutheran

Church Extension Fund Demographic Study for your area will enable you to calculate projections for the future.

Staffing Projections

The enrollment projections will help determine staffing needs. Also consider special needs for music, technology, art, physical education, and science. Include the need for support staff--secretarial, maintenance, and in large schools, a business manager.

The staffing projection is the most important part of the financial plan because it will account for between 75 percent and 80 percent of an annual budget. The number of staff will impact expenses in several ways. It impacts the salary line item, the benefits line item, and the continuing education/staff development line item.

Program/Curriculum Plans

Curriculum changes will impact the financial plan. Be sure to plan for textbook adoptions and new programs. Most schools have implemented a cycle for curriculum review and textbook adoption. Note these plans in the financial plan.

Accreditation Improvement Goals

National Lutheran School Accreditation follows a seven year cycle. The result of an accreditation process will be a school improvement plan. The financial plan must take into account any costs related to this school improvement plan. The improvement plan is an important part of the financial plan.

Strategic Plan

The strategic plan for the congregation and school sets a vision for the future. The financial plan must include any costs related to implementing this plan. The strategic plan enables the congregation and board of education to plan for expenditures in advance.

Developing a Funding Formula

Simply stated, a funding formula is the plan by which a congregation intends to provide the annual funds needed to operate its school in the coming year. The formula identifies the sources of income and the percent of the school's total budget each income source will provide. See illustration below.

Funding Formula

Christ Lutheran School

Income Source Amount Percent of Total

Total income \$675,800 100%

Congregational income	270,320	40%
Tuition and fees	371,690	55%
Gift income	20,271	3%
Fundraising income	4,800	0.7%
Government programs	0	0%
Other	8,719	1.3%

Why a Funding Formula?

If a congregation determines to operate a school as an integral program of its mission, the congregation must also determine how that school is to be funded.

Historically, when a congregation established a school it also determined, or assumed, that the school would be funded by the

congregation from the receipts of members' regular contributions. That was the congregation's funding formula. It was a simple formula and it worked for many. For a few congregations, that formula still works.

Some congregations have discovered that a formula of exclusive congregational support no longer works. Those congregations cannot maintain the quality of education they would like. It also may mean that other ministries of the congregation are not funded or poorly funded. It may mean that teachers' salaries are dreadfully low. This is a critical time for the congregation and its school. For these congregations, it is a time to appoint a board or a committee, or representatives from several boards and committees, to develop a funding formula for the school.

Some schools, particularly those established in recent decades, began operation with assuming that tuition would be the primary source of income. In some cases, schools began with little or no congregational support or ownership. These schools too should develop a funding formula. Working for greater congregational support and gift income would not only increase revenues but also increase a congregational feeling of ownership and allow for greater linkage between the congregation and school mission.

Who is Responsible?

Boards of education frequently report that they are not sure who is responsible for the funding of their Lutheran school. This may be a major reason for the funding problems some Lutheran schools experience. In many cases, according to the reports of board members, a congregation's finance committee, working with the school board, is responsible for the budget preparation of the school. In these instances, no one is designated to be responsible for planning the funding of the school. When adequate funds are not received, school boards are not sure who is responsible. What usually happens is that budgets are cut and programs or services are eliminated or reduced.

Whatever the practice in your congregation and school, some board, committee, or individual must have responsibility for establishing a formula by which the school will be funded. Establishing a funding formula is always the essential first step in

developing a successful financial plan for the school.

Who is to be Involved?

Because the school is an integral part of the congregation's mission, then obviously the congregation must be involved. Obvious also is that the school board must be involved. Neither congregation nor school board dare work independently; both must work together if a funding formula and plan is to be developed and supported.

One congregation has established a committee that represents two members of the finance committee, two members of the stewardship committee, and three members of the school board, one of whom is the principal. The responsibilities of this committee are: 1) to establish a funding formula and to review it annually, and 2) to plan and approve programs of funding for the school. The positive benefits, in addition to the funding formula, of the linkage between congregation and school are obvious. In some congregations, the administrator is given the responsibility to "ensure that the school has adequate funds."

If your school has no one appointed or designated to accomplish the above two tasks, this is the place to begin. This chapter can serve as the assignment and resource for a newly established committee.

Steps for Developing a Funding Formula

Note: This section, as well as the entire chapter, assumes that congregations and schools have a reasonably good financial record-keeping system. If this is not so, congregations would do well to set up a system that serves the congregation and school responsibly and with accuracy. The *Congregation Treasurer's Manual* is available to help congregations. It is sent to each LCMS congregation annually by the accounting department of the LCMS.

Consider inviting people from the stewardship committee and the finance committee to join you in doing the steps that follow. Review the five steps suggested below. Please note that the first three steps require the gathering of information. Perhaps one person can be assigned in advance to gather this information and

have it ready when the board or study committee meets to carry out the five steps.

Many boards report the difficulty arising when congregations and schools do not have the same fiscal years. Many congregations report the advantage of having both congregation and school on the same fiscal year usually beginning July 1 and ending June 30. The advantage for congregation and for school is that congregational and school programs follow the school year cycle more than the calendar-year cycle. This is an advantage for budget planning, record keeping, and comparing financial data from previous years. Board members may want to consider this as they carry out the assignments suggested in the next five steps.

The following five steps will help your school determine its sources of income during recent years, to determine the percent of total income each income source provided, to evaluate the sources of income, and then to determine whether changes are desirable and practical to help your school maintain a strong funding program.

Step 1

Determine, for the past school year, the amount of actual income from each income source; then determine the percent of total income for each income source. Use the chart below. If needed, add additional income sources, if any, to reflect all your school's income sources.

Funding Formula

Income Source

Amount Percent of Total

Total income \$ 100%

Congregational income

Tuition and fees

Gift income

Fundraising income

Government programs

Foundation/Interest

Other

Step 2

Develop a chart similar to the one above and repeat the above step for the three prior years.

Step 3

When information has been gathered for steps one and two, draw a line or bar graph that shows the income pattern for your school for each income source. Your graph will show income sources and their growth or decline pattern for the past four years of operation. The graph will show your funding pattern (formula) for these years.

Step 4

On the basis of the information above, evaluate your funding performance by doing the following:

Share with one another your feelings and reactions to the information you have gathered. Note patterns or trends.

Study again the income sources identified. For each income source, indicate your feeling whether that income source should be increased or decreased. Write your reasons for increasing or decreasing. Individuals of the study committee or board should do this exercise first. Then the group should discuss their responses and reasons. See if consensus can be reached for each income source. If consensus is difficult at this point, continue with the following step. (Consensus may emerge later.)

Step 5

Prepare a tentative funding formula. Ask, "In what ways can we adjust the formula to enhance the financial support of our school?" Remember, you are preparing a tentative formula; no doubt the tentative formula will be revised several times before completion.

Study the illustrations reported in the following pages.

For each income source, estimate the percent of increase or decrease that, in your opinion, is desirable, possible, and practical over the next three or five-year period.

Develop a three or five-year chart that shows the percent of annual increase or decrease necessary to achieve your goal.

On the basis of the chart, project a funding formula for the next school year indicating for each income source the percent of the total and the dollar amount. (If next year's budget is not complete, assume a 3 percent increase in the budget unless there are evident reasons for increasing or decreasing the budget for the next school year.)

Study the subsequent section, *Ideas For Developing Revenue From Income Sources*. Following a study, repeat the steps above and finalize your funding formula and plan your budget for the next and subsequent school years.

Illustrations of Congregations Establishing Funding Formulas

The following illustrations are provided to help your board or study committee consider ways of establishing, maintaining, or revising its funding formula. The illustrations reflect rather accurately what several congregations report as completed or planned actions of their congregations.

Faith Lutheran Church and School

Faith congregation and school were established over 100 years ago. Until recently, the congregational budget has fully supported the school. About ten years ago, annual student fees of \$100 were introduced. Faith congregation also supports other ministries and

programs of the church.

After a year long study, Faith congregation resolved the following regarding school support: 1) to continue support of the school and to continue the practice of student fees, 2) to charge its nonmember students full tuition based on actual per student costs; and to request the congregations of nonmember students to provide financial support for their students attending Faith Lutheran School, 3) to intensify the congregation's stewardship efforts in the next three years to increase teacher salaries to a level that is equal to public school salary schedules, and 4) to conduct an annual every-member-appeal for the purpose of establishing a student assistance endowment and a continuing education fund for teachers.

Northwest Lutheran School

Northwest Lutheran School, established thirty-two years ago, is operated by three congregations in a racially mixed urban community. Recent evaluations indicate that more funds are needed for improving the quality of education. Enrollment during recent years: 51 percent from members of the three supporting congregations, 19 percent from other Lutheran churches, and 30 percent from unchurched member families. Income in recent years:

Support from three congregations- 17 percent

Tuition and fees- 75 percent

Gift income- 3 percent

Fundraising income- 5 percent

The three congregations that operate *Northwest Lutheran School* are currently considering the recommendation of a study committee made up of representatives of all three congregations:

Set the same tuition for all students based on per student costs.

Provide a tuition subsidy for member children and unchurched member children.

Work toward a funding formula over the next five years as follows:

- Congregational support-25 percent
- Tuition income (from members and unchurched members)-65 percent
- Gift income-10 percent
- Fundraising-0

Conduct one major fund appeal annually within the three congregations, the business community and the school community through which the gift income goal of 10 percent can be reached.

St. Stephens Lutheran School

St. Stephen's was established primarily by a parent group twelve years ago. It serves mostly children of the community, 192 of them. Recently the congregation has become more involved in the school, working with families of the children enrolled. Income sources:

Congregational support provides free use of facilities, utilities, and custodial service, no budgeted support.

Tuition and fees provide 100 percent of other costs.

Gift income has been minimal and has been used solely for non-budgeted items.

Fundraising projects, ten to twelve per year, are used to raise money for needs beyond the budget.

Some government support has been received, but not included in the budget.

The school budget is managed by the school administrator, separate from the congregation's budget.

Beginning with the next school term, the following plan will be followed:

The congregation will continue to provide facilities, utilities, and custodial services.

Tuition, based on per pupil costs, will cover 100 percent of the budget.

A vigorous gift income program will be initiated to reduce the number of funding activities to one or two major, well-planned fundraising activities per year. The gift income program will seek funds from foundations, businesses, Lutherans in the community, and other available sources.

As soon as possible, the school budget will be incorporated into the congregational budget for purposes of ownership and uniformity.

Trinity Lutheran Church and School

Until five years ago, Trinity congregation included virtually all school costs in its budget. The school had few other sources of income. While the school was well taken care of, other ministries of the congregation were limping--particularly mission outreach.

After intensive study, the congregation approved the shared support plan. The plan, over a five year period, called for the congregation budget to provide 50 percent of the school support and tuition and fees to provide the remaining 50 percent. All school costs were to be included in the budget. No gift solicitation or fundraisers were to be conducted. The plan was implemented and is now in its fifth year. Congregation members, school board and staff, and parents feel good about their school and the shared support plan.

In its fifth year of this plan, Trinity congregation resolved to continue the plan. In its resolution, Trinity stressed the importance of enrolling children from unchurched homes and resolved that the tuition for them would be the same as for congregation members. The congregation's mission budget will pick up the congregation's 50 percent shared responsibility. At the suggestion of the

stewardship committee, the congregation also resolved to annually publish a congregation gift list that would include major items, over budget, for congregation and school.

For additional models, see Lutheran School Funding Models, published by the LCMS Congregational Services Department of School Ministry <http://cs.lcms.org/school/resources.html>

Formulas

Expenses

All expense categories and line items should be recorded and projected for the three to five year period. In addition to the program and staffing changes identified, build an inflation factor into each category and line item. Good records from past years will enable tracking of projected increases as well.

Capital Projects

While the capital expenditures are generally not considered a part of the operations budget, they do impact it. A major increase in fees and tuition during a year in which you launch a major capital campaign could prove fatal for the campaign and support for your school. Some schools include a part of their tuition income as a source for debt retirement for a capital project. This needs to be considered in the financial plan.

Technology

Technology is no longer a one time cost. Ongoing costs include upgrades to software and hardware. Maintenance of sophisticated equipment can be costly. Training staff to effectively use the technology must be considered in overall costs. Someone has suggested that computers are like buses. You need to depreciate them over four years and build in replacement costs on an annual basis.

Assumptions

The financial plan concludes with a listing of assumptions upon which the plan was built. It summarizes key information that went

into the development of the plan. Some examples of assumptions:

- ☐ The congregation will continue to cover the costs of utilities and building maintenance of the school.
- ☐ The expenses for years two through five assume a rate of inflation of 3 percent.
- ☐ The enrollment of nonmembers will increase at the rate of 4 percent per year.
- ☐ The cost of health benefits will increase at a rate greater than inflation.
- ☐ The salary schedule will be increased to reach the public school schedule within five years.
- ☐ All computers will be replaced over a four year period.

Guidelines for Developing Support and Income

Raising funds is a relatively new experience and activity for many Lutheran schools and the congregations that own and operate them. Many administrators recognize their lack of experience and some degree of reservation as they consider this new challenge. The next pages provide some general principles followed by specific helps for developing funds in each income source.

Understanding Christian Stewardship

Invitations to make a contribution to one cause or another are not uncommon. Sometimes they thrust a jar or canister in front of us; other times they appeal to a sense of friendship, knowing that we'll have a hard time declining the invitation. On some occasions we feel trapped, too embarrassed to decline, so we give to one cause or another--sometimes with resentment toward the person who asked us as well as bitterness toward the cause. Understanding Christian stewardship can enable you and others to give joyfully of your time, talents, and treasury to the ministry of the Lutheran school.

The focus of Scripture is on the self-giving and redemptive act of a loving God. How are we to respond to that action? God's righteousness and self-disclosure always precede our response. The crown jewel of God's gifts is the life, death, and resurrection of Jesus Christ. It is the church's responsibility to assist us to be aware of and respond to the loving gifts we have received.

No one can enumerate fully all the gifts of God. Life is a gift we celebrate daily. Another important gift that we acknowledge is the Sacrament of Holy Baptism through which we are brought into a new relationship with God and the Christian community. To all this, God offers Jesus Christ--the ultimate gift. Through His life, death, and resurrection, we the unrighteous become righteous, justified, and liberated from sin, death, and the devil.

So how does this apply to those who want to raise money for their school? First, it speaks to us individually about our own response to God's goodness and grace. It means that whatever we give--time, talent, money--can be offered from a sense of gratitude. Our own giving is the external evidence of our internal priorities and personal commitment to God. Our circumstances vary, income and possessions differ, but each is expected to respond to God in love and faith.

The second implication addresses the way we approach those whom we ask for funds or services for our school program. They, too, can respond joyfully to God's goodness in their lives. It is, therefore, our privilege to invite others with the opportunity to respond positively to the Gospel.

Implicit in Christian stewardship is that a part of our response to God's goodness will be in the form of money. Money is an extension of ourselves; how we use it reflects what we value. This applies to both our personal and collective use of money.

A congregation with a clearly focused sense of mission is probably a congregation that is faithfully giving its life and energy as led by the Spirit. Hopefully, your congregation has developed a purpose statement that reflects its understanding of God's love, His call, and purpose.

Principles of Income Development

1. Gathering funds for the Lord's work is a ministry in itself, as it enables the work of the Lord and enriches the lives of donors.
2. Gathering funds for the Lord always requires prayer, hard work, good planning, careful communication of purpose and need, ongoing follow-up, and the Lord's blessing.

3. Gathering funds for the Lord always focuses on God's love for people in Christ and the peoples' need of His forgiveness.
4. Gathering funds for the Lord happens best when the institution is always hard at work achieving its purpose and when prospective donors own, embrace, and support that purpose.
5. Gathering funds for the Lord happens best when donors and prospective donors are treated at all times as partners and friends.
6. Gathering funds for the Lord happens best when donors and prospective donors have confidence that the resources of the institution are well-managed and that evaluation and long range planning are ongoing activities.
7. Consultants, when need arises, should be invited to assist in assessing need and developing programs to help assure adequate funding.

Guidelines for Developing Congregational Support

The guidelines below apply generally to most congregations with schools. Boards and study committees are urged to add or modify guidelines so that they might serve their best purposes. Consider each guideline carefully. Then prepare guidelines for your congregation and, as appropriate, seek approval for them.

Congregational support is enriched when ...

1. The congregation plans and conducts a continuous comprehensive, Christ-centered stewardship ministry that seeks to involve all congregation members.
2. The congregation assumes, through appropriate boards and committees, the primary responsibility for raising funds to meet its share of the school funding formula.
3. The board of education and staff throughout the year communicate the school's story and purpose to congregation members by ...

Providing regular printed communications that are

informative, attractive, winsome and Gospel centered.

Providing oral communication to congregation boards, committees, auxiliary groups and congregation members.

Planning for the participation of school children in worship services and by winsomely encouraging children and their parents to attend worship services regularly.

Conducting events at school or church of special interest to congregation members.

Board members, staff, school parents, and children (particularly member children and parents) are vigorously involved in the life of the church and its support.

5. Members who may not feel strongly in favor of the school are treated respectfully and with understanding.

6. Congregational leaders, boards and committees, and pastor are advocates for the school and work for its successful ministry.

Guidelines for Developing Tuition Support

Tuition support is enhanced when ...

1. Tuition and fees are set fairly, based on accurate financial data and good judgment, and when parents are given opportunity to express their views and feelings prior to final decisions.

2. Parents are notified well in advance about increases or changes in tuition and fees and reasons for changes. Parents are informed about other sources of income that provide support for their children's education at that time, too.

3. Several reasonable payment schedules are offered to parents along with clear instructions and information regarding provisions, if any, for delinquent payments.

4. Registration and first tuition payments are due six weeks prior to the

opening of school:

To help determine the opening enrollment.

To help avoid summer financial slumps.

To help defray costs connected with the opening of the school term.

5. Final payments are due four weeks prior to the close of school to help assure completion of tuition payments prior to the close of school unless payments are expected every month of the calendar year.

6. Tuition payment schedules are administered punctually and in accord with approved guidelines.

7. Tuition aid or assistance is provided with integrity to those parents who can demonstrate need and when the congregation and/or its members provide funds for such assistance.

8. Board, administration and staff seek intentionally and winsomely:

To maintain good relationships with parents.

To be partners with parents in the education of their children.

To seek parents' opinions and suggestions regularly throughout the school year.

To provide a comprehensive orientation for new parents prior to the opening of school and during the school year.

To communicate personally and in print with parents to keep them informed about school life and to interpret the school and its ministry.

To provide help and ministry to parents particularly as it relates to living in the Gospel and parenting skills.

To involve parents in the life of the school according to

parents' interest, skills and available time.

To provide regular financial reports and information.

Guidelines for Developing Gift Income

Gift income will increase when:

1. Donors and prospective donors know about the school, its purpose, its achievement and its future.
2. Friends and prospective donors are recognized for their particular relationship with the school such as parents, former parents, former students, relatives of students and former students, special friends of the church, special friends of the school, friends and relatives of staff, and others who may have a special relationship with the school.
3. Prospective donors are recognized first and foremost as friends or potential friends of the school and that friendship is cultivated.
4. Seeking gifts for the school is viewed as an important ministry to donors and prospective donors and an important ministry for the Lord.
5. Adequate time and energy, in relation to need, are invested in the stewardship and development ministry.
6. Programs for soliciting gifts are coordinated with the congregation and gifts to the school are viewed as gifts to the congregation on behalf of the school's ministry.

Suggestions for Gift Income Programs

The following suggestions apply generally to congregations or schools seeking to develop gift income programs. Many suggestions also apply when considering congregational giving programs.

Information is available for persons who are responsible for planning gift income programs. It is important to study and learn

before initiating local programs. Consider attending workshops that focus on various aspects of resource development. In many communities, colleges, high schools, or other nonprofit institutions engage development directors. Some schools and congregations also engage a development director. Perhaps one may be qualified to advise or assist you.

Consider the following:

1. A Case Statement

A case statement is an important tool in carrying out a strategy for increasing support. It presents your school as a successful program. Your statement must be written from the donor's perspective and based on institutional strengths. The uniqueness of this approach is that it allows potential donors to understand how they can make a contribution to add to the strength of the program that is already in place. It's exactly the opposite of the usual begging plea to help save a weak or dying program.

2. The development schedule

Gift income programs, or development programs, need to be planned a full year in advance to be effective. Avoid last minute programs that respond to crises. All components of a development program (mailings, solicitations, telephone solicitation, etc.) should be scheduled for the entire year. Then, for each component, a schedule should be developed that allows time for planning, preparing material, training workers, sponsoring the event, and follow-through.

3. Developing prospect lists

Usually the first task in any gift income program is to develop the list of prospects to whom solicitations can be made. Perhaps a number of these lists are already prepared. In developing prospect lists, consider the following: current parents, former parents, grandparents, former students and their parents, board members and former board members, congregation leaders, relatives of students and former students, vendors and businesses in the area, foundations or other fund granting institutions. In developing lists, keep in mind the ease of developing mail solicitations. When gifts are received, be sure to develop donor cards or records so that the gifts of individual donors can be recorded. Computer software programs are available to maintain and use the prospect list.

4. Developing prospect donor files

Developing and maintaining a prospect donor file is an important task that requires ongoing effort and supervision. A prospect donor file identifies the name of a person or family who may have a special reason for giving or a special gift to give. Every board member can help develop this prospect file. Using the existing development lists, names should be studied and evaluated and prospects recorded. A donor's file should contain information such as name, address, and phone number; also occupation, special interests, special relationship with church or school and any other information that may be helpful when asking for a gift. When a prospective donor gives a gift, regardless of size, that gift should be noted on a Donor Card. If possible, prospective donors and donors should be maintained in a computer file.

5. Types of solicitation

A variety of methods are used for soliciting gifts, commitments, or pledges. Often several types of solicitation are used in a single gift income program:

Gift solicitation mailings. Letters, with or without enclosures, are used frequently to keep in contact with all names on the prospect lists. Return envelopes are essential. Mail solicitations can be used two or three times per year. Mailings often reveal major prospects. See Criteria for Materials below.

One-on-one. The one-on-one visit is rated by research as the most effective method of gift solicitation. These visits are usually preceded by a mailing of some type. One-on-one solicitations should be preceded by the training of visitors and the preparation of materials for the trainer and for the donor's response.

Small-group sessions. These are rated second in effectiveness. Four to five persons are gathered at a luncheon or some other appropriate place. The trainer presents materials, motivates, and seeks a gift response.

Large-group sessions. These can be effective if well-planned. A presenter is needed. So are well-prepared materials. When large groups are used, several solicitors or visitors (one visitor per five prospective donors) are needed for one-on-one contact and follow-up.

Telephone. Telephone calls and phonathons can be an effective solicitation method. Used alone or in conjunction with other methods, telephone solicitations need to be well-planned, callers need to be well-trained, advance materials need to be brief and to the point, and follow-up material needs to be well-organized.

6. Criteria for material.

Use the following checklist for every printed communication piece:

Is it accurate and honest?

Does it have accurate language, grammar, and spelling?

Is it well-written and interesting?

Is its layout and design attractive?

Is it positive, informative and winsome?

Does it reflect the school's distinctive image?

Is the quality of printing or duplicating neat and clear?

Does it proclaim the Gospel?

Guidelines for Developing Income Through Fund Raising

1. Fundraising programs should be planned, coordinated, and scheduled for the entire year prior to the opening of the school year.

2. All fundraising programs should be approved by the school board and/or a designated committee or board of the congregation prior to the beginning of the school year unless responsibility for such programs has been given by the board to the administrator.

3. Fundraising events and programs should be limited in number to help assure the success of each program and to avoid the development of a negative fundraising image for the school.

4. Fundraising programs should not be viewed as a substitute for giving in accord with principles of Christian stewardship but should rather seek to enhance those principles.
5. Fundraising programs should seek significant income in relation to the time and effort invested.
6. Fundraising programs should provide opportunity to enhance the school's image and to promote its purpose.
7. Fundraising programs should provide a hospitable environment for workers, participants, and guests.
8. Fundraising programs should seek to involve a host of people as workers, contributors, and participants.
9. Financial records of all fundraising events or programs should be maintained and reported to the school board or some other designated group. Proceeds from fundraising events must be used solely for their designated purpose.

A host of events and programs are suitable for fundraisers including dinners, sales, auctions, bazaars, marathons, contests, special events, and many others. Each of these can be planned and managed in such a way to gather funds for the school and also to enhance the school's image.

When considering sponsoring a fundraising event, it is suggested that several persons from your school be designated to gather information, observe, and evaluate fundraising programs that are sponsored by groups within your church or community or by other Lutheran schools. When this information has been gathered, your board, some committee of the board, or the administrator can select a program or event that best meets the fundraising guidelines established by the board and that seems most practical and feasible for your school.

Once a successful fundraising program or event has been conducted by your school, consider making it an annual event. If your event is well-planned and managed and is viewed as successful, that event can become a tradition for your school.

Each year provides the opportunity to build on the success of prior years. When this happens, your school will have established a reliable source of income and achieve many of the other positive goals a fundraising event or program can achieve.

Sample Policies

Board Self Governance (traditional model)

Fiscal Responsibility

The Board's fiscal responsibility shall be discharged by:

1. Approving (or recommending to the appropriate congregation governance group) the annual budget.
2. Incurring short-term (one year or less) debt as needed, not to exceed \$10,000.
3. Establishing policies limiting the administrator's financial authority, budget development, and control of assets.
4. Monitoring the fiscal soundness of the school.
5. Systematically monitoring compliance with these policies.
6. Establishing annual tuition and fees.
7. Receive and review financial audits of all school related accounts.
8. Approving emergency, non-budget capital expenditures (defined as being over \$1,000). Capital expenditures over \$25,000 require Voters Assembly approval.

Administrator Limitations (Carver model)

Financial Management

The administrator will ensure that the school will not have inadequate funds to operate as a high quality

Christian school.

Compensation (Carver model)

The administrator may not operate without a board-approved (congregation-approved) salary scale.

Gifts and Bequests (Carver model)

1. The administrator shall not fail to develop a plan to promote and receive gifts and bequests.
2. The administrator shall not permit the school to accept gifts and bequests that run counter to the congregation's values and policies and that have a neutral or negative effect on the Strategic Plan.
3. The administrator shall not permit the school to accept gifts and bequests that are too restrictive or violate or endanger the congregation's not-for-profit status.
4. The administrator may not use the earnings on any endowment fund for any purpose other than that stipulated by the endowment.

Actions Requiring Board Approval (traditional model)

Certain decisions require specific board approval because of their unique nature or a specific requirement of the board. (In some instances these might be responsibilities of the congregation's governance board(s).)

- ☐ Selection of the auditor.
- ☐ Receipt and review of financial audits.
- ☐ Sale of Stocks.
- ☐ Budget

Direct Monitoring (traditional model)

These are the actions used to confirm compliance with the board's policies in all policy areas. All written reports shall be sent to the board not less than five days prior to the meeting.

The administrator shall:

- ☐ Provide to the board monthly financial statements organized and presented around the financial conditions policy.
- ☐ Provide to the board financial plans as they are developed or modified.
- ☐ Provide to the board current criteria established for the financial conditions and projections.

Administrative Procedures

The following topics should be covered in administrative operations/procedures manual. The procedures should indicate how the financial policies of the board are to be accomplished. The procedures must identify in what manner something is done, when it should be done, and by whom. **These procedures should be decided by the administrator and reported to the board.** Staff and parent handbooks should be used to communicate these procedures with school constituents.

Budget preparation

These procedures should tell you:

When to begin the process

Who to involve in the process - staff, congregation
financial officers, treasurer

How to project income

How to project expenses

How to project fund balances

Sample Procedures for Budget Planning

I. Budget planning will begin with the start of each new fiscal year by updating the three year projection prepared the previous year.

II. Preparation of the annual budget.

A. Review all expenditure accounts.

1. Name all expenditure accounts (janitor supplies, utilities, rent, etc.)
2. Prepare back-up sheets for compiling details.
3. Determine staffing needs.
4. Get approval for any changes to the salary and benefit guidelines
5. Calculate staff salary and benefits costs
6. Add accounts for new projects or programs

B. Review all income accounts.

1. Record all data used to determine budget income.
2. Determine the projected enrollment.
3. Show formulas, calculations, and exact figures used to make projections.
4. Review and adjust the funding formula.
5. Tuition and fees income is projected by percentage increase from inflation.

Final tuition and fees will be determined after budget expenditures have been finalized so that rates reflect the total budget needs.

C. Balance the budget.

1. Prioritize the expense items.

2. Adjust tuition and fees to reflect projected expenditures.

III. Present proposed budget to the board for approval

A. Proposed budget will be supported with all pertinent information; (salary schedule, tuition and fee rates, additional income projections, etc.)

B. Make revisions in proposed budget according to board policy.

Additional procedures should be developed for the following topics:

Delinquent accounts

Donor recognition

Establishing tuition and fees

Financial aid

Handling receipts and disbursements

-- Tuition income

-- Fees - book, computer,
equipment, field trip, lunch,
music, registration, testing,
uniform

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Purchase orders

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Resources/References

Lutheran School Administrator's Handbook - Funding

Tuition - The Changing Tides of Tuition

Salary and Benefit Schedule Workbook for Congregations and Their Schools

Congregation Treasurer's Manual

Lutheran School Funding Models

Chapter Appendix

Sample Case Statement

Our Redeemer Lutheran School

Our Redeemer Lutheran School has built a solid foundation of Christian education for elementary students during its 45-year history. The school is recognized for the quality of education provided by its highly noted faculty. The purpose of the school is to:

Provide quality education and Christian nurture for students in grades K-8.

Offer the spiritual resources of Our Redeemer Lutheran Church to the school families.

The graduates of Our Redeemer Lutheran School represent a distinguished honor roll of achievement in both high school and college. They also participate in both high school and the church's youth activities.

The school has chosen two priorities for the year's annual fund appeal:

1. Increase teacher salaries. The current starting salary is \$6,000 less than the local public school district. An increase in the base salary will enhance the school's ability to retain its qualified staff and recruit new teachers.
2. Give the principal more administrative time. A part-time teacher will allow our administrator more management time.

These two priorities represent an appeal of raising an additional income of \$25,000 this next school year above and beyond congregational support and tuition income.

The alumni, grandparents, members of the congregation, and other friends of the school are invited to participate with an annual gift.

(From Lutheran School Administrator's Handbook: Funding, LCMS Dept. of School Ministry.)

Sample Line Items for School Operations

Expenditures:

New materials

Replacements & expendables

Marketing

Operational support

Equipment and facility

Professional development

Salaries and benefits

Tuition assistance

Reserve fund

Income:

Tuition

Fees (registration and books)

Gifts for tuition assistance

Congregation budget

When placing actual dollar amounts in each line item, also indicate the percent of the total. This provides analysis of changes that will take place over the years. For planning purposes, figures in these line items can be projected five years; however, supporting data for any significant change should also be presented, e.g., enrollment, expansion plans, etc. Additional, detailed information regarding financial plans and operations is found in the *Funding* issue of the *Lutheran School Administrator's Handbook* series available from the LCMS Department of School Ministry.

Policies - Table of Contents

The following collection of policy statements is intended as a resource for Lutheran school administrators. Each administrator will want to adapt and prepare policy statements that reflect the specific needs of the school and congregation. Legal requirements in some states may require school policies that are somewhat different than those provided here. This set of policy statements is **not** intended to be **the** correct statement for every Lutheran school. They are a resource and beginning point for an administrator to use in preparing policy suggestions for the board and staff. They represent over 50 Lutheran schools across the country. Please feel free to adapt and revise these statements to better serve your school community.

Ross E. Stueber

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ACADEMIC POLICIES

Managing the academic program of the school is a primary responsibility of the school administrator. The array of policies illustrated in this section provide direction as one seeks to provide the best possible Christian education. As you review this section of policies pay special attention to responsibility of the administrator to oversee both the curriculum to the staff.

A. Academic Recognition

Honor Roll: The following are the guidelines and criteria for selection for academic recognition:

PURPOSE:

1. To recognize outstanding academic achievement on the part of those students in grades 6-8.
2. To encourage other students to apply themselves as best they can in hope of recognition.
3. To instill within students the fact that studying/learning is what we are all about. .

Students will be evaluated in the following subjects: religion, memory, English, mathematics, science, literature/reading, spelling, social studies, history and physical education.

Using a 12 point system, the student must have a B+ average (9.0) or better; the student may not have lower than a C-, a U, or an Incomplete in ANY SUBJECT on the report cards; the student must exemplify good behavior in the classroom and in the school.

The twelve point system is as follows:

A+ = 12 A = 11 A- = 10

B+ = 9 B = 8 B- = 7

C+ = 6 C = 5 C- = 4

D+ = 3 D = 2 D- = 1

National Junior Honor Society - Students in grades seven and eight may be inducted into our school's chapter of the National Junior Honor Society (NJHS). The NJHS is open to seventh and eighth grade students after their first semester in seventh grade. Students must qualify for membership based on a commendable grade point average and an established reputation as an honorable Christian example of integrity, conduct, and citizenship. Students nominated by virtue of their academic accomplishments must pass a screening process examining their level of participation in community, church, family, and school leadership opportunities, as well as an interview with a faculty committee. NJHS members are expected to display an exemplary Christian lifestyle within the community, church, school, and home, while participating in a number of service projects designed to promote the mission of our school.

Academic Contests - During the school year, upper grades students are invited to participate in a number of extra-curricular academic contests. The following contests occur on a yearly basis:

Lutheran High Math Contest (November)

Lutheran High Spelling (January)

National Geographic Geography Bee (December)

Initial competitions are held in the individual classrooms. Top finalists then go on to the different final competitions. More information will be given to the teachers as the school is alerted by the various sponsoring organizations.

B. Acceleration to Higher Grade

Accelerating a Child to the Next Grade Level

1. Request should be originated by parents.
2. School team consisting of current teacher, teacher in grade level above, and principal evaluate the request.
3. Parents are responsible for securing a complete battery of tests from a professional, accredited and mutually-agreed-on testing source. Specific recommendations must be given about the proposed acceleration.

4. If the team and test recommendations do not indicate that a grade acceleration will profit the child, the process ends with the child remaining at the present grade level. If recommendation is positive and the school team feels the change holds probabilities for an improved environment for the child, a test period will be initiated.

5. At the conclusion of the test period, the school team and parents will meet and make a final decision.

Parents may appeal to the Board of Education when parents and school team do not agree, and request acceleration of a grade level at the completion of step 5. However, if the school team is not in agreement, parents will be asked to sign a form indicating that the acceleration of a grade level is at their insistence and in opposition to the school's professional recommendation. Acceleration will then take place with the board's approval.

Whenever possible, acceleration will take place at the beginning of a school year.

Student Acceleration and Enrichment:

Within our school, 3rd grade will be the earliest point for any acceleration. Before 3rd grade there are many basic skills to be learned and cognitive developmental stages to be considered. The mastery of these skills cannot be accurately determined by diagnostic tests, so it is important for each student to cover all of the grade-level material. Because of the Faith program, 3rd grade is an ideal situation in which to initially consider acceleration.

Students will be accelerated only in math. They will always be accelerated a whole grade level. We will not have a student enter a new school year having completed a semester of that year's material and so be a half-year ahead. Students who are accelerated can be accommodated by putting them in the appropriate classroom for the math period if scheduling allows.

Within each classroom, students may be grouped according to learning style, need for challenge, need for remediation, etc. Obviously, not all students fit neatly into any one category, but an effort will be made to meet students' individual needs. Within this math structure, students can be accelerated as needed. For our particular math series, the 4th grade and 6th grade books are critical. Therefore, these books must be gone through in a classroom situation.

Acceleration will be used cautiously. Most students will benefit just as greatly from enrichment and that approach will always be given precedence. We have with our math series enrichment books that present many challenging logical and higher order thinking skills. We also have extensive software in this area.

Acceleration to the next basal reader in our reading series will not be allowed. In reading, because of the extensive skills and strategies necessary, students capable of work beyond their grade level will be in an enrichment program. Because of the level of difficulty of the 7th and 8th grade literature books presently being used, there will probably not be a need to enrich extensively at that level.

C. Accreditation

1. School Accreditation

Although our state does not accredit private schools, we strive to maintain standards that are as high or higher than the public schools". We will follow guidelines of the state as to the length of school year, annual reports, use of qualified teachers, and other standards of instruction. We also work with officials of our District and the Lutheran Church Missouri Synod.

Our school meets and exceeds the standards of the state Department of Education. Our teachers are concerned people with unique, God-given talents and abilities, certified by the state Department of Education. We make every attempt to secure teachers trained in our synodical schools and certified by the Lutheran Church - Missouri Synod as Ministers of Religion-Commissioned. All teachers are thoroughly instructed in Christian doctrine and philosophy of Christian education.

Our state Department of Education does not yet issue accreditation to parochial elementary schools. Our District of the Lutheran Church-Missouri Synod has an accreditation program. In addition, there is the National Lutheran School Accreditation program. A service of school evaluation is available upon request, with a team of district-approved evaluators which includes experienced Lutheran administrators, educators, pastors, and non-Lutheran educators. Accreditation serves as a disciplinary function in developing and maintaining high standards in basic curricula, teacher preparation, and health and safety programs.

2. Teacher Accreditation

All teachers shall acquire a state Teacher's Certificate within 18 months of employment. Certificates must be maintained and renewed according to standards set by the state Department of Education. An annual written request for exception must be presented to and approved by the School Committee.

Teachers at our school are certified by the state Department of Education as required by state law. In addition, they are also certified by the Lutheran Church-Missouri Synod. A number of the faculty members have also earned master's degrees.

Our teachers are dedicated men and women who are committed to full-time teaching in a Lutheran school and, as such, are interested in and concerned about the personal welfare of each pupil under their care.

Personnel shall be certified or licensed for the position they hold. The certification shall meet the requirements set out by the state Department of Education. Each certified employee must present a copy of his or her current certificate or license to be kept on file in school office prior to first payment of salary.

D. Attendance Policies

1. Reasons for Attendance Policy:

Regular attendance is essential if a student is to make use of the educational opportunities the school offers. Regular attendance develops dependability and responsibility in the student and contributes to his or her academic achievement. Chronic absenteeism seriously hampers academic achievement.

Faith Lutheran School is obligated to plan carefully and administer adequately an attendance system which functions in harmony with the philosophy of the school. This system must be positive in its approach, and must be set up and administered with the view of helping the student, aiding the home and improving the school.

A good attendance system must stress the importance of punctual and regular attendance, but it must also concern itself with the factors underlying non-attendance. It must, therefore, provide for individual counseling and guidance. It must also build up good home/school relationships.

These policies and procedures have been established in the hope that they will result in regularity of school attendance on the part of each student, more effective teaching and student happiness and satisfaction.

2. Excused and Non-excused Absences:

1. Excused absences are those which are unavoidable, as in the case of illness or death in the family. The teacher determines whether or not the work needs to be made up.

2. Pre-arranged absences are those arranged in advance. In order to be considered excused, it must meet the following criteria:

- Approval by the principal
- All assignments made up in advance (subjects at teacher's discretion).

3. Unexcused absences are those which are avoidable and those for which:

- The school is given no explanation
- The explanation is not valid as an excuse
- The absence was not pre-excused
- The student neglected bring a written explanation on the first day of his or her return.

4. Truancy is an absence without the knowledge of the parent or guardian. School work for truancy cannot be made up.

3. Vacation Trips:

Vacation trips are strongly discouraged. Such absences adversely affect the quality of a student's education. If a trip must be taken, classroom teachers must be notified. Immediately upon a student's return it is his or her responsibility to request all makeup work. After consultation with the teacher, a student is given a reasonable period of time to make up missed assignments, tests and quizzes.

Extended absences may occur because of family vacations during the school year. Work missed during that time is to be made up and is due the number of days equivalent to the time lost (example: 1 1/2 days out--work due in 1 1/2 days). Teachers are not expected to prepare assignments in advance for completion during vacation. Decisions about this are left to the individual classroom teachers.

4. Excuses:

In addition to bringing a written excuse for absences, each child is required to bring a note explaining the tardiness as well as permission for medical, vision and dental appointments, and for non-participation in physical education or recess. Parents are asked to exercise care not to remove children from the classroom during the time of achievement testing.

5. Procedures for Reporting Absence:

Parents are expected to call the school if their child will be absent. Since it is essential that we keep a close check on all children under our care, each teacher is to report the names of absentees immediately after the opening of school on an attendance form. The school will then contact the home if information on absence has not been reported by the parents.

6. Tardiness

After three unexcused tardies, parents will be notified to rectify the situation. On the fourth unexcused tardy, the student will serve an after school detention.

A pupil is tardy if he is not in his room when the last bell for the beginning of classes rings.

Excused tardies include:

1. Request of a parent for child's doctor or dental appointment. (a note from the doctor or dentist is required.)
2. Delay of bus due to weather conditions. Bus riders shall not be marked tardy when the public vehicle is delayed. (However, an unreasonable delay of a student to report to class after arrival is not excused.)
3. Individual teachers should determine for their class how and when a tardy student is to enter. Single cases of tardiness do not require action. When a student is repeatedly tardy in spite of the teacher's effort at correction, he or she shall be reported to the principal who will confer with the parents in an effort to correct the problem. Tardy students, except bus passengers, are to report to the office before proceeding to their classrooms.

Teachers will keep a record of all tardiness. Single cases of tardiness do not require action. When a pupil is repeatedly tardy in spite of the teacher's efforts at correction, he or she shall be reported to the principal who will notify the parents to correct the weakness. Every tardy must be recorded on the child's report card (excused/unexcused).

The teacher who places emphasis on promptness will usually be rewarded in kind.

Students tardy after roll has been taken to the office must stop at the office for an admit slip to class (to remove absence).

E. Evaluation/Grading Scales

Grading is a professional judgment of multiple factors based on:

1. Achievement--Meeting the requirements of the course on the basis of God-given talent. This means satisfactorily completing all assignments, satisfactorily passing tests, and participating in class discussion as required.
2. Christian stewardship in work habits--Using assigned study time for study, bringing required texts and necessary materials to class, keeping work well organized, paying attention to instructions by teacher or presentations by class-mates, doing independent work, spending sufficient time on home study, and completing assignments on time.
3. Christian motivated conduct--Means showing courtesy and respect for both teacher and classmates, taking assigned place upon arrival in the classroom, not interrupting classroom routine by misbehavior, and willingly accepting correction by teachers and classmates.

We make every effort to assist students individually, so that each student has an opportunity to succeed, and to be challenged academically. We encourage parents and students to communicate with teachers about academic programs. In order to prevent the continuation of problems, cooperative effort is essential. It is the responsibility of both parents and teachers to work together to help our students find success in school.

*** Primary Level - Grades 1-3**

The primary student evaluation is based upon individual abilities, effort and achievement level. Students will be given a progress report at each of the three parent conferences. We use the following numerical marking system:

- 1 - Students who are doing exceptional work, perhaps working above grade level.
- 2 - Students who are performing where expected based upon developmental level, potential level as teachers see it, and good effort. Quality of work is also considered.

3 - Students who are in learning difficulty.

*** Middle School - Grades 4-5**

Academic progress and personal growth in the first semester of grade 4 are marked "+" for rapid, "check" for satisfactory, and "-" for needs improvement. During the last semester of grade 4, students are given letter grades in the areas of reading, math, English and spelling. In grade 5 letter grades are given, using the same percentage scale as in the junior high section below.

*** Junior High - Grades 6-8**

Students will receive a formal report card at the end of each quarter grading period. In addition, teachers will send commendation slips or interim reports or will telephone to keep parents informed of significant problems or achievements.

The junior high report card will contain three marks for each subject.

1) The academic grade - indicates the individual progress of a student in relationship to class standards as set by the teacher and the curriculum. Grading is on a percentage scale:

A - 90 -100%

B - 80 - 89%

C - 70 - 79%

D - 60 - 69%

F - below - 60%

2) The conduct grade - indicates how well a student is behaving in class.

3) The effort grade - these are generally considered to be the most significant. They indicate whether or not a student is working up to his/her own ability level. (Good grades with low effort indicate there is room for improvement; acceptable grades with high effort should be appreciated.)

Grading - The basis for all evaluation at Faith Lutheran is the Scriptural admonition: "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) We believe that academic standards, tests and evaluations should provide measures for students to evaluate their strengths, weaknesses and limitations. This should equip them to grow and advance toward their particular vocational goal.

Report cards will be issued quarterly during the school year using the traditional grading system.

QUALITY GRADE POINT PERCENTAGE

A-Excellent A=4.0-3.5 100-95

B-Above Average B=3.4-2.5 94-85

C-Average C=2.4-1.5 84-75

D-Below Average D=1.4- .5 74-65

F-Failing F= .4-0.0 64-0

I-Incomplete I= 0

Students will be given their report cards by the Friday following the close of each quarter. The fourth quarter report card will be mailed home. Only first and second semester grades become part of the student's permanent record.

Christian stewardship of time and talents should form the basis for teachers' evaluation as well as students' motivation. There should be optimum agreement among teachers concerning the grading system and how it is to be applied.

The grading system should 1) establish high standards for the academically gifted student, 2) encourage optimum achievement for the average student, and 3) permit the less academically gifted student to experience a sense of self-respect and Christian dignity.

Interpretation of recorded grades at Faith:

Grade Percent GPA

1. Superior achievement A 98 - 100 3.8-4.0

2. Very good work habits A- 95 - 97 3.5-3.79

3. Commendable conduct

1. Above average achievement B+ 92 - 94 3.3-3.49

2. Good work habits B 88 - 91 2.8-3.29

3. Satisfactory conduct B- 85 - 87 2.5-2.79

1. Average achievement C+ 82 - 84 2.3-2.49

2. Satisfactory work habits C 78 - 81 1.8-2.29

3. Satisfactory conduct C- 75 - 77 1.5-1.79

1. Below average achievement D+ 72 - 74 1.3-1.49

2. Satisfactory work habits D 68 - 71 .8-1.29

3. Satisfactory conduct D- 65 - 67 .5- .79

1. Failing achievement F 64 and .49 and below below

2. Unsatisfactory work habit and/or

3. Unsatisfactory conduct

"Incompletes". An "incomplete" grade should be given only to pupils who have not completed the required work because of an unavoidable absence for illness, accident, or other situations beyond their control. At the time the grade card is submitted to the office, a clear written statement of what must be done in order to make up the "Incomplete" must be attached.

"Incompletes" must be made up no later than the end of the following quarter, when they revert to "F" grades if not removed. When "Incompletes" have been successfully removed, the teacher should be certain to inform the office and make the necessary changes.

"Failures". Previous to an "F" grade for any subject, parents are made aware of the impending grade. This awareness will have originated with the teacher through various forms of communication (mid-terms, phone calls, notes and/or conferences). It is reasonable for parents to object to lack of communication which might have prevented the dilemma. Christian love demands full cooperation between parent and child.

Failure or grade repeat should never be a surprise to anyone, especially the parents; it should come with reasonable warning. Is there opportunity and time available to prevent it? A conference with the parents is mandatory if grade promotion is in question (principal may be present).

Failure in basic classes only may require summer school as requisite to re-enrollment (teacher-principal discretion).

F. Graduation Requirements

Students must successfully complete each grade level, grade one through eight, and complete all the required courses of study prior to graduation as determined by the state Department of Education and the Board.

It shall be the responsibility of the principal to ensure that students complete grades one through eight with the minimum requirements for eighth grade graduation.

Special education students may meet individual graduation requirements as stated in their individual education plan. The principal shall have complete discretion to determine extraordinary circumstances.

G. Homework

A reasonable amount of homework is expected of all children. Certain religious assignments are made each day. Assignments in other subjects will depend on the child's ability to finish the work in class, the length of the class study period and the degree of extra help required. Unless regularly checked, homework loses its effectiveness. Length of homework assignments should be within reason -- possibly one hour except where tests and examinations might demand more time. A review of this from time to time is in order.

While frequent opportunities for completing assignments are available during the school day, some home study may be necessary.

A small amount of homework may be expected in the lower grades while a proportionately greater amount may be given in the upper grades. In cases where a student seems to bring home a disproportionately large amount of homework, parents should arrange to discuss the matter with the teacher. It is important that students complete their assignments. Parents should be aware of their child's homework and should encourage them however and whenever necessary.

It is difficult to adopt a standard rule for the amount of time to be spent on school work at home. There is a great degree of variance through the grades and in the amount children in the same grade have. Generally speaking, we would say that when children in grades 1-3 are spending considerably more than thirty minutes on school work night after night, there may be reason for concern. A parent-teacher discussion may be in order. By the same token, when children in grades 4-8 are consistently spending considerably more than one concentrated hour per night on homework, it may be time for an examination of study habits, use of study time in school, etc. Conversely, when children never have homework to do, it may also be time to ask some questions.

We encourage parents to assist their children by providing encouragement and a quiet place for study. If your child is unable to complete an assignment, kindly send an explanatory note to his teacher. If assignments seem consistently burdensome, the teacher should be contacted.

H. Missing Work and Makeup Assignments

Late assignments are the number one academic headache of teachers, We have discovered only one way to deal with this over the years: not accept them.

Except for excused absences, papers turned in late in the upper grades are scored "0".

Teachers will communicate their plans in this most important area during the home visit, the Open House, or via letter.

Make-up Work

Students who are absent from school will make up the work on the following time schedule -- one school day for each day's excused absence. Example: if a child is ill on Monday and returns on Tuesday, make-up work will be completed on Wednesday. Parents are discouraged from planning family trips and activities which will cause the children to miss classes.

Missing Assignments

If a student fails to have an assignment satisfactorily completed and available when due:

The teacher--

- a) will issue a Missing Assignment Notice (Blue Slip) to inform the parents of the incomplete work.
- b) will work with the student to help him overcome the problem and become more responsible for his learning.
- c) will change the failing grade to a passing grade if the student completes the assignment satisfactorily and returns it with the Blue Slip properly signed.
- d) will issue a detention if the student receives three Blue Slips within five consecutive school days, or if the student fails to return the Blue Slip, properly signed, with the completed assignment the next day.

The student --

- a) will take the Blue Slip home and present it to the parents.
- b) will return it to school the next day, properly signed.
- c) will complete the assignment and return it with the Blue Slip.

The parent --

- a) will sign the Blue Slip merely to affirm that it has been received. This will not be an indication that the parent approves of the child's or the teacher's actions.
- b) will contact the teacher if there is some question about the missing assignment.
- c) may work with the student to help him or her understand and complete the assignment.

The principal --

- a) will suspend the student who has received three detention notices within five consecutive

school days.

b) will work with the students to help them learn the importance of sincere and faithful effort on assignments.

c) will work with the parents and teacher, as necessary, to search for ways to help the student overcome the problem.

I. Parent-Teacher Conferences

In working together for the best interests of the children, it is important that the lines of communication between home and school be kept open and that information flow both ways. For that reason, the school issues formal grade reports at the end of each quarter. Two private conferences that afford parents and teacher an opportunity to discuss matters of importance are scheduled at the conclusion of the first and third quarters. The first and third quarter report cards will be given to parents at these conferences.

If parents desire further consultation, they should call the school and schedule a meeting with the teacher. Since the need for a conference isn't restricted to report cards, both parents and teachers are encouraged to contact one another any time they think it necessary.

Teachers also attempt to learn to know the individual pupils better by making occasional home visits. Should a teacher ask to visit your home, please receive him or her cordially. If you see a problem developing, make an appointment with the teacher before it reaches major proportions. Ordinary situations and simple questions usually can be handled by a note or a phone call.

J. Probation: academic and behavioral

Academic Probation: Students new to Faith will be placed on academic probation for a 9 week period. Other students who have exhibited serious academic problems will be readmitted for a 9 week probationary period. If the student fails to improve academically during this period the parents will be asked to withdraw their child from Faith. Students may be placed on academic probation at any time during the school year.

Behavioral Probation: All new students are also placed on behavioral probation for 9 weeks. Students exhibiting severe behavioral problems during the school year will also be placed on behavioral probation. If the behavior does not improve, the child will be suspended.

K. Reporting to Parents

1. Parent Conferences

Unscheduled Parent-Teacher Talks:

A conference may be called by the parent or teacher at any time. Teachers are always ready to meet parents to discuss student welfare. Obviously, these talks and phone calls to teachers should be made after school hours.

Scheduled Parent Conferences:

Parent conferences may take place any time. The school ensures at least minimal contact between the teacher and parents midway into the first grading period by setting aside two afternoons for parent conferences. The purpose is to exchange information that would be beneficial to the child while the school year is young. School is dismissed at mid-day on two succeeding days. A master sheet is circulated among teachers to coordinate a parent's visit who has two or more children enrolled. Appointments are for 15 minute blocks but conferences may be scheduled for a longer block. Another parent conference day is scheduled following mid-term. These conferences are scheduled on an as-needed basis. Teachers are responsible for scheduling and notifying parents of conference appointment times. Forms are available in the office.

It is the teacher's responsibility to call a conference with a parent whenever necessary and to do this in writing. Teachers should always be gracious, especially when forced to say uncomplimentary things. A record should be kept of conferences including the date, who was present, and a summary of what took place. Teachers should report to the principal any friction with parents. Parents will be instructed to make written requests for conferences. Teachers must immediately respond to such requests, stating the day, time, and place most convenient for the conference.

Any correspondence to be sent home by a teacher must first be approved by the principal. Important phone conferences with parents should be logged as well.

2. Report Cards

Report cards are issued every nine weeks. At the end of the first and third quarters, parent-teacher conferences are held. Notices will be sent out from the school office at least a week prior to the conference.

Students who are unable to work at grade level may be considered for a change in placement at any time. Parents will be informed whenever serious problems develop. With good communication, parents and teachers together can decide how best to deal with a given problem.

We use "My Kindergarten Progress Report" and the "Faith Lutheran School Report Card." Reports of grades K-6 are sent home to the parents through the children, with the exception of grades 7 and 8. The parents are requested to study the card and consult with the teacher if they have need for more clarification. The parents sign the card and return it to the school through the children. Reports are issued every quarter. Daily attendance and punctuality are reported along with subject grades, church attendance, and attitude and conduct evaluations.

At the end of the first and third quarters parents are asked to come to the school at an appointed time to discuss the child's progress. Teachers will want to consult with parents more frequently, especially when difficulties develop. Reports to parents also include letters or notes of commendation for excellence in work and citizenship.

L. Retention/Promotion

* General policy

Pupils advance to the next grade level at the end of the school year after satisfactorily completing the course of study required in their present grade. Pupils who do not demonstrate competence in their grade level in the estimation of the teacher are to be retained in the grade. The action is taken only after consultation with the principal and the parents. We expect students to maintain a C- (75%) or better average for the school year in all subjects including physical education, art, and music. Any student not meeting these minimum requirements will be retained in the grade for another year. All retentions will be at the teacher's discretion. The parents will be contacted for a conference prior to the end of the school year if the student's grades are low so that, with the cooperation of home and school, the child may be able to improve them.

In Pre-School through Grade 3, retentions will be decided by the teacher.

* Promotion

Students who have shown satisfactory progress during the school year will be promoted to the

next level. In cases where a student's retention (repeat of a grade level) would serve to assist the student in his or her educational experience, the parents will be informed and will have the opportunity to discuss the matter with the teacher and principal. A staffing may be scheduled to discuss the child's education needs with faculty members and parents to help determine the best course of action for the student.

The decision for retention is made by the principal in consultation with the classroom teacher.

In the primary program, children are encouraged to work at their own rate, achieving their individual level of potential. In some cases, it may be determined after careful study that a child would benefit from an additional year at the primary level. All areas of child development are taken into consideration including social and emotional growth, academic achievement level and physical development before a decision is made. The parents will be informed and have the opportunity to discuss the matter of additional time in the present grade with the classroom teacher and with the administrator.

Middle grade students (Gr. 4-5) who receive passing grades in all basic subject areas will be promoted to the next grade level. If a student shows unsatisfactory progress which strongly indicates a lack of readiness for the next grade level, the teacher, parents and principal will be asked to meet to determine the best course of action.

Junior high students (Gr. 6-8) receiving passing grades in religion, English, literature, science, social studies, and mathematics will receive permission to go on to the next grade. Students having a failing grade for one semester in any one subject will be promoted if he or she either attends summer school in that subject and presents evidence of satisfactory completion of the summer course to the school office, or if he receives tutoring during the summer and presents a written report of satisfactory progress from the tutor to the school office.

The junior high computer literacy class must be passed before graduation.

Eighth grade students must satisfactorily pass tests on the Federal and state Constitutions, as a graduation requirement.

* Retention

If a teacher feels that a child is doing the type of work which will not lead to success at the next grade level the following procedure should be followed:

1. The teacher should inform the principal of the concern and discuss alternatives that will be in the child's best interest.
2. When retention is being considered the child's parents should be notified in writing by

February 1, of such consideration.

3. The principal, after consulting with the teacher and parents, will take an official school position on retention of the child.

4. The parents may appeal verbally or in writing to the Board of Education if they are not in agreement with the school's position. Parents may then sign a form indicating that their child should not be retained and that their action is in opposition to the school's professional recommendation. The child will then move on to the next grade level.

It may be necessary for a variety of reasons to recommend having a child repeat a certain grade. The following plan of action will help to build consensus for the ultimate decision:

1. The teacher should inform the administration as soon as he or she has sufficient reason to suspect retention--preferably by November. The teacher should be open to all options and approaches.

2. The services of the "special services" consultants should be sought as soon as possible, either on a consulting or referral basis.

3. The administrator should observe the child's behavior in the classroom setting over a designated period of time.

4. Parents should be appraised of the possibility of retention by the winter parent-teacher conference.

5. Teachers should keep updated and accurate anecdotal records and reports on the child's behavior and progress, as well as reports of all individual parent conferences during this observation period.

6. The final decision regarding retention will be made in consultation with the parents and administration at a special placement meeting during the spring parent-teacher conference or at another designated time prior to the end of the school year. Selected special services consultants may be included in the conference if so desired. If an impasse arises, the School Committee of the Board of Education may serve in arbitration.

7. Generally, pupils are promoted from one grade to the next. In certain instances where a variety of academic, physical, and social problems arise, a child may be transferred into the next grade. This decision will be made by following the same format as that listed above.

M. Special Services

Learning problems can develop at any grade level. Sometimes the school and home have difficulty in finding the proper approach to help a child. A psychological testing and counseling program is available to our students through the public school system and from other sources. Our students are also eligible for speech therapy, reading enrichment classes, and for special instruction when confined to the hospital or when they are home sick for an extended period of time.

Special Education Services - Educational Services provides special education services, including psychological testing and speech therapy. Please contact the school office for more information about the services.

Title I - A special reading program is being offered for Grades 1-6. This program is funded by the Federal government under Title I and will provide a teacher and an aide at a specified location.

Christian Counseling - Faith Lutheran Church provides professional counseling services to its families and members which can be helpful when facing special needs. The cost is minimal - based on a sliding scale according to ability to pay. Counseling is by appointment.

It is our policy at Faith Lutheran school to provide additional learning opportunities when possible, to any student who exhibits a need for assistance or is below grade level in a specific subject area. Testing, classroom performance and teacher observation are used to identify the student with special needs.

The classroom teacher will be responsible for identifying the student with special needs and is also instrumental in providing services under the direction and approval of the school principal.

N. Testing

Standardized Testing:

All students from grades 1-8 will take a standardized achievement test battery and a school ability test during the spring of the year. See your Activities Calendar for testing dates.

It is most important during these testing days that students have adequate rest, a good breakfast, and come to school in a positive frame of mind to do their best.

All eighth grade students will take high school placement tests in the appropriate districts.

Achievement Tests:

The Standard Achievement Tests are administered each spring to all children. These tests help us draw comparisons of our pupils with the national average. It likewise enables us to pinpoint weaknesses in our program and materials, and to locate areas requiring more attention for individuals or groups. These tests are graded and scored, and the results are entered into the child's permanent records and profile. These results will serve as a convenient guide and aid in meeting specific needs and understanding certain problems.

S.A.I. (School Ability Index)

This test is administered along with achievement tests to grades 2, 4, and 7. We use the Otis-Lennon S.A.I. Group Tests. These help determine the child's ability level. Merely administering tests and recording the data conscientiously year after year is time poorly spent; we use these test results for frequent reference.

Testing Guidelines:

- Achievement tests will be administered each fourth quarter for all grades (except K).
- Appropriate testing will be done as an integral part of the instruction program in each subject of each grade.
- Psychological testing where necessary will be referred to qualified specialists with the approval of the principal and parents.
- Speech, language and learning disabilities testing will be done as recommended by the faculty, contingent on parental approval.
- Testing or observation for research or evaluation will be subject to Board of Day School Education approval.
- Individual test results will be available only to the student, parents, faculty, and Board of Day

School Education unless parental approval is obtained.

Lutheran School

Administrator's Manual

Fall 1995

Prepared for the Department of School Ministry - LCMS

by

Perry A. Bresemann

The following collection of policy statements is intended as a resource for Lutheran school administrators. Each administrator will want to adapt and prepare policy statements that reflect the specific needs of the school and congregation. Legal requirements in some states may require school policies that are somewhat different than those provided here. This set of policy statements is **not** intended to be **the** correct statement for every Lutheran school. They are a resource and beginning point for an administrator to use in preparing policy suggestions for the board and staff. They represent over 50 Lutheran schools across the country. Please feel free to adapt and revise these statements to better serve your school community.

Ross E. Stueber

Editor

ACADEMIC POLICIES

Managing the academic program of the school is a primary responsibility of the school administrator. The array of policies illustrated in this section provide direction as one seeks to provide the best possible Christian education. As you review this section of policies pay special attention to responsibility of the administrator to oversee both the curriculum to the staff.

A. Academic Recognition

Honor Roll: The following are the guidelines and criteria for selection for academic recognition:

PURPOSE:

1. To recognize outstanding academic achievement on the part of those students in grades 6-8.
2. To encourage other students to apply themselves as best they can in hope of recognition.
3. To instill within students the fact that studying/learning is what we are all about. .

Students will be evaluated in the following subjects: religion, memory, English, mathematics, science, literature/reading, spelling, social studies, history and physical education.

Using a 12 point system, the student must have a B+ average (9.0) or better; the student may not have lower than a C-, a U, or an Incomplete in ANY SUBJECT on the report cards; the student must exemplify good behavior in the classroom and in the school.

The twelve point system is as follows:

A+ = 12 A = 11 A- = 10

B+ = 9 B = 8 B- = 7

C+ = 6 C = 5 C- = 4

D+ = 3 D = 2 D- = 1

National Junior Honor Society - Students in grades seven and eight may be inducted into our school's chapter of the National Junior Honor Society (NJHS). The NJHS is open to seventh and eighth grade students after their first semester in seventh grade. Students must qualify for membership based on a commendable grade point average and an established reputation as an honorable Christian example of integrity, conduct, and citizenship. Students nominated by virtue of their academic accomplishments must pass a screening process examining their level of participation in community, church, family, and school leadership opportunities, as well as an interview with a faculty committee. NJHS members are expected to display an exemplary

Christian lifestyle within the community, church, school, and home, while participating in a number of service projects designed to promote the mission of our school.

Academic Contests - During the school year, upper grades students are invited to participate in a number of extra-curricular academic contests. The following contests occur on a yearly basis:

Lutheran High Math Contest (November)

Lutheran High Spelling (January)

National Geographic Geography Bee (December)

Initial competitions are held in the individual classrooms. Top finalists then go on to the different final competitions. More information will be given to the teachers as the school is alerted by the various sponsoring organizations.

B. Acceleration to Higher Grade

Accelerating a Child to the Next Grade Level

1. Request should be originated by parents.
2. School team consisting of current teacher, teacher in grade level above, and principal evaluate the request.
3. Parents are responsible for securing a complete battery of tests from a professional, accredited and mutually-agreed-on testing source. Specific recommendations must be given about the proposed acceleration.
4. If the team and test recommendations do not indicate that a grade acceleration will profit the child, the process ends with the child remaining at the present grade level. If recommendation is positive and the school team feels the change holds probabilities for an improved environment for the child, a test period will be initiated.
5. At the conclusion of the test period, the school team and parents will meet and make a final decision.

Parents may appeal to the Board of Education when parents and school team do not agree, and request acceleration of a grade level at the completion of step 5. However, if the school team is

not in agreement, parents will be asked to sign a form indicating that the acceleration of a grade level is at their insistence and in opposition to the school's professional recommendation. Acceleration will then take place with the board's approval.

Whenever possible, acceleration will take place at the beginning of a school year.

Student Acceleration and Enrichment:

Within our school, 3rd grade will be the earliest point for any acceleration. Before 3rd grade there are many basic skills to be learned and cognitive developmental stages to be considered. The mastery of these skills cannot be accurately determined by diagnostic tests, so it is important for each student to cover all of the grade-level material. Because of the Faith program, 3rd grade is an ideal situation in which to initially consider acceleration.

Students will be accelerated only in math. They will always be accelerated a whole grade level. We will not have a student enter a new school year having completed a semester of that year's material and so be a half-year ahead. Students who are accelerated can be accommodated by putting them in the appropriate classroom for the math period if scheduling allows.

Within each classroom, students may be grouped according to learning style, need for challenge, need for remediation, etc. Obviously, not all students fit neatly into any one category, but an effort will be made to meet students' individual needs. Within this math structure, students can be accelerated as needed. For our particular math series, the 4th grade and 6th grade books are critical. Therefore, these books must be gone through in a classroom situation.

Acceleration will be used cautiously. Most students will benefit just as greatly from enrichment and that approach will always be given precedence. We have with our math series enrichment books that present many challenging logical and higher order thinking skills. We also have extensive software in this area.

Acceleration to the next basal reader in our reading series will not be allowed. In reading, because of the extensive skills and strategies necessary, students capable of work beyond their grade level will be in an enrichment program. Because of the level of difficulty of the 7th and 8th grade literature books presently being used, there will probably not be a need to enrich extensively at that level.

C. Accreditation

1. School Accreditation

Although our state does not accredit private schools, we strive to maintain standards that are as high or higher than the public schools". We will follow guidelines of the state as to the length of school year, annual reports, use of qualified teachers, and other standards of instruction. We also work with officials of our District and the Lutheran Church Missouri Synod.

Our school meets and exceeds the standards of the state Department of Education. Our teachers are concerned people with unique, God-given talents and abilities, certified by the state Department of Education. We make every attempt to secure teachers trained in our synodical schools and certified by the Lutheran Church - Missouri Synod as Ministers of Religion-Commissioned. All teachers are thoroughly instructed in Christian doctrine and philosophy of Christian education.

Our state Department of Education does not yet issue accreditation to parochial elementary schools. Our District of the Lutheran Church-Missouri Synod has an accreditation program. In addition, there is the National Lutheran School Accreditation program. A service of school evaluation is available upon request, with a team of district-approved evaluators which includes experienced Lutheran administrators, educators, pastors, and non-Lutheran educators. Accreditation serves as a disciplinary function in developing and maintaining high standards in basic curricula, teacher preparation, and health and safety programs.

2. Teacher Accreditation

All teachers shall acquire a state Teacher's Certificate within 18 months of employment. Certificates must be maintained and renewed according to standards set by the state Department of Education. An annual written request for exception must be presented to and approved by the School Committee.

Teachers at our school are certified by the state Department of Education as required by state law. In addition, they are also certified by the Lutheran Church-Missouri Synod. A number of the faculty members have also earned master's degrees.

Our teachers are dedicated men and women who are committed to full-time teaching in a Lutheran school and, as such, are interested in and concerned about the personal welfare of each pupil under their care.

Personnel shall be certified or licensed for the position they hold. The certification shall meet the requirements set out by the state Department of Education. Each certified employee must present a copy of his or her current certificate or license to be kept on file in school office prior to first payment of salary.

D. Attendance Policies

1. Reasons for Attendance Policy:

Regular attendance is essential if a student is to make use of the educational opportunities the school offers. Regular attendance develops dependability and responsibility in the student and contributes to his or her academic achievement. Chronic absenteeism seriously hampers academic achievement.

Faith Lutheran School is obligated to plan carefully and administer adequately an attendance system which functions in harmony with the philosophy of the school. This system must be positive in its approach, and must be set up and administered with the view of helping the student, aiding the home and improving the school.

A good attendance system must stress the importance of punctual and regular attendance, but it must also concern itself with the factors underlying non-attendance. It must, therefore, provide for individual counseling and guidance. It must also build up good home/school relationships.

These policies and procedures have been established in the hope that they will result in regularity of school attendance on the part of each student, more effective teaching and student happiness and satisfaction.

2. Excused and Non-excused Absences:

1. Excused absences are those which are unavoidable, as in the case of illness or death in the family. The teacher determines whether or not the work needs to be made up.

2. Pre-arranged absences are those arranged in advance. In order to be considered excused, it must meet the following criteria:

- Approval by the principal
- All assignments made up in advance (subjects at teacher's discretion).

3. Unexcused absences are those which are avoidable and those for which:

- The school is given no explanation
- The explanation is not valid as an excuse
- The absence was not pre-excused
- The student neglected bring a written explanation on the first day of his or her return.

4. Truancy is an absence without the knowledge of the parent or guardian. School work for truancy cannot be made up.

3. Vacation Trips:

Vacation trips are strongly discouraged. Such absences adversely affect the quality of a student's education. If a trip must be taken, classroom teachers must be notified. Immediately upon a student's return it is his or her responsibility to request all makeup work. After consultation with the teacher, a student is given a reasonable period of time to make up missed assignments, tests and quizzes.

Extended absences may occur because of family vacations during the school year. Work missed during that time is to be made up and is due the number of days equivalent to the time lost (example: 1 1/2 days out--work due in 1 1/2 days). Teachers are not expected to prepare assignments in advance for completion during vacation. Decisions about this are left to the individual classroom teachers.

4. Excuses:

In addition to bringing a written excuse for absences, each child is required to bring a note explaining the tardiness as well as permission for medical, vision and dental appointments, and for non-participation in physical education or recess. Parents are asked to exercise care not to remove children from the classroom during the time of achievement testing.

5. Procedures for Reporting Absence:

Parents are expected to call the school if their child will be absent. Since it is essential that we keep a close check on all children under our care, each teacher is to report the names of absentees immediately after the opening of school on an attendance form. The school will then contact the home if information on absence has not been reported by the parents.

6. Tardiness

After three unexcused tardies, parents will be notified to rectify the situation. On the fourth unexcused tardy, the student will serve an after school detention.

A pupil is tardy if he is not in his room when the last bell for the beginning of classes rings.

Excused tardies include:

1. Request of a parent for child's doctor or dental appointment. (a note from the doctor or dentist is required.)
2. Delay of bus due to weather conditions. Bus riders shall not be marked tardy when the public vehicle is delayed. (However, an unreasonable delay of a student to report to class after arrival is not excused.)
3. Individual teachers should determine for their class how and when a tardy student is to enter. Single cases of tardiness do not require action. When a student is repeatedly tardy in spite of the teacher's effort at correction, he or she shall be reported to the principal who will confer with the parents in an effort to correct the problem. Tardy students, except bus passengers, are to report to the office before proceeding to their classrooms.

Teachers will keep a record of all tardiness. Single cases of tardiness do not require action. When a pupil is repeatedly tardy in spite of the teacher's efforts at correction, he or she shall be reported to the principal who will notify the parents to correct the weakness. Every tardy must be recorded on the child's report card (excused/unexcused).

The teacher who places emphasis on promptness will usually be rewarded in kind.

Students tardy after roll has been taken to the office must stop at the office for an admit slip to class (to remove absence).

E. Evaluation/Grading Scales

Grading is a professional judgment of multiple factors based on:

1. Achievement--Meeting the requirements of the course on the basis of God-given talent. This

means satisfactorily completing all assignments, satisfactorily passing tests, and participating in class discussion as required.

2. Christian stewardship in work habits--Using assigned study time for study, bringing required texts and necessary materials to class, keeping work well organized, paying attention to instructions by teacher or presentations by class-mates, doing independent work, spending sufficient time on home study, and completing assignments on time.

3. Christian motivated conduct--Means showing courtesy and respect for both teacher and classmates, taking assigned place upon arrival in the classroom, not interrupting classroom routine by misbehavior, and willingly accepting correction by teachers and classmates.

We make every effort to assist students individually, so that each student has an opportunity to succeed, and to be challenged academically. We encourage parents and students to communicate with teachers about academic programs. In order to prevent the continuation of problems, cooperative effort is essential. It is the responsibility of both parents and teachers to work together to help our students find success in school.

*** Primary Level - Grades 1-3**

The primary student evaluation is based upon individual abilities, effort and achievement level. Students will be given a progress report at each of the three parent conferences. We use the following numerical marking system:

1 - Students who are doing exceptional work, perhaps working above grade level.

2 - Students who are performing where expected based upon developmental level, potential level as teachers see it, and good effort. Quality of work is also considered.

3 - Students who are in learning difficulty.

*** Middle School - Grades 4-5**

Academic progress and personal growth in the first semester of grade 4 are marked "+" for rapid, "check" for satisfactory, and "-" for needs improvement. During the last semester of grade 4, students are given letter grades in the areas of reading, math, English and spelling. In grade 5 letter grades are given, using the same percentage scale as in the junior high section below.

*** Junior High - Grades 6-8**

Students will receive a formal report card at the end of each quarter grading period. In addition, teachers will send commendation slips or interim reports or will telephone to keep parents informed of significant problems or achievements.

The junior high report card will contain three marks for each subject.

1) The academic grade - indicates the individual progress of a student in relationship to class standards as set by the teacher and the curriculum. Grading is on a percentage scale:

A - 90 -100%

B - 80 - 89%

C - 70 - 79%

D - 60 - 69%

F - below - 60%

2) The conduct grade - indicates how well a student is behaving in class.

3) The effort grade - these are generally considered to be the most significant. They indicate whether or not a student is working up to his/her own ability level. (Good grades with low effort indicate there is room for improvement; acceptable grades with high effort should be appreciated.)

Grading - The basis for all evaluation at Faith Lutheran is the Scriptural admonition: "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) We believe that academic standards, tests and evaluations should provide measures for students to evaluate their strengths, weaknesses and limitations. This should equip them to grow and advance toward their particular vocational goal.

Report cards will be issued quarterly during the school year using the traditional grading system.

QUALITY GRADE POINT PERCENTAGE

A-Excellent A=4.0-3.5 100-95

B-Above Average B=3.4-2.5 94-85

C-Average C=2.4-1.5 84-75

D-Below Average D=1.4- .5 74-65

F-Failing F= .4-0.0 64-0

I-Incomplete I= 0

Students will be given their report cards by the Friday following the close of each quarter. The fourth quarter report card will be mailed home. Only first and second semester grades become part of the student's permanent record.

Christian stewardship of time and talents should form the basis for teachers' evaluation as well as students' motivation. There should be optimum agreement among teachers concerning the grading system and how it is to be applied.

The grading system should 1) establish high standards for the academically gifted student, 2) encourage optimum achievement for the average student, and 3) permit the less academically gifted student to experience a sense of self-respect and Christian dignity.

Interpretation of recorded grades at Faith:

Grade Percent GPA

1. Superior achievement A 98 - 100 3.8-4.0

2. Very good work habits A- 95 - 97 3.5-3.79

3. Commendable conduct

1. Above average achievement B+ 92 - 94 3.3-3.49

2. Good work habits B 88 - 91 2.8-3.29

3. Satisfactory conduct B- 85 - 87 2.5-2.79

1. Average achievement C+ 82 - 84 2.3-2.49

2. Satisfactory work habits C 78 - 81 1.8-2.29

3. Satisfactory conduct C- 75 - 77 1.5-1.79

1. Below average achievement D+ 72 - 74 1.3-1.49

2. Satisfactory work habits D 68 - 71 .8-1.29

3. Satisfactory conduct D- 65 - 67 .5- .79

1. Failing achievement F 64 and .49 and below below

2. Unsatisfactory work habit and/or

3. Unsatisfactory conduct

"Incompletes". An "incomplete" grade should be given only to pupils who have not completed the required work because of an unavoidable absence for illness, accident, or other situations beyond their control. At the time the grade card is submitted to the office, a clear written statement of what must be done in order to make up the "Incomplete" must be attached.

"Incompletes" must be made up no later than the end of the following quarter, when they revert to "F" grades if not removed. When "Incompletes" have been successfully removed, the teacher should be certain to inform the office and make the necessary changes.

"Failures". Previous to an "F" grade for any subject, parents are made aware of the impending grade. This awareness will have originated with the teacher through various forms of communication (mid-terms, phone calls, notes and/or conferences). It is reasonable for parents to object to lack of communication which might have prevented the dilemma. Christian love demands full cooperation between parent and child.

Failure or grade repeat should never be a surprise to anyone, especially the parents; it should come with reasonable warning. Is there opportunity and time available to prevent it? A conference with the parents is mandatory if grade promotion is in question (principal may be present).

Failure in basic classes only may require summer school as requisite to re-enrollment (teacher-

principal discretion).

F. Graduation Requirements

Students must successfully complete each grade level, grade one through eight, and complete all the required courses of study prior to graduation as determined by the state Department of Education and the Board.

It shall be the responsibility of the principal to ensure that students complete grades one through eight with the minimum requirements for eighth grade graduation.

Special education students may meet individual graduation requirements as stated in their individual education plan. The principal shall have complete discretion to determine extraordinary circumstances.

G. Homework

A reasonable amount of homework is expected of all children. Certain religious assignments are made each day. Assignments in other subjects will depend on the child's ability to finish the work in class, the length of the class study period and the degree of extra help required. Unless regularly checked, homework loses its effectiveness. Length of homework assignments should be within reason -- possibly one hour except where tests and examinations might demand more time. A review of this from time to time is in order.

While frequent opportunities for completing assignments are available during the school day, some home study may be necessary.

A small amount of homework may be expected in the lower grades while a proportionately greater amount may be given in the upper grades. In cases where a student seems to bring home a disproportionately large amount of homework, parents should arrange to discuss the matter with the teacher. It is important that students complete their assignments. Parents should be aware of their child's homework and should encourage them however and whenever necessary.

It is difficult to adopt a standard rule for the amount of time to be spent on school work at home. There is a great degree of variance through the grades and in the amount children in the same grade have. Generally speaking, we would say that when children in grades 1-3 are spending

considerably more than thirty minutes on school work night after night, there may be reason for concern. A parent-teacher discussion may be in order. By the same token, when children in grades 4-8 are consistently spending considerably more than one concentrated hour per night on homework, it may be time for an examination of study habits, use of study time in school, etc. Conversely, when children never have homework to do, it may also be time to ask some questions.

We encourage parents to assist their children by providing encouragement and a quiet place for study. If your child is unable to complete an assignment, kindly send an explanatory note to his teacher. If assignments seem consistently burdensome, the teacher should be contacted.

H. Missing Work and Makeup Assignments

Late assignments are the number one academic headache of teachers, We have discovered only one way to deal with this over the years: not accept them.

Except for excused absences, papers turned in late in the upper grades are scored "0".

Teachers will communicate their plans in this most important area during the home visit, the Open House, or via letter.

Make-up Work

Students who are absent from school will make up the work on the following time schedule -- one school day for each day's excused absence. Example: if a child is ill on Monday and returns on Tuesday, make-up work will be completed on Wednesday. Parents are discouraged from planning family trips and activities which will cause the children to miss classes.

Missing Assignments

If a student fails to have an assignment satisfactorily completed and available when due:

The teacher--

a) will issue a Missing Assignment Notice (Blue Slip) to inform the parents of the incomplete work.

- b) will work with the student to help him overcome the problem and become more responsible for his learning.
- c) will change the failing grade to a passing grade if the student completes the assignment satisfactorily and returns it with the Blue Slip properly signed.
- d) will issue a detention if the student receives three Blue Slips within five consecutive school days, or if the student fails to return the Blue Slip, properly signed, with the completed assignment the next day.

The student --

- a) will take the Blue Slip home and present it to the parents.
- b) will return it to school the next day, properly signed.
- c) will complete the assignment and return it with the Blue Slip.

The parent --

- a) will sign the Blue Slip merely to affirm that it has been received. This will not be an indication that the parent approves of the child's or the teacher's actions.
- b) will contact the teacher if there is some question about the missing assignment.
- c) may work with the student to help him or her understand and complete the assignment.

The principal --

- a) will suspend the student who has received three detention notices within five consecutive school days.
- b) will work with the students to help them learn the importance of sincere and faithful effort on assignments.
- c) will work with the parents and teacher, as necessary, to search for ways to help the student overcome the problem.

I. Parent-Teacher Conferences

In working together for the best interests of the children, it is important that the lines of communication between home and school be kept open and that information flow both ways. For that reason, the school issues formal grade reports at the end of each quarter. Two private conferences that afford parents and teacher an opportunity to discuss matters of importance are scheduled at the conclusion of the first and third quarters. The first and third quarter report cards will be given to parents at these conferences.

If parents desire further consultation, they should call the school and schedule a meeting with the teacher. Since the need for a conference isn't restricted to report cards, both parents and teachers are encouraged to contact one another any time they think it necessary.

Teachers also attempt to learn to know the individual pupils better by making occasional home visits. Should a teacher ask to visit your home, please receive him or her cordially. If you see a problem developing, make an appointment with the teacher before it reaches major proportions. Ordinary situations and simple questions usually can be handled by a note or a phone call.

J. Probation: academic and behavioral

Academic Probation: Students new to Faith will be placed on academic probation for a 9 week period. Other students who have exhibited serious academic problems will be readmitted for a 9 week probationary period. If the student fails to improve academically during this period the parents will be asked to withdraw their child from Faith. Students may be placed on academic probation at any time during the school year.

Behavioral Probation: All new students are also placed on behavioral probation for 9 weeks. Students exhibiting severe behavioral problems during the school year will also be placed on behavioral probation. If the behavior does not improve, the child will be suspended.

K. Reporting to Parents

1. Parent Conferences

Unscheduled Parent-Teacher Talks:

A conference may be called by the parent or teacher at any time. Teachers are always ready to meet parents to discuss student welfare. Obviously, these talks and phone calls to teachers should be made after school hours.

Scheduled Parent Conferences:

Parent conferences may take place any time. The school ensures at least minimal contact between the teacher and parents midway into the first grading period by setting aside two afternoons for parent conferences. The purpose is to exchange information that would be beneficial to the child while the school year is young. School is dismissed at mid-day on two succeeding days. A master sheet is circulated among teachers to coordinate a parent's visit who has two or more children enrolled. Appointments are for 15 minute blocks but conferences may be scheduled for a longer block. Another parent conference day is scheduled following mid-term. These conferences are scheduled on an as-needed basis. Teachers are responsible for scheduling and notifying parents of conference appointment times. Forms are available in the office.

It is the teacher's responsibility to call a conference with a parent whenever necessary and to do this in writing. Teachers should always be gracious, especially when forced to say uncomplimentary things. A record should be kept of conferences including the date, who was present, and a summary of what took place. Teachers should report to the principal any friction with parents. Parents will be instructed to make written requests for conferences. Teachers must immediately respond to such requests, stating the day, time, and place most convenient for the conference.

Any correspondence to be sent home by a teacher must first be approved by the principal. Important phone conferences with parents should be logged as well.

2. Report Cards

Report cards are issued every nine weeks. At the end of the first and third quarters, parent-teacher conferences are held. Notices will be sent out from the school office at least a week prior to the conference.

Students who are unable to work at grade level may be considered for a change in placement at any time. Parents will be informed whenever serious problems develop. With good communication, parents and teachers together can decide how best to deal with a given problem.

We use "My Kindergarten Progress Report" and the "Faith Lutheran School Report Card." Reports of grades K-6 are sent home to the parents through the children, with the exception of grades 7 and 8. The parents are requested to study the card and consult with the teacher if they have need for more clarification. The parents sign the card and return it to the school through

the children. Reports are issued every quarter. Daily attendance and punctuality are reported along with subject grades, church attendance, and attitude and conduct evaluations.

At the end of the first and third quarters parents are asked to come to the school at an appointed time to discuss the child's progress. Teachers will want to consult with parents more frequently, especially when difficulties develop. Reports to parents also include letters or notes of commendation for excellence in work and citizenship.

L. Retention/Promotion

* General policy

Pupils advance to the next grade level at the end of the school year after satisfactorily completing the course of study required in their present grade. Pupils who do not demonstrate competence in their grade level in the estimation of the teacher are to be retained in the grade. The action is taken only after consultation with the principal and the parents. We expect students to maintain a C- (75%) or better average for the school year in all subjects including physical education, art, and music. Any student not meeting these minimum requirements will be retained in the grade for another year. All retentions will be at the teacher's discretion. The parents will be contacted for a conference prior to the end of the school year if the student's grades are low so that, with the cooperation of home and school, the child may be able to improve them.

In Pre-School through Grade 3, retentions will be decided by the teacher.

* Promotion

Students who have shown satisfactory progress during the school year will be promoted to the next level. In cases where a student's retention (repeat of a grade level) would serve to assist the student in his or her educational experience, the parents will be informed and will have the opportunity to discuss the matter with the teacher and principal. A staffing may be scheduled to discuss the child's education needs with faculty members and parents to help determine the best course of action for the student.

The decision for retention is made by the principal in consultation with the classroom teacher.

In the primary program, children are encouraged to work at their own rate, achieving their individual level of potential. In some cases, it may be determined after careful study that a child would benefit from an additional year at the primary level. All areas of child development are

taken into consideration including social and emotional growth, academic achievement level and physical development before a decision is made. The parents will be informed and have the opportunity to discuss the matter of additional time in the present grade with the classroom teacher and with the administrator.

Middle grade students (Gr. 4-5) who receive passing grades in all basic subject areas will be promoted to the next grade level. If a student shows unsatisfactory progress which strongly indicates a lack of readiness for the next grade level, the teacher, parents and principal will be asked to meet to determine the best course of action.

Junior high students (Gr. 6-8) receiving passing grades in religion, English, literature, science, social studies, and mathematics will receive permission to go on to the next grade. Students having a failing grade for one semester in any one subject will be promoted if he or she either attends summer school in that subject and presents evidence of satisfactory completion of the summer course to the school office, or if he receives tutoring during the summer and presents a written report of satisfactory progress from the tutor to the school office.

The junior high computer literacy class must be passed before graduation.

Eighth grade students must satisfactorily pass tests on the Federal and state Constitutions, as a graduation requirement.

* Retention

If a teacher feels that a child is doing the type of work which will not lead to success at the next grade level the following procedure should be followed:

1. The teacher should inform the principal of the concern and discuss alternatives that will be in the child's best interest.
2. When retention is being considered the child's parents should be notified in writing by February 1, of such consideration.
3. The principal, after consulting with the teacher and parents, will take an official school position on retention of the child.
4. The parents may appeal verbally or in writing to the Board of Education if they are not in agreement with the school's position. Parents may then sign a form indicating that their child should not be retained and that their action is in opposition to the school's professional recommendation. The child will then move on to the next grade level.

It may be necessary for a variety of reasons to recommend having a child repeat a certain grade. The following plan of action will help to build consensus for the ultimate decision:

1. The teacher should inform the administration as soon as he or she has sufficient reason to suspect retention--preferably by November. The teacher should be open to all options and approaches.
2. The services of the 'special services' consultants should be sought as soon as possible, either on a consulting or referral basis.
3. The administrator should observe the child's behavior in the classroom setting over a designated period of time.
4. Parents should be appraised of the possibility of retention by the winter parent-teacher conference.
5. Teachers should keep updated and accurate anecdotal records and reports on the child's behavior and progress, as well as reports of all individual parent conferences during this observation period.
6. The final decision regarding retention will be made in consultation with the parents and administration at a special placement meeting during the spring parent-teacher conference or at another designated time prior to the end of the school year. Selected special services consultants may be included in the conference if so desired. If an impasse arises, the School Committee of the Board of Education may serve in arbitration.
7. Generally, pupils are promoted from one grade to the next. In certain instances where a variety of academic, physical, and social problems arise, a child may be transferred into the next grade. This decision will be made by following the same format as that listed above.

M. Special Services

Learning problems can develop at any grade level. Sometimes the school and home have difficulty in finding the proper approach to help a child. A psychological testing and counseling program is available to our students through the public school system and from other sources. Our students are also eligible for speech therapy, reading enrichment classes, and for special instruction when confined to the hospital or when they are home sick for an extended period of time.

Special Education Services - Educational Services provides special education services, including psychological testing and speech therapy. Please contact the school office for more

information about the services.

Title I - A special reading program is being offered for Grades 1-6. This program is funded by the Federal government under Title I and will provide a teacher and an aide at a specified location.

Christian Counseling - Faith Lutheran Church provides professional counseling services to its families and members which can be helpful when facing special needs. The cost is minimal - based on a sliding scale according to ability to pay. Counseling is by appointment.

It is our policy at Faith Lutheran school to provide additional learning opportunities when possible, to any student who exhibits a need for assistance or is below grade level in a specific subject area. Testing, classroom performance and teacher observation are used to identify the student with special needs.

The classroom teacher will be responsible for identifying the student with special needs and is also instrumental in providing services under the direction and approval of the school principal.

N. Testing

Standardized Testing:

All students from grades 1-8 will take a standardized achievement test battery and a school ability test during the spring of the year. See your Activities Calendar for testing dates.

It is most important during these testing days that students have adequate rest, a good breakfast, and come to school in a positive frame of mind to do their best.

All eighth grade students will take high school placement tests in the appropriate districts.

Achievement Tests:

The Standard Achievement Tests are administered each spring to all children. These tests help us draw comparisons of our pupils with the national average. It likewise enables us to pinpoint weaknesses in our program and materials, and to locate areas requiring more attention for

individuals or groups. These tests are graded and scored, and the results are entered into the child's permanent records and profile. These results will serve as a convenient guide and aid in meeting specific needs and understanding certain problems.

S.A.I. (School Ability Index)

This test is administered along with achievement tests to grades 2, 4, and 7. We use the Otis-Lennon S.A.I. Group Tests. These help determine the child's ability level. Merely administering tests and recording the data conscientiously year after year is time poorly spent; we use these test results for frequent reference.

Testing Guidelines:

- Achievement tests will be administered each fourth quarter for all grades (except K).
- Appropriate testing will be done as an integral part of the instruction program in each subject of each grade.
- Psychological testing where necessary will be referred to qualified specialists with the approval of the principal and parents.
- Speech, language and learning disabilities testing will be done as recommended by the faculty, contingent on parental approval.
- Testing or observation for research or evaluation will be subject to Board of Day School Education approval.
- Individual test results will be available only to the student, parents, faculty, and Board of Day School Education unless parental approval is obtained.

ACTIVITIES, STUDENT

A. Class Parties

Parties are usually planned to celebrate Christmas and Valentine's Day. Teachers use room mothers to help organize and bring food items (donated by room mothers and other parents). Each child may be assessed a small fee to repay costs if donations are lacking. It is imperative that discipline and control be maintained so as not to disturb other classes. Clean up is done by

students and teachers. There will be no birthday parties, however, students may bring a treat in honor of their birthdays. We do encourage children to realize that it isn't necessary to bring treats. If a teacher feels the need for an extra-special party for the class, confer with the principal before making any announcements.

Throughout the year class parties are held to celebrate national holidays, especially Thanksgiving, Christmas, Valentines' Day and Easter. Halloween is not observed. Each class plans its own activities with the aid of volunteer room moms. At times individual classes hold parties for other reasons, for example ice cream party for reading club, pizza party for good behavior in a quarter, dessert luncheon for police department. Approval for 'special event' parties should be discussed with the administration before arrangements are made. If space outside of a classroom is needed, reservations need to be made with the church secretary.

All classroom parties should be held in the afternoon, preferably the last one and one-half hours of the day. The 6th-8th grade parties (other than the major holidays) should be held during the lunch period, since they affect the departmental scheduling at other times.

The Student Council will encourage students, with the help of room mothers, to hold teacher birthday parties each year. These parties should be timed so as not to affect another teacher's scheduling. The school office should be informed of all parties being planned. Room mothers are encouraged to have the students present the teacher with a "token" gift.

Room mothers are encouraged to hold farewell, wedding and baby showers for classroom teachers when those circumstances arise. Pupil freewill gifts are acceptable.

Two parties, Christmas and Valentine's Day, are held in the classrooms each year. These parties are arranged by volunteer room mothers. Parents may be asked to supply refreshments and/or a nominal amount to defray the cost of the celebration. Parents are welcomed guests at these parties, and are encouraged to add to the spirit of celebration by cooperating with the class room mother.

End of year parties are not school sponsored events, but rather hospitality displayed by gracious individuals. The school assumes absolutely no responsibility for organizing, hosting or supervising such events.

Birthdays may be celebrated with special treats for the class. Parents are asked to speak with their child's teacher as to convenient times and snacks for such events.

Unless a blanket invitation is being extended to a class, private party invitations should be distributed away from school.

Students may celebrate their birthdays by bringing a class treat (except gum).

Food, such as pizza, cannot be brought in for room lunch for the class.

Halloween is not an accepted classroom celebration. Christian festivals may be celebrated.

Class parties held outside of school time must be approved by the principal.

B. Music and Drama Activities

The school has a children's choir for students from the upper grades (Grades 5-8) who wish to sing. The choir rehearses during the school day at scheduled times and, when the need arises, also during recess periods and after school. The children's choir sings for school chapel services, congregational worship services, and at other appropriate times.

As often as possible, classes (either singly or in combination) sing in congregational worship services. These are arranged in cooperation with the congregation's music director and with the classroom teacher. Students are expected to attend church to sing with their class. Teachers may request written excuses from those students who do not attend church when their class sings.

Each year, the students have the opportunity for dramatic experience in the school's operetta. The upper and lower grades rotate in producing this presentation. All teachers are expected to help as they can in the years that their grades are involved in the operetta. Operetta practices are scheduled as much as possible so as not to interfere with the normal instructional program of the school.

An annual operetta is presented during the school year. In alternating years, grades 1 to 3 and grades 4 to 6 will perform; in the other years the 7th and 8th grades will put on a play or plays. The staff works jointly on this endeavor. Proceeds from the operettas and plays are designated for a special project agreed upon by the faculty.

Each week the students in grades 1-6 have an hour and one-half of scheduled classroom music. This does not include hymns and songs sung at other times during the day. Pre-kindergarten and kindergarten children experience music in different forms throughout the day.

We also work with the children to develop skills in listening, reading and performing music. The

Macmillan series, Music, the Lutheran Worship hymnal and spiritual song books are used. The Kodaly method is taught through the "Threshold of Music" charts.

Six Orff instruments, choir chimes, auto harps, resonator bells, and other rhythm instruments are available to all classrooms. Grade 4 studies the recorder during music classes. Music appreciation is taught in all grades; listening is experienced in grades 1-6 and the study of various composers in grades 4-5. Grades 3-8 also attend several concerts by our local symphony orchestra.

In addition to the general music curriculum, students are given the following vocal music opportunities:

* Choirs

1. "Joyful Sounds"

Fifth through eighth grade students participate in this choir with the consent of the director. Students who do not participate in choir are required to select another elective subject during the two forty-five minute periods per week that the choir meets.

2. "Kids of the Kingdom"

Third and fourth grade students are expected to be a part of this choir. They also meet for two forty-five minute periods per week.

3. Primary Grades

Students in these grades present music they have learned in their music education classes for chapel and worship services on an occasional basis.

Students are expected to be present at the worship services during which their choir is scheduled to sing.

* Band

Students in grades five through eight have the opportunity to participate in the band program. A beginner's and an advanced band meet twice a week under the direction of an instructor from our Lutheran High School. A special fee is charged for this instruction. Students are responsible for purchasing or renting their own instruments. The school does have a limited number of instruments available.

Students who qualify may be part of the junior symphonic band through the high school. This group brings together students from a number of Lutheran grade schools throughout the area. Rehearsals are held approximately twice a month on Friday afternoons during school hours.

* Music Festival

Since 1966 district Lutheran schools have sponsored a music festival each spring. Soloists, ensembles and large groups share their talents with others and are rated on their performance.

ATHLETIC POLICIES

A. Award Policies:

Guidelines for awarding letters:

- A certificate is awarded to each athlete who completes the season.
- Athletes must attend practices and games regularly and excuse all absences with the coach.
- Athletes should maintain and display a Christian example of sportsmanship, respecting officials, encouraging the team and showing good sportsmanship to other teams.
- Letters are awarded to 6th through 8th graders qualifying in varsity sports programs.
- Athletes should participate in 1/2 of scheduled games during the season to receive a letter. For basketball, 1/2 of the total quarters must be played.
- A letter and insignia is given only once. Bars are used to indicate letters thereafter.

B. Codes of Conduct for Athletes:

A student must:

- Know and adhere to the Christian philosophy and objectives of Faith Lutheran School and its athletic department.
- Meet all attendance and academic requirements as practical evidence of loyalty to school and team, and a proper philosophy of school-sponsored athletics.

- Observe completely all policies regarding conduct, doing so as a duty to God, school, team and self.
- Counsel with the athletic director over questions of eligibility.
- Practice and play fairly, giving complete effort in all circumstances and credit in victory to teammates and to opponents in defeat.
- Accept favorable and unfavorable decisions, as well as victory and defeat, with equal grace.
- Demonstrate respect for opponents and officials before, during and after contests.
- Know that participation in any sport requires an acceptance of risk of injury.

Students athletes must observe the following guidelines:

- **Rule #1** - Keep things in perspective. In our sports-crazy society we are tempted to believe that winning games is among the most noble ambitions we can have. As a participant in our sports program we hope you experience enjoyment, exercise and lessons in Christian living, but understand that sports competition has very little importance when measured against the things that have real meaning: accepting Jesus Christ as Lord and Savior and living life in service to God and fellowmen.
- **Rule #2** - Understand the equal importance of all team members. Every player on a team is as important as every other member. Some may have more sports skills than others, some may try harder than others, some may score more points than others. But together you and your teammates are a team, and together you share the winning, losing and enjoyment of being part of a team.
- **Rule #3** - Let your light shine! As a team member you will be in a very public position. You will have golden opportunities to demonstrate publicly the meaning of the words from Scripture: "Whatever you do, do all to the glory of God." Try hard to improve your skills of relating in Christian love to teammates, opponents, coaches, other students, referees and fans. Ask God to help you let your light shine.
- **Rule #4** - Exhibit good sportsmanship! Try your hardest to win, but always play by the rules. Control your mouth and your temper. Do not dispute the referee's decisions. Do not speak or act in a way that would show your disagreement with officials or opponents. Of course referees will make mistakes--every game. But always abide by their decisions and work hard to exhibit good Christian sportsmanship.

- **Rule #5** - Have fun! Sports are meant to be enjoyed. We hope you will have a good time as a member of a team, and that you will help your teammates, coaches, opponents and officials to have fun also.

- **Rule #6** - Win graciously! Enjoy the victory; be happy. You were fortunate enough, and you worked hard enough, to achieve the win and you ought to enjoy it. But the other team may have tried and worked just as hard--or harder--than you did. Be thankful you won, but always remember, winning a game doesn't make you a better human being than the members of the losing team. Never put down other teams or players in any way. Never try to humiliate or degrade any player or team. Compete vigorously, but always respect your opponents as fellow human beings and friends.

- Lose graciously! Lose with dignity and give your opponents credit for winning. That doesn't mean you will like to lose. But don't react to defeat with anger, complaint or excuses. Exhibit graciousness, self control, good sportsmanship and Christian love for others, whether you are on the winning or losing side of the score.

C. Eligibility:

- An athlete who has a full day absence may not participate in a practice or game that day.
- Students must maintain a C grade in every subject. Low grade students can remain on the team with permission from a coach/advisor, teacher and parent.
- Students must attend practices and games regularly; all absences must be excused to the coach.
- Students shall maintain and display a Christian example.
- Students who are on behavioral or social probation shall not be involved in athletics.

D. Medical Exams and Insurance:

- Students must have a physical before being eligible for varsity athletics. Thereafter, an annual note from a doctor will suffice.
- All coaches will require parents to fill out and sign the Emergency Call Sheet and the Information and Consent Form before a student can be allowed to participate in a sport. The forms will be in the coach's possession and a duplicate copy will be on file with the athletic director.

E. Objectives:

The objectives of the Faith Lutheran School Athletic Program are as follows:

- To promote the Christian life style in athletic competition as in all of life.
- To encourage physical conditioning.
- To promote and encourage cooperation and teamwork.
- To teach students the fundamental skills in the sport.
- To promote participation, sportsmanship and school spirit.
- To provide worthwhile and interesting activities for students outside of the regular class day.

Coaches will be a Christian example in word and action. Coaching will be done by a faculty member or supervised by a faculty member in accordance with the overall principles of the school.

Our lives and actions should constantly reflect service to Christ. Thus athletics at Faith Lutheran School reflect Mark 12:30, "Love the Lord, your God, with all your heart, with all your soul, with all your mind, and with all your strength." Athletics serve to help train up students are healthy spiritually, mentally, emotionally and physically. Therefore our objectives are:

- To develop opportunity for Christian witness in practice and competition.
- To develop an attitude of good sportsmanship among our athletes, parents and the school family.
- To develop interaction with athletes from other schools.
- To develop team and school spirit in accomplishing spiritual goals.
- To increase physical development and skill levels.
- To develop appreciation of the value of physical activity as a lifelong pursuit.

F. Standards for Coaches:

As Christian role models for students at Faith Lutheran School, coaches are responsible following these guidelines:

- Dress professionally and appropriately for games.
- Tobacco is not to be used during practices or games.
- Foul and abusive language or insulting gestures are not to be used or directed towards students, officials or any other person associated with the activity.
- Abusive physical contact with students is prohibited.
- Taunting officials or other participants or any other person associated with the practice or game is prohibited.
- Conduct which may result in fighting or incites individuals to anti-social behavior is prohibited.

The individual student's welfare is the most important aspect and has precedence over any other consideration. Therefore the coach should:

- Have a well-rounded sense of personal honor, integrity and courage.
- Develop a strong sense of ethical relationships both toward the school he or she represents and the opponent. The coach should be willing to accept personal responsibility for his or her actions and for the reputation of the team and school, realizing the importance of a Christian example to others.
- Follow the rules of the game to the letter. The rules of the Lutheran School League or other leagues in which we participate are binding on those in charge.
- Instill in the athletes an active concern and respect for excellence in academic learning as well as in the particular sport.
- Always remember that an athletic contest is only a game and not a matter of life and death for the players, coach, school, officials, fans, community, state or nation.

CALENDARS--ACADEMIC YEAR

School Calendar:

The Faith school academic calendar shall accommodate the educational program of the school. The calendar shall be a minimum of 200 days and include, but not be limited to, the days for student instruction, staff development and inservice, and time for teacher conferences.

The academic year for students shall be a minimum of 180 days in the school calendar. The school academic year for students shall begin each year in the week in which September 1 falls. Personnel may be required to report to work at the school prior to this date.

It shall be the responsibility of the principal to develop the school calendar for recommendation, approval, and adoption by the board annually.

The board may amend the official school calendar when it considers the change to be in the best interests of the school's educational program.

Faith School follows the public school calendar as closely as possible for major holidays such as Labor Day, Thanksgiving, Christmas break, spring break, and Memorial Day. Usually, the school also follows their calendar for the first and last day of school. We will have additional days off, different from the public schools, for such activities as teacher in-service and conferences, parent/teacher conferences, Good Friday, and Easter Monday. See the school secretary for a copy of the current year's calendar.

The calendar for each school year is set during the spring of the year preceding it. The board will adopt the official calendar in March or April. Each teacher is asked to provide major event dates to go on a master calendar. These dates should be turned in by the end of the school year before leaving for the summer.

CHILD ABUSE POLICIES

A. Helping Abused Children

Even when the climate of the Lutheran school is loving, caring, warm and comfortable a child may suffer abuse which prevents the child from fully benefiting from that environment. Because school is a caring place, teachers are concerned about what happens to their students both in school and away from it. Awareness is growing about an affliction that affects many students: child abuse. In the U.S.A., one child dies every four hours from abuse by a parent or someone

else entrusted with the child's care. It is estimated that about one-third of child abuse reports come from teachers. No one, except for parents, spends more time or is more closely in contact with children than teachers.

The consequences of not reporting child abuse and neglect are staggering. In many cases, the children die or are physically or emotionally impaired for life. Some children suffer neurological damage that results in mental retardation or severe learning disabilities. There are established links between abuse or neglect and social maladjustments, juvenile delinquency, and adult criminal behavior. Perhaps the most frustrating statistic is that many abused children grow up to be abusive parents.

B. Types of Abuse

What is child abuse? There are three main types:

- Physical abuse: Beating, burning, starving, shaking, and other forms of inflicting physical injury.
- Sexual abuse: Incest, rape, sodomy, fondling, pornographic posing, and other means of taking sexual advantage (sexual abuse often includes boys)
- Emotional/psychological abuse: Ridicule, isolation, neglect, and all types of verbal assault.

Children who have been abused physically and/or sexually also suffer emotionally.

C. Indicators of Abuse or Neglect

According to experts, there are literally dozens of indicators of child abuse and neglect. Some are obvious and some are imperceptible. Presence of one or more of these signs may be reason to suspect child neglect or abuse. Early detection is essential in preventing devastating results and in more effectively remediating the cause of abuse.

Warning Signs (children)

Abuse:

- Bruises, welts, cuts, burns, or other physical injuries that were obviously inflicted or for which a child gives inappropriate explanation.
- Complaints of beatings or other harsh treatment.
- Frequent complaints of pain without obvious injury.

- Repeated or bizarre injuries.
- Wearing long-sleeved clothing in hot weather (to cover injuries).
- Aggressive, disruptive, or destructive behavior.
- Passive, withdrawn behavior, fear of other children and adults.
- Cringing or jumping at sudden movement.
- Behavior which is "too eager" to please.
- Frequent absence or lateness with inappropriate or no excuse.
- Very early arrival at school or leaving late.
- Significant change in the child's attitude or behavior at school.

Neglect:

- Frequent truancy.
- Obvious malnourishment.
- Being significantly below the normal height or weight for age.
- Inappropriate food, drink, or medicine given by parents.
- Obvious and uncorrected medical or dental problems.
- Clothing that is torn, dirty, or inappropriate for the weather.
- Dirty appearance causing other children avoid him or her.
- Tiredness, listlessness or frequent falling asleep in school.
- Failure to thrive with no physiological explanation.

Warning Signs (parents):

- A significant crisis in the family: death, divorce, separation, long term illness, drug or alcohol problems, or employment.
- Family seems isolated, no close friends or relatives, no involvement in school or community activities.
- Parents show little concern for child's problems, unavailable for conferences.
- Parents are aggressive or defensive when approached about child.
- Parents' behavior, either as observed or related by child, is bizarre.
- Parent attributes child's injury to a third party.
- Parent gives unreasonable explanation for child's injury.
- Parent delays in seeking medical attention for a child or has a history of taking child to several different doctors or emergency rooms.
- Parents have unrealistic expectations for their child.
- Parents are immature or demonstrate lack of knowledge concerning child rearing.
- Parents perceive themselves as worthless.
- Parents themselves were abused.

It is important to remember that the problem of child abuse and neglect does not confine itself to any one social-economic, racial, or religious group. Any family may be abusive and not all children in one family may be abused. If there are any doubts, they must be resolved in favor of the child and therefore in favor of reporting suspected abuse.

D. Reporting Child Abuse

It is important for teachers and administrators to report cases of child abuse or neglect even when the abuse or neglect is only suspected. The actual determination will be made by the courts. This does not mean that schools should report and forget. Close cooperation and feedback between the local welfare departments and schools are vital to an effective evaluation and resolution of reported cases.

A teacher may make an oral report to the administrator about suspected abuse or neglect. The

administrator reports orally (e.g. by telephone) to the child protection service of the local department of welfare or law enforcement agency. Since the teacher is legally responsible, he or she should verify that:

- the teacher was present when the administrator telephoned
- the teacher reviewed written reports filed by the school, or
- the teacher personally telephoned to verify that a report was filed.

Child protection agencies have guidelines concerning their procedure. Agencies are required to begin investigation within a stated period of time after receiving the report. This may be within the hour. An inspector may come to school immediately to see the child, interview the child and teacher and, possibly, to take photographs. Agencies are required to inform parents. In severe cases, children may be removed from the home for their protection, but effort is made to provide treatment and/or counseling so that the cause can be remediated and the family remain intact in a wholesome relationship.

E. School Policies on Child Abuse

The administrator should be sure that a policy on child abuse is written and published. A written policy is important not only because it explains what teachers must do under the law, but also because it witnesses to the community that suspected cases will be reported. Some components of a written policy include:

- a rationale for the school's interest.
- a statement of the mandates of the law and the immunities for reporting.
- a procedure for reporting suspected cases.
- guidelines for recognition of suspected cases.

In a Christian school, where Christ's love and forgiveness are taught and lived, it is imperative that Christ's Mind and Spirit be active in the teachers.

To help students who are abused and to prevent abuse, the administrator will:

- Provide inservice programs for teachers on recognizing signs of abuse and procedures for reporting it.

- Establish written policies on the process to follow when abuse is suspected and board support of the process and for teachers who report abuse.
- Gather information on child protection agencies and resource persons.
- Provide inservice programs for teachers on common abuses of students by teachers.
- Help formulate a faculty policy, or statement, on the worth of individual students.

F. Teacher Abuse of Students

A less evident, but equally serious, type of abuse is that of emotional an/or psychological abuse which occurs in school. Unfortunately, this kind of abuse can happen in Lutheran schools. Teachers need to know the ways this kind of abuse may be inflicted. Often the abuse stems from teachers' attempts to enforce exemplary behaviors such as quiet, order or following directions. Teachers, particularly those whose egos need reinforcing, may see disobedience as being directed personally to them. They may also feel that their authority is being diminished. Instances may occur as teachers attempt to be humorous. Some typical psychological abuses are:

- Sarcasm--using cutting remarks that belittle, often in an attempt to be humorous.
- Criticizing the person rather than the inappropriate behavior.
- Labeling students in a derogatory way; implying that they are stupid, lazy or impertinent.
- Permitting other students to ridicule their peers.
- Withholding praise, criticizing, dwelling on what is wrong rather than what is right.
- Withholding forgiveness.
- Blaming everyone in the group for the actions of one or a few.
- Holding double standards; tolerating actions of some students but being intolerant of the same actions when others do them.
- Comparing students to older brothers or sisters, particularly if the older brothers or sisters were especially outstanding in a positive or negative way.

Administrators will acquaint teachers with types of child abuse by teachers. Inservice programs on self-image of both students and teachers can be helpful in counteracting offenses. Teachers can be helped to realize that each student is a precious gift of God. Administrators can be watchful in their observations to detect abuses; they will want to work with teachers in overcoming tendencies to be offensive to students. Administrators can also help teachers work with their students in recognizing and correcting poor attitudes students may have toward other students.

CLASSROOM ENVIRONMENT

Classroom Management: Each teacher is expected to see that his or her room is in order at the close of the day. (Pupil involvement is expected.) This includes:

1. Floor cleaned of waste paper.
2. Blackboards cleaned.
3. Pupil wardrobes placed in order - locker tops cleaned.
4. All desks in order and clear of all articles, and top surfaces cleaned and closed.
5. Special projects neatly arranged and dusted.
6. Plants, etc., watered and cared for.
7. All windows closed and lights turned out.
8. Window sills and tops of radiators free of all obstructions so that there is a free flow of air.
9. Note: Supplies and materials that are not directly related to teaching or that are not used often in the education program should not be stored in the classrooms.

Classroom Environment - Each teacher is expected to see that his room is in order at all times and at the close of the day. This includes: paper picked up; blackboards cleaned; desks in order and cleaned off; special projects neatly arranged; plants watered; supplementary materials stored; and papers in neat order and not on window sills.

CONFERENCES AND CONVENTIONS

When a worker or representative of the congregation is authorized to attend a conference, professional meeting, or to make a trip on congregation business, the worker shall be reimbursed for all approved expenses, subject to the following:

- Prior approval of the trip and covered expenses shall be obtained from the appropriate board.
- No expenses shall be reimbursed if funds for such expenses are provided by another source.
- Automobile expenses shall be reimbursed at the current IRS mileage allowance.
- Lodging expenses shall be reimbursed at actual costs, excluding personal calls, room service, etc.
- Meal expense allowance shall not exceed amount which will be predetermined by the principal, Board of Parish Education or Board of Finance.
- Registration fees shall be reimbursed.
- Vouchers, with receipts, for reimbursement of expenses shall be filed on forms provided by the congregation and submitted for approval within five working days after returning from the event.

The employee is eligible to use, in the fiscal year, a budgeted amount as reimbursement for registration and lodging or traveling expense for attendance at job-oriented conferences. A current per diem rate will apply. Mileage for use of a personal vehicle for work-related travel shall be reimbursed at the current federal rate. A voucher is to be submitted to the church administrator. (Mileage allowance will be set annually at the current federal rate.)

I. Policy is to grant days away from the classroom and/or the school for the purpose of attending conferences and conventions conducive to professional growth and education.

II. Procedures

A. All faculty members will attend the District Teachers" Conference and the city Midwinter Lutheran Teachers" Conference.

B. Principal will attend the District Principals" Conference

C. A representative from Faith Lutheran School may be appointed to attend:

- LCMS Church Leaders Conference
- Concordia River Forest Fall Education Conference
- LEAD Annual Conference

or other conferences or conventions approved by the Board

D. Mileage allowance will be furnished.

E. Cost of lodging and meals not included in the conference fees will be reimbursed to the designated representative provided the conference is outside a 50 mile radius of the school and is for more than one day.

Conference, Clinics, and Conventions

I. General Guidelines

A. Attendance at all conferences, clinics, and conventions must be recommended by the principal or superintendent and approved by the superintendent.

B. Requisitions for the expenses of all conferences, clinics, and conventions will be the responsibility of the principal. Local funds are not to be used unless the principal's discretionary funds are used.

C. Expenses for approved conferences, clinics, and conventions will be paid according to a printed scale.

II. Types of Conferences

A. Conferences, clinics, and conventions at which staff attendance is specifically requested by the school.

B. Conferences, clinics, and conventions, departmental in nature and related to the academic program of the school. A request to attend this type of meeting will often be initiated by the individual staff member.

C. Conferences, clinics, conventions, and meets or tournaments related to the interscholastic athletic program of the school.

D. Conferences, clinics, and conventions of specific personal interest or related to some phase of the extra-curriculum program of the school (drama, student council, yearbook, clubs, etc.)

III. Reimbursement Expense Policy

A. Type "A"

1. The teacher will be excused from his or her responsibilities for the days missed. Substitute teaching will be arranged by the principal.
2. The school will pay the conference expenses for the teacher including registration, banquet meal, and actual meal cost up to \$3 for breakfast, \$4 for lunch, and \$11 for dinner per day, approved travel and housing.
3. If the staff member travels by car the school will reimburse the teacher at the congregation-approved mileage rate.

B. Type "B"

1. If the principal requests the teacher to attend a conference, payment to the teacher will be based on the reimbursement schedule for the Type "A" conference; provided the request is approved by superintendent.
2. If the principal does not feel the conference is important enough to actually request the teacher to attend, but important enough to grant approval for the staff person to attend, the teacher will be reimbursed in the amount of 50% of the registration cost, 50% of the actual meal cost up to \$7.50 per day, and 50% of the substitute teacher cost for the first day, and 10 cents per mile transportation cost up to a maximum of \$25. All expenses after the first day will be paid for by the individual attending the conference.

C. Type "C"

1. The conferences, clinics, and conventions should normally be approved if they are held during non-school hours or if the teacher is supervising school athletes at meets and tournaments approved by the school.
2. Expenses for these conferences are to be budgeted as part of the athletic clinic line item, from remaining conference line item funds in the budget, or from the principal's local discretionary funds. Reimbursement follow that of Type "A" conferences.

D. Type "D"

1. These conferences, if approved, should normally be during non-school hours.
2. Expenses for these conferences will follow the schedule for Type "B" conferences.

E. Special Conferences, Clinics, and Conventions

1. Special-Interest Conferences

- a.) The congregation will pay 50% of the expenses up to a maximum of \$75 for registration.
- b.) Transportation costs will be the responsibility of the individual. If a school vehicle is approved for the transportation, cost for such will be paid for by the staff member and/or students attending the conference.

2. State Athletic Tournaments

- a.) Local school principal will submit a reasonable request for expenses to be covered when our athletic teams are involved in tournament games that require an overnight stay.
- b.) Costs should be held to a minimum and time away from classes will also be kept to a minimum

Attendance at conferences that do not fall into any of the above categories must be requested in writing and approved by the principal and superintendent. Normally, conferences for which reimbursement is expected will not be approved if the distance from the local school exceeds 200 mile round trip.

CONFLICT RESOLUTION

In conflict situations, persons involved should take steps to resolve the problem by following our Lord's direction as found in Matthew 18:15-17:

Speak to the person with whom you have a conflict.

If there is no resolution, take another individual and go back to the individual concerned.

If there is still no resolution, take the matter up with the appropriate board and/or the

administration.

The goal of these steps is always to restore relationships and, in so doing, promote sharing of the gospel of Jesus Christ.

COPYRIGHT LAWS

A. Regulations:

Federal regulation protect publishers against regular reproduction of copyrighted materials with photocopies or recording devices. A brief summary of permitted copying includes:

A. Single copies of

1. A chapter from a book.
2. An article from a periodical or newspaper.
3. A short story, essay, or poem.
4. A chart, graph, diagram, cartoon, or picture.
5. A short excerpt (up to 10 per cent) or a unit of music such as a song or movement.

B. Multiple copies (not to exceed one per pupil) of

1. A complete poem of less than 250 words.
2. An excerpt of less than 250 words from a longer poem.
3. A story, essay, or article of less than 2500 words.
4. One illustration (chart, graph, picture, etc.) from a book or periodical.
5. Up to 10 per cent of a unit of music for academic purposes other than performance.

C. A score of music, in an emergency, if one cannot be purchased in time.

D. A display of a purchased copy of a copyrighted work through an opaque projection.

A teacher may not do the following:

- A. Copy in order to create anthologies or to substitute for them.
- B. Copy from "consumable" works such as standardized tests, answer sheets, or class workbooks.
- C. Copy on direction from higher authority.
- D. Copy to substitute for the purchase of books, periodicals, or music.
- E. Copy the same item from term to term without gaining permission.
- F. Make multiple copies more than nine times in one term.
- G. Copy more than one short work or two excerpts from one author's work in a term.
- H. Make copies of music for lyrics for performance of any kind in the classroom or outside it.
- I. Copy protected materials without inclusion of a notice of copyright.

If a court finds that a copyright has been infringed, it must award between \$250 and \$10,000 in damages for each infringement. Only if a teacher has "reasonable grounds" for believing the use was permitted by the copyright law can the damages be reduced.

Reference: Board of Parish Education (mimeograph) "When to Copy and When Not to Copy - That is the Question" Al Senske, Jan., 1977.

The New Copyright Law and Education, Educational Research Service

B. Fair Use:

"Fair Use" provisions allow educators to copy copyrighted materials for purposes such as criticism, comment, news reporting, teaching (including the making of multiple copies for classroom use), scholarship or research.

To determine what is fair use, the following factors must enter consideration:

-the purpose and character of the use, including whether such is of a commercial nature or is for nonprofit educational purposes.

- the nature of the copyrighted work.
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole.
- the effect of the use upon the potential market for or value of the copyrighted work.

Single Copies - For research or for teaching, the teacher may make one copy of: a chapter from a book, an article from a newspaper or periodical, a short story, essay, poem, chart, graph, diagram, drawing, cartoons or pictures from books or periodicals and newspapers.

Multiple Copies - One copy per student in class (no extras) may be reproduced by a teacher if it meets the stipulations of:

Brevity - a complete poem may be copied if less than 250 words

- excerpts from longer poems may not exceed 250 words.
- complete prose works may not exceed 2,500 words.
- prose excerpts may not exceed 1000 words or 10 percent of the work, whichever is less (500 word minimum).

Spontaneity - the amount of time between a teacher's decision to utilize the material and its date of use does not allow for a reply to a request for permission

Cumulative Effect - to avoid over-use of copied materials:

- each item is to be used in only one course.
- only one complete work or two excerpts per author.
- only 3 excerpts from the same publication.
- only 9 items may be duplicated per class term.

C. Prohibitions:

Certain types of copying do not fall under the fair use guidelines. These include:

- copying in order to create or replace or substitute for anthologies, compilations, or collective works.

- copying under prescription of the principal or superintendent.
- copying the same item repeatedly.
- charging more than actual photocopying costs.

Music

Sheet Music - Sheet music can be reproduced if copyrighted copies that were purchased are not available for an imminent performance and if the reproduced copies are replaced by the purchased copies.

- Purchased copies may be edited or simplified if it does not distort and if lyrics are not altered or added.
- Copies may be made for classroom use if restricted to one per student and limited to less than a complete section or movement not to exceed 10 percent of an entire work.
- One copy of a complete section (performable unit) can be made for class use or research only (a) if "out of print" is confirmed in writing, or (b) it is unavailable except in a larger work.

Sound Recording - One copy may be made of performances by students for evaluation and rehearsal purposes.

Sheet and Recorded Music - Copying may not result in a substitute or replacement for collective works; consumable materials may not be copied; copying for a performance is forbidden (only exceptions are noted above); legitimate copies must include a copyright notice.

A general "innocent infringer" clause is also detailed which includes teachers and librarians, among others, and the non-profit institutions of which they are a part. If guilty of a copyright violation, the clause allows for the opportunity to prove that the infringement was done in the honest belief that what was done constituted fair use.

The new Copyright Law is a result of much compromise. Some groups and organizations feel it is fair, others do not. It is helpful for educators to keep in mind that a copy system of "help yourself to anything that is needed for school use" would eventually eliminate the development of reasonably priced new materials. Fellow educators and musicians would lose much incentive to create, produce, and publish. An interpretation of fair use that would be too broad would, in effect, eventually harm all teachers and pupils, rather than protect them.

CURRICULUM POLICIES

A. Instructional Time Policy:

The school year for grades 1-8 shall consist of a minimum of 1032 hours of instruction which includes a maximum of 30 minutes of recess time. Kindergarten shall have a minimum of 500 hours of instructional times.

An hour of instruction shall be 60 minutes of teacher-pupil contact for the purpose of teaching the school's educational objectives.

Interruptions for assemblies, picture days, pep rallies, etc., must be limited as much as possible.

Athletic events, staff development activities, parent-teacher conferences, weather related dismissals, and the like shall not be included in the computation of the instruction hour.

Exceptions to this policy can occur when;

- (1) missing the activity would have a negative impact upon the educational opportunities of the students.
- (2) the health, safety and general welfare of students have a higher priority than instruction.
- (3) the scheduling of the activity is dictated by agencies other than the school.

B. Pledge of Allegiance Policy:

As citizens of the United States , our students should have the opportunity to develop feelings of loyalty and patriotism to their country. A part of this is learning and saying the "Pledge of Allegiance". Teachers should be sure that their students are given the opportunity weekly to join in saying the Pledge. Time should also be spent in discussing the meaning of the Pledge so that its recitation does not become an empty mouthing of words.

DRESS CODES

A. Purpose of a Dress Code

Our body is a temple of the Holy Spirit. It therefore follows that as we present that body, it ought to be done in a decent and respectable fashion. Our school has been established for special

purposes, and endeavors to maintain the highest all-around standards.

This same philosophy of high standards carries through in the appearance of the students. Our school is not given to fads in any area. We do not follow the contention that "we wear it just because everyone else is wearing it." Ours is a special school with special standards.

B. Staff Dress Codes

Teachers are expected to be a model of neat, clean and attractive clothing. It has become policy that jeans are not to be worn for regular class days. A teacher may dress appropriately for a certain activity (jeans for field trip to farm, shorts for field day, etc.).

Teacher Apparel: It is important that professional people appear professional! Good grooming is a must. It is our policy that all men teachers wear shirts and ties. Lady teachers may wear pant suits and coordinated outfits.

During the course of the teaching day, it may be necessary to adjust the wearing apparel according to the teaching activity (ex.: phys. ed., art class, etc.). This is an acceptable policy.

We are reminded that "if we dress up our bodies along with our minds, we can be more effective in influencing people. There is no separation between the two if we consider that we, as educators, are the sum of all our parts. Being mature and professional in how we dress may be just as important as being mature and professional in how we think."

Teachers: A teacher's dress should reflect his/her professional position yet be comfortable enough to allow him/her to function freely in the many tasks required of the job. All teachers are required to adhere to the following:

- a) men must wear collared shirts and ties;
- b) jeans or jean type slacks are not allowed;
- c) pants for women are allowed but must be modest and in good taste;
- d) shoes should be comfortable dress shoes - no thongs, huaraches or similar shoes.

C. Student Dress Codes

A. General

1. All clothing should be neatly and properly worn. Examples: shoes must be laced and tied, suspenders worn on the shoulders, etc.
2. T-shirts bearing or implying an un-Christian witness, or which give offense such as those with rock group logos, beer advertisements, etc. should not be worn.
3. No student will be permitted to wear any clothing, emblems, or items which are not Christian, are unpatriotic, or cause distractions.
4. Outer coats and jackets may not be worn in the classroom.
5. Ripped clothing is not appropriate.
6. Modest shorts may be worn the first and last months of the school term during hot weather. Tank tops will not be permitted at any time.
7. Excessive make-up is not to be worn.
8. Specific situations not covered in the previous points will be dealt with on a case-by-case basis by the principal.

Inclement weather

1. Coats appropriate for the weather are to be worn.
2. Hats/earmuffs and mittens/gloves are to be worn during cold weather.
3. During the winter, students without boots may not play in the snow. These students will remain on the cleared sidewalks or inside.

Gym clothes

1. A separate pair of tennis shoes will be worn exclusively for indoor gym periods.
2. Grades 5-8 must wear
 - a. Sweat socks
 - b. Shorts

c. T-shirts

Enforcement of the dress code:

- A. Parents are asked to aid in supporting this code by closely supervising the appearance of their own children before sending them to school.
- B. A first violation will be dealt with by the homeroom teacher in consultation with the principal. The student will be asked not to wear the offensive item again. The student may be asked to call home for another shirt or one will be provided by the school.
- C. A second violation of the code will be dealt with by the homeroom teacher and principal. Parents will be informed by a note and phone call which documents date of the violation.
- D. A third violation will result in a conference between the principal and the home to review and identify the problem and to help find a solution.
- E. A fourth violation shall be cause to bring the case before the Board of Christian Education. If a satisfactory agreement cannot be reached, the child will be dismissed from Faith Lutheran School.

School Policy on Student Dress:

Parents realize that the matter of student dress guidelines is a sensitive issue, and a matter of subjective opinion. We know that not all parents will agree with our dress guidelines, but parents who have responded to our opinion surveys in recent years have played a part in shaping those guidelines. A significant number of parents have told us that they favor establishing high standards for dress among our students.

Our faculty reserves the right to make judgments concerning what we consider to be proper or improper dress, based upon the guidelines below. If it becomes necessary to do so, we will inform individual students and their parents of "dress corrections" that must be made.

We will appreciate your understanding of, and cooperation with, our school dress policy. We urge parents to help their children to adhere to our dress guidelines faithfully throughout the school year, rather than placing their children in the position of having to be confronted by teachers or the principal with the need to make "dress corrections."

We trust that parents share our desire to foster high standards in every area of our school

program, including dress and personal appearance. Furthermore, we believe there is a correlation between student dress, grooming and student behavior and learning. Consequently, our Board of Christian Education and our faculty insist that each student be dressed in a way that will not hinder the educational process, and will promote a positive image among our students.

The following rules are in effect:

1. Frayed, dirty, or generally sloppy clothing is not allowed. Clothing with patches is not allowed unless the patches have been neatly applied, and are of the same color as the article of clothing.
2. Scanty clothing (bare midriff, tank tops, etc.) is not allowed.
3. Students may wear shorts during the months of August, September, May, and June, subject to the following conditions: Shorts of mid-thigh length or longer will be permitted; dress, Bermuda, or Jam shorts which adhere to the guidelines will be allowed. Spandex, cutoff jeans or sweatpants, torn shorts, tight or short shorts, gym or jogging shorts, or similar items of apparel are prohibited. During other school months, appropriate dress should consist of full-length slacks for the boys, and skirts, dresses, slacks, or culottes for the girls. Mini-skirts or mid-thigh or shorter dresses or skirts are prohibited.
4. Shoes, with socks, must be worn at all times. Flops and thongs are prohibited.
5. Extremes in hair styles, jewelry, and makeup are to be avoided.
6. Sweat pants are not to be worn except for physical education classes.
7. We do not forbid T shirts or sweat shirts, however we insist, that all shirts be extremely neat and clean, and of such a type and condition that most adult observers would consider the wearers to be "nicely and neatly dressed."
8. Neat, clean clothing imprinted with the name of our school is considered acceptable dress for students.
9. Generally speaking, we believe that our students tend to look neater and more well dressed when they do not wear clothing which has large writing or numbers on the outside. We do not, however, forbid the wearing of such articles of clothing. We do insist that any such clothing be extremely neat and clean, and of such a type and condition that most adult observers would consider the wearers to be "nicely and neatly dressed."
- 10 We will not allow students to wear clothing which bears the pictures or names of rock music

groups, references to drugs (including liquor and tobacco), or any pictures or writing that might be constructed to be in poor taste or in any way disruptive to the learning process in our school.

We thank parents and students for accepting and cooperating with our dress guidelines, and for joining us in fostering neat, clean dress which reflects well upon our school and upon all the members of our school family!

Dress Regulations

As a Christian school, Faith has a unique responsibility in the area of dress. Since we are judged largely by our appearance, we dare not be blind to the changing styles of the day and become so far "behind the times" and hopelessly "dated" that we repel the very ones who should be attracted by our Christian testimony. Nor do we dare offend by adopting styles and fads which are purposely suggestive and vulgar in their appeal or are the unique trademark of segments of our society decidedly ungodly in their influence. Our appearance then must be conservative so that we are not offensive, and in good taste so as to "adorn the Gospel" by our attractiveness.

It must be remembered that the school is a place of business. Styles perfectly acceptable for lounging and special occasions may be completely inappropriate for school wear.

Guidelines for Dress

Rule: All clothing shall be neat, clean, appropriate and modest. Interpretations during the year will be necessary because of changing styles.

- a. On chapel days the girls wear dresses all day and boys wear non-denim slacks and a collared shirt or sweater.
- b. The boys' hair length shall not be below the collar or obstruct his vision. No tails are permitted.
- c. The following items of dress are inappropriate in the classroom: halter tops, tank tops, bare midriffs, frayed or torn jeans, military clothes, undershirts, shorts, gym suits, rock shirts, tee shirts with offensive slogans, and sweat pants or warm-ups.
- d. A separate pair of gym shoes must be used in gym.
- e. Skirts should not be shorter than the top of the knee. Split skirts are acceptable except on chapel day.

f. Tight pants for girls are not acceptable unless worn with a top that comes well below the buttocks.

Parents, please read and note:

A wise parent will stay well within the requirements of the dress regulations so that there will be no questions or embarrassment. If there is any doubt when you are shopping as to whether or not a particular article or clothing complies with our regulations, don't buy it. If you already own an article of clothing that you are not sure about, don't permit your son or daughter to wear it until you have checked. Any student who comes to school without complying with the above regulations can expect that to be not be permitted to stay in the classroom until the parent is contacted and the necessary change is made.

Any student who consistently refuses to cooperate in matters of dress and appearance will be asked to withdraw from school.

D.Student Codes:Enforcement Guidelines:

The enforcement of the dress code policy is only as good as we make it. We can be as general or specific with the code as we want, but unless we discipline ourselves to confront students when they are not properly dressed they will take advantage of us and the code is worthless.

We are a team and need to work together in this area and all others. An understanding that needs to prevail continuously throughout the enforcement of the dress code is that our ultimate purpose is to create, provide, and maintain the best learning environment possible for our school. Inevitably there will be times when an accidental oversight occurs by of us regarding the enforcement of the dress code. Despite this happening, we need to support and encourage each other even if that means approaching a colleague about a student's appearance.

The following are guidelines to assist teachers, individually and the staff as a whole, with the interpretation, enforcement, and follow through of the dress code.

1. Review the specific points of the dress code as a whole staff during August meetings. Address concerns and questions at that time.
2. Teachers make a point to discuss the dress code when doing "home visits" before school is in session.
3. Choose a moment in the first or second day of the new school year to discuss the dress code with your class.

4. Plan in your daily routine to take several minutes to glance over students appearance. In the departmentalized setting teachers need to incorporate this routine into the beginning of each period.
5. When a homeroom teacher identifies a student improperly dressed follow the 3 steps outlined in the dress code policy. If there is a question of acceptability consider:
 - a.) discussing it with the child and lead child to understand the "questionableness" of the clothing and agree that he or she not wear it.
 - b.) asking a colleague for his or her opinion - not decision! It's your decision as the child's homeroom teacher as acceptability.
 - c.) ask the administration for input and if necessary an immediate decision.
 - d.) temporarily disallow the specific "dress" in question and bring before the staff for school wide decision.
6. In the event a fellow teacher notices a student improperly dressed, it is the responsibility of this teacher to bring this to the attention of the student's homeroom teacher that day. Then the homeroom teacher can address the situation with the student.
7. Teachers are strongly encouraged to follow through with the necessary communication with both parents and administration.
8. As mentioned previously, in areas of question regarding the dress code, present concern at faculty meetings for mutual agreement or referral to the Dress Code Committee for study.
9. If requested by the staff, the Dress Code Committee, made up of staff members, shall review areas of questions and present recommendation to the staff for approval. This will encourage consistent enforcement.
- 10 Chronic oversights of the dress code and its enforcement within certain classrooms or grade levels will addressed individually by the administration.

EARLY CHILDHOOD POLICIES

A. Credo

- We believe little children should grow in love and faith in their Lord Jesus Christ.

- We believe that every child is important and needs to feel that he has God-given worth as a person.
- We believe that every child is an individual and has individual needs and God-given abilities.
- We believe that each child should be able to progress at her own rate to produce quality work at his or her individual achievement level.
- We believe that the Christian environment is an important factor in the learning process.
- We believe that the parents should be involved in the educational program of the child.
- We believe that little children should develop fluency in language, continue to be curious, be exposed to beauty, and continue to be creative.
- We believe young children need time to explore and discover their world in childlike fashion.

B. Curriculum

Early childhood curriculum includes:

- * OUTDOOR PLAY - running, jumping, climbing, ball throwing and catching.
- * INDOOR PLAY - blocks, trucks, housekeeping, puzzles, table games, sand and water play.
- * ART EXPERIENCES - experimenting and creating with many types of media including paints, clay, paper, yarn, etc.
- * SOCIAL STUDIES - meaning, value and experience of seasons, holidays, homes, church, community, health, etc.
- * SCIENCE EXPERIENCES - planting and caring for seeds, care of pets, using senses to discover the world, and cooking.
- * NUMBER EXPERIENCES - developing number concepts through use of straws, beads, measuring cups, songs and fingerplays.
- * MUSICAL EXPERIENCES - singing, listening, rhythm, musical games.
- * LANGUAGE ACTIVITIES - storytelling, discussion, use of books and poetry.

* **DRAMATIC PLAY** - socio-dramatic play, puppets, acting out stories.

* **RELIGIOUS ACTIVITIES** - daily lessons in Christian living through the use of filmstrips, flannelgraphs, and the Eternal Word Series.

C. Discipline Policy

We believe in a positive approach to discipline. Our rules are basic: 1) Walk in our room, 2) Use an inside voice, 3) Keep our hands to ourselves, 4) Put toys away after we use them. If a child has difficulty remembering our rules, he or she is asked privately to sit in a chair for five minutes. At the end of this time, we discuss why he or she is there. How can he or she make sure it doesn't happen again? Sometimes a child may have difficulty even with those rules. At that time a conference is called with the parent to discuss an individual approach with the child to help him or her subscribe to our rules.

Our goal is self-discipline, and we begin even at this early age to help a child be aware of his or her own responsibility for his or her own behavior. We believe that simple basic rules with a positive attitude and approach make this possible with the pre-school child.

D. General Policies

Faith Pre-Kindergarten is a place where children laugh, sing, play and run. The environment is designed to stress sharing and caring. It is structured yet, within the structure there is freedom. Children can express feelings, and experiment with many different learning challenges. Centers such as kitchen, dress up, quiet area, puzzles, blocks, arts and crafts, toys, sand table, etc. are provided so the child can choose what he or she would like to do and learn through discovery and play. Access to the gym allows for body movement as well as interaction among the children.

Pre-Kindergarten is open to four and five year old children. Class sessions are from 8:30 to 11:00 am on Monday and Wednesday or on Tuesday and Thursday. Friday is available as an additional option for those who would like to attend three days per week.

General rules:

1. Dress your child in comfortable play clothes. He will be engaging in very active play and he should be comfortable. Gym shoes will be needed. These shoes may be kept at school, but must be labeled, as must boots, coats, bookbags, etc. Only rubber-soled shoes should be worn.
2. Children should be toilet trained and have their bathroom habits established before the first

day of school. They must be able to manage their clothing, be able to pull up their pants and zip them, etc.

3. Your child may need your presence the first day. There may also be other occasions when she will need you. This is acceptable and encouraged, if needed.

4. Parents are expected to accompany their child to and from the classroom. Your child will not be allowed to leave the classroom alone. Before leaving your child, ask if he needs to go to the bathroom.

5. The Preschool takes no formal responsibility for forming car pools. A list of names of parents will be provided upon request for this purpose. When field trips are arranged, a written permission slip will be sent home and must be returned before your child will be permitted to go. This will occur each time we have a field trip.

6. We encourage the sharing of unusual items or experiences with the class. Since there are many toys in the classroom, we feel that bringing toys from home is unnecessary.

7. We feel that nutritious snacks from all four food groups are essential in developing good eating habits in children. A fee of 65 cents a week for 3-day children, and 50 cents a week for 2-day children will cover the costs of these snacks which will be provided by the school (Children may bring birthday treats.)

8. Drop-off times for the morning classes is between 8:45 and 9:00 a.m. Pick-up time is 11:00 a.m. Drop-off time for the afternoon classes is between 12:15 and 12:30 p.m. Pick-up time is 2:30 p.m. Please do not arrive earlier than the times listed above, and please pick children up on time unless other arrangements have been made with the teacher.

9. A bookbag is helpful to make sure all papers and art projects get home safely.

10 Birthdays: Preschool children are invited to celebrate their birthdays in the classroom. Appropriate treats are welcomed by the children. Please speak to the classroom teacher to make any necessary arrangements. Treats should be simple in nature, something children can pass out by themselves, not requiring teacher assistance or undue classroom time. Please do not send balloon bouquets or unusual birthday novelties to school for your child's birthday. Invitations to home birthday parties are to be mailed unless all boys and/or girls in the class are invited. To avoid hurt feelings, groups going to birthday parties should not congregate on school grounds when all students have not been invited. This helps to maintain a good emotional tone among the children. Their feelings are very fragile at this young age. Parent cooperation is appreciated with this matter.

11 Treats: Parents are asked to bring a treat during the school year. Assigned snack days will

be indicated on the monthly calendar. Parents helpers will be announced on the same calendar. We would like to challenge the parents to try to think of snacks other than typical sweets. Nutritious alternatives might be fruits, raisins, cheese and crackers, celery or carrot sticks.

E. Parents' Roles

It is essential for parents to take an active interest in their children's preschool experiences. We hope that parents and preschool leaders will complement each other, and as a team provide the best experiences and atmosphere for children. Parents may arrange to observe the program and have conferences at any time. Parents are expected to attend parent meetings. These meetings will provide opportunities for interpreting the program to parents, for dealing with questions of philosophy, and for discussion of matters of concern to parents and preschool leaders.

Notes to Parents: During the school year, printed communications will be sent from school to homes, via the children. We urge parents to check with their children regarding such notes, fliers, school newspapers, etc. Particularly on each Thursday or Friday look for our school's weekly publication, "Notes and News".

At the beginning of each week your child will be bringing home a Preschool newsletter. This news letter will contain information regarding activities your child will be doing during the week and songs he will be learning.

Due to the greatly increased paper cost, we have found it necessary to assess a \$12.00 publication fee for every student, preschool through Grade 8. This fee will be due on registration day in August.

F. Philosophy

The role of the Christian Preschool is that of satisfying the needs of its children in the following areas:

The need to trust their:

Lord's will in all situations

Parents who love them

Teachers who support all they do

The need to explore and develop their:

Senses

Vocabulary

Capabilities

Environment

Creative abilities

The need to live with others:

Sharing

Taking turns

Coping with life

In meeting these needs, the school will provide the child with a setting of consistency and stability. The child will develop an interest and joy in learning and a feeling of security, success and responsibility.

Early training is the most significant training children receive. An early childhood experience permeated by Christianity provides children with added richness. Not only are their mental, emotional, social and physical needs recognized but also their spiritual needs. The result will be children with well-rounded Christian personalities who acknowledge the daily presence of Christ in their lives.

The preschool usually represents a child's first separation from home and first experience with a peer group; therefore, young children have a lot of social learning to do. In the cocoon of preschool, children can grow from their self-centered world of "I" to the world of interaction, "we". They will learn through exploring and inquiring to solve their problems.

Play is the work that children do. Much of their motor play is preparatory to later cognitive development. In stacking blocks, they learn spatial relationships, balance and the law of gravity. In climbing, swinging and running, they learn motor and perceptual coordination, which is essential in fine motor development. By taking advantage of the many innovations in early

childhood teaching techniques and materials, a solid foundation can be laid for future school years. By freeing children from inhibitions, they learn to express themselves. In short, preschool can open young children's awareness of their Lord's world and stir their inquisitiveness so as to make an eager learner in their preschool year.

What to Expect:

Many parents have wondered what is going to happen to their child at preschool. What will he learn? Will all her problems be solved? How will he act? You might expect all, some, or none of the following things to be true for all, some, or none of the children. They are all "normal" behavior!

1. Your child may come home very tired and irritable or keyed-up the first few weeks. Give her attention quickly and put her down for a nap.
2. Your normally lively, outgoing child may be very quiet at preschool; he may sit on the sidelines. Don't push him; allow him to absorb it all at his own pace.
3. Your child may pick up new language or behavior at preschool - some distasteful to you. Don't necessarily blame it on the preschool. These things may be learned in any play situation. Don't make an issue of it. It is a passing phase. Relax and live through it.
4. Your child may come home covered with paint, but glowing about the wonderful time she had. Don't scold about the spills. Dress her in "messable clothes" - paint washes off!
5. Your child may suddenly not want to go to preschool. Don't jump to hasty conclusions. Look for the reason. Talk it over with him and the teacher.
6. Your child may suddenly want you to stay with her again in the middle of the term. She may be looking for extra support and security. Were you away? New baby? Go along with her.
7. Your child may come home very unhappy one day. Console him, and help him to measure up to an unhappy moment. A day at preschool is not always a completely happy situation; neither is life. Part of growing up is learning to accept frustrations.
8. Your child will not learn facts nor bring home finished products. The work she brings home will be things that she has done herself with only minimal help from the teacher.
9. Parents - NEVER sneak off - Always tell your child you are leaving.

EMPLOYEE BENEFITS

A. Accident/Disability Insurance

- Accident Insurance

Accidents, by their sudden nature, find families financially unprepared unless adequate insurance is available to provide security when the breadwinner meets an unexpected event. With this in mind, Faith Lutheran Church makes available a program of accidental health and dismemberment insurance for the worker and family. The total cost is paid by the employee.

- Disability Income Insurance

Employees who enroll in the basic program are automatically covered by the Concordia plan's disability insurance. After a 2-week waiting period following a disability occurrence, the plan begins to pay a stipulated percentage of the employee's salary for a given length of time (see Concordia documents for specifics).

Further, we will pay directly a supplementary amount to an employee who is disabled while covered under the above plan. This amount equals the difference between the employee's base pay (scheduled pay plus percentage added) and the amount paid by the Concordia Plan. This extra benefit applies only to the first 52 weeks of the disability.

The church shall purchase Concordia Disability and Survivor Plan insurance for each full-time employee on a group basis with the entire group plan premium paid by the church.

B. Eligibility

1. Limited Term Employee

A limited term employee is an employee hired, whether on a full-time or part-time schedule, for a period as deemed necessary to fill a position intended to be temporarily vacant due to death, illness, leave of absence, or other reason. Unless otherwise indicated, limited term employees are not entitled to employee benefits. In the event a person filling a limited term employee position becomes employed continuous to the limited term service, the limited term time period shall be used in calculation of benefits from that time forward.

2. Called Church Worker

Ministers of the Gospel as recognized by the Internal Revenue Service (IRS) are pastors, teachers and DCEs of the Lutheran Church-Missouri Synod (LCMS) who are listed on synod's

roster as graduates or having completed a colloquy from one of synod's educational institutions. The Board of Ed recommends and the voters approve whether the Minister of the Gospel is employed ten or twelve months of the year.

Contract teachers are all teachers other than those noted above and are considered employed for ten months of the year.

3. Support Staff

Any full or part-time employees that are not covered under called church workers.

C. Health Insurance

Medical/hospitalization/life insurance (Concordia Plans):

All full-time workers, under the age of 70, and their eligible dependents, are entitled to be enrolled in the Concordia Health Plan.

Faith will pay 100% of the cost for the worker and 100% of the cost of their eligible dependents. The enrollment form and the booklet outlining this plan will be sent to all workers by the Lutheran Church - Missouri Synod Worker Benefit Plans, Board of Managers. A copy of this booklet is also on file in the church office.

Concordia Health insurance family plan is paid for all full-time workers desirous of coverage and who are under the age 70, regardless of sex, occupation or faith. The individual plan is \$200 deductible and the family plan is \$400 deductible. Faith will not reimburse employees for any portion of the deductible amount.

The church shall provide health care coverage through the Concordia Health Plan, including major medical and dental insurance, for each full-time employee. The employee may purchase dependent insurance provided the employee pays the incremental cost of the dependent coverage. Dependent coverage may be paid with pre-tax dollars.

Upon termination of employment or upon retirement by an employee, health benefit costs are to be assumed by the employee. Faith's obligation then ceases in accordance with the health plan procedures.

Continuation of coverage in the congregation's group health plan by retired employees is at the expense of the retiree.

Health Insurance Plans

Faith participates in the Concordia Health Plan, the Concordia Disability and Survivor Plan, and the Concordia Retirement Plan. As such, all full time workers of the church are eligible for any or all of these plans according to the individual plan limitations. Faith pays all of the fees of the Survivor and Retirement Plans and the Health Plan for the employee only. Employees are required to pay 100% of dependent coverage for the health plan.

Upon termination for any reason, the congregation's responsibility toward such health plans shall continue for a reasonable time to allow the employee an opportunity to obtain other employment and health insurance. Factors to be considered, among others, shall be length of employment, conditions of termination, and the financial condition of the congregation.

D. Pension/Retirement/Social Security

* Pension:

We use the basic Concordia Plans benefit. All full-time employees (over 20 hours/week and at least 5 months/yr.) are enrolled in the plan and the entire cost is paid by Faith.

* Social security Contributions:

Faith makes Social Security contributions on behalf of all employees except those who declare themselves as 'self-employed" for IRS purposes (full-time called workers).

Social Security employer costs are paid by Faith Lutheran Church for all employees on a basis mandated by Social Security regulations.

E. Worker's Compensation

The entire cost of Workers Compensation insurance coverage is paid for all employees by Faith.

EMPLOYMENT POLICIES

A. Appeal Procedures

Any employee who believes that, in a specific instance, application or interpretation of these personnel policies is--in his or her judgment--improper, may appeal the application or interpretation to the Board of Elders. Any such specific instance must be brought to the attention of the Board of Elders within (10) days of the occurrence of the event or events of which the employee has complaints.

1. Grievance Procedure:

If an employee feels that the school is discriminating on any basis, the following procedure should be followed:

A. The employee should discuss the complaint with the "designated employee." If the designated employee decides the complaint is valid, the school administration or the board will take steps to modify the policies or practices involved.

B. If the designated employee decides that the complaint is not valid and the employee is not satisfied with that ruling, an appeal may be made to the board. The board will conduct a hearing and give an opinion on the basis of current regulations. Appropriate changes will be implemented as needed.

Appeals Rules and Regulations:

1. All employee complaints should be referred to the principal.

2. If any complaint or problem cannot be resolved by the principal, the individual making the complaint can request a meeting with the assistant superintendent and/or superintendent. He or she will gather all pertinent information and render a decision as quickly as possible.

3. If the party making the complaint is not satisfied with the decision made by the assistant superintendent and/or superintendent, the individuals can request a hearing with the Education Committee of the Board. This committee will again meet with the party making the complaint and with any other individuals recommended by the superintendent. After listening to all of the input from the parties involved in the matter of dispute, the Education Committee will respond to the party making the complaint in a reasonable time--usually within two weeks.

4. If the individual making the complaint is still not satisfied with the decision of the Education Committee of the Board, the individual can appeal the case in writing to the entire Board of Directors. The person making the complaint should supply in writing all the information

necessary for the Board to make a decision. The Board will then evaluate the appeal and render a decision in writing. The Board's decision will be final.

B. Calling and Contracting Procedures

- * The congregation president shall call a special meeting of the congregation to consider candidates for the office of pastor or tenured called teacher. If a regular quarterly meeting of the congregation meets the time schedule, a special meeting is not required.
- * The election of a pastor or tenured called teacher from the list of resumes submitted by the Call Committee, shall be by printed ballot. The candidate receiving more than one half of all votes cast shall be considered elected. When a candidate has been elected, the election shall, if possible, be made unanimous by a standing vote of the congregation.
- * The Call, or Diploma of Vocation for pastors and tenured called teachers, shall include the signatures of the president of the congregation, chairman of the Board of Elders, and chairman of the Board of Trustees. In the case of a tenured/called teacher, the chairman of the Board of Christian Education shall also sign the document.

*** Gathering Names**

The list may include candidates from the school, the congregation, the district office, and area contacts. The District Office will supply detailed information on candidates now serving in Lutheran schools or who are prepared to do so. Candidates should be limited to those already certified by the Lutheran Church-Missouri Synod or who meet certification requirements.

In case of a vacancy in the position of non-tenured called or contracted teacher, the chairman of the Board of Christian Education and/or the principal shall request the Superintendent of Schools of the District to assist in filling the vacancy by suggesting names of candidates for consideration by the Board of Christian Education. If feasible, members of the congregation are also encouraged to submit names of candidates to the Board. If possible, the candidates will be interviewed by members of the Board and/or the principal before the Board makes its decision.

*** Candidate Screening**

Several top candidates, after selection, should be contacted directly to determine their interest before inviting them for an interview.

*** Interviewing Policy**

Those who indicate interest in the post should be invited, at the congregation's expense, to come for an interview. It would be well for the candidate to meet separately with a) the board as a group; b) the faculty as a group; c) the pastors. When interviews with a candidate are complete, the three parties should compare general reactions.

* Selection Policy

After prayerful deliberation and when the board has weighed all of the reactions from those interviewing all of the candidates, a recommendation for a call should be submitted to the congregation. When the call has been approved, the candidate shall be notified by phone that a call will be forthcoming.

* Extending the Call

The letter of call shall be on a form approved by the Lutheran Church-Missouri Synod. Official call documents are available from the Board for Parish Services. The document shall be accompanied by a cover letter from the pastor and the director of the Board of Christian Day School Education.

* Other Concerns:

It is inappropriate to contact candidates by phone or otherwise asking if they would accept a call before it is sent. The call should be mailed, and time given for the candidate to decide prayerfully and privately. Ordinarily the call should be for an indefinite time, but term calls are a permitted option. Termination provisions need to be clearly stated in the letter of the call.

* Installation - With authorization by the district president, the pastor and Board of Christian Day School Education shall plan a service of installation to be held as soon as the elected person arrives. Several installation forms are available from the district office.

* Contract Procedures

"Yearly Letters of Agreement" are offered to the existing staff in the spring of each year for employment for the following school year. These 2-copy agreements must be signed, and one copy returned to the school office for placement in the teacher's file. Contracts are also signed by the senior pastor, the principal, and the school board chairman and members. Length of term usually runs August 1st through June 1st. The contract will list the teacher's job description, grade level taught, salary, and benefits.

3. Sample Professional Contract

On _____, the School Board of _____ Lutheran

School hereinafter designated as the School Board, by resolution, hereby contracts with _____, hereinafter designated as Teacher, a professionally trained educator legally qualified and certified to teach in the State of Louisiana, to perform services as a teacher in the _____ Lutheran School.

The terms of said contract with commence on _____, which includes _____ days of professional services of which _____ are teaching days. The termination date of said contract is _____. This contract is for such services, curricular and extra curricular, as may be assigned the teacher by the School Board through the Principal of the School.

For such services rendered the said School Board is to pay said Teacher at the annual rate of _____. Payments shall be made in _____ installments on the fifteenth day of each month and on the last working day of each month.

This contract is subject to all rules and regulations of said School Board now existing, or which hereafter and before the termination of this contract may be adopted by said School Board as reasonable supplements thereto (The Constitution and By-Laws of the _____ Lutheran Church and School, Faculty Handbook and the Parent-Student Handbook). it is also agreed that all teaching and practice be in agreement with the teachings of the Lutheran Church - Missouri Synod as found in Scripture and the Lutheran Confession.

The parties understand and agree that this is a solemn binding contract not to be terminated by either party without good and sufficient grounds. This contract will be in full force and effect for one year and shall be renewed for successive one year periods unless (a) either party gives written notice sixty (60) days prior to the next anniversary date that the contract will not be renewed or (b) the contract is sooner terminated for cause by either party. This contract is not to be understood as preempting the divine call held by our called teachers.

Federal Withholding, State and Social Security taxes will be withheld from these wages. _____ Lutheran School agrees to pay the cost for participation in the Concordia Plans. As long as the terms of this agreement are in effect your children may attend _____ Lutheran School tuition free. All Part-time teacher's children may attend _____ Lutheran School at half the required rate.

Vacation, sick leave, and personal leave shall be in accordance with the established Salary and Benefit Schedule for Full-Time Church and School Workers.

Inasmuch as this position is an integral part of our Lord's ministry at _____ Lutheran School it is necessary and right that all church workers give a good example in Christian Faith and Practice, through regular attendance at church services and Bible classes, frequent partaking of the Lord's Body and Blood in Holy Communion, and as time and talents allow, active participation in the life and activities of the congregation.

Procedure for Employing New Personnel:

The following steps shall be followed when securing staff personnel under normal conditions:

1. Review and update job description. (In the case of new positions, formulate a job description).
2. Compile prospective personnel list.
3. Secure background information.
4. Conduct interview if possible.
5. Deliberate prayerfully.
6. Select most qualified candidate.
7. Write letter of employment detailing responsibilities, hours, salary, and benefits.

The administrative pastor or the principal or a sub-committee of the responsible board shall screen or interview possible candidates for any non-call positions. Recommendations for hiring shall be approved by the responsible board.

C. Confidentiality

Our policy is to collect only that personal employee information that is relevant and necessary to perform essential work functions.

Access to personal employee information is limited to those with a legitimate need for such information in the performance of their job duties. Moreover, information is not to be released outside Faith congregation without employee consent with the exception of information which must be disclosed by law, court order, or upon request of an appropriate government authority.

Finally, employees may examine their personnel records by asking the supervisor. If the employee believes the records are not accurate, he or she may place a statement of reasonable length in the file describing the facts as he or she sees them. Employees may also obtain copies of any document in their personnel files.

D. Criminal Background Checks

Public Act 99 requires a criminal record check to be conducted before employment. The school is required to submit to the state police a completed fingerprint card and fee payment. The state police will fingerprint free of charge, but local police agencies may impose a fee for this service. There is a \$15.00 processing fee for the state police check.

E. Job Descriptions

Prior to employment, every staff person should receive a formal job description which clearly defines responsibilities and authority. The job description should name the person to whom the employee is responsible and describe working relationships with other staff members. If and when job responsibilities are changed, the job description should be altered accordingly. Duplicated, signed copies of this document should be retained by the principal and the employee. The documentation of staff responsibilities should be available to the membership to the extent feasible.

Time should be given at least once a year for a review of the tasks assigned each staff member, using the job description as a guide.

F. Miscellaneous Policies

* Teaching staff:

1. If a call or contract is tendered, the teacher shall have a minimum of two weeks time to sign and return the annual reaffirmation of the call or contract. The reaffirmation shall identify the general subject matter areas in which the teacher will be assigned classes.
2. Teachers who will not be employed the following year, according to policy, shall be informed by the principal or superintendent prior to the day when annual reaffirmations are distributed.
3. If, because of an emergency situation, a teacher requests a release from his or her contract during the course of a school year, normally the teacher shall finish out the current semester for the sake of his students unless a qualified replacement can be found before the end of the semester. The teacher's salary ceases upon the effective date of release from the contract, which is last full day of teaching. Because salary is distributed over 24 pay periods, the teacher will receive a prorated portion of the summer compensation. Ethical procedures require that the teacher who desires a release from his or her contract because of an emergency should request from the Board of Directors a peaceful release from the present contract and attendant responsibilities to Faith Lutheran School. Such request for peaceful release should include the date when the teacher desires to terminate service from his or her present position.
4. Special Cases: Teachers who apply for special grants, scholarships, or fellowships for graduate study (or in other unusual extenuating circumstances) must:

- a) Inform the principal of his intent in applying for such a grant prior to filing such application;
- b) Inform the principal of the exact date when he anticipates notification of the scholarship.

5. All teachers who plan to seek employment elsewhere for the following school year and apply for other positions should submit their resignation in writing as soon as possible to the superintendent. This would allow time for formal Board action and time to submit documents for a synodical graduate before the placement meetings are concluded. It would also allow sufficient time to prepare call lists, receive appraisals and recommendations and a call before the end of the school year if that route of securing a teacher is preferred.

G. Non-Instructional Personnel

Custodial Staff

- 1. All custodians are hired by the principal with the approval of the superintendent. These employees are responsible directly to the principal or to another designated by the principal. Salary or hourly wage is determined by the superintendent.
- 2. All custodians are eligible for the Blue Cross/Blue Shield Health Plan and the Concordia Disability and Retirement Plan when they work more than 20 hours per week.
- 3. All custodians should be aware that Faith Lutheran School is exempt from paying into the unemployment fund and that the employee is not eligible for unemployment payments after services are terminated by either the employee or the employer.
- 4. All custodians are paid on the 15th and last day of each month.

Clerical/Secretarial:

- 1. All clerical employees are hired by the principal with the approval of the superintendent. These employees are responsible directly to the principal.
- 2. All clerical employees are eligible for the Blue Cross/Blue Shield Health Plan and the Concordia Disability and Retirement Plan provided they work more than 20 hours per week for Concordia Plans, and 30 hours per week for Blue Cross benefits.
- 3. All clerical employees are "at will" employees.
- 4. All clerical employees should be aware that Faith Lutheran School is exempt from paying into the unemployment fund and that the employee is not eligible for unemployment benefits after

services are terminated by either the employee or the employer.

5. All clerical employees are paid on the 15th and the last day of each month.

Food Service Personnel:

1. All food service personnel are hired with approval of the principal and the superintendent. These employees are responsible directly to him or her. Salary or hourly wage is determined by the superintendent with the approval of the Board of Directors.

2. All food service personnel are eligible for the Blue Cross/Blue Shield Health Plan and the Concordia Disability and Retirement Plan, provided they work more than 30 hours per week for Concordia Disability and Retirement Plan benefits, and meet all of the other requirements stipulated by Synod's Plans or other comparable coverage.

3. All food service personnel are "at will" employees.

4. All food service personnel should be aware that Faith Lutheran School is exempt from paying into the unemployment fund and that the employee is not eligible for unemployment benefits after services are terminated by either the employee or employer.

5. Food service personnel are paid on the 15th and last day of each month.

Hiring Non-instructional Personnel:

* Assistant Principal

Method of Appointment: The assistant principal shall be hired by the principal.

Responsibilities of this position shall be to:

1. Conduct meetings of lower grade (K-4) teaching staff as requested by the principal, or after consulting with the principal, and report to him the results of such meetings.

2. Draw up a proposed yearly teaching schedule for lower grade part-time teachers after consultation with the principal and the full-time lower grade teachers, and to draw up a yearly gym-use schedule.

3. Recommend to the principal the hours for part-time teaching positions and any qualified

candidates for the positions.

4. Develop, plan, and direct the reading program for the entire school in consultation with the principal and the entire full-time faculty and submit any proposals for change in writing to the principal.
5. Serve as a reading education consultant for all grades and teachers.
6. Perform other duties as directed by the principal and communicated by him to all concerned parties.

* Teaching Assistant

Qualifications:

The teaching assistant shall have previous experience as an elementary or secondary level teacher for a minimum of one year, and\or a bachelors degree in elementary or secondary education, or a minimum of three years of college level work in the area of education or towards a degree in education.

Responsibilities:

It is the responsibility of the teaching assistant to follow all policies of Faith Lutheran School as laid down by the congregation, the Board of Christian Education, and\or the principal. The teaching assistant should also subscribe to the credo statement, philosophy, and objectives of Faith. The teaching assistant is to teach the assigned subjects to the assigned classes. The day-to-day planning is to be the responsibility of the teaching assistant. The units to be taught during the year either (1) will be according to the written curriculum of Faith Lutheran School, or (2) will be assigned by the principal or the curriculum advisor for the subject, or (3) will be worked out jointly between the teaching assistant and the curriculum advisor for the subject.

The evaluation of the students is the responsibility of the teaching assistant. This includes entering the quarterly grades on the report cards.

The supervision of the teaching assistant rests with the principal and the curriculum advisor for the subject.

The teaching assistant is encouraged (but not obligated) to attend faculty meetings, P.T.L. meetings, and Teachers Conferences.

* Classroom Aides

Classroom aides are those people who assist the regular classroom teachers, either directly in the teaching process, or indirectly; i.e., performing clerical functions or setting up materials for instructional use. The use of classroom aides is becoming more commonplace, particularly in elementary education, because it enables the regular teacher to spend more time on the actual processes of instruction. For this reason the School Board endorses the use of classroom aides in the school. In order to insure the greatest possible use of the human and financial resources, aides will be contracted or engaged for service in our classroom according to the following plan:

- Instructional aides are actually qualified, certified teachers who are engaged in part time teaching under the direction of a regular classroom teacher. Instructional aides will be contracted for such purposes as instruction of special group of students, instruction of students in such rooms where the student population is greater than that which can effectively be handled by a single teacher, and other similar situations in which greater instructional needs can be met through the use of part time teachers.
- Clerical aides are those persons contracted by the School Board who will assist the various classroom teachers in any and all tasks except the actual teaching process in large and small groups. As such, they will perform clerical functions, work with individual students, prepare instructional materials, and, in general, perform any other classroom tasks short of the actual teaching process, as directed by the classroom teacher. Clerical aides (and instructional aides) who are contracted are expected to work regularly, according to a schedule prepared by the teacher and sanctioned by the principal and Board.
- Volunteer aides are all persons who, because of their interest in the school's program, are willing to give of their time to perform any and all of the functions of a clerical aide, gratis. There are two distinctions which make the volunteer aide quite different from the clerical aide: (1) The volunteer aide is just what the name implies-a volunteer, not a salaried employee. (2) The volunteer aide may choose to serve whenever and wherever he/she wishes to do so. The volunteer aide is not held to a rigid schedule.

Note: Requests for aides shall originate with the classroom teacher and shall be submitted to the Board in time for considerations in its annual budget submittal. To a degree, these needs must therefore be anticipated in advance of the school year. The Board will determine the hourly wage to be paid to aides and will consider all such requests based upon need and financial resources.

* Custodians

The custodians are responsible to the Board of Trustees and the maintenance supervisor. They are responsible for sweeping the floors and emptying the wastebaskets. In case of classroom emergency, the assistance of the custodians or maintenance director may be requested directly or through the principal.

The purpose of the custodians' activities in the school is to maintain physical conditions most conducive to carry out the instructional program at the school. The Board of Church Properties select the custodial personnel for employment and will approve salary conditions and other terms of employment. Deficiencies in the facility noted by the faculty will be relayed to the custodial staff by the administrator.

ENROLLMENT POLICIES

A. Enrollment Guidelines

The following is a list of procedures regarding admissions:

1. Each student, including those in the Early Childhood Developmental Center must be of the following age on or before September 1st of the school year for grade placement:

3 years (ECDC) - 3 years old

4 years (ECDC) - 4 years old

K-prep/Kinder. - 5 years old

Grades 1-6 - First grade and above must provide a transcript of previous passing status and meet all testing requirements.

2. The child must be toilet trained when school begins.

3. All students entering kindergarten (including those from our preschool program) must take the Gesell Kindergarten Developmental Evaluation administered in the spring, as well as be recommended for kindergarten readiness by our ECDC faculty.

4. All new students entering grades 1 and above shall be required to take an academic assessment test (or provide test scores).

5. Faith Lutheran School reserves the right to determine final grade placement for any applicant or present student based on educational need.

6. Faith admits students of any race, creed, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students.

7. Upon admission to the school and when updates are requested, parents must provide the following information (on forms provided by the school): physician's health statement" copy of birth or baptismal certificate; transcript (first grade and up); field trip authorization; emergency contact information; emergency medical authorization.

8. Admission to the school shall be with the understanding that parents have familiarized themselves with the philosophy and policies of Faith Lutheran School and Early Childhood Developmental Center.

9. Priority is given first to students who have previously attended Faith. Second priority is given to siblings of enrolled students who have not yet attended. The order of re-enrollment, and the waiting list for all students who have completed the re-enrollment process by the deadline (February 1), will be determined with priority being given to families with longest enrollment history. If a number of families have the same enrollment history, the priority will be determined by whomever paid first.

After February 1, enrollment is open to both new and returning students on a first come-first serve basis. A parent can hold a place by paying the registration fee. Waiting lists are formed for those who are interested in holding a place after a class is filled.

Enrollment/Admissions - Faith Lutheran School is open to all who desire Christian education for their children. For a three or four-year-old to enter preschool, the child must be of that age on or before September 15. To enter kindergarten, a child must be five on or before September 15. Acceptance to grade 1 through 8 is dependent upon successful completion of the prior grade level.

Enrollment: The enrollment procedure includes receiving an enrollment packet which contains a letter, a brochure, and an application form. Parents must complete the application, provide copies of all previous academic records (report cards and standardized tests), and assert the truthfulness and completeness of the application by signing it. When the school receives an application, the principal will make an appointment with the family to discuss the objectives and procedures of the school. Shortly after the interview, the family will be notified of a child's acceptance or denial of enrollment. If an application is accepted, the family is asked to submit the registration fee which will hold the child's place. Registration fees are non-refundable except in extenuating circumstances.

In the spring of each year, materials for re-enrollment are distributed to each school family to determine the number of students who will attend the next school year. Registration fees are to be submitted with the re-enrollment form to reserve a place for the child(ren). Again, registration fees are non-refundable except in extenuating circumstances. When re-enrollment is complete,

new applications can be reviewed and classrooms filled.

Length of Enrollment: Children are accepted for enrollment at Faith for one school year. Re-enrollment procedures must be completed every year for placement to be maintained for the following year. In the event that the school cannot accept all applicants, children who are members of Faith congregation will be given priority, followed by applications for siblings of students already in the school. All other applications will be handled in the order of the date the school receives the application. Updated information on tuition and fees is available from the school office.

The application for enrollment asks the family to commit to regular timely payments of all tuition and fees. The school cannot operate without this financial support. All tuition payments are due the first of every month. We offer a 5% discount to families who pay their annual tuition in full. Registration fees are due with re-enrollment materials or, in the case of new applications, two weeks after written notification of acceptance. No student is allowed to re-enroll unless all tuition and/or fees are paid. Where outstanding tuition and fees exist, a family is required to make mutually acceptable arrangements with the principal to complete such payments prior to re-enrollment for the next school year. Also, a 1 1/2% penalty will be assessed on the unpaid balance of any tuition and fees thirty days past due.

B. Registration Procedures

Registering students at Faith Lutheran School:

Faith Lutheran School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally made available to students at the school. We do not discriminate on the basis of race, color, national and ethnic origin in administration of our educational policies, admissions policies, athletic, scholarship, and other school-administered programs.

When you decide you want to register, or if you are just interested in obtaining additional information, call the principal. He will be happy to talk to you on the phone or schedule an appointment at your convenience.

Returning students are given first priority in enrolling at Faith. Each spring when we start our re-registration process, we set aside one month for returning students; during that time we won't enroll new students if doing so would take away a spot reserved for returning students.

After the month is up we will register others; by April of each year registrations are generally on a first come, first served basis. When the room capacity is almost reached and we have more applications than space left, we will distinguish between applications based on the following priorities: returning students; members of one of our sponsoring churches; other family

members from returning students" families; other Lutherans; other Christians; all others. The date of the application may also play a role in the decision.

Once we have accepted your child we won't back out of the agreement, no matter what other applications may come later. We commit ourselves to holding a space for your child when we accept the registration and we expect a commitment in return from you to actually send your child. That is one reason the registration fee is non-refundable.

A kindergartner must be five on or before December 2 of the year he or she starts school. This is the state guideline and we do not deviate from it. You will have to provide a birth certificate or similar document with your application to verify age.

The state requires certain health information to be on file for all kindergartners and first graders. We will send you forms and directions during the summer. Children cannot start school until this information is on file.

First graders must show they have completed kindergarten (submit a report card or letter from teacher) or are likely to graduate if the year isn't over. Students entering second grade or higher must submit a copy of their most recent standardized achievement test scores from their previous school. If the child is at or near grade level, particularly in the area of reading, we will accept him or her. If this is not the case, discussions between principal and parent will determine what is best for the child.

EQUALITY OF EDUCATION STATEMENTS

Children enrolled in the school shall have an equal opportunity for a quality Christian education without discrimination regardless of their race, color, sex, national or ethnic origin.

The education program shall be free of such discrimination and provide equal opportunity for the participants. The education program shall foster knowledge of, and respect and appreciation for the historical, contemporary, and Christian contributions to society of diverse cultural groups. It shall provide equal education opportunity to both sexes.

Inquiries regarding compliance with equal education opportunity shall be directed to Board for Parish Education.

Sex Discrimination

Faith offers equal opportunities in its co-curricular and extra-curricular activities and organizations to both boys and girls. While some activities may be reserved for either one sex or the other, equivalent opportunities are given to those of the opposite sex.

Faith Lutheran School admits students of any race, color, sex, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sex, national and ethnic origin in administration of its educational policies, admission policies, and athletic and other school-administered programs.

EXPECTATIONS

What Parents and Students Can Expect of Teachers:

We will pray for students and their families.

We will work as team members seeking to provide the best Christian and academic education possible.

We will not lose sight of the individual child's needs even though we must work with groups of children.

We will provide a good learning atmosphere in our classrooms.

We will not take ourselves more seriously than we ought.

We will laugh with you, not at you.

We will be objective in our treatment of our students and not make inflexible decisions in the heat of anger or frustration.

We will follow Christian principles based on balance of law and gospel.

We will show enthusiasm and interest in students and be learners with our students.

We will help our students learn to be responsible for their own behavior, work and choices.

We will challenge our students to reach their highest potential.

We will strive to remain calm and collected and to be fair.

We will respect the student and his or her family and not put them down.

We will show patience and courtesy.

We will keep you informed of things that are happening.

We will put in extra time when necessary to meet the demands placed upon us.

We will keep up with education research and be willing to update our methods.

We will listen with an open mind to your concerns, problems or criticisms.

We will practice what we preach in worship, Bible study, and giving habits, seeking to demonstrate that Jesus Christ is the Lord of our lives.

We will make mistakes and will need your understanding and forgiveness.

EXTENDED CARE/DAY CARE POLICIES

A. Early and Late Room Policies

1. Early Room Policies:

Hours: 7:15 - 8:15 a.m. & 3:00 - 5:30 p.m.

Fees: \$.60 per hour (or any part of an hour per child for regular use; \$.75 for occasional use.

Students entering the building before 8:15 a.m. must enter through the front entrance and go directly to the cafeteria. This includes students who walk, ride bicycles and come by car or bus.

Early Room Student Rules:

A. Each student must sign in daily with the monitor.

B. Students are to remain seated at the tables for study time, quiet games or quiet talking.

C. To use the washroom, secure the pass from the monitor and return it when finished.

2. Late Room Policies:

Students who are not picked by 3:15 p.m. must go to the library. Please do not ask your child to wait elsewhere unattended.

The front doors will be open for parents to enter the school, go to the library and sign out a child. Students will not be dismissed from the Late Room until a parent or older brother or sister or another authorized person signs for them.

Late Room Student Rules:

A. Each student must sign in daily with the monitor.

B. Students are to use the time for homework or use the games, etc. that are provided.

C. To use the washroom, secure the pass from the monitor and return it when finished.

Students are not supervised before 8:00 a.m. and should not arrive before that time unless they have an Early Bird Pass, or unless they are in the Before and After School Supervision program. Students may enter the building at 8:00 a.m. Although students are requested to not arrive before 8:00 a.m., there may be occasional and unavoidable instances when they arrive a few minutes early. Such students must remain outside the building until 8:00 unless the weather is extremely cold or rainy.

Early Bird Passes: Early Bird Passes are issued only to those students who must arrive between 7:45 a.m. and 8:00 a.m. due to car pool arrangements, parents leaving early for work, etc. Early Bird status is dependent upon acceptable behavior. A list of Early Bird passes will be given to each teacher at the beginning of the year, and updated as needed.

Please Note: There is no faculty supervision for students before 7:45 a.m., other than in Before School Supervision. Students who must arrive between 7:00 and 7:45 a.m. are asked to make arrangements for Before School Supervision.

Extended School supervision

Faith offers before and after school care for students. This service is not available for children

who are not enrolled in the school. Before school service will run from 6:45-8:30 a.m. After school care will run from 3:15-6:00 p.m. and will be supervised by ESS staff members. Care is also offered during the regular school day for students enrolled in half day programs. This allows them to participate in their pre-school, or kindergarten class and then go directly to child care for the remainder of the day.

B. Fees

Day care users purchase a day care card in advance. Cards are available in the office. You may bring or mail your payment (checks only, please) or send it in through your child's teacher.

Cards cost \$40 for 20 hours of day care. Multiple child families can purchase two cards for \$35 or 3 for \$105. Special cards for minimal, occasional use are \$12.50 for 10 hours.

You may purchase as many cards at a time as you wish. At the end of the school year, day care credit may be carried forward to the next school year, donated as a gift to GSLS, or refunded at your option.

It is a great help to our bookkeeping process if you purchase a new card before the old one runs out.

As you sign in or out, notice the color of your card: blue is paid for, pink is not. If you have a pink card, this means you have used up your paid-for blue card and are now operating on credit. Pink cards should be paid for as soon as possible.

Cards are divided into 80 1/4 hour (15 minute) squares. When a student checks out of day care, a square is marked off for each 15 minutes or fraction thereof the child spends in day care. Times in/out will be noted on the back of the card and parents will initial this notation as they pick their child up. Again, this means parents make a personal appearance at the day care room to pick up their child in order to initial the times.

late pickups from day care will have one square (15 minutes, \$.50) marked off the card for each minute the parent is late past 6:00 p.m.

For shorter school holiday periods, day care is in session all day and your regular day care card is used.

On longer school holiday periods, such as Christmas or spring break, special non-refundable, non-transferable separate day care cards good only for the holiday period in question, will be sold in advance. This process allows us to determine exactly how many students will attend day care during such holiday periods, which allows us to schedule attendants. The fact that the cards are non-refundable and cannot be transferred to regular day care use insures that we will

know who really intends on using day care for the holiday period in question.

"Childwatch" Fees and Billing:

One Child Each Additional Child

Morning \$3.00 \$2.25

Afternoon \$6.00 \$4.50

We offer a 5% discount to families who pre-pay their Childwatch fees in advance. Pre-payment is defined as paying for the next month of use before the first of that month.

Childwatch bills will be included with your monthly school account statement. That bill will include fees for the previous month of use. The balance is due in full by the end of the month the bill is received. Families with a balance due at the end of the month will not be allowed to use Childwatch until the balance is paid in full. Childwatch payment boxes are located in the school office. Please do not make your payment with your tuition or other school payments.

Childwatch is designed for you to use when you need to. Therefore a child may use CHILDWATCH once a month, once a year or every day. It is your and your child's responsibility to see that he or she gets to the Childwatch meeting area when it is to be used.

Extended Supervision Service Fees:

Costs for the program are as follows:

Registration fee \$25

Before school care \$15

After school care \$30

Before and after school care \$40

Before/after kindergarten \$50

MWF Pre-school/weekly care \$60

TTH Pre-school/weekly care \$50

MWF Pre-school/MWF care \$30

TTH Pre-school/TTH care \$20

ESS service is also available to staff members. ESS service is free during regularly scheduled staff meetings. However, children must be registered at least 24 hours in advance in the school office. Any staff member wanting their child enrolled in ESS while they work in the building will need to fill out the registration forms. These forms need to be turned in with a \$25 registration fee. Weekly fees for the program will be 1/2 price and will be due as stated on the ESS information sheet.

C. Job Description

- General philosophy

The day care attendant will:

A. Provide a safe, structured Christian environment for children before and after school.

B. Use love and care when disciplining children

C. Represent our school as a Christian institution when dealing with students, teachers, parents, and the community.

- Attendance and Punctuality

Arriving on time for your shift is extremely important, much more so than in many jobs. You as day care attendant have many people relying on you.

Parents hurrying to get to work in the morning do not have time to wait for an attendant who arrives past 7:00 a.m. Teachers busy supervising students after school have neither the time nor the opportunity to also supervise day care students because an attendant arrives past 3:00. We (teachers, parents, students) really rely on you to be on time for your job.

It is next to impossible for the coordinator to make the telephone calls necessary to find a last minute substitute for an attendant who cannot work, therefore the further in advance of your shift you can announce the need for a substitute, the better.

We will print a list of phone numbers of all attendants. If you can obtain your own substitute from that list when you have a last minute emergency, that will be extremely helpful.

Due to various legal restrictions on employment in day care centers, obtaining substitutes not previously approved by the coordinator is prohibited.

Because your prompt, regular attendance is so crucial to the successful operation of our day care, attendants who experience difficulties in punctuality or attendance will be subject to disciplinary actions, up to and including termination.

D.Methods in Use in Child Care Program

Discipline

1. Attendants shall maintain a positive attitude around children. Do not discuss children in front of them or in front of others.
2. Maintain control of the children. You are in charge.
3. Maintain discipline in a positive, loving, yet controlled manner.
4. Remain calm at all times. Yelling, screaming, shouting or loud talking attempting to get children's attention or gain control is counterproductive to effective discipline and is unacceptable attendant behavior. Use the assertive discipline techniques you have been taught, be consistent, remain calm, and believe that you are in charge.
5. Consequences to student for negative behavior:
 - a. First violation: warning
 - b. Second violation: "time out" for 10 minutes, pink slip issued
 - c. Third violation: "time out" until picked up, pink slip issued
 - d. Fourth violation: student sent to coordinator
6. Rewards for positive behavior
 - a. Gold slip issued
 - b. Sent to coordinator for positive reinforcement

c. Others will be announced

- Supervision

1. "Line of sight" supervision is to be used at all times. This means that the attendant is in a position where all children can be seen and is physically in the same location as the children. This also means you cannot supervise children outside when you are inside, and you cannot have your students split into two or more locations.
2. Playground activities will be closely supervised to make sure children are safe and all playground rules (see separate section in this manual) are followed.
3. Indoor time will consist of quiet, non-physical activities.
4. Each child should be involved in an appropriate activity, with attendants encouraging children to use available materials.
5. Attendants should play games with the children when so doing does not eliminate supervision of all students. When this is not possible, attendants should circulate through the area (room, playground, field), talking to students in a friendly manner, showing an interest in them as persons.
6. Daily routine (separate section in this manual on scheduling) shall be followed as closely as circumstances permit.
7. Supervision is a full time job. Attendants shall concentrate on their job and avoid distractions such as reading, using the telephone, having friends visit during day care hours, etc.

- Illness and Injury

1. Call parents if there is fever, upset stomach, deep cuts or wounds, a fall from a height, any wound possibly requiring stitches (about 1/4 inch or wider), or any head injury. when in doubt about any of these circumstances, call the parents and let them decide whether to come or not.
2. Investigate all student complaints of illnesses or accidents. Take temperatures, check for injuries, etc. Remember that someone who has bumped his head may not remember that he has done so.

- Care of the Facility

All classrooms are owned by our churches who expect us to take good care of them. The

church council will evaluate our use of this room several times during the year. Therefore while the following procedures need to be closely followed:

1. All supplies and equipment must be returned to their proper place before the attendant leaves.
2. Floors should be cleared of larger items of trash not easily picked up by vacuum.
3. After all snack times, the snack area must be thoroughly cleaned.
4. In general, leave the room neat and clean and ready for the next user.

A system for keeping track of day care toys and games will be carried out by attendants to insure longer life of materials.

- Record Keeping

1. As children arrive in the morning, take their cards from the box and put the date and time checked in on the back of the card and 8:15 as their check-out time, using the color of ink for the day:

Monday: red Thursday: purple

Tuesday: blue Friday: brown

Wednesday: green

2. Mark off the appropriate number of time squares, also using the ink color of the day, following the time chart in the box or posted on the wall. File the cards back in the box.
3. Cards remain in the room and never leave school grounds. File cards by student first name, filing accurately for convenience of next attendant.
4. As children arrive in the afternoon, check them into day care on a master list.
5. As children depart in the afternoon, take their cards from the box and put the date and time checked out on the back of the card using the color of ink for the day. Have the parent sign the notation. Mark off the appropriate number of time squares following the time chart in the box or posted on the wall, using the color of ink for the day. File the cards in the box.
6. Children picked up past 6:00 have one square per minute marked off their day care card for

each minute past 6:00 until they are picked up.

7. When the day care payment card is approximately 3/4 used up, give the parent a "Day Care Card Needed" reminder. These are the same size as the payment card so you will remember to give it to the parent. Don't forget to fill out the child's name and date.

8. If a child uses up a card and no new one has been issued, issue a temporary pink card. (These cards are identical to regular payment cards, but are pink.) When this happens, give the parent a "Day Care Card consumed" reminder.

9. When a new blue card is issued, staple it to the temporary pink card and transfer the time spaces marked off of the temporary pink card to the new blue card. Please note on the back of the pink card that you have transferred the squares onto the new blue card, and initial this note. Keep writing the times on the back of the pink card, and mark off squares on top blue card.

10 When a temporary pink card is approximately 3/4 used up, inform the office. This is most important to allow us to keep payments up-to-date.

11 When the supply of anything--reminder notices, temporary pink cards, snacks, etc.--runs low, inform the coordinator; giving us several days advance warning will enable us to replenish your supply without interruption.

12 An "Accident Record Notebook: will be provided for you to make notations of accidents which require first aid or a parental phone call. The notebook will have directions for what to record.

13 Emergency Treatment Forms are on file for each student in case they would need emergency treatment. Please send the form along with the child if taken to a medical treatment facility.

14 Registration forms are also on file for each student. Use these for phone numbers in case the parent needs to be contacted due to illness or accident. Also noted on these forms is who has the authority to pick up each child. Do not release the child to someone who is not listed on this form.

- Time Cards

1. Payroll timecards are to be turned in on or before the 14th and the 29th. Be certain that your timecard goes directly to the office. Add up your total hours daily and for the time period, noting same in the space provided.

2. Arrival Time

- a. If you arrive late for your shift, note the actual time of arrival on your timecard.
- b. If you arrive early for your shift, note the time your shift begins on your timecard, not the time you arrived.

3. Departure Time

- a. If you work a shift with two attendants present, one of you is designated to leave when the student count declines to 14. This attendant should note the actual time of departure on your timecard.
- b. The attendant on duty at the end of the day is required to stay until all children are picked up. Always note the actual time of departure on your time card under such circumstances. Since you are paid overtime at the rate of \$.25 per minute for any time past 6:00 p.m., instead of your normal hourly rate, not in addition to it, you must note 6:00 as an ending time for the day, with the overtime noted separately in the column provided.
- c. Day care attendants are required to clean up the day care room and put materials away, leaving the room in good condition for the next users, which may well be a church group later in the day. Such cleanup can usually be accomplished when there are only 1-2 children left in day care and you can thus clock out when the last child is picked up. If circumstances occasionally require cleanup to be performed after 6:00 p.m. do so and note the actual time of departure on your timecard. It is expected that such "overtime" will occur very infrequently. You are paid your normal hourly rate for this type of overtime, not the \$.25 per minute for late pickups, and therefore your time out is noted in the regular column, not the overtime column.

- Playground Procedures

1. If you are on the parking lot, watch carefully for cars. Put out cones to cordon off a safe play area.
2. Collect and return all play equipment taken outside. If equipment came from the shed, return it, store it neatly, and lock the shed.
3. If you participate with the children in any activity, be careful. Remember your size, age, and dexterity in comparison to theirs. Hold back and don't play at your full capability.
4. Keep track of children leaving the playground to use the restroom. On the lower campus, send students to the restroom in pairs only. Follow this same procedure on the upper campus beginning at dusk.

- Organization of Room

1. All backpacks and lunch boxes must be off the floor on designated bookcases or tables. This allows the custodian to vacuum properly, and keeps the room looking nicer.
2. Children put materials away before leaving day care or before moving onto the next activity. This is required in both morning and afternoon sessions.
3. No balls (except nerf balls) or similar outdoor play equipment are allowed indoors.
4. Use furniture as intended by manufacturer. In other words, do not allow students to sit on desk tops, stand on chairs, etc.

EVALUATION - STAFF

A. Evaluation Guidelines

- Each year half the faculty members will be evaluated, with priority given to teachers new to the staff.
- The supervisor will announce one formal visit. The purpose of this visit is to observe a complete lesson.
- The supervisor will establish and hold a conference with the evaluated teacher, reviewing the results.
- Following the conference, the teacher will be required to sign the evaluation form.
- A statement of response may be written concerning any discrepancies or questions.
- The evaluation form and letters of response will be placed in a sealed envelope and initialed by both the supervisor and evaluated teacher.
- The envelope and its contents will be placed in the teacher's file.
- Subsequent informal visits will be made at the supervisors discretion.

Evaluation, Salary Reviews, and Employee Response

A review of the performance of all church employees, including those under contract, shall be conducted annually, and appropriate adjustments made in wages, salaries, and related benefits. Demonstrated ability and performance in carrying out satisfactorily the responsibilities and assignments of the position for which an individual has been employed shall be the primary, although not necessarily sole, criteria governing a continued employment, salary adjustment, and possible promotion.

The process of evaluating employees except for preschool teachers with September through June contracts, for the annual period beginning October 1 and ending the following September 1 shall be as follows:

1. By September 15 of each year, the pastor, Director of Christian Education, and the Preschool/Day Care Director shall submit an evaluation of each employee working under their direction, using forms provided by the Board of Elders. The intent is that the immediate supervisor shall evaluate each supervised employee.
2. The Board of Elders shall evaluate the Director of Christian Education in conjunction with the Board of Education and Board of Youth Ministry. The Board of Trustees shall evaluate the custodian. Those evaluations shall be reviewed by the president of the congregation.
3. The Board of Elders shall review and amend as necessary all evaluations to assure uniformity and fairness. Any amendments to an evaluation shall be discussed with the rating supervisor before the evaluation is finalized.
4. If other supervisors are in the reporting chain, they shall review the evaluation before it is sent to the Board of Elders and shall be advised of any changes by the Board of Elders.
5. After evaluations are finalized, the employees shall be advised of the evaluation by the immediate supervisors. This shall be done prior to the end of the current period of evaluations. Salary shall not be discussed with the employee at this time since the final salary shall be determined by the congregation at the December congregational meeting.
6. Preschool teachers under contract shall be evaluated before the end of their contracts. The schedule for evaluation shall be determined by the Board of Education.

* Evaluation: Non-Tenured Staff

Faith has established an initial evaluation period of two years for all called professional church workers who join our staff with less than two years experience as pastors. DCEs, teachers, etc. During this period, the worker's call is a "Call Without Tenure." During this period the immediate

supervisor will evaluate in writing the worker's ministry performance every six months.

At the end of this period the supervisor will provide the worker with a written evaluation of his or her performance and progress. Areas of evaluation shall include professional growth, professional attitude, professional ethics, professional cooperation, communication skills, personality, personal appearance, churchmanship, teaching skills, relationships with students, classroom control, and others. The worker will have the opportunity to discuss this appraisal of his or her work and to make constructive suggestions. A written evaluation and summary of this conference will become part of the worker's personnel record. A worker has the right to question statements made in the written evaluation and conference summary and all written addendum to the evaluation which will be placed in the personnel file. If a question has not been dealt with by the supervisor to the worker's satisfaction, he or she may request in writing of the appropriate Board Chairman the opportunity to present concerns to the Board. The Board has the responsibility to grant the employee a hearing. At the end of the initial evaluation period (two years for staff with less than two years experience), if the worker's performance is satisfactory, upon recommendation of the supervisor, the responsible board will be asked to change the worker's call to a "Call With Tenure." If the worker's performance has not been satisfactory during this period, a recommendation for termination will be presented by the supervisor to the responsible board.

* Evaluation: Tenured Staff

In all instances, evaluation of tenured professional staff members is carried out with the intent of fostering in each worker professional and personal growth. In rare instances, evaluation procedures may lead to the gathering of data which cause a supervisor and/or a board to recommend that a particular worker seek a ministry position in a setting other than Faith Lutheran Church, or that he or she discontinue service to the church at large as a professional church worker.

The Board of Elders is to evaluate the administrative pastor's performance at least annually. Evaluation instruments developed by the Board, in consultation with the administrative pastor, shall be used for such evaluations. A written evaluation report shall be given to the pastor, and a copy filed in his personnel file. The evaluation process will also include Board-pastor dialogue. Evaluation will be conducted in a Christian professional manner. The administrative pastor is to be treated with dignity and respect.

The Board of Christian Education is to evaluate the principal's performance at least annually. Evaluation instruments developed by the Board, in consultation with the principal, shall be used for such evaluations. A written evaluation report shall be given to the principal, and a copy filed with in the principal's personnel file. The evaluation process will also include Board-principal dialog. Evaluation will be conducted in a Christian professional manner. The principal is to be treated with dignity and respect.

The Board of Elders maintains its responsibility for evaluation of the pastoral staff through the administrative pastor, who provides the Board a summary report following each evaluation. Except in the case of professional church workers who have less than two full years of experience, evaluations are to be conducted at least once every three years, or as requested by one of the parties. Evaluation instruments developed by the administrative pastor, in consultation with the pastoral and/or church office staff, may be used for such evaluations. A written evaluation report shall be given to each pastoral staff member and a copy filed in a personnel file in the church office. The evaluation process will also include person-to-person dialog. Evaluation will be conducted in a Christian professional manner. Staff members are to be treated with dignity and respect.

The Board of Christian Education maintains its responsibility for evaluation of the teachers through the principal, who provides the Board a summary report following each evaluation. Except in the case of teachers who have less than two full years of experience, evaluations are to be conducted at least once every three years, or as requested by one of the parties. Evaluation instruments developed by the principal, in consultation with the teachers may be used for such evaluations. A written evaluation report will be given to each teacher, and a copy filed in a personnel file in the school office. The evaluation will be conducted in a Christian professional manner. Teachers and other staff members are to be treated with dignity and respect.

Portions of any written evaluation designed to be retained in a personnel file may be challenged by the person being evaluated. An employee may add a written addendum to the evaluation which will be placed in the personnel file. If such a challenge has not been dealt with by the supervisor to the worker's satisfaction, the worker may request of the appropriate Board chairman the opportunity to present his or her concerns to the Board. The worker must submit this request in writing, detailing the specific objections which prompt the request for a hearing. This written request is to be submitted to the Board chairperson via the administrative pastor. The Board has the responsibility to grant the worker's request and conduct a hearing.

* Evaluation: Support Staff

All support staff (i.e. full time secretarial and custodial staff members and educational aides) will have their job performance and job satisfaction annually reviewed and evaluated in writing on the anniversary of their employment following the initial evaluation which occurs at the end of the probationary period (90 days or 720 hours).

The Board of Christian Education maintains its responsibility for evaluation of the school support staff through the principal. The Board of Elders maintains its responsibility for evaluation of the church support staff through the administrative pastor. The Board of Trustees maintains responsibility for evaluation of the maintenance staff. Staff members are to be treated with dignity and respect.

Performance Appraisal forms are provided by Faith Lutheran Church. These evaluation tools present objective and measurable criteria for the evaluation of the employee's performance. The employee will have the opportunity to discuss with the supervisor the appraisal of his or her work and to work out mutually agreed upon improvement suggestions for the coming year. These completed forms and outlines for further action shall be put in writing and signed by the reviewer and by the staff person involved in the job performance review. These forms shall then become part of the employee's personnel file. All other part-time employees shall receive annual performance/job satisfaction review by the full-time immediate supervisor on their anniversary date of employment.

* Evaluation: Administrator

The head pastor shall conduct an ongoing evaluation of the principal focusing on his or her skills, abilities, and competence; annually, before March 31, and make a formal evaluation. The goal of the formal evaluation is to ensure the education program will have effective administrative leadership, clarify the principal's role, clarify the immediate priorities of the principal's responsibilities, and develop a working relationship between the pastor(s) and the principal.

The formal evaluation shall include written criteria related to the principal's responsibilities. The head pastor, after receiving input from the principal, shall present the formal evaluation instrument to the Board for approval.

The formal evaluation shall also include an opportunity for the principal and the head pastor to discuss the written criteria, the past year's performance, and possible future areas of growth. The evaluation shall be completed by the head pastor, signed by the principal, and filed in the principal's personnel file.

The policy supports and does not preclude the ongoing informal evaluation of the principal's skills, abilities, and competence.

B. Methods for Effective Evaluation

Introduction:

Most school administrators agree that supervising teachers and instruction is essential to assure quality education and the achievement of school purpose and objectives. Many school administrators agree that developing and supervising an appropriate plan of supervision is a difficult assignment. The materials in this section are intended primarily to help administrators develop a plan for the supervision of teachers and instruction. Every effort has been made to keep the plan simple and manageable and to provide easy-to-use materials. Below, with commentary, are six steps for developing a plan for supervision.

Step One: Involve Your Teachers

If any plan for supervision is to succeed, each teacher and administrator who will be affected by it must participate in developing that plan. As teachers are involved in developing a plan, their ownership of it increases as does their ownership of the school's purpose and objectives.

The steps below provide ample opportunity for the entire faculty and individual teachers to shape and direct the development of the plan. When a plan for supervision is complete, continue to keep teachers involved in the use of the plan and in further expansion and refinement of it.

Step Two: Determine the Purpose for Your Supervision Plan

Often teachers are fearful of, or opposed to, the idea of supervision. They may view it as an evaluation which threatens their job security. Or, they may view it as an administrator's tool to control teachers.

A statement of purpose can be as simple as this: "The purpose for the supervision of teaching and instruction is to improve the school's performance to the end that the school's purpose and objectives are achieved."

Teachers should know that the quality of instruction and the achievement of the school's purpose and objectives are primarily the responsibility of the faculty. Teachers should know that a goal to improve performance does not imply failure or inadequacy, but it is evidence of strength and health. Through an effective plan of supervision of instruction the entire faculty and individual teachers in it can experience rewarding professional growth and development. Teacher involvement in this process will go a long way to remove threat and anxiety.

Once a statement for the purpose of supervision has been prepared by the faculty, the administrator should report to the board the intent of the faculty to develop a plan for the supervision of instruction and to have the board approve the purpose statement.

Step Three: Determine the Teaching Components To Be Covered By the Supervision Plan

Project Serve suggests that faculties consider writing a "Components for Good Teaching" as a basic document around which they will develop their supervision plan. These components are generally accepted as key elements of good teaching. Teachers should realize that a plan for supervision for all components may require a period of several years. Teachers should also know that their "Components for Good Teaching" can be revised, expanded or modified at the outset or subsequently as the plan for supervision develops over a period of years. Once completed, "Components for Good Teaching" can be used as part of a teacher's job description.

Step Four: Select a Supervision Instrument

If a school currently has no instrument for supervising instruction, consider using an existing instrument from another schools as a starting point. Give teachers the opportunity to read, revise, modify or extend the instrument before it is put to use. As the instrument is used, ideas and suggestions for its improvement will emerge from faculty members. These suggestions and ideas should be incorporated as the faculty approves changes and modifications. While it is important to have general faculty concurrence, it is important to select an instrument without too much delay in the planning process. Concerns regarding the use and schedule of the instrument will be considered in the following step.

Step Five: Develop a Supervision Plan

A plan for supervising instruction is essential to assure that supervision and improvement of instruction will occur. Read and consider the suggestions listed on the front page of the "Instrument for the Supervision of Instruction". Remember that supervising instruction is a cooperative effort by the faculty and administration for the purpose of improving instruction. As teachers are involved in developing the plan of supervision, they will grow in their ownership of the school's purpose and objectives.

A plan for supervising instruction includes:

1. The selection of a component or several components covering a single year or several years. Involve the faculty in determining the components where greatest need for improvement exists. Often these needs will grow out of other faculty activities, such as curriculum development or in-service programs.
2. A schedule for classroom observations for the school year. The schedule provides for observing all teachers. Teachers should also be involved in observing. Observing is a good learning experience. Be sure to schedule consultations following each observation. Allow time in faculty sessions for discussion and monitoring progress. The plan should provide for substitute teachers or monitors during scheduled observation periods.
3. Provisions for helping new or beginning teachers and teachers with special needs or interests by involving experienced teachers with the same skills and interests. Using teachers as observers and consultants provides another opportunity for faculty members to assume greater responsibility for improving instruction.
4. Provisions for maintaining a supervision record file. Perhaps the simplest and most meaningful way of maintaining files is to ask each teacher to maintain his or her file of self evaluations, observations, consultations and other related materials. When the administrator meets with individual teachers, they can use this opportunity for reviewing the supervision or

observation file and discuss teacher performance and improvement. The administrator should request copies of key documents for the school office files.

5. Develop a communication plan that informs students and parents about the supervision of instruction, its purpose and how it works. Students, as well as parents, should know why teacher observers and others are visiting classrooms. Both students and parents will be pleased to know that their faculty and administrator are working together to improve instruction and provide quality education. Incidentally, the program for the supervision of teachers and instruction provides good copy for public relations.

Step Six: Provide for Follow-Up and Evaluation

The administrator's role here is to assure that supervision leads to the improvement of instruction. Some follow-up activities include:

1. Using faculty sessions to discuss, monitor and identify areas where follow-up help is needed and to identify resources and helps.
2. Provisions for individual needs and interests of teachers.
3. Evaluation and modification of the instrument for supervising instruction. Develop a library of additional instruments that can be used individually by teachers or the entire faculty.
4. Planning for the future. Be sensitive to the needs and interests that arise from faculty activities in curriculum development and in the development of educational resources. Use in-service sessions to support and strengthen the supervision program. Annually help the faculty and individual teachers set goals for improving instruction for the following year. Help teachers develop plans for achieving those goals.
5. Annual teacher performance reports. A form, based on "Components for Good Teaching", should be prepared to provide each teacher the opportunity to report at the close of each school year on his or her performance, improvement and goals for subsequent years. These reports are useful in end-of-year consultations. Both administrator and teacher should sign these reports even if full agreement does not exist. Reports should be filed by the teacher and the administrator.

C. Visitation by Administrator to Classrooms

It is important that good communication be established between the teachers and the administration. One way this can be accomplished is through a regular classroom visitation program. The sharing that results after the visitation has the potential for being extremely helpful and meaningful.

Therefore, formal visits will be made in all classrooms during the course of the year.

Teachers are encouraged to invite the administrators in for an informal visit during special, innovative, or unique teaching times.

Teachers having concerns over various teaching skills, discipline procedures, etc., are encouraged to ask the administrators in for a brief visit. It is also intended that many informal "drop in" visits will take place during the year.

Before the end of the school year, the administrators will meet with each teacher and go over the annual evaluation forms. (Administration supervises teachers and faculty evaluates administration.) These evaluations are constructive in nature and are intended to strengthen the communication between administrators and staff.

FINANCIAL POLICIES

A. Budgeting

Annual Budget Timetable

- a. Personnel Committee meets to review and recommend adjustments to wages, salaries and benefits of all personnel at Faith Lutheran. June-July
- b. Personnel Committee members review recommendations with boards that have personnel responsibilities and obtains feedback from boards. August-September
- c. Personnel Committee finalizes recommendations and submits to Church Council for approval. September-October
- d. Proposed salary and benefit budget items are submitted to Voters' Assembly for approval. November-December
- e. Personnel Committee meets to review contracts for conformance to budget requirements. April-May

Preparation of the Budget

- I. Policy is to prepare a school budget for each fiscal year to ensure proper financial operation;

the budget is subject to approval by each member congregation.

II. Procedures

A. Budget Planning. Budget planning will begin with the start of each new fiscal year by updating the five-year projection prepared the previous year.

B. Preparation of the annual budget.

1. Review all expenditure accounts.

a. Budget Planning. Budget planning will begin with the start of each new fiscal year by updating the five -year projection prepared the previous year.

b. Prepare back-up sheets for compiling all details used to arrive at the expenditure totals for each account where needed.

2. Review all income accounts.

a. Record all data used to arrive at budgeted income figures. Show formulas, calculations and exact figures used to project.

b. Tuition and fee income is projected by percentage increase resulting from inflation. Final tuition and fee rates will be determined after budget expenditures have been finalized so that these rates reflect total budget needs.

3. Balance the budget.

a. Prioritize the expense items.

b. Adjust tuition and/or fees to reflect projected expenditures.

C. Present proposed budget to the School Board for approval.

1. Proposed budget will be supported with all pertinent information; i.e. salary schedules, tuition and fee rates, additional income projections, etc.

2. Make revisions in proposed budget according to School Board decisions.

D. Present proposed budget to member congregation's governing body.

1. Budget will be ready to present to congregations by September 10.
 2. Proposed budget will be supported by all pertinent information i.e. salary schedules, tuition and fee rates, additional income projections, etc.
- E. Revise proposed budget if required according to decisions made by the member congregations. Re-submit for approval.
- F. Upon unanimous approval of the budget by the member congregations, the budget will be posted to the ledger cards for implementation.

The president, vice-president, secretary, and treasurer of the Board shall have the power to sign checks from the regular checking account. All checks of \$3,000 or more, except tax deposits, health and welfare benefits payments, insurance premiums, and board approved contracts or agreements, shall require a second signature.

An assistant treasurer(s) who is not a board member may be appointed by the board to assist with the duties of the treasurer.

Capital expenditures over and above budgeted items and in excess of \$5,000 must receive approval by a three-fourths (3/4) majority vote of the Board. Such expenditures must be proposed to the member congregations at least 45 days prior to the board's vote, to allow for the congregations to instruct the representative(s). All indebtedness incurred in connection with capital expenditures shall be in the name of Faith Lutheran School.

Expenditures: The principal is responsible for authorizing expenditures that are within the approved work program limitations. The Department of Spiritual Growth shall review and endorse all expenditures prior to submission to the congregational controller for payment.

Accounting and Reporting: The congregational controller maintains the official records of the congregation for the purposes of planning and monitoring expenses. The principal shall maintain a record of all funds collected and all expenditures authorized and shall report a summary of same to the Department of Spiritual Growth on a monthly basis.

B. Financial Aid

Scholarship Fund

The purpose of the scholarship is to offer financial assistance. This fund is supported by the pupils of the school. A portion of the May and June Matins offerings is designated for this purpose. The grant amounts may vary each year according to the amount in the fund.

A limited number of scholarships, based entirely on families' financial need, are granted by the School Board each year. Parents interested in this program should contact the principal who will be pleased to send you a scholarship packet or answer your questions on the phone. Applications are kept anonymous with only the principal and bookkeeper being aware of applicants or recipients.

Scholarships are available to anyone without regard to race, color, national and ethnic origin, church membership, or whether the student is new or returning.

Donations into this fund are needed and encouraged. If you are interested in helping us provide more scholarships, direct your donations to the school office. Such donations are tax deductible if you itemize on your return.

**

We want every eligible child to be able to attend Faith Lutheran School. A student aid program has been established to assist families with book or tuition fees.

Those wishing to receive a portion of the fund should complete and return the application by March 15.

The Board of Day School Education will review the applications at the monthly meeting and assign amounts from zero to full payment depending upon the number applicants and their financial needs. Acknowledgement will be made to all applicants no later than April 1st.

To establish eligibility for the student grant program, the federal school lunch guideline application must be submitted with the application or be on file in the school office.

Eligibility: Any children of families not associated with the member churches of Faith Lutheran School who exhibit interest and need in order to attend.

Benefit: Allows a student, not otherwise able, to receive a Christian education. Provides additional income (partial grant) to the school for a classroom chair that would otherwise remain empty. Creates another opportunity for outreach and witness for the members of the supporting association congregations.

Funding: Funds will be derived from the "Aid" portion of the Student Aid and Equipment Fund. If these funds are exhausted, the amount required may be funded with Board approval by tuition reduction, thereby spreading the cost to all association members. The treasurer should report this "balance", and the total amount of tuition reductions will be paid back as student aid account funds again become available during the fiscal year.

Procedure: Once the applications and supporting documentation has been received, a needs analysis will be completed by the Faith Finance Committee.

The Finance Committee, in consultation with the principal, will evaluate the results of the needs analysis together with additional information provided on the application form and recommend grant amounts and recipients to the Board of Directors for their approval.

Applicants will be informed no later than the first Monday of July.

Award Guidelines

1. There must be classroom space available in order to accommodate new applicants.
2. Students must meet the needs criteria.
3. Application and supporting documentation must be submitted to the principal by the registration deadline.
4. Extraordinary circumstances may occur during a student's term that would warrant a grant award consideration to allow continued attendance. This information and recommendation will be brought to the School Board for approval through the Finance Committee in consultation with the principal.

C. Financial Support by Congregation Members

Congregation families are assessed a materials fee that is less than the tuition rate for non-members. In addition, they are expected to support the total work and mission of the church through their gifts of time, talent and money. When all our families give a percentage of their blessings back to the Lord through their work and offerings, we are obeying the Lord and giving witness to our faith by helping to spread Christ's love to others. The expenses of the school are financed by these gifts and offerings, as well as all the other activities of nurture, outreach and education that the congregation supports.

The Board of Day School has adopted a Monitored Response Giving Plan to support and encourage member families in their growth in this area. An important part of the plan is attendance at one of a series of meetings held by the Board with parents to explain and set

goals for giving. The Board requires as a condition of enrollment that each family complete a Giving Response Form in which they set goals for themselves for the coming year. A third part of the plan calls for quarterly reports to parents to let them know how they are doing in their giving.

D. Past Due Accounts

The Board of Christian Day School Education has established firm tuition collection policies, to be equally applied to all parents; special cases should always be prayerfully considered by the Board.

All fees are to be paid by the first day of the month and are past due by the fifteenth. Unless a just cause is given in advance, a late fee of \$10.00 will be charged. If an account is behind for two (2) months or more, the account is given to the Board of Christian Day School Education Director for further action.

Report cards, diplomas, and transcripts will be held until all fees are paid in full.

E. Philosophy of Money Management

The Board of Christian Day School Education accepts the responsibilities of stewardship by determining the educational needs of its Christian community and by providing ways and means to meet such needs. It agrees to conduct, this, as well as other aspects of school operation, in a business-like manner.

The cost of the Christian day school education is shared by the congregation and the parents whose children are benefited. The school is considered to be a mission arm of the church and non-churches families are encouraged to enroll their children, take adult confirmation classes, and join the church.

Good fiscal management should be an important objective of every Lutheran congregation and Lutheran school. Effective management is dependent on the development of an accounting and budgeting system that meets the needs of the congregation. A good accounting system is not an end in itself, but is an essential tool which enables the congregation and school to conduct their ministry. Responsible fiscal management will:

- Enable congregation leaders to manage efficiently the affairs of the institution,
- Provide data for informative stewardship programs,

- Promote the wise use of funds for high-priority programs of the congregation,
- Permit the efficient use of financial resources in the elementary school and other major programs sponsored by the congregation.
- Many unfortunate experiences of congregation and school stem from poor accounting systems and lack of fiscal control. Some problems we have encountered are listed below so that readers can appreciate the need for establishing a good accounting system:
 - The bookkeeping system changes with the appointment of every new treasurer, resulting in a lack of consistency through the years.
 - Some treasurers, not skilled in bookkeeping, present reports which are confusing, inaccurate, and fail to help the congregation make decisions.
 - Monthly financial reports are often inconclusive or late so it becomes impossible to use them, resulting in confusion and frustration.
 - The Board of Education is unable to be accountable because it lacks financial data, Tension levels increase as groups disagree over priorities.
 - Audit trails do not exist, making it difficult to retrace financial activities.
 - Bills are unpaid and withholding taxes are not remitted, resulting in a poor financial reputation.
 - The integrity of the treasurer is suspect when he is unable to account for funds.
 - Fraud cannot be identified or traced.

F. Purchasing:

- Each teacher has \$_____ a year at his or her disposal for classroom items not covered in the budget. Expense forms should be used for purchases.
- Teachers are to requisition other supplies and books through the assistant principal's office. When funds come from the Board of Education School Account, teachers must use purchase order forms. These forms, and instructions on how to use them, are kept in the secretary's office.
- Teachers needing to receive money for authorized expenses must fill out the appropriate form: Board of Education Budget, green; congregation account, yellow; School account, pink. These forms are located in the files in the teachers' lounge.

Cooperative Purchasing

Expenses can be drastically reduced on many school items by joining together with other schools in bulk purchases or joint services.

Steps to follow:

1. Determine if there is a school cooperative operating near your school.
2. Check the possibility of purchasing through the public school system at public school prices.
3. Promote the concept of group purchasing with other schools and churches in your area. Paper (duplication and mimeo) is often a good beginning item.
4. Establish a "bid list" for potential suppliers. Attempt to get delivery to individual schools included in the price.
5. Allot each teacher a specific amount of money each calendar year to take care of film rentals, supply items not available through central supply, and other items that do not properly fit into one of the other budget accounts.

Purchasing:

Standard supplies can be ordered by informing the school clerk who will purchase the item for you. You will receive a memo each month asking for supply needs so that we can get as many things as possible in one order.

There are two different ways to go about purchasing supplies and equipment for your classroom that are not "standard". If the cost of an item is under \$20, you may purchase it without pre-approval. Turn in a purchase request form, with your receipt, and you will be reimbursed from petty cash. (Money can also be taken out ahead of time.) Each teacher is asked to keep these "little" purchases to under \$20 per month.

For items that will cost over \$20, fill out a purchase request form in advance and have it approved. When approved, order the item. Whenever possible, make the order billed to the school.

Purchase request forms can be obtained from the school office.

G. Records and Reports

1. Types of Records

A record is kept in the administrator's office of all vouchers that were submitted for payment. Also, a ledger is kept for all school accounts. All valuable papers, deeds, abstracts, and insurance policies shall be kept in the church safe.

2. Monthly Statements

The treasurer prepares a monthly statement of all accounts, showing details of all income and expense items for the month and periodic totals for the year to date. These reports are shared with the Parish Planning Council which involves all the directors of all the boards.

3. Filing

All financial records and reports are to be part of the permanent file. These files are kept for seven years and then destroyed.

4. Recording Chapel Offerings

To assist the child and the parent with the development of sound stewardship habits, chapel offerings are recorded and reported quarterly along with the report cards. Students should be requested to place their full name and grade on the chapel envelopes before placing them in the offering baskets. Parents may request that their children's offering not be recorded or reported.

H. Returned Check Charges

A \$10.00 late charge will be charged for any returned check.

I. Teachers Handling Money

We try as much as possible to avoid having teachers collect or handle money. On those occasions when money must be collected by the classroom teacher, it should not be kept in the classroom, but should be turned into the office where it will be kept in the vault. Be sure that any money turned into the office is clearly identified as to amount and purpose.

When collecting money, teachers should be sure to keep accurate records of who has paid.

GOALS AND OBJECTIVES STATEMENTS

A. Goal Statements

We believe the Lutheran school is a servant of the church at large, and as such is not just an added expense, but an added blessing, and a profitable investment for time and eternity.

We believe that the Lutheran school, working together with the family and the whole church, has a special role to play in carrying out the educational mission as the child grows in the following areas:

Spiritual- Acquire a thorough knowledge of God and His Word to:

- Recognize his or her sin and the need for salvation.
- Trust Jesus as the only salvation from sin.
- Rely upon God for spiritual and temporal blessings.
- Use the means of grace in Word and Sacrament.
- Lead a sanctified life and lead others to Jesus.
- Serve the Lord of the Church through proper stewardship of time, talent, and treasure.

Intellectual- Acquire thorough academic knowledge and skills to:

- Develop an inquiring mind and independent thinking.
- Cultivate desirable and useful work and study habits.
- Evaluate all human knowledge in the light of what God says in the Bible.

Physical- Regard his or her body as the temple of the Holy Spirit to:

- Understand the body and accept responsibility for health, safety, and recreation.
- Properly use his or her body to serve God and society.
- Acquire and maintain desirable physical skills.

Social- Respect under God, the authority of home, school, church, state, and nation to:

- Develop social skills necessary to live as a competent and creative Christian,
- Respect the God-given rights and privileges of others,
- Recognize others' needs, happiness, and welfare,

Emotional-Reflect the Savior's love to others to:

- Grow in understanding and practice of self-control.
- Develop a sense of personal worth and an awareness of the worth of others.
- Seek and rely upon God for guidance, mercy, and grace.

Aesthetic- Appreciate the wonders and beauties of the Creator's universe and recognize it as God's handiwork to:

- Acquire an appreciation of his or her cultural heritage.
- Develop skills of appreciation and expression in the fine arts.

The objectives of our school are:

- To develop in each child faith, trust, and love for Jesus Christ as his or her personal Savior and Lord.
- To enable each student to feel joy and security in a Christ-centered learning environment through prayer, Bible study, and example.
- To assist the student in acquiring a sound knowledge of the Holy Bible and Luther's Small Catechism for use in developing a God-pleasing character, proclaiming the faith, and building up the body of Christ.
- To achieve regular attendance and participation of both student and family in Christian worship, prayer, and fellowship.

- To develop the student's knowledge, strength, and boldness to make choices and decisions that reflect Christian principles.
- To use professionally trained Christian teachers who by their words and example apply Holy Scripture to the total learning environment.
- To offer the highest possible academic standards in communication, computation, exploration, and self-expression
- To instill in each student a desire to learn and a desire for excellence.
- To offer extra-curricular activities in sports, music, and the arts for the development of the student's God-given talents.
- To develop in each child a sense of belonging, a sense of dignity, a sense of worthiness, and a sense of responsibility for God's creation.
- To train the student in positive attitudes, self-control, respect for authority, and the rights and privileges of others.
- To recognize society's needs and provide opportunities to serve our church and community by proclaiming the Good News through time, talents, and treasures.
- To support the family unit by nurturing love for its members, to teach respect for parents as God's representatives, and to encourage sharing in the responsibilities and privileges of family life.

Goals and Objectives of the Education Program

The ultimate objectives of Christian education is that the child gains God's image and an unending fellowship with God.

As a temporally earthbound member of God's Kingdom, the child lives in concurrent relationships. He or she lives in relationship to God, to self and his or her own God-given powers, to other human beings, and to all of God's creation (nature). The Christian teacher must recognize these relationships and work to prepare the child for living in them. These relationships provide a valid framework for establishing the immediate objectives of the Lutheran Elementary School:

A. The child in relation to God.

That the child develops:

1. A growing knowledge of the Triune God, a growing trust in Jesus Christ as the Savior from sin, and the increasingly worshipful, sanctified life.
2. A growing knowledge of the Holy Scriptures as the Word of Life, a proper understanding of Law and Gospel, an increased ability to apply God's Word to life situations, and a desire to gain the blessing of Holy Baptism and the Lord's Supper.
3. An understanding of the nature, function, and responsibility of the church as the body of Christ, plus a willingness and ability to serve as an active member of this body and a priest of God.

B. The child in relation to self and his or her powers.

That the child:

1. Develops knowledge, attitudes, and conducts needed to function effectively as God's child (spiritual powers).
2. Understands his or her body and accepts responsibility for its health, safety, and recreation (physical powers).
3. Develops logical, scientific, and creative thinking habits, gains knowledge and communication tools, and acquires significant elements of cultural heritage (mental powers).
4. Develops social skills needed to live competently and creatively (social powers).
5. Understands and controls emotions, finds security and a true picture of self through firm reliance on God and trust in Christ, and practices Christian love toward all people (emotional powers).
6. Appreciates the beauties of nature and the fine arts and uses different fine arts media for self expression (aesthetic powers).

C. The child in relation to his fellowmen.

That the child:

1. Recognizes all people to be God's creation and shows respect, courtesy, and consideration for the rights and welfare of others.

2. Respects parents as God's representatives and appreciates the privileges and responsibilities of being a member of an earthly family of which Christ is the Head.
3. Develops Christian social responsibility and cooperative skills.
4. Develops concern for the spiritual and material welfare of all people and shows this concern by witnessing and welfare activities.
5. Respects government as God-ordained and appreciates the privileges and responsibilities of being a member of the local, state, national, and world community.

D. The child in relation to nature.

That the child:

1. Understands that God is the Creator, Ruler, and Preserver of nature.
2. Thanks and praises God for the gifts of nature.
3. Develops knowledge, attitudes, and behaviors needed to understand, use, and care for God's gifts in nature.
4. Willingly uses nature to glorify God and serve people.

HARASSMENT POLICIES

A. Employee Policies

Faith Lutheran will not tolerate any harassment of any employee relating to the employee's race, color, sex, religion, national origin, age, or handicap. The term "harassment" includes, but is not necessarily limited to, slurs, jokes, other verbal, graphic, or physical conduct relating to an individual's race, color, or sex, or physical conduct relating to an individual's race, color, sex, religion, national origin, age or handicap.

Harassment of any nature is a serious offense and will not be tolerated. Retaliation against an employee who makes charges of harassment will also not be tolerated. Those guilty of harassment or retaliation will meet with appropriate sanctions which may include termination.

Those employees who believe that they have been a victim of any type of harassment or

discrimination should talk immediately with the designated official. If that person is unavailable, they should contact the other designated official.

It is the policy of Faith Lutheran School that any unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature by a male or female constitutes sexual harassment when:

1. Submission to such conduct is made, explicitly or implicitly, as a term or condition of employment.
2. Submission to or rejection of such conduct by an individual is used as a basis for an employment decision affecting such individual.
3. Such conduct has a purpose or effect of unreasonably interfering with an employer's or an employee's work performance or creating an intimidating, hostile, or offensive work environment.

Those employees who believe they have been a victim of any type of harassment or discrimination shall discuss the offensive behavior with the offending party, in accordance with Matthew 18:15-21. If this is insufficient, the victim shall consult with his or her immediate supervisor. Immediate action shall be taken to correct the concern. If the offensive behavior continues, the chairman of the congregation shall be notified. Non-compliance may result in termination of employment or excommunication as outlined in this policy handbook or in the church's constitution.

B. Student Policies

State law requires educational institutions to have a sexual harassment policy. Copies of the complete sexual harassment policy of Faith Lutheran School, directed to personnel and students, are available in the school office. Printed below is a summary of the major points of our policy as it pertains to students:

Sexual harassment of or by any student shall not be tolerated and may result in disciplinary and/or legal action, including possible expulsion.

Sexual harassment has the purpose or effect of creating a negative impact on an individual's performance or of creating an intimidating, hostile or offensive environment and includes but is not limited to:

1. Verbal conduct such as derogatory comments, unwanted sexual advances, sexual jokes, etc.

2. Visual conduct such as derogatory cartoons, drawings, pictures, gestures, etc.
3. Physical conduct such as leering, assault, blocking normal movement, touching an individual's body or clothes in a sexual way, etc.
4. Threats and demands to submit to sexual request.
5. Retaliation for reporting a violation or participating in an investigation.

Teachers are required to discuss this policy with their students at the beginning of the school year in age-appropriate ways and will assure them that they need not endure any form of sexual harassment.

Anyone at Faith Lutheran School who is subject to or witnesses sexual harassment, should immediately report such conduct to the teacher, the principal, the administrative assistant to the principal, or one of the pastors of the association churches.

HOT LUNCH POLICIES

A. General Policies and Procedures

- A. Hot lunches will be provided within the framework of the Federal government program.
- B. A member of every family with a child in Grades 1-8 will be required to help in the lunchroom.
- C. Students will pay for lunches, amount designated by the Faith Board of Education.
- D. Faculty members will be provided free lunches under the condition that they eat with the children in the classroom or lunchroom and are in a lunchtime supervisory capacity.

LUNCHROOM POLICIES

1. The Faith Lutheran School lunchroom will be a self-financed program.
2. A cook or assistant cook will be paid on a 10 month salary basis, from August 16 to June 15.
3. Worker Benefit Plans are available for full-time cooks.

4. A clothing allowance which is approximately enough for two uniforms will be paid to full-time cooks on the first salary check of the school year.
5. A reimbursement per mile will be made to a cook or substitute cook who uses his/her personal automobile for school related activities. School related activities include, but are not limited to, travel between the buildings, or to the grocery or food service store.
6. Cooks will receive five days of sick leave per school year. These days are not cumulative. In case of extended illness, refer to the "medical leave of absence procedure".
7. In the event of an illness in the cook's immediate family (spouse, child, grandchild, parent, grandparent, sister, brother, in-law, or person living in the same house as part of the family), up to three days per school year shall be allowed and a substitute will be provided. These days are not cumulative.
8. In the event of a death in the immediate family, up to three school days per death will ordinarily be allowed beyond the date of death.
9. A cook, who after consultation with the principal accepts a call for jury duty, will receive his/her regular pay reduced by the per diem pay received from the court.
10. .Substitute cooks will be paid at a fair rate.

Hot Lunch

Faith operates a hot lunch program in conjunction with the U.S. Department of Agriculture. Certain verifications are made each year of meal counts in the categories of regular price, free, and reduced-price.

All lunch and milk tickets for students and staff are sold at the school office. Teachers mark or punch them as a pupil receives the school lunch. Pupils eligible for free or reduced-price meals come to the office where the secretary, after verifying eligibility, issues the applicable ticket. Exactly the same tickets are used for regular, free, or reduced-price meals. The secretary informs the classroom teacher of the names of pupils in their room whose tickets are free or reduced. The teachers report the lunch count to the office each morning, with separate figures for regular, free and reduced-price meals. The secretary records the date and reports the information to the head cook.

Lunch tickets will be handed to students eating hot lunch just prior to their walk to the cafeteria. At the cafeteria door, the classroom teacher will collect the tickets, punch them, count them, and

enter the count in four categories (regular, free, reduced, and adult) on a sheet available in the kitchen. This teacher count total shall match the serving count prepared by the cook. No student will be allowed into the kitchen without having his/her ticket punched.

The last cook in the serving line shall visually verify that three of the required items of a reimbursable meal are on the food tray.

B.Payment and Money Collection Policies

Milk tickets, each good for twenty-five half-pints of milk, and hot lunch tickets, each good for five meals, can be purchased from the school office twice each week. Students are to place their money in small coin envelopes, put their name and what they wish to purchase on the outside of the envelope, and place the envelope in a large classroom folder provided by the office. Teachers are then to send these folders to the office with their attendance reports.

Since we pay for each meal delivered to the school, we order only as many meals as we anticipate serving. Teachers therefore must report to the office with their attendance report each morning how many hot lunches will be eaten by the students (and teacher) in that particular class. There can be no assurances that there will be meals for those students who fail to notify their teachers of their intentions to eat hot lunch.

LEAVES OF ABSENCE

A. Disability: Short Term

Disability insurance pays 70% of an employee's salary, as disability payments, beginning ten working days from the first day of missed work. Faith Lutheran Church will pay the remaining 30% of the employee's salary beginning with the start of disability payments through a period not to exceed four weeks for maternity cases and not to exceed six months in the case of injury or illness.

Disability insurance covers through the sixth week off (beginning on the date reported to insurance company) for delivery of a baby. Additional coverage by the carrier may be granted with a doctor's order.

Time off before the delivery of a baby is not covered by insurance or Faith, unless the time off is ordered by a doctor. In this case, the disability date begins the first day of work missed as directed by the doctor.

In case of qualified employees who take disability leave, every effort shall be made to reinstate them to their former position or a position equal to the former position. The School Committee or

other governing Board shall have the final determination of "equal to" status.

While on leave, if not otherwise provided for, an employee shall have the option to remain an active participant in the fringe benefit programs. The cost of remaining on the fringe benefit program will be paid by Faith for a maximum period of three months. In the case where a disability period extended beyond three months, cost of continued fringe benefits will not automatically be borne by Faith, but will be reviewed on a case by case basis.

The pay rate for any substitute who replaces a Faith employee during a disability leave shall be determined according to their placement on the existing salary scale, and shall commence on the date of disability.

B. Disability: Long Term

Disability policy shall be governed by the respective guidelines of the Concordia Health Plans. In cases where full-time employees become disabled with a "qualifying disability" as defined by the Concordia Disability Plan, the congregation shall continue to pay full salary until the Concordia Plan takes effect (currently the first two working weeks of accident or illness not covered by Worker's Compensation Insurance. This payment shall be made for each qualifying occurrence of disability. The employee must be totally disabled as certified by the licensed medical doctor attending the individual. Part-time employees are not eligible for this benefit.

Full-time faculty members are eligible for medical leave of absence. A faculty member taking such leave must serve full-time for a least one-half of the school year (87 days) in the school year affected by the leave, in order to receive credit for a "year's experience" when determining placement on the salary increment schedule.

C. Family Illness

In the event of an illness in the teacher's immediate family (spouse, parent, grandparent, child, grandchild, brother, sister, in-law, or a person living in the same home as part of the family), up to three school days absence per year shall be allowed and a substitute will be provided. These days are not cumulative.

The term "immediate family" is limited to the husband, wife, father, mother, son, daughter. In the event of serious illness of any of these persons, leave may be granted by the School Board. A maximum of five days per school year will be allowed. This shall not affect determination of sick leave days.

Policy is granted up to five (5) days off to a staff member who is required to be absent from work because of serious illness in the immediate family, school operating conditions permitting.

Procedures

- A. The staff member will notify his/her immediate supervisor of the requested leave time.
- B. A member of the immediate family for the purpose of this policy is defined as spouse or child, parent, brother or sister
- C. The length of the leave time for tending to family illness will be determined on an individual basis considering the nature of the illness.
- D. Leave taken under this policy will require the faculty member to provide the cost of a substitute teacher.

D. Marriage Leave

Policy is to provide up to three (3) days off as a marriage leave.

Procedures

Leaves may be granted for any three (3) consecutive weekdays immediately prior to or following the day of the staff member's wedding.

The leave must be scheduled in advance with supervisor's approval.

E. Medical leave: Short Term

Faith's policy is to grant sick leave to staff members for the purpose of maintaining continued employment and benefit status with the school.

Procedures

- a. Sick leave is defined as an absence due to a personal illness, injury or disability. Such leave will not exceed fourteen (14) consecutive calendar days. Personnel requiring a leave of absence beyond the fourteen (14) consecutive calendar days will be considered for short-term disability income as provided by Concordia Disability and Survivor Plan.
- b. Personnel on sick leave will receive 100% of monthly compensation from Faith Lutheran School.

c. After fourteen (14) consecutive calendar days of sick leave, personnel will receive 30% of monthly compensation from Faith and 70% of monthly compensation from Concordia Disability and Survivor Plan.

d. Staff members will notify their supervisor of their health condition requiring sick leave as soon as possible.

At the beginning of each school year, each employee is eligible to use 15 days of sick leave, if required.

Sick leave can only be used in the following situations:

a. Personal illness which would impede one's ability to perform job duties or which is contagious.

b. Illness of a spouse or child, when there is no one else to provide care.

c. Death of an immediate family member.

d. To cover the first fifteen days of a disability leave prior to Concordia Plan taking over.

In the calendar year of arrival at Faith, all ten and twelve month teachers and staff shall be granted one day of sick pay for each completed month of service up to a maximum of ten days. In the calendar years of their first and second anniversaries of service, ten working days of paid sick leave shall be granted. In each succeeding calendar year, one additional day of paid sick leave will be granted up to a maximum of thirty days. Unused sick leave cannot be carried over to a later year. In the event a staff member is absent for more than two weeks in connection with a medical condition which renders the staff member eligible for salary continuation under the Concordia Benefit Plan, he or she will receive full salary for up to 90 days and the benefit from the Concordia Plan will be paid to Faith. After 90 days, the staff member will receive Concordia Plan benefit directly. The Board of Christian Day School Education may grant, in connection with an extended illness or medical condition, additional time off with pay to a member of the staff.

All absences due to illness must be called in to either the senior pastor or the principal the morning of the absence.

An illness on a designated holiday will not be counted as a sick day.

Maternity leave will be covered in the same manner as any illness. Time absent from work is determined by the employee's physician.

All personnel who will be absent from work for more than five (5) consecutive days will require a note from a physician releasing them to return to work.

Any teacher not able to report for duty at the opening of the school term because of illness is entitled to all sick benefits herein, provided the teacher presents a physician's statement certifying that the absence was due to illness.

F. Medical leaves: Long Term

A. At the request of the faculty member, the attending physician(s) shall notify the school in writing of the faculty member's medical disability and of the date on which the faculty member should cease work and begin medical care. The medical leave of absence shall commence on the date medical care begins. The medical leave of absence shall end on that date stipulated in writing to the school by the attending physician(s) as the earliest date for the faculty member to resume performance of full-time duties.

B. A medical leave of absence shall not exceed one calendar year in length.

C. Faith Lutheran School shall pay the regular salary for the first two weeks (14 days) of a medical leave. Worker Benefit Plans presently assumes responsibility after that time.

D. At the beginning of a medical leave, the faculty member must advise the board in writing of his/her intention to:

- I. Terminate employment because of medical circumstances or consequences involved;
2. Return to full-time faculty service, as mutually agreed upon promptly following the physician's release from the medical care which necessitated the medical leave;
3. Apply for a personal leave of absence which would take affect after the cessation of the medical leave of absence.

E. The timing of the faculty member's resumptions of full-time faculty status shall be a negotiated agreement between the faculty member and the principal, requiring board approval.

F. Pregnancy shall be considered a medical leave of absence.

LIABILITY: TEACHERS

A. General Guidelines

Under Government Code Section 820, a teacher, like any other public employee is liable for injury caused by his act or omission of some act to the same extent a private person would be.

All persons employed in the schools are personally liable for damages if, in the performance of the school duties, their negligent or wrongful conduct results in harm to pupils, colleagues, or other individuals. Teachers face the risk of lawsuits for torts, such as negligence, when pupils are injured; assault and battery arising out of the administration of corporal punishment; slander; libel; false arrest; false imprisonment and malpractice. If money judgments are rendered against them, they must meet the obligation out of their own funds or by liability insurance.

B. Situations that Result in Lawsuits Against Teachers

- * Failure to provide proper supervision or to exercise "reasonable care" while supervising an activity in the classroom, on the playground, or at bus loading zones, while the buses are loading or unloading.
- * Providing improper first aid that results in further injury.
- * Defamatory oral or written statements concerning pupils.
- * Inflicting unjustifiable physical pain or mental suffering.
- * Allowing students to play unsafe games.
- * Failure to give proper instruction and lack of supervision in physical education type activities.
- * Failure to give proper instruction in the use of science and shop materials and equipment.
- * Allowing unsafe conditions of building or grounds to exist.
- * Conducting improperly organized or supervised field trips.
- * Use of motor vehicles in a negligent manner.
- * Permitting the use by students of defective apparatus and equipment.

Dr. Stephen F. Roach, a New Jersey school administrator and specialist in school law says, "For a teacher to be held legally responsible for a pupil injury, it is not necessary that his actions be shown to have been reckless. It is only necessary to show that the teacher has not acted as a reasonable careful person should."

Teacher Liability

All teachers must remember that they may be legally responsible for their actions. A teacher is legally negligent if he or she, through unintentional conduct, is liable for the injury of another person. A person is deemed negligent if he commits some act which a reasonably prudent person would not do under the same or similar circumstances, or, conversely, if he neglects something a reasonably prudent person would do. The test for negligence is not whether the person is a reasonable person or not, but rather whether a judge and/or jury would find that he acted in a reasonable fashion in this instance. Another factor is whether a prudent person would foresee the consequences of the teacher's action or lack thereof.

Children of elementary school age cannot be responsible for contributory negligence; i.e., children cannot be expected to behave in a prudent manner, thereby preventing injury to themselves.

You should remember that there are no degrees of negligence; either a person has exercised reasonable care, or he or she is held negligent. A teacher would probably be found negligent in case of accident if such accident occurred as a partial result of the fact that he or she:

- a. allowed students to participate in hazardous or potentially dangerous activities,
- b. allowed students to use faulty, unsafe, or hazardous materials, equipment, of facilities, or
- c. failed to supervise and control students.

LIBRARY/MEDIA CENTER POLICIES

The word "library" in the following policies may be replaced by "media center" where appropriate.

A. Gifts of New Materials

- Gifts of books and other media materials are encouraged. In accepting a gift the library reserves the privilege of deciding whether it will be added to the circulating collection. Appraisal

of gift for tax purposes is the responsibility of the donor. The library staff will provide the donor with a receipt for the items donated.

B. Philosophy

- The library provides opportunities for children to pursue individual reading and projects as a part of classroom activities or on their own initiative. We strive to provide books which enrich quality of thought and expression and which contribute to the development of informed and responsible Christians.
- The primary purpose of the library is to enrich and support the educational program of the school and to aid the individual student in the pursuit of continuing education and creative use of leisure time.

Material selection:

- Selecting materials is the responsibility of the Library Selection Committee. The library coordinator is directly responsible to school administrators and the Board of Education.
- Materials selected for the library will be chosen with thoughtful attention as to their appropriateness for a Christian day school. However, it is not the function or intent of the library to unrealistically insulate students from all controversial subject matter. Rather, as opportunities arise, our goal is to teach students to deal with such subject matter as Christians. Therefore, the principal and faculty not agree with or endorse every idea contained in book available in the library; every book may not agree with church doctrine. The library to provide a wide range of resource materials on all levels of difficulty with a diversity of appeal and different points of view.

Concerns about materials:

- Any parent or student wishing to express concern about the appropriateness of a work in the library may express this concern by completing the form called "Request for Reconsideration of Library Materials." Concerns will be reviewed by professional staff, administration and the Board of Education. Concerned persons are invited to address these boards of review and express their position. We will make every effort to seek mutually agreeable resolution to any concerns.

C. Rules for Library Use

- The school library is open Monday through Friday from 9:00 a.m. to 3:15 p.m. under the direction of the librarian.
- A limit of three books may be checked out at one time, for a period of two weeks.

- Books must be returned on time so that other students may use them. A fine of 5 cents per day will be assessed on over due books. Students with overdue books will not be allowed to check out new materials.
- Reference books may not be checked out. They may be used in the library or classroom only.
- A teacher or other adult must supervise student using the library at all times.
- Appropriate behavior is expected at all times in the library. One verbal warning will be given, repeated problems will mean the student will be asked to leave. The student's teacher will be informed of any problems.

Class visits:

- Each class will be scheduled a weekly time to visit the library. This will be scheduled at the beginning of each school year.
- In addition to providing resource materials, the library is used for individual, small group and whole class instruction as arranged by teachers and the library director.

Lost or damaged book policy:

- An overdue book will be declared lost one week after its due date. Replacement value of lost books will be billed to the borrower.
- Library books and materials issued to a child or teacher become the responsibility of that person. Fines will be assessed for late returns, loss or excessive wear or damage, not to exceed the replacement value of the item.

MINISTER OF THE GOSPEL STATUS

The IRS has designated male teachers who are listed in Synod's roster of Missouri Synod teachers and have been graduated from one of Synod's educational institutions or who have completed a colloquy as "ministers of the gospel."

Those members of the faculty who hold this status are entitled to a housing allowance deduction from income tax purposes. This allowance is considered as part of the total salary and is not a salary addition. The maximum housing allowance permitted is set by the Voters' Assembly. Eligible faculty members may only deduct their actual expenses and not exceed the maximum

set. This allowance is reviewed annually.

MISCELLANEOUS MINOR POLICIES

A. Gifts

It is the policy of the teachers not to give individual pupil gifts at Christmas or other holiday seasons. The Board of Education will provide youngsters with gifts at Christmas. Pupils will be notified by the room mother that they may follow one of these procedures concerning teachers' gifts: contribute toward a group gift, or purchase an individual gift, or give no gift. The Board of Education will provide token gifts to various volunteer staff at Christmas.

B. Telephone Use

Teachers will not be called to the phone during class time unless it is an emergency. Messages will be placed in teachers' mailboxes or sent to the classroom. Teachers are not to use the telephone during class time and should make an effort to limit telephone use.

OBJECTIONS TO INSTRUCTIONAL MATERIALS

A. Parental Inspection of Materials

- Parents may review instructional materials used by the students. They must be viewed on the school premises. Copies of materials may be obtained according to school board policy, "Examination of School Public Records." It shall be the responsibility of the principal to develop administrative regulations regarding the inspection of instructional materials.

B. Procedures for Objection

- Parents may object to the instructional materials used in the school and ask for their use to be reconsidered. It shall be the responsibility of the principal, in conjunction with the school board, to develop administrative regulations for reconsideration of instructional materials.

OFFICE MANAGEMENT

A. Administrator's Philosophy of Management

Delegation is a key technique available to help a school administrator achieve effective school management. Too often this technique is unused or abused.

The "art" of delegation is important to assure the effective use of staff volunteers, board and of faculty committee members. The "art" of delegation also applies in helping groups, committees and boards accomplish their assignments with responsibility and effectiveness.

The first task of the school administrator is to list the tasks that can be accomplished by others. Tasks should be listed in categories such as:

- school office administration such as filing, bookkeeping, phoning
- school services such as supervision of programs and student activities
- extra-curricular programs including planning, supervision and coordination.
- communication programs including writing, editing, mailing, newsgathering, photo taking.
- building and grounds maintenance including cleaning, painting, repairing, landscaping.
- transportation expeditor including transportation routes, collecting car pool fees.

The second step for administrator is to identify, select and assign workers. Guidelines for effective delegation include:

1. Be sure that delegated tasks are clearly defined and that the person to whom the task is delegated is able to perform that task. Do not assign unmanageable tasks.
2. Be sure the person to whom a task is assigned knows the performance guidelines, the schedule and expectation of the administrator. These should be mutually agreed upon.
3. Be sure that the school administrator is ready to stand by the person to whom a task is delegated with interest, help, goodwill and commendation.
4. Be sure to give individual and public recognition for service rendered.

The school administrator should be confident that people are ready and able to serve if given clear direction and help.

B. Choosing Office Equipment

- Step 1. Evaluate how your office is used: School offices often are used in a variety of ways including the principal's office, the reception and consultation center, the communications and telephone center, lost and found headquarters, the waiting place for students, storage for school supplies and perhaps for many other uses. Your task is to determine whether the uses are compatible or whether they interfere with one another. Determine the primary uses of the school office, particularly those that are compatible. Wherever possible, relocate or reassign functions that are not compatible with your school office operation.

- Step 2. Evaluate office location, space and appearance: Obviously the school office should be located to serve its purposes in the best possible manner. If the office is poorly located, consider using other locations and spaces, if available. If not available, consider relocation in your future planning. School offices are often limited by space constraints. If space is a problem, several options are available: 1) relocation of the office, 2) reassignment of some office functions to another location, and 3) reorganization of existing space. When evaluating the appearance of your office, consider the following:

1. The overall appearance of the office should reflect hospitality, warmth and good order.

2. Floor coverings should be appropriate, attractive and well maintained.

3. Walls, including window spaces, should be attractively decorated and clean. If cupboards or shelving are used, they too should be attractive and maintained in an orderly manner.

- Step 3. Evaluate furniture and equipment: Furniture should be appropriate for the functions of the school office. It should be attractive and in good repair. It should contribute to the overall attractiveness of the office. Adequate equipment should be provided to help carry out the functions of the school office. Equipment should be in good working order. If possible, equipment, such as duplicating machines, should be housed in a separate space. If separate work space is provided, it is important to establish procedures that will assure good order and avoid clutter.

- Step 4. Principal's office: Cluttered desks and shelves leave a negative impression on students, teachers, parents and guests, as well as on the school administrator. An attractive office requires two things of the school administrator: Each day before leaving the office the school administrator must clean his/her desk and put it in good order. A plan must be devised so that everything has a place and everything is in its place.

- Step 5. Consider a 'study' at home: The school office is generally a public place, ordinarily not suitable for quiet planning, praying and pondering - important tasks for the administrator. The idea of a 'study' at home seems a bit out-of-the past, however, hours spent at home can save hours of time and frustration at school. The study is an excellent place to monitor your calendar and your task organizer, to make goodwill phone calls, to let your heart and mind be creative, to let the Lord accomplish his good things in you and through you. (Hours spent early in the

morning or late in the evening in your study may be the most enjoyable and worthwhile hours of the day.)

C. Filing Systems

Filing can be frustrating without an organized system for doing so. Without a system, files begin to bulge, important documents are lost either in or out of the files and retrieving important documents becomes difficult and often impossible. A filing system is needed.

Basic minimums for a filing system include:

1. A basic alphabetical file. This is relatively simple to maintain. An alphabetical file can be used for short term and long term filing if files are "cleaned out" annually. Within the alphabetical file system sections may be used for major subject areas such as Curriculum, Testing, Personnel, etc. Use a subject divider within the alphabetical for major sections. It is important to index everything that is filed and to update that entry annually. Without indexing, files become increasingly useless. (Here is a good task for volunteer.)

2. A calendar file. In a separate file drawer, prepare file dividers for each month of the year. Use this for filing events, programs and activities which tend to reoccur annually. For example, after August place files such as In-service Workshops, Student Orientation, New Teacher Orientation, etc. Under September file items such as Opening Service, Installation of Teachers, Parent Open House, etc.

With this system it is easy to keep in mind what needs to be planned. Information from previous years is readily available. If this system is used, place an empty folder marked "Ideas" following month's divider. Here is the place to drop your suggestions and ideas throughout the year. Those "ideas" will be available to you as you plan next year's programs and activities.

3. An operations manual file. Most administrators who use an operations manual set up a file to coordinate with their manual. The organization of the file obviously is based on the dividers in the manual. Like the calendar file, it helps keep your file "in mind" because your file follows the logical organization of your manual. Your files should hold the overflow and supplementary material that are not essential to your manual.

4. Student records. These are relatively easy to maintain. Remember it is important to purge student files as required by law.

5. Ringbinders. Most permanent records can, and perhaps should, be maintained in a quality ringbinder in a safe place. Remember that permanent records are important for legal and historical purposes. Consider the following:

- Minutes: Minutes, along with official documents, of board meetings, faculty meetings, PTL meetings, etc. should be maintained in a ringbinder. It is important to index all minutes of meeting held during the year and to index minutes and documents annually. Provision should be made for safekeeping of ringbinders. Although the principal does not serve as secretary, it is the principal's responsibility to maintain the records both for legal and historical purposes.
- School History: Rather than keeping track, or losing track, of each school year in dozens of files, it is relatively easy to keep all key records of any given school year in a ringbinder. Items to be included are faculty rosters, students rosters, board member rosters, handbooks, programs of key events, newspaper clippings, school calendars, pictures as appropriate, etc. This file may also include important correspondence (some school administrators prefer to keep their school correspondence in a separate ringbinder). It may be useful to use an expand file for collecting all items during the school year and to assemble those materials neatly in a ringbinder at the close of the school year. It may be useful also if the administrator writes a summary of the school year from the administrator's perspective for the school history ringbinder.
- Financial Statements: Even though the school administrator may not be the chief financial officer of the school, it is useful to the administrator to have data available for planning and for comparison purposes.

D. Using a Calendar/Time Organizer

- Using a Calendar

Managing time can be the most aggravating task a school administrator has. Much of the success of the school administrator is dependent on the ability to manage time. There is no easy solution. Most pocket calendars, particularly the give-away kind, are too small and run out of pages at the year's end. Desk calendars are too large and cumbersome. Using a pocket calendar and a desk calendar is confusing and runs the risk of overlooking something important.

Most successful school administrators have either designed their own calendar using a ringbinder or use some commercial product such as Daytimer. Designing and producing your own calendar may take time and some ingenuity, but once completed the calendar will be operative year after year as new pages are added and used pages are filed for reference.

A good calendar should provide the following: a place to record all events and appointments clearly up to one year in advance. It should also provide space for keeping names, addresses, phone numbers and other key data useful on a regular basis. It's also helpful if space is provided in the calendar for recording due dates for tasks and for listing daily tasks for which the school administrator is responsible. Some school administrators use their calendar for providing pages for notes, key ideas, things to remember, etc. When a calendar provides the above, it becomes an invaluable resource and constant companion to the school administrator.

- Using a task organizer:

School administrators are busy people. It is imperative that they have a system for keeping track of and organizing their many tasks. Few of us have memories that can keep everything in mind--and even if it were possible--why use so much mental energy needlessly?

Some school administrators have successfully combined their task organizing system with their calendars by inserting either blank pages or using divided pages which provide space for schedule and tasks. Some administrators use a separate notebook or folio for organizing and scheduling their tasks while some administrators use a combination of calendar and task folios. Administrators without a system that works are perhaps not as successful as they could be.

A task organizer, regardless of the system, should provide as a minimum:

1. A place to list and check off major tasks requiring planning and preparation by the school administrator. These tasks should also be recorded in the calendar on due dates. (After meetings, retreats, etc. it is important to record all responsibilities of the school administrator.) Provide space for noting agenda items for future meetings.
2. A place to list smaller tasks and commitments made during each day. Again, due dates should be noted in the calendar.
3. A place to record your tasks for every day of the week. These daily task sheets include items from list 1 and 2 above, along with new tasks that come to your attention during the day.

Suggestions:

1. A task planning calendar which lists all major tasks for each month of the year is a very useful tool which permits the school administrator to do advance planning without the fear of forgetting something or the need to "keep in mind" many annual tasks.
2. Consider carrying little slips of paper in your shirt pocket or purse for noting commitments you make or ideas that occur daily. Later in each day review the slips and record notes on appropriate lists in your task organizer or calendar.
3. Devote several brief periods of time each day to updating (adding or checking off) your task list. At the end of each day, plan your next day.
4. Spend a longer period of time on weekends for updating your lists and planning your work for the week ahead.
5. Keep your lists neat and orderly. It is preferable to use pencil so that the eraser can help you

keep your pages neat and orderly.

6. Be convinced that the time spent in planning may be your biggest time saver.

7. Relish those times when you can check off items from your list. Then relax and enjoy your family and friends.

- Beating the Time Trap:

1. Write daily "To Do" list - including your top priorities.

2. On Mondays, or on another selected day, plan a whole week's work.

3. Set deadlines for yourself.

4. Use waiting time to plan projects for the rest of your day.

5. Carry blank 3 x 5 file cards to jot down spontaneous notes and ideas.

6. When you procrastinate, ask yourself what you're avoiding. Break unpleasant tasks into small, non-threatening jobs.

7. Cut off nonproductive activities such as phone calls, rambling conversations.

8. Handle every piece of paper only once. Immediately throw away what you don't need; don't mull over it.

9. Have a place for everything so you know immediately where to find it.

10 Listen carefully. Ask direct questions to obtain needed information quickly.

11 Do your thinking on paper. It helps you organize and motivates you to continue because you can see progress.

12 Set aside your most productive time period each day for creative work.

13 Ask help from specialists when working on special problems.

14 Try to arrive at your school a half hour early each day to take advantage of the quiet time before others arrive.

- Implementing ideas

1. List on separate sheet ideas you like and that will help you.
2. Select ideas you want to try first. (Don't try too many.)
3. Plan and schedule the implementation of ideas you selected.
4. When you have succeeded with your priority ideas, select other ideas and put them to work. Stick with it until you feel good about it.
5. Consider sharing your ideas with others.
6. Keep working at it. Remember, managing time takes time and saves time.

ORIENTATIONS

A. Parent Orientation

At the beginning of each school year, a number of opportunities are given to each parent to become better orientated to what will happen here at Faith Lutheran and in each individual classroom. The home visit is an excellent time to acquaint each student and parent with the policies and procedures for each classroom. An opening worship/open house will be held a few days before school begins. Each teacher is asked to hold a "back-to-school" night for the parents of children in his or her class during the first few weeks of school. This night is designed to show the parents what the regular day is like in their child's classroom. Pre-school parents have an orientation during the first day their child is in pre-school.

B. Staff Orientation

Orientation for new staff members should include:

1. Introduction to supervisors.
2. Giving employee physical and payroll forms and criminal background check.
3. Discussion of dress and appearance requirements.

4. Giving personnel handbook to employee and review personnel policies, work rules, accident and injury report, parking requirements and related material.
5. Discussion of how employee can resolve problems and conflicts.
6. Introduction of new employee to other employees.
7. Review of need to be on time, regular attendance, days off schedule, job location, and meal times.
8. Orientation tour of facilities: work areas, eating areas, and storeroom.
9. Discussion of training program and establish training records.
- 10 Safety training and quiz.
- 11 Discussion of smoking regulations.
- 12 Statement recommending that probationary employee be retained.

OVERTIME AND COMPENSATORY TIME

A. Compensatory Time

Full-time salaried employees who may, because of the immediate nature of the church's work requirements, be required to work more than forty (40) hours in any one calendar week exclusive of vacation, sick, military, jury, or special leaves of absence, may accumulate compensatory time at the rate of 1.5 hours for each one hour worked to be utilized as compensatory time off at a later date in lieu of payment for the overtime worked. No more than three working days of compensatory time may be accumulated by any employee at any one time. The administrator shall determine and approve the amount and periods of all compensatory time off.

B. Overtime

1. Whenever it becomes necessary non-called or non-salaried full-time, part-time, and limited term employees may be assigned overtime duties and hours. The administrator shall determine and approve the amount and periods for overtime worked. Overtime shall include only that time

worked by an employee on the request and with the prior written authorization of the administrator and shall be authorized only when the attendant costs will not cause the amount budgeted for overtime to be exceeded.

2. Full-time hourly employees shall receive no overtime until they shall have actually worked at least forty (40) hours in any one calendar week exclusive of annual, sick, military, maternity, or special leaves of absence. Holidays shall be considered as days actually worked and the time shall be included within the forty (40) hour work week for overtime purposes for full-time employees. Part-time and limited term employees shall receive no overtime until they shall have actually worked at least forty (40) hours in any one calendar week. The hourly payment for authorized overtime worked by full-time hourly, part-time and limited term employees shall be 1.5 times their hourly pay rate.

PHILOSOPHY STATEMENTS: SAMPLES

Faith Lutheran school is committed to:

1. use of a faculty and staff who are professionally prepared and personally sensitive to youth;
2. an appreciation of the worth of the individual and a willingness to help students and colleagues develop their own worth;
3. a variety of creative educational methodologies designed to serve student needs;
4. a curricular and co-curricular program which reflects the best of both traditional and contemporary standards of secondary school excellence;
5. a ministry of education within our church community and our civic community.

Further, we are a Christian school. Accordingly we:

1. believe in the Triune God and His redemptive activity as traditionally confessed by the one, holy, catholic, and apostolic Church;
2. appreciate our Lutheran heritage;
3. use the dynamics of forgiveness and of the Sacraments in interpersonal relations;

4. recognize that God has called each person accordingly to his or her individuality into a wide spectrum of vocations;
5. facilitate the freedom of the individual Christian so that he or she may responsibly serve others.

Faith Lutheran School carries out its philosophy by attempting to help each student and staff member to:

1. grow in awareness of the grace of God through Jesus Christ;
2. facilitate commitment to the Lord and the Church;
3. develop his or her capabilities of mind and body for the service of God and humankind;
4. increase his appreciation for his or her Christian, Lutheran, and American heritages;
5. live meaningfully while being simultaneously "both saint and sinner";
6. develop the ability to adjust personally, inter-personally, socially, and technologically;
7. live an increasingly responsible citizenship locally, nationally, and internationally;
8. develop his or her cultural sensitivities and communication abilities;
9. develop the ability to think critically and function scholastically;
10. develop constructive physical, recreational, social, and avocational skills;
11. increase the ecological awareness of, and responsibility toward, the created world.

Guided and empowered by the Holy Spirit, Faith Lutheran School provides Christ-centered training in God's Word integrated with excellence in education. The central purpose of our school is to nurture each child's faith in Jesus Christ as Savior and to equip each child to live and to bear witness to that faith.

The teachers of Faith personally and publicly bear witness to their faith in Jesus Christ.

Teachers and students daily worship God and study His Word as found in the Bible. God's law is taught without apology. The Gospel of God's forgiveness through His Son, Jesus Christ, is taught with joy daily and relationships are based upon the Gospel and forgiveness. The school serves as a mission agency of our church, in that all students, regardless of church background or membership, are taught according to this philosophy. Physical evidence of the Christian faith throughout the school helps to define and bear witness to the school's mission.

Using their God-given abilities, teachers and students strive for excellence as they use effective current learning and teaching materials. Students are prepared to become responsible stewards of their talent and treasure in a joy-filled Christian life.

Faith Lutheran School holds high, yet appropriate, expectations for its students and also believes that all students need to be successful. Students need to be both challenged and helped toward success. Appropriate evaluation of student performance, both formal and informal, occurs before, during and after teaching.

Faith Lutheran School seeks to develop the basic skills of learning; thinking; solving problems, making value judgments and decisions; and respecting self, others, and property. Our school also teaches children how to apply concepts such as individual responsibility, the common good, by grace alone, and living "by faith in the son of God who loved me and gave Himself for me". Gal. 2:20.

Faith Lutheran School serves families by assisting parents to carry out their parental responsibilities in Christian education. We promote a close relationship between school, home and congregation.

We encourage parents to provide the primary training of their children, to have family devotions, and to take their children to weekly worship services. The school exists as a secondary partner in the Christian and overall training of the children.

PLANNING, LONG RANGE

Planning needs to be planned! Planning needs to be started early. A good way to assure that planning begins early is to schedule a planning retreat at an early time in the planning process. An advanced-scheduled planning retreat can help assure that plans will get started on time and that the end results of planning will be effective. The principal is the key person.

An annual retreat should be scheduled in March or April to begin planning for the following school term. This allows ample time for planning in advance of the retreat and implementation of plans following it.

When a planning retreat is scheduled for March or April, the school administrator can use the months for January and February to establish goals and plans for the following school year. This allows time also for the school administrator to involve other key staff and others to begin their planning prior to the planning retreat.

At the planning retreat, reports of key personnel can be given, goals and 'school theme" can be set and coordination can begin. At the planning retreat due dates should be set for completing planning assignments and for coordinating and scheduling the events of the coming school term.

After the planning retreat, staff members have time to develop their plans more fully and to communicate those plans to boards, committees and others involved in programming an effective school year. Too often planning is delayed until summer months when, in many instances, it is difficult to plan because people who are to be involved in the planning are not available. When this happens, planning is delayed until September and before plans can be implemented Thanksgiving and Christmas and bad weather tend to abort the fulfillment of hoped-for goals.

As much as possible, plans for the next school year should be completed, coordinated and scheduled before the close of the current school year.

PLAYGROUND POLICIES AND RULES

Primary Playground Rules:

1. No throwing or kicking rocks.
2. No equipment in gravel area.
3. No tag (students closely confined).
4. No king-of-the-mountain on tires.
5. Only one student per end of teeter-totters.
6. No body spinning in the middle of teeter-totter frame.
7. No standing or balancing on teeter-totter.
8. No jumping off top of the tires.

9. No standing on top of the tires.
10. No "chicken" fighting on bars.
11. Go down slide feet first.
12. No flipping over onto slide.
13. No throwing rocks onto slide.
14. One person going down the slide at a time.
15. There will be a time limit on teeter-totters.

Swings:

1. One at a time on swings.
2. No twisting chain (it weakens them).
3. No standing.
4. Keep feet out of puddles.
5. There will be a time limit on swings.
6. Swing straight.
7. No jumping off.
8. No flipping swing over top to raise swing.

General Rules:

1. No toys allowed (problems with breakage).
2. Keep kick balls on ground.
3. No pulling clothes.
4. No spitting.

5. No tackling or pulling onto ground.
6. No bad language.
7. No going into building without permission.

General Playground Rules:

1. No tackling games.
2. No bouncing ball against building.
3. No loitering between buildings.
4. No climbing on swing set poles.
5. Slide on seat one at a time.
6. No walking up slide.
7. Swing one at a time.
8. No throwing/kicking balls on cement.
9. No piggy back games.
10. Batter/kicker and catcher only in batting/kicking area.
11. Softball/kickball only on designated fields away from building.
12. No hard balls.
13. Catchers masks for all softball games (catchers).
14. No non-organized bombardment games.
15. Students without excuses must be outside during break.

16. Stay in view on playground.

17. Climbing allowed only on climbing wall.

In Case of Playground Injuries:

If the child is on the ground, keep him there until you have assessed the situation (unconscious, broken bone, etc.). If the situation appears to be serious, leave the child on the ground and send an adult to the office for a 911 emergency call. If the situation does not appear serious, send the injured child with another child to the office for treatment. All head injuries, serious or not, are to be reported to the office (bring student in). Sometimes a child who has severely injured himself will get up and run for a teacher. That child too should be made to lie down until an assessment of the injury is completed. When in doubt about the extent of an injury, we will call 911.

Playground Supervision:

Each member of the faculty must assume his or her share of the responsibilities in supervising the playground. The following points are taken from the Teacher Legal Guide as instances of negligence on the part of the teacher.

1. Failure to provide supervision in the classroom or on the playgrounds.
2. Allowing students to play unsafe games.
3. Permitting the use of defective apparatus and equipment.
4. Conducting improperly organized or supervised field equipment.
5. Allowing unsafe conditions of grounds or buildings to exist.
6. Providing improper first aid that results in further injury.
7. Any act which results in accidents where due diligence and care were not given.

PUBLIC RELATIONS

The welfare of the Lutheran school and the realization of its potential depend on the understanding, conviction, and dedication of all persons concerned with its operation. Steadily rising costs accentuate the need for good public relations. The Lutheran school is an extension of the home. Responsibilities are first of all scripturally mandated to the home but are, in part, also delegated to the school. Parental active interest and intelligent participation in the educational program is highly desirable. The Lutheran school is strengthened in its effectiveness by the confidence and understanding of its supporters and all the schools, churches, clubs, and businesses in the community. Promotion of the school must be essentially an outgrowth of its instructional activity, not something outside of it.

Use of the Media in Public Relations: The printed page, audiovisual aids, and the spoken word are standard media. Several avenues are open to the school furthering the cause of Christian education: official school publications containing regular news items which tell about the school and board activities, student publications, church bulletins, annual reports, and promotional brochures. Letters of thanks for gifts from contributing societies and individual donors must not be overlooked. Modern media consisting of slides, tapes, charts, graphs, and pictorial accounts should be used extensively.

Don't forget the use of advertising space in publications (newspapers, directories). Newspapers will often welcome copy and photos if the subject is unique and newsworthy. In some communities, there is also opportunity for promotion on radio and television.

The Public Relations Committee

Purpose:

To provide support and assistance to Faith Lutheran School and its appointed agents/agencies, PTL and administrative officers through the creation and disbursement of school-related information, policies and events as assigned.

Responsibilities:

- * To respond to all public relations assignment as delegated by the school board.
- * To encourage and increase enrollment through the disbursement of printed material or brochures and/or through personal contact.
- * To support and assist the financial and human resource needs of the school through creating

and disbursing printed material.

- * To provide written information about the school and its events and programs, for integration into Sunday bulletin inserts and/or newsletters for disbursement to member congregations.
- * To provide written material about the school and its events and programs for appropriate newspapers, magazines, or radio/TV stations.
- * To provide assistance for open houses and/or enrollment drives.
- * To support and assist the programs of the PTL through the creation and disbursement of printed material.
- * To solicit and present promotional topics to committee membership for discussion and consideration in future public relations activities.

RECOGNITION: EMPLOYEE

Procedure for recognizing significant service anniversaries for professional and paid support staff:

The Personnel Committee will inform the respective boards at the beginning of the year, when individuals reporting to them have service anniversaries to be recognized. Certificates of service and service plaques will be presented to the individuals on the date of recognition.

1. Starting at 10 years of service in the Lord's work, and at every succeeding 5 year interval, the following recognition of such employees will be made, in addition to special recognition for the specified service intervals:
 - a. A special announcement, including a photograph, will be placed in the Sunday bulletin.
 - b. Special recognition will be given to the employee in all of the regular Sunday morning services, along with presentation of a certificate of recognition.
 - c. A prayer of thanksgiving will be offered in each of that weekend's worship services.
2. For 10 years of service in the Lord's work, the employee will be presented a suitable plaque acknowledging the event, and an honorarium consisting of one day's salary.
3. For 25 years of service in the Lord's work, the employee will be presented a suitable plaque

acknowledging the event, and an honorarium consisting of one week's salary.

4. For 40 years of service in the Lord's work, the employee will be presented a suitable plaque acknowledging the event, and an honorarium consisting of two week's salary.

5. Upon retirement of one of the Lord's servants, the individual Board involved (Elders, Trustees, Education, etc.) should plan a social gathering, appropriate for the length of service, where the employee can be properly recognized.

6. If a member of Faith's staff accepts a call to another parish, the respective Board should plan a suitable observance based on the individual's length of service.

Policy on Recognition of Anniversaries, Welcomes and Farewells

I. Responsibility

A. The Board of Christian Education shall be responsible for planning of recognition events for teachers and other school personnel.

B. The Board of Elders shall be responsible for planning of recognition events for pastors, vicars and other church personnel.

C. Other boards shall be responsible for planning of recognition events of members of the staff under their jurisdiction.

D. Recognition events may be combined when appropriate.

E. The board responsible for planning any particular recognition event may draw upon other groups for resources to carry out the event.

II. Welcoming and Farewells

A. New teacher welcoming shall be held on Education Sunday or other appropriate Sunday soon after the teacher arrives. It shall consist of recognition in a Sunday morning service, a continental breakfast and if appropriate a food shower or similar event.

B. Teacher farewell recognition shall be held on the second Sunday in June or other appropriate Sunday. The recognition shall consist of a farewell envelope gift offering and either a continental breakfast or a dinner at the discretion of the responsible board.

C. Pastor's welcoming and farewell shall take place at the appropriate time. A welcoming shall consist of a reception after the installation service and an appropriate food or other type of shower. A farewell shall consists of a farewell envelope gift offering and either a continental breakfast or dinner at the discretion of the Board of Elders.

III. Tenure Anniversaries

A. Ten, twenty and thirty year anniversaries in the ministry shall be recognized on Education Sunday during a regular service and a nominal-cost gift shall be presented.

B. A 25th anniversary in the ministry shall be recognized in church at a special Sunday morning service, by an envelope gift offering and by a recognition dinner and program.

c. A 40th anniversary shall be recognized in church at a special Sunday morning service and with a gift from the congregation. A special recognition dinner and program may be held at the discretion of the appropriate board.

IV. Retirement

A retirement shall be recognized in church at a special Sunday morning service, by an envelope gift offering and by a catered dinner (paid attendance) and program that may be held either on or off the church premises.

If a worker accepts a call or a position into a different area of service, the congregation may provide for a farewell reception, a gift and an opportunity for the members of the congregation to thank the worker.

Staff Social Policies:

In order to do things "decently and in order", the following procedures are suggested to be followed for the current school year. These procedures are for all full-time part-time faculty and staff members unless otherwise designated.

WELCOMING PARTY - Give "gag" gifts to new people on faculty and staff at pre-school picnic.

WEDDING SHOWER GIFT - \$100 from the faculty and staff.

BABY GIFT - Gift from the faculty and staff. \$50 for 1st child, \$25 each additional child.

FAREWELL GIFT - \$30 for under 10 years of service and \$50 for over 10 years of service, from the faculty and staff.

FACULTY CHRISTMAS DINNER - Progressive dinner or "night out" dinner.

AFTERNOON CHRISTMAS PARTY - Faculty, staff, nursery staff, all "permanent" volunteers and elective teachers. Exchange \$5.00 gifts.

DEATHS - \$25 memorial for parents, spouse or children from the faculty and staff.

HOSPITAL - Send cards - \$25 extended illness gift from the faculty and staff.

In order to meet the monetary requirements for the above, each faculty member is asked to contribute periodically to a fund for future events.

Each department shall serve as the social events coordinator during one season of the school year and be in charge of activities for that time.

RECORDS, STUDENT

A. Student Directory Information

Student directory information is designed to be used internally within the school. Student directory information will be provided to the public without parents' specific consent unless the parents have notified the administration (within the deadline set in the annual notice) that they do not want directory information or portions of it to be released.

Directory information shall include, but not be limited to, the student's name, address, telephone number, date of birth, church affiliation, parent's names, and other similar information.

Prior to developing an annual student directory, or to giving information to the public, parents will be given notice and have the opportunity to deny the inclusion of their child's information in the directory or in the general information distributed about the students.

B. Student Records, Access To:

School public records may be viewed by the public during the regular hours of the administrative office. These hours are 8 a.m. to 4 p.m. Monday through Friday, except for holidays and recesses.

Persons wishing to review the school's public records must contact the principal and make arrangements for viewing. The principal will make arrangements for anyone to view the records as soon as practicable, depending on the nature of the request.

Records defined by law as confidential shall only be viewed or copied upon receipt of written permission from the person whose confidential records are being requested.

The principal shall be the custodian of the Faith School records. It is his or her responsibility to respond in a timely manner to requests for viewing public school records.

Student Personal Records Access

A student's parents may access the student's educational records. Other than the parents, only authorized certified personnel, the student, authorized government officials and other appropriate authorities in a health or safety emergency may access the student's educational records without the approval or the notification of the student's parents. Records of a student who has reached the age of majority or who is attending a post-secondary educational institution may be accessed by the student's parents or others only with the student's permission.

Information from the student's educational records, designated as directory information by the school in compliance with board policy, may be released without the consent of parents. Parents will have an opportunity to deny the release of directory information without their consent. The principal shall provide parents with notice annually informing them of their rights under this policy and allowing them to deny the release of directory information. It is within the discretion of the principal to determine the method of notice that will inform parents.

The principal must approve all requests for access to student records.

School personnel shall be informed annually about their and parents' rights to access student records and the procedure for doing so under this policy.

REDUCTION IN FORCE POLICIES

A. Sample Policies

I. Preamble

A. This policy outlines the process for reducing the number of faculty in an academic area or department as an adjustment to the changing needs of the institution. It is non-discriminatory in accordance with the laws of the United States.

B. Because needs change over time, it may be necessary for an institution to decrease or change its instructional force. A well-designed Reduction In Force (RIF) policy should ensure that decisions are made carefully, compassionately, and equitably.

C. While the rights of faculty members must be defined and protected by an adequate RIF policy, it is equally important to define and to protect the rights of the institution as it adjusts the size or mix of its faculty in the face of changing needs.

D. Continuing employment or "tenure" does not mean that the institution will continue to employ a faculty member to the date of his/her legal retirement without consideration being given to the extent to which such employment serves to meet specific institutional needs. The institution can dismiss a "tenured" faculty member, however, only after following the procedures set forth by this RIF Policy.

E. RIF is a process for removing from the institution competent faculty members whose services for financial reasons and programmatic needs are no longer required. The process of RIF is not designed to remove from the faculty persons who are considered to be incompetent for reasons referred to in the Synodical Handbook. Removal for any of these reasons must be dealt with through procedures outside the process.

F. Called/commissioned, and continuing contracted faculty members are included in the RIF Policy. A faculty member whose position is terminated upon expiration of a contract shall have no further rights under the policy.

II. CONDITIONS

A. The RIF Policy of Faith Lutheran School is based in part on the Synodical Handbook, Section 6.44.

B. Reduction in Force. Called/commissioned and continuing contract faculty may be terminated by the Board of Directors upon the recommendation of the administrator as a result of conditions that do not reflect on the competency or faithfulness of the individual faculty member whose position is affected for the following reasons:

1. Discontinuance of a curricular area or program.

2. Reduction of the size of staff in order to maintain financial viability.

3. A state of financial emergency.

Reduction in Force Policy:

Method

The following procedure for reduction of school staff at Faith Lutheran School shall be implemented when the Church Council or Elementary School Ministry determines that a reduction is necessary. This reduction may be necessary because of declining enrollment, program changes, or budget considerations.

Process

1. On the basis of reasonable cause, i.e., declining enrollment, program changes, or budget constraints, the Church Council or Elementary School Ministry formally decides that a reduction is necessary; this is communicated to the school staff.
2. The principal shall present to the ESM the grades, areas, programs, or positions which should be considered for reduction. Other affected boards shall be consulted. The ESM shall determine which specific reductions are to be recommended and report this recommendation to the Church Council.
3. The principal shall pursue alternatives to termination, such as staff reassignments due to a vacancy caused by resignation, retirement, etc. When any such reassignment may affect the assignments of other teachers, changes shall be made by consensus and mutual consent to the extent possible. However, the best interests of the school and congregation shall be the overriding concern. The final decision regarding reassignments shall be made by the ESM after hearing the recommendation of the principal.

Procedures:

- A. Documentation of the need for reduction in force shall be directed and reviewed by the Education Committee of the Board of Directors. This documentation must clearly define the basis on which RIF is being considered, and must be shared with all faculty members involved.
- B. The superintendent, with the input from the principals, will determine the most probable positions for elimination, and ultimately the individuals affected, and make recommendation for

Board approval.

C. The following criteria will be used in identifying and selecting faculty whose positions are to be eliminated:

1. Status of the faculty member with the Lutheran Church/Missouri Synod with priority given in the following order within each certified area: called/commissioned, contracted lay teacher - Lutheran, contracted lay teacher - non-Lutheran.
2. Length of service of the faculty member within each of the preceding subcategories.
3. Faculty member's expertise necessary for the program such as certification.
4. Faculty member's professional training and degrees.
5. Potential for the use of the individual's abilities.

The principal, in conjunction with the assistant principals and the personnel committee shall use all of these factors in identifying which teacher or teachers shall be terminated:

1. appointment status or tenure
2. seniority rank
3. effectiveness of teacher
4. ministry beyond the classroom (parish activities, community affairs)
5. professional conduct (punctual, prepared, relationship with students, colleagues, administrators)
6. qualifications to teach in more than one area (art, physical education, music, etc.)
7. quantity and quality of demonstrated extra-curricular leadership
8. compliance with policies and administrative requests (including professional growth)
9. person to maintain critical program (band, sports, etc.).

B. Appeals

Personal Rights

A. The Board of Directors will serve as the appeals committee for any faculty member who wishes to contest the intention to release him/her. The issues in the hearing shall include only the following:

1. Did one or more of the criteria for reduction in force exist?

2. Was the criteria properly applied?

B. A written appeal must be filed with the superintendent as per the appeals policy within fifteen (15) days. Failure to file the appeal within the stated time period shall constitute a waiver of the hearing. A hearing shall be scheduled at a mutually convenient time within sixty (60) days. Within one week after the hearing, the committee shall make a recommendation to the superintendent as to whether the procedural provisions of this policy have been met.

C. Faculty and staff who are honorably dismissed are entitled to continue health insurance benefits plan from June 18 of any fiscal year. They have a period of sixty days to notify the office of their decision to continue "at cost." The office will notify the employee of the monthly rates, changes in coverage, etc., and continue to keep benefits in force as long as payment is received from the individual.

REFERENCES, GRANTING OF

Policy of the congregation regarding staff members who are being considered for other positions

1. Professional Staff

A. If one of our teachers or administrators (past or current) is being considered for another position, an administrator may fill out the evaluation sheet printed on page 4 of the "Lutheran Educator's Personnel Information Form," provided the staff member has listed the principal as one of his references. However, the essential provision in the process must be the employee's signature which acknowledges that the evaluative comments as written can be circulated.

Note: The only authorized use of Page 4 from the "Lutheran Educator's Personnel Information Form" and any other reference-type information must include:

1. The signature of the employee, which indicates knowledge of the evaluative comments given and grants permission to distribute them.

2. The signature or initials of the administrator, which indicates agreement with the evaluative comments of the administrator. This must be done prior to any distribution of materials. Following submission to the office, copies will be retained for the employee's file, and the original returned for circulation.

B. If any one of our teachers or administrators has left our system and is applying for a position outside of the LCMS, our practice shall be to give only the dates of employment in our system. Any exceptions must have the approval of the superintendent and follow the procedure described previously.

II. Non-Professional Staff

A. If any of our non-professional staff leaves our system and applies for a position, only the dates of employment in our system may be given.

B. Any exceptions must have the approval of the superintendent and follow the procedure described previously.

Note: Any communication of an evaluative nature is prohibited.

RELATIONSHIPS

A. Parent-Staff

Close cooperation is needed if the best results for the child are to be realized. The spiritual life of the parents is also concerns the teacher. Non-members of our church are to be given special attention and invited to the pastor's adult information class. The Family Awareness Pack will aid in this endeavor.

Parents should always be consulted when:

- 1) Special help is needed.
- 2) The child is failing.
- 3) There is a behavior problem.
- 4) There is a health problem.
- 5) It is necessary to send the child home.

6) The child is injured and a doctor's aid is required.

7) Before corporal punishment is used.

B. Staff to Staff

The teacher's strengths and weaknesses will probably show most clearly in his or her professional and social relations with other church workers. As a Christian the Lutheran teacher will know that he or she too "must grow in grace and in the knowledge of our Lord and Savior Jesus Christ" to foster the "unity of the spirit in the bond of peace." To this end Christian teachers will seek the following ideals:

A. They will regard staff members as co-workers in a cause greater than any or all of them. Because they care, they will minister to co-workers in their failures and rejoice with them in their successes. They will consider themselves co-responsible with the pastors in the ministry of the Word in Christian education. At the same time they will consider the pastor their own shepherd as well as that of the children in school.

B. They will recognize that the principal has been charged by the congregation with leadership responsibility. As a staff member, teachers will assume their full load cheerfully, keeping uppermost in mind the reputation of the school and the welfare of all the pupils.

C. They will remember that the parent has first responsibility for the child and that, all things being equal, the apparent is entrusting the teacher with his or her most precious possession. Teachers will at all times counsel with the parent in the spirit of "redemptive love" to the end that the child, like Jesus, may increase "in wisdom and in stature and in favor with God and man."

D. They will remember that the ministry of the Word is entrusted to the congregation. The school is an active arm of the congregation, enabling the congregation to carry forward its ministry to the children in the area of Christian education. Though the teacher is there mainly because of the school, he or she remains a member of the whole congregation in its total program of Christian education.

E. They will recognize that the District and Synod are a union of congregations to do those things jointly that are not possible for congregations to do individually: for example, training pastors and teachers, publishing religious materials, doing mission and welfare work, and supervising doctrine and practice.

The schools staff is composed of a principal, pastors, family minister, teachers, aides, secretary, child care workers, custodians, and volunteer assistants in various activities. All must work

cooperatively to offer the best Christian education possible. Each has been called by the Lord to work with and for His people.

It is important that all staff members be unified in their efforts and feel a common bond of Christian purpose and fellowship. A sincere interest in not only their own individual tasks but also in the labors of the other members of the staff is essential for each. Professional and Christian ethics require that the members speak well of each other, encourage each other, and give whatever help they are able to give when it is necessary. The existence and manifestation of a cooperative relationship and a joy in mutual service are prime essentials in effectively demonstrating the Gospel in the school, parish, and community.

All teachers are responsible for the education and care of those children directly assigned to their respective classrooms. However, the concern of all teachers must extend beyond the individual limitations of the classroom to the entire student body. An exchange of interest, advice, and assistance should be evident in order that the educational task may be a successful, cooperative endeavor. Each teacher must consider the responsibility of Christian education and the value of the individual child of such great importance that unselfish giving of time and effort is continuously extended throughout many areas of the school program. Teachers are responsible to the BCE through the principal.

RESPONSIBILITIES, STAFF: NON-CLASSROOM

A.Compensation for additional responsibilities

Teachers will receive no extra compensation for any additional duties or positions unless such compensation is specifically documented in their call, contract or other written agreement. The additional responsibilities described above are considered normal staff duties and do not affect the teacher's compensation. Likewise, congregational leadership responsibilities outside the school do not affect compensation unless specifically documented otherwise.

B.Teacher's additional responsibilities

Playground supervision shall be the responsibility of the classroom teachers. Schedules shall be worked out in August, by the teachers, so that one teacher shall be on the playground during each recess, along with at least one additional adult.

Bus duty shall be shared by the teachers. A schedule shall be completed in August, by the teachers, for the school year so that two teachers shall supervise the students in the loading areas at the end of each school day.

Detention duty shall be shared by the teachers. A schedule shall be completed in August, by the teachers, for the school year so that one teacher shall supervise the detention period each school day.

Other additional responsibilities involved in the school programs shall be shared by the teachers. Teachers shall volunteer for these duties. These duties include PTL representative; Christmas service; textbook ordering; yearbook; faculty minutes; special music/concerts; chapel offerings; talent show; art supplies; speech meet; spelling bee; science equipment; faculty lounge and workroom cleaning; birthdays; lost and found; and other committees as necessary for the school year or programs.

Home visits will be made to the home of each new family. Each teacher having a child from one of these new families will make a visit.

Teachers are called upon to sponsor various extra-curricular activities such as the Christmas program and athletic teams which involve practice after school. Any time students are under a teacher's charge after school hours the teacher must remain with the students until all are picked up. The teacher should not presume that the principal or any other staff member will assume responsibility for supervision simply because they are present. Problems can be minimized through careful planning and organization. It is the responsibility of the teacher in charge (and athletic director for sports) to make clear to the student and/or parents involved the exact days and specific times of practice.

SAFETY/SECURITY POLICIES

A. Emergency Cancellations or Dismissals

In the event of inclement weather, tornado alerts, etc., the District Office will notify the school and/or principal of the decision. Early school dismissals will be handled according to the bus scheduling supplied by the bus company schools and the "early dismissal form" parents complete at the beginning of the school year.

Teachers do not have to report on the first "snow day" of each series of snowfalls. On subsequent snow days, teachers are asked to spend time in department meetings, on curricular items, or on individual classroom programs, etc. Arrival time should be based on the weather conditions.

As a general policy, school shall not close for snow or other inclement weather so long as public transportation is on a normal or near normal schedule.

Should weather conditions make school closure necessary:

- teachers will be notified between 6:00 and 6:30 a.m.
- parents will be notified by radio stations (call number of stations here) after 6:30 a.m.

Should early dismissal from school because of inclement weather be necessary, all parents must be notified. If parents cannot be reached or no arrangements made for students' transportation or care be made, these children will be kept at school until such arrangements can be made.

Heavy Snow, Blizzard

In the event of a heavy snow or a blizzard, it may be necessary for the principal to close school early. Should this happen, each teacher is responsible for the children in his/her homeroom. No student is to leave the school during such conditions unless the teacher is sure that the student can arrive home safely. (A student's opinion that he can get home safely is NOT satisfactory.)

Should weather conditions be such that school may not be able to open, the principal is empowered to cancel classes for the day. Generally, whenever the public schools close because of inclement weather, Faith also closes.

B.Inclement Weather-Outdoor Play Policy

Extreme Cold Weather Recesses

When the temperature or wind chill factor is below zero degrees Fahrenheit, no one is allowed outside. This is also true when it is snowing or raining heavily. On those days, Grades 1 - 4 use the gym during the first half of the noon recess; the upper grades use the gym during the second half of the noon recess.

When the temperature and wind chill factor are above zero during the noon recess, all students must go outdoors except those kept in by teachers and those with written excuses from home. When outside, children will not be permitted to play in any snow unless they have waterproof boots; these will be removed upon re-entry into the building.

During the upper grade morning recess, the following exception will be permitted: when the wind chill is between zero and fifteen above zero degrees Fahrenheit, students may have a choice between going outdoors or remaining indoors under supervision. When the wind chill is above fifteen degrees Fahrenheit, everyone must go outdoors (except those kept in by teachers and those with written excuses from home). When the wind chill is below zero degrees Fahrenheit, everyone must remain indoors.

The following policy is observed during the mid-winter weeks of severe temperatures for classes in levels 1-5.

1. RED (wind-chill factor below -5 degrees) - Children are to remain indoors.
2. YELLOW (wind-chill factor between -5 and +10 degrees) - Children may be taken outside; caution must be taken to protect them from exposure.
3. GREEN (wind-chill factor above +10 degrees) - Children may be taken outside.

Temperatures will be read at 9:00 a.m. and again at 11:00 a.m. Weather permitting, children will go outside daily and should dress accordingly. Children without boots will be required to stay on the blacktop area.

Extreme Cold

We recognize that extreme cold can be as dangerous to a student's health as other forms of inclement weather. Students are expected to dress accordingly when temperatures drop far below freezing. In times of extreme cold, rules limiting a student's presence in the building before and after school may be relaxed.

Extreme Heat

Research has shown that students do not work or learn well in hot, muggy weather. Should extremely hot weather be with us during the first or last month of the school year, teachers are encouraged to take whatever steps are necessary to make their students more comfortable. This may include the use of fans, taking a class outside for an "indoor subject", etc. The principal may also relax the dress code at such times.

C. School Security Systems

Faith Security Alarm

ENTRY: Only those persons who have been issued a key (code) to the alarm system are to enter the building first or leave the building last.

If you are the only person at school, when you enter the building you must, within one and one half minutes, clear yourself through the alarm system. If you drop anything or make any loud noise upon entering the building, you must notify the alarm company immediately.

Initial entry to the school buildings must be through the main entrance doors. You may not enter through exterior classroom doors, lunchroom door, basement doors, etc. until after initial contact has been made with the alarm company.

There must be no loaning of keys. If someone other than a person issued a key to the alarm system needs access to the school, building usage should be scheduled through the office and temporary clearance through the alarm system requested by the principal. If you loan out your key to the alarm system, the alarm company will cancel the key immediately and there is a definite possibility that the police will be called to investigate who has entered the building with your key.

Checking Out - A key person, upon being the last to leave the building, should make sure all lights are off and all doors locked, and have all the articles for taking home already in the car. The last thing a key person does is to activate the alarm.

D. Student Safety

- Students may wait to be picked up between 3:30 and 3:45 pm on the sidewalk in front of the school building.

- Parking lot traffic before and after school needs to flow quickly and smoothly. Please do not block traffic lanes while waiting. If you need to leave your car, for any reason or length of time, park in a designated parking space. The school assumes no responsibility for the actions of drivers dispensing 'street justice' to drivers parked or blocking the free flow of traffic in any discourteous fashion.

- A few other suggestions:

- If your child gets in the car and suddenly wants to re-enter the building to retrieve a forgotten assignment, or give her teacher one more goodbye hug, don't hold up all the traffic behind you by standing. Instead, enjoy a quick driving tour of the parking lot and allow someone else to pick up passengers.

- Realize that everybody's day has probably been as hectic or exciting as yours, and therefore you are not entitled to throw courtesy and civil behavior to the winds. Instead, display an extra measure of Christian grace by your behavior.
- Remember, your crisis is not everybody's crisis. Maintain a sense of humor and perspective as you deal with others - "A gentle answer turns away anger."

Student Security and Safety

1. There is to be supervision at all times when children are on the playground, formal or informal.
2. Students are not allowed in the kitchen, workrooms, or office without permission.
3. Please lock classrooms during breaks, lunch, assemblies, etc. because of the possibility of people walking in off the street.
4. Stress to students that they should not talk to strangers! If strangers approach the school fence, students are to move to another part of the playground and report the incident to the teacher on duty so that the teacher may keep the situation under observation.
5. Never give a student a job which involves any type of danger or possible risk to that student.
6. Students may not cross the street to get a ball nor may they leave the school building for any reason unless they are being immediately supervised by a teacher.
7. Any broken glass (windows, light bulbs, etc.), spilled liquids, vomit, or other unhealthful and dangerous materials should be cleaned up immediately. Brooms, dust pans, and absorbent materials are located in the custodial closet. This cleaning should not be done by students.
8. Defective machinery, electrical outlets, broken desks, etc., should be set aside and reported to the principal as soon as possible. Leaking toilets and faucets, burned out light bulbs and broken playground equipment should also be reported.
9. Students are not to use playground equipment for anything other than the use for which it was intended.
10. No student is to be released to the custody of any person who is not recognized by the teacher, school secretary, or principal as the child's legal guardian or a person designated by the legal guardian to pick up the child. If any person attempts to coerce a child off the school

grounds, or if an unidentified or undesignated person attempts to coerce a teacher into allowing him/her to remove a child from the school grounds, the teacher is to immediately take the child inside the school building and report the incident to the principal.

11. No teacher is to confirm the presence of any child in the school to any unidentified and/or undesignated person who might inquire as to that child's presence in the school. All such inquiries are to be referred to the school office.

I. Policy is to set safety standards and procedures for normal school conditions as well as emergencies that might arise during the course of the school year.

II. Procedures

A. Students will observe standards of conduct at all times (in accordance with Policies and Procedures Manual)

B. Provisions will be made for the supervision of students at all times during school hours.

C. Playground equipment will be evaluated annually, no later than August 15th, and as needed during the school year with specific regard to safety.

D. All faculty members will annually receive qualified instruction in first aid procedures. All staff members shall be made aware of the location and type of emergency equipment available on the school grounds.

E. Each classroom will be equipped with a list of first aid procedures and emergency information.

F. Staff and students will be instructed in and practice drills in accordance with city ordinances pertaining to fire and tornado.

SCHOOL BOARDS, FUNCTIONS/POLICIES

A. General Functions of Boards

I. Board is to direct the affairs of the school in the interest of students, parents and association

congregations so that the goals and objectives of the association congregations and the school can be met, and to facilitate communication concerning school board activities and decisions to association congregations, parents and school staff.

II. Procedures

A. The school board will be accountable to association congregations through each congregations" representatives.

B. The school board expects its members to:

1. Routinely report to their parish Board of Education and other standing boards and committees of their congregation as may be necessary to insure good dissemination of board policy.

2. Attend regular and special meetings of the school board as well as committee assignments. Missing three consecutive regular board meetings without excuse will be deemed as inappropriate behavior. This will cause a letter of concern to be written from the chairman of the school board to the representative's congregational president stating our concern for the lack of attendance.

3. Participate--mere attendance at meetings is not enough. Representatives are encouraged to participate in the discussion of board matters.

4. Become informed about developments in elementary education.

5. Be able to explain and/or defend positions of the board on any area of policy.

C. General and special school board meetings will be open to parents, faculty, and members of association congregations who wish to observe the proceedings.

D. Copies of approved school board meeting minutes will be made available to each association congregation and the faculty.

E. A current copy of the School's Personnel Policies and Practices Manual will be provided to each association congregation and the faculty.

F. Parents will be informed of policies and practices affecting them through the school manual. Any changes will be communicated in writing on a timely basis.

Every conscientious board member and the board's elected chief administrator will want well-

formulated policies to serve as guidelines for the effective operation of the school. Where there is a full-time administrator, policy suggestions may often be initiated by him or her. They must, however, be refined and be presented for decision by the board as the authoritative policy of the school.

The School Board has responsibility in the following areas:

A. Budget and Finance:

1. To make plans for a system of income. This implies knowledge of sources and supervision of methods or agents used to obtain funds.
2. To establish a registration fee and tuition schedule.
3. To supervise the expenditure of school funds.
4. To prepare and vote on the annual budget based upon the recommendations of the chief administrator.
5. To recommend policies on types of insurance needed to the Board of Church Properties.
6. To address overdue accounts.

B. Decisions on Students:

The Board will set policy for the admission, placement, promotion, attendance, conduct, and pupil records.

C. Professional Staff and Support Personnel

The Board will formulate and recommend policy covering: instructional staff, administrator, teachers, child care workers, support personnel such as custodians, secretaries, librarians and teacher aides.

D. Personnel Requirements

- a. Qualifications
- b. Call or Contract
- c. Assignments

d. Salary

e. In-Service Training

E. Academic Standards and Materials:

All academic standards and materials shall be approved by the Board upon recommendation of the administrator.

Duties of the Board of Education:

The basic objectives of this Board are to plan and supervise policies of the Christian day school, to determine policies, to select personnel for the various classes and programs, to provide the necessary means and facilities for all school classes, functions and activities, and to direct and supervise the entire educational program of the congregation/s day school.

That the objectives of this Board may be carried out, the Board, either corporately or through specifically designated individuals, shall:

1. Be responsible for the academic and Christian nurture of children and youth in the day school, and through them, in the community and beyond.
2. Establish objectives, set policies, and supervise and approve the total educational program for the school including the personnel.
3. Provide for active expression of Christian love and concern as an integral part of the total education program.
4. Approve curriculum and analyze performance of each class, activity, function, and program of the school and seek constant improvement.
5. Make annual analysis by age, to determine the degree of participation of the total membership of the congregation in its day school.
6. Provide in conjunction with the Board of Evangelism and for the recruitment of pupils for the educational agencies of the church, particularly the Christian day school.
7. Encourage participation of every congregational member in some aspect of the overall educational program, i.e. day school, Sunday school, VBS, Bible study, etc.

8. Delegate administration of education responsibilities to qualified persons.
9. Exercise leadership in gathering lists of candidates for vacancies in the teaching staff and for properly calling or contracting professional teachers.
- 10 Supervise the conduct of professional teachers on the staff of the congregation's Christian day school.
- 11 Be concerned about the spiritual, emotional, and physical health and welfare of the professional education staff and their families.
- 12 Annually review and make recommendations concerning the adequate compensation of all professional teachers on the staff.
- 13 Establish a system of commendation for and recognition of faithful service by all persons involved in the educational task of the congregation's Christian day school.
- 14 Strengthen families as basic units of Christian education and closely relate congregational agencies to the homes through parent-teacher organizations, conferences, etc.
- 15 Supervise the work of the School Association and all other such agencies for administrative purposes and program development.
- 16 Encourage Christian education programs in societies of the congregation such as the L.L.L., Couples Club, L.W.M.L., Retirees, etc.
- 17 Consider special classes, courses, conferences, retreats, and the like for special purposes and for special groups within the Christian day school.
- 18 Consider provision of special education opportunities for mentally retarded and other handicapped persons.
- 19 Provide for the professional growth of the educational staff through conferences, conventions, continuing education and the like, and request the necessary funds for the same in the yearly budget.
- 20 Maintain, improve, and cultivate the use of the church and school library.
- 21 Provide for and promote the use of audiovisual aids and to that end establish and maintain a film library.

22 Study and adopt or adapt helps suggested by the Board for Parish Services of the Lutheran Church-Missouri Synod, the District, and the Circuit as they relate to Christian day schools.

23 Establish and maintain, in conjunction with the other Boards, a continuing program for the recruitment of full time workers in the church at large such as pastors, teachers, deaconesses, and the like.

24 Establish and maintain a permanent file of all children and youth of the congregation by age, grade level, and see to it that such a file is kept continually up to date for the purpose of evaluating the ability of the Christian day school in meeting the academic educational needs of the congregation.

25 Annually examine the education facilities and equipment, and make recommendations to the Board of Church Properties as to upkeep, repairs, and replacements needed as well as new equipment needed.

26 Check the safety of education facilities, steps, handrails, lights, exits, housekeeping practices, fire drills, and the like on a regular basis.

27 Prepare and submit an annual budget request in the form and at the time requested by the Board of Stewardship.

28 Establish and administer a policy for receiving and disbursing funds designated for tuition assistance.

B. Meetings and Agendas

The Board of Christian Day School Education shall meet monthly to conduct its business. The agenda is the responsibility of the board director. However, the mechanical details are usually delegated to the principal. The two will work closely together in consultation before each meeting. The principal will keep a running account of agenda items that come up during the month. Printed copies of the agenda should be prepared for each member and mailed out one week prior to the meeting and approved as the first item of business.

A 2/3 majority of the voting board shall constitute a quorum. Meetings shall be reasonably short. The progress of the meeting is usually determined by the amount of homework completed before the time of the meeting. All meetings shall begin on time.

C. Relationship of Board and Administration

In the interest of proper coordination of program or activity, and to avoid conflict of purposes, all affiliated school organizations are responsible to the board.

The administration of the school shall be delegated to the principal, who shall carry out administrative functions in accord with policies adopted by the board. The principal is the key person in a good school. Hence, care should be taken in his or her selection.

In broadest terms, the function of the board is the formulating of policy, and the responsibility of the administration is to carry out the policies and provide for their implementation. The principal should, therefore, attend meetings.

The principal is the on-the-job administrative officer of the board and is delegated to carry out the policies and directives of the board. Mutual respect and confidence must exist between administrator and board if there is to be progress.

The principal's authority must always be commensurate with the responsibility entrusted to him or her. Behind every successful principal is a board that upholds the principal in prayer and gives that principal complete support, publicly and privately.

When parents bring complaints to any member of the board, they should be directed to the principal. The principal shall keep documentation on valid complaints from all involved parties. Only after unsuccessful attempts on the part of the principal to resolve the complaint should the board take any action. The principal will provide the board with proper documentation.

D. Relationship of Board and Congregation

The Christian day school is an arm of the parish educational program of Faith Lutheran Church and School. It is structured so as to provide a Christ-centered approach to instruction in all academic subjects. Its student body will include the children of parents have no church affiliation or who may be members of other evangelizing medium. It is truly a "mission at one's door." The congregation assumes full responsibility for the operation of their school just as they do for any other portion of their programs. The identity of Faith Lutheran Church and School and its existence as well as function should be clearly delineated in the official constitution of the church.

E. Secretary's Role: Board

Purpose: To represent Faith Lutheran School Board of Directors in written matters.

Responsibilities: To

1. Take attendance and notes at each board meeting (regular and/or special) of all committee reports, discussions, and decisions and prepare written minutes for each member.

2. Send copies of each board meeting minutes to the presidents and pastors of the member congregations.
3. Write correspondence as directed by the board or chairman.
4. Keep copies of all correspondence sent to and from all board members.
5. Send cards or letters acknowledging important events as needed or suggested.
6. Recognize receipt of letters or cards from the faculty, etc.
7. Review suspended policies within a 12-month cycle. (Keep a record of all suspended policies for the board. Remind and board of the suspension on an annual basis for each suspended policy.)
8. When policies or procedures change, inform member congregations of the change.
9. Perform any other duties as directed by the Board of Directors.
- 10 Keep permanent board records up to date.

F. Selection of Board Members

Composition of the Board:

The board of Christian Day School Education shall consist of at least seven members, including the elected director of the Board. The members of the Board must be communicant members of the church and be in full agreement with the basic principles which undergird the Christian school. They must be of good standing in the community and have a good reputation for spirituality and judgment. They must be able to work with others. To provide for continuity of board service, the board should provide for the orientation of new members prior to their induction. Every member should receive a copy of the student handbooks; The Board Manual for Lutheran Elementary Schools; and any other data pertinent to board service.

Term of Office:

The term of office of all board members shall be two years terminating on December 31 of the second year of their term. The director of the Board may serve an additional term only once.

Officers of the Board:

The director of the Board of Christian Day School Education shall be elected at the October Voters' Assembly and shall assume his/her office as of January.

1. The other officers of the board include an assistant director and secretary. They will be elected at the first board meeting after their election.

A list of requirements for individuals elected to each position is listed below:

1. Director

- a. Should be ready to give adequate time for the tasks.
- b. Should be a sensitive pace setter.
- c. Should be able to motivate people.
- d. Should be a positive person.
- e. Should have stature in the congregation and the board.
- f. Should be able to draw the goodwill of individuals in the congregation.
- g. Should have credibility with the pastors and congregation members.
- h. Should have organizational skills.

2. Assistant Director

- a. Should be capable of serving in the absence of the director.
- b. Should be capable of assuming numerous assignments as directed by the director.
- c. Should represent the director when called upon to do so.

3. Secretary

- a. Should be capable of preparing minutes of all meetings.
- b. Should be capable of handling correspondence as directed by the board.
- c. Should have access to copying equipment.

d. Should be capable of maintaining a complete set of files.

SPECIALIZED EDUCATIONAL PROGRAMS

A. Computer Education

The computer room at Faith houses twelve computers. Through the use of volunteer supervisors, each child is scheduled for the computer room one half hour per week. Students work primarily on computer assisted instruction in other subject areas as well as gaining computer literacy and keyboarding skills. Word processing is available to upper grade students.

B. Field Trips

Individual classes usually take several tours and field trips during the school year to help enhance their learning. Parents are asked to assist with transportation and supervision for these activities.

C. Music Education

Students in grades one through six receive two half-hour classes per week of general music instruction. Kindergarten and pre-school use music frequently in their learning process. Seventh and eighth grade students have the opportunity to participate in band and/or choir.

D. Outdoor Education

Our sixth grade spends three days at the Nature Center during the fall, winter or spring of the year. They are under the direction of their teacher and the staff from the Center. Their activities are devoted to nature study, geology, and other areas of interest which can be taught most effectively in an outdoor setting.

E. Sex Education

Christian attitudes toward sex are encouraged as the subject of human sexuality is addressed in such areas of the curriculum as religion, science, and health. Christian sex education filmstrips prepared by Concordia Publishing House are used to guide classroom discussions. Parents are welcome to examine the Concordia sex education materials.

STAFF GUIDELINES

A. Doing Your Part

Beyond the responsibility to conduct yourself in a Christian manner, there are many other things you can do which will help you to develop a productive and satisfying relationship with your co-workers and your supervisor at Faith.

The first of these is developing a firm commitment to dedicate an adequate amount of time to the study of Scripture and the teaching/preaching/living thereof. Staff members should build a positive attitude in caring for people in an open and thoughtful way. They should see their role in the ministry as a calling, not as just a job.

Another very special responsibility is to do the very best job you can on every assignment you are given. This means making good use of time and setting realistic goals and objectives for future tasks. It also means taking care of all the details surrounding an assignment so that others do not have to pick up the loose ends. Finally, it means using good judgment, seeing opportunities for ministry and seeking means to meet the needs of others, anticipating problems, taking the initiative to prevent them, and offering your ideas on how to more effectively use the talents of our staff.

A third important responsibility is to be at work every day and on time unless there is a very good reason for being absent or late. For this reason, you are encouraged to take active steps to maintain your health, both physically and mentally. Your reputation for attendance and punctuality is an important consideration in determining your capacity for more responsibility, and it will have a definite effect on your relationship with your co-workers.

Cooperation and loyalty comprise yet another set of responsibilities. By being helpful to others and supporting the ministry at Faith, you will build a positive image and reputation with those around you.

B. Guidelines for Christian Conduct

It is important when considering the issue of Christian conduct of a professional church worker to take into consideration the office of the ministry and the Scripture references to it. It should be recognized that they are called by God to do God's work. Pastors, teachers, and support staff who share in the church's ministry are to "prepare God's people for works of service, so that the body of Christ may be built up..." (Eh. 4:11). In summary, the members of the staff at Faith are called by God to be servants, leaders, counselors, care givers, teachers, listeners, evangelists, and stewards to their congregation. As part of the ministry team, you are encouraged to be faithful in this high calling and to encourage the same in your co-workers.

C. Professionalism

The teaching profession in the Lutheran school is an exacting task which demands of those who commit themselves to it maturity, judgment, patience, cooperation, an empathetic spirit, and an unselfish dedication. The effect which results from such teachers is the heart of Lutheran education. Teachers with these professional characteristics will be faithful to the day-by-day-needs of children, staff members, parents, and curriculum. A willingness to serve will be evident in the classroom in the person-to-person confrontations with the students, in the staff activities when time and energies are demanded in faculty meetings and extra-curricular leadership roles, and in the frequent opportunities for service in related parish activities.

The professional attitude and desire to excel will prompt teachers to take as many opportunities as possible and needed to improve personal abilities and teaching effectiveness through additional education and in-service study. Professional materials, such as books, journals, magazines, periodicals, and instructional aids, will be part of the teachers continuous reading and study.

When the purposes and goals which Lutheran education aims to accomplish and the blessings which Christ promises to extend are understood, then all the involvement which the profession brings will be a joyful experience.

D. Relationships and Responsibilities

An organization's reputation is built on the actions of its people, and Faith owes its present high standing within the church and community to all of its employees, past and present. You play an important role in building and maintaining our reputation by conducting yourself in a God-pleasing manner. It goes without saying that in all of your relationships you should use discretion in confidential matters, deal fairly and honestly with fellow employees, and respect the rights and dignity of all people with whom you come in contact.

E. Relationship with Your Supervisor

Relationships and responsibilities are, of course, a two way street. We know that if you are to do your job most effectively, you need the support of a knowledgeable supervisor. Supervisors here will provide you with coaching, counseling, recognition, and constructive assistance when it is needed. Your supervisor will also take time to be a good listener when you have questions or concerns about your work, your career, or any other aspect of your work life.

The most important tool to help you and your supervisor meet your responsibilities and develop a strong working relationship is effective two-way communications of an ongoing nature.

SUBSTITUTE TEACHERS

Substitutes are subject to all of the rules and regulations of regular teachers. If they have adequate notice and time for preparation, then they are to fulfill all of the regular teaching duties (recess supervision, etc.). If they are notified in an emergency, they are exempt from these duties. Teachers are to prepare a folder of information for use by substitute teachers.

The principal will keep on file an active and approved list of substitute teachers. Substitute teachers should be remunerated at the appropriate rate per full day.

Substitute teachers are necessary for times when regular teachers become ill or for some reason are unavailable to teach. A qualified list is maintained by the school office, which is accessible to the teaching staff.

If a teacher knows in advance of an absence, he or she is responsible for setting up a substitute from the list. In the event of sickness, the teacher should contact the principal and make him or her aware of the situation.

The substitute should report to the school office before class and sign the substitute log. There will be one substitute log per teacher for the month. The substitute logs will be collected on the 24th day of the month and given to the school comptroller for payment on the last business day of the month. Current payment rates are \$25 for a half day and \$50 for a whole day. Extended Care rates are on an hourly basis. Long term substitutes are paid the basic rate for the first ten teaching days. For each day after that, the substitute is paid at a rate one and one-half times the basic rate.

The principal is responsible for securing substitute teachers when regular staff members are absent. The most qualified substitute for the vacancy should be selected within the time constraints. During periods of planned absence the regular teacher has the responsibility to plan lessons for the substitute.

The Faculty Handbook outlines detailed procedures relating to substitute teachers.

Substitute teachers are to be paid a given amount per day for the first ten consecutive days worked, with this amount set by the Joint Salary Committee and approved as a part of the congregation's budget.

Substitute teachers are to be paid 140% of the above amount per day, beginning with the eleventh consecutive day worked through the thirtieth consecutive day worked.

After thirty consecutive days worked, a substitute teacher is to be paid according to the regular salary schedule, with position on that schedule determined by years of experience, degree level, etc.

SUMMER SERVICE

Specific summer duties or projects for twelve-month Ministers of the Gospel teachers shall be up to the discretion of the Board of Christian Education and supervised by the principal. In planning, the principal and the board must give consideration to vacation benefit guidelines established in these policies. Summer school attendance, continuing education and vacation days shall be paid work days. Projects, curriculum development, classroom work studies, report and special assignments shall be worked on in the school building. This allows for concentrated work time as well as availability of conferences between staff members.

With the approval of the principal, preparation for attendance at college classes, conferences and conventions shall be considered school and parish summer service.

TERMINATIONS

A. Benefits at Termination

A worker terminating full-time employment with an employer of The Lutheran Church Missouri Synod is provided with coverage in the Concordia Health Plan through his/her employer until the end of the calendar quarter in which such employment terminates. Membership in the Concordia Retirement Plan and the Concordia Disability and Survivor Plan terminates on the day employment terminates.

If the worker is a member of the Concordia Health Plan, he or she has the option of continuing the health coverage of this plan for a maximum of 15 months. The cost is based on the same rate the employer was paying for the worker at the time of termination. (There is no continued coverage available in the Concordia Retirement Plan or the Concordia Disability and Survivor Plan.)

When the employer reports a termination, a letter is sent to the worker advising that coverage through the employer is being terminated. If the worker is a member of the Concordia Health

Plan we offer the continued coverage on an individual basis and indicate the cost. The worker then has three weeks to respond to our office if continued coverage is desired.

If a worker is age 55 or over and has been in the Concordia Plans at least five years, he or she will be treated as a retired member.

B. Dismissal for Cause

Reasons for termination:

1. Persistent adherence to false doctrine.
2. Persistent un-Christian life style.
3. Persistent and open lack of co-operation with the multiple ministry.
4. Persistent neglect of collective official duties.
5. Protracted incapacity to perform duties.
6. Pastor, tenured teacher or tenured staff person of the congregation also may be released from office by the action of the Voter's Assembly when the number of personnel exceed that which is required for the ministry.
7. Physical or mental disabilities which may prevent a servant of the Word from carrying out his duties may, after due exercise in Christian love, also be considered valid reasons for discharge.

Procedures for Termination (Based on Matthew 18)

1. The senior pastor or principal shall speak directly to the teacher or church staff person, present the nature of the problem, and a course of action, the teacher or church staff person is to take to correct the problem.
2. If the concern is not resolved, the principal, or the senior pastor shall schedule a conference to discuss the issue with the teacher or church staff person.
3. For a teacher, if the problems are not resolved, the vice president of personnel, the principal, the senior pastor, and the chairman of the Board of Education (or a member of the board appointed by the chairman), shall meet with the teacher to resolve the issue. If the matter pertains to morals or doctrine, the chairman of the Board of Elders, or a representative appointed by him shall be involved.

4. For a church staff person, if the problems are not resolved, the vice president of personnel, the senior pastor and the chairman of the Board of Elders (or a member of the board appointed by the chairman), shall meet with the church staff person to resolve the issue.
5. The Board of Education or the Board of Elders will have a personal interview with the teacher or church staff person (and legal representation if desired) to discuss their concern and its implications for loss of tenure and dismissal.
6. The decision for loss of tenure and/or dismissal shall be presented to the Board of Education or the Board of Elders in executive session, and if said board agrees that there should be a loss of tenure or dismissal, that loss of tenure or dismissal shall be presented to the Voters" Assembly under proceedings set forth in the Constitution.

Termination of Tenure

The staff member, upon notification of termination, shall continue to perform his duties in a Christian manner until the date of termination, continuing to exhibit respect for the process and property of the church.

Disciplinary Action

In all cases where any employee's performance has reached an unsatisfactory level, these procedures must be followed. This action will be taken by the senior pastor, the principal or by the Board of Elders. In all cases the vice president of personnel must be consulted before any action is initiated, and in all cases involving moral or religious issues, the senior pastor and the Board of Elders will be involved.

A. The first action to be taken is to give the employee a verbal warning in which the areas needing improvement are clearly defined. The employee should also be told that if his or her performance does not improve within a reasonable time frame a written warning will follow. A record should be made of the date and content of the discussion and placed in the personnel file by the senior pastor or the principal, with a copy given to the employee. The discussion and write-up should include a clear definition of the action the employee needs to take to improve his or her performance.

B. If the performance has not improved within the reasonable time frame, a written warning must be given to the employee and signed by the supervisor and the employee. If the employee refuses to sign the warning, the senior pastor or principal can note on the document that the employee refused to sign. At this time the appropriate board will be informed. The written warning must include the following:

1. Specifics as to the area of performance needing improvement.
 2. Specific time frame in which the performance problem must be corrected; the employee must show sustained performance during and beyond the specified time frame. (Time frame is not to be less than 60 days)
 3. Course of action which will be taken if performance does not improve, such as reassignment or termination.
 4. A time for follow-up review throughout the warning period, such as every two weeks or monthly.
- C. If performance has not improved by the end of the warning period, termination procedures, as prescribed in the constitution and by-laws, may be implemented. No termination is to take place without the involvement of the vice president of personnel, the appropriate governing board and the Board of Trustees.
- D. In the case of flagrant violation of civil law or gross moral misconduct by a staff person, he or she may be immediately suspended with pay by the supervisor, and termination proceedings as provided in the constitution and by-laws may be instituted, in consultation with the vice president of personnel.

Tenured Teachers-

A tenured teacher may be dismissed by the congregation upon the recommendation of the Board of Christian Education and the Church Council:

1. In accordance with Faith's constitution upon proof of:
 - a. Persistent adherence to false doctrine.
 - b. Offensive manner of living.
 - c. Willful neglect of official duties.
2. Upon proof of teaching contrary to the Confession of Faith as laid down in Article II of the Constitution of Faith Lutheran Church:
 - a. Canonical Books of the Old and the New Testament.

- b. The Augsburg Confession (Unaltered).
- c. The Apology of the Augsburg Confession.
- d. The Smalcald Articles.
- e. The Formula of Concord.
- f. Luther's Large Catechism.
- g. Luther's Small Catechism.
- h. The three Ecumenical Creeds, namely, the Apostles Creed, the Nicene Creed, and the Athanasian Creed.

3. Upon proof of incompetence

Non-Tenured Teachers-

A non-tenured teacher may be dismissed by the Board of Christian Education:

1. In accordance with Faith's constitution upon proof of:

- a. Persistent adherence to false doctrine.
- b. Offensive manner of living.
- c. Willful neglect of official duties.

2. Upon proof of teaching contrary to the Confession of Faith as laid down in Article II of the Constitution of Faith Lutheran Church:

- a. Canonical Books of the Old and the New Testament.
- b. The Augsburg Confession (Unaltered).
- c. The Apology of the Augsburg Confession.
- d. The Smalcald Articles.

- e. The Formula of Concord.
 - f. Luther's Large Catechism.
 - g. Luther's Small Catechism.
 - h. The three Ecumenical Creeds, namely, the Apostles Creed, the Nicene Creed, and the Athanasian Creed.
3. Upon proof of incompetence.

Non-Renewal of Contracts-

The Board of Christian Education may decide not to renew the call/contract of a non-tenured teacher. Such teacher shall be given written notice of such non-renewal at least sixty (60) calendar days before the scheduled termination date of his/her contract or call-without-tenure.

C. Voluntary Terminations

When an employee initiates a separation from Faith, it is considered a "voluntary termination." As stated in the contract, an employee must give two week notice to be submitted in writing to break the contract. If continued employment is not desirable, the employee may be terminated earlier and paid throughout the requested date of termination (up to a maximum of two weeks).

Job Abandonment

An unreported or unexcused absence for three (3) consecutive days in an employee's work schedule is considered "Job Abandonment." Employees who abandon their jobs will be understood to have voluntarily resigned and will be terminated accordingly. The vice president of personnel, the Board of Trustees, and if it involves a teacher or other day school personnel, the Board of Christian Day School are to be notified of any such cases and no action is to be taken until the situation has been approved and discussed with them. If the job abandonment involves a church staff person, the vice president of personnel, the Board of Trustees and the Board of Elders are to be notified of any such cases and no action is to be taken until the situation has been approved and discussed with them.

The Trustees may, at the recommendation of the vice president of personnel, provide assistance to the terminating employee in repositioning himself through contacts within the church, personal contacts and other services including professional outplacement.

TRANSPORTATION POLICIES

A. Bicycles

Bicycles - Students may ride bicycles to school. The bicycles must be parked in the racks at the southeast entrance of the building and left there until school is dismissed. Bicycle riding is not permitted on the playground. Faith Lutheran School is not responsible for any damage to or loss of a bicycle parked at the school. Thus, students are encouraged to purchase locks for their bicycles.

Bicycles may be used for transportation to and from school. They are to be parked in the bike racks provided in the church parking lot. It is advisable to keep them locked while there. Bicycles may not be ridden in the school area after arrival. At dismissal time, students riding bikes are expected to leave the property directly. Bicycles are not to be ridden around the school area during dismissal time or during any after-school activity.

Pupils who ride bicycles to school are to place them into the designated bicycle racks and lock them securely. Unfortunately, experience in recent years has taught us that we cannot guarantee bicycle security during school hours. The school cannot be held responsible for bicycle damage or theft. No bicycles are to be ridden on school property during the school day.

B. Bus Conduct Codes

1. Students are to take, or change to, any seat assigned to them by the bus driver.
2. Students are to go to their seats promptly upon boarding the bus.
3. Shoving or scuffling is not allowed.
4. Students shall not leave their seats to speak to the driver, unless given specific permission.
5. The aisle of the bus must be kept clear of books, backpacks, lunches, feet, etc.
6. Eating or drinking is not permitted on the school bus except as designated by teachers/coaches on special trips.

7. Windows or emergency doors are not to be opened or closed unless specifically instructed to do so by the driver.
8. Head, shoulders, arms, and legs are to be kept inside the bus at all times.
9. Paper, debris, or other objects are not to be thrown about or dropped on the floor of the bus.
- 10 Nothing is to be thrown from the bus.
- 11 Students are not to shout, whistle, or make offensive remarks and/or gestures to pedestrians or motorists.
- 12 Students are not to put feet or knees on seats or sit on books, lunch boxes, etc., piled on the seat.
- 13 Students are to report promptly to the bus driver any damage to the seat, or any part of the bus near where they are seated, so they won't be unduly charged with responsibility for such damage.
- 14 Students are to face forward when leaving the bus and have one hand free with which to grasp the rail.
- 15 After leaving the bus, all students who must cross the road shall cross in front of the bus while it is stopped, crossing as quickly and as safely as possible.
- 16 The bus driver has complete authority to enforce the above rules and regulations.
- 17 Violators will be given a bus offense ticket which must be signed by the parent or guardian and returned to the driver the following day. The first bus offense ticket will act as a warning. Tickets thereafter may result in suspension from riding the bus. The number of days will vary with the situation.
- 18 These rules are for the students' protection and the preservation of expensive equipment. Your cooperation will be sincerely appreciated.

Good pupil behavior while entering, riding, or leaving a school bus contributes in many ways to safe transportation. Such conduct makes it possible for the driver to give his full attention to the routine matters involved in the safe operation of the bus and holds to a minimum those conditions that might cause injuries.

Good behavior on the part of each pupil includes the following:

1. Entering or leaving the bus only when the door is fully open.
2. Taking a turn and avoiding pushing others when entering or leaving the bus.
3. Being seated promptly and remaining seated until leaving the bus.
4. Facing forward with feet on the floor in front of the seat.
5. Keeping hands off of other students and their possessions.
6. Speaking in a normal tone of voice and avoiding making noises that may distract the bus driver.
7. Conversing with others in a considerate manner.
8. Using only language fitting for a Christian.
9. Never tampering with the emergency door.
- 10 Keeping books, lunch box, and other possessions out of the aisle.
- 11 Never throwing any object, either out of the bus windows, inside or at the bus.
- 12 Refraining from pushing or hitting other pupils or otherwise engaging in rough behavior while on the bus.
- 13 Keeping absolutely quiet when approaching a railroad crossing.
- 14 Conscientiously observing all rules and responding promptly to the driver's instructions.
- 15 These rules are to be followed whether it is a normal bus run or a chartered trip.
- 16 The principal has the authority and obligation to suspend a student's school bus riding privileges for severe or repeated instances of misconduct. Such suspension will always in a spirit of trying to correct the student instead of merely punishing him or her. To this end, the parents will be asked to cooperate to assist with correcting the student.

C. General Policies

Faith is provided free bus transportation by the public school district. According to public school policy, kindergarten students must live one-half mile or more from school to be eligible for bus transportation; students in grades 1-5 must live one mile away and students in grades 6-8 must live one and one-half miles away to be eligible for bus transportation. These regulations are figured by actual walking distances. The school office has a manual to determine whether any house lies inside or outside of a bus transportation area.

D. Instruction for Parents:

Parents:

1. Be sure your child is ready on time to avoid delays.
2. Please do not request changes in afternoon transportation after 2:00 p.m.
3. For billing purposes, the school office must be notified immediately of any change in a student's transportation arrangements. Bus charges are by the month and are not on a prorated basis.
4. Please cooperate with the bus driver by instructing your child in proper bus behavior.
5. Disciplinary offenses may cause the student to be suspended from school transportation.
6. If a problem occurs with your child on the bus, contact the bus driver or the school office.

E. Parent Transport of Students to School Activities

Parent Transportation by Bus, Car or Van:

Teachers and coaches are required to make certain that the following steps are adhered to when planning an activity away from the school and bus transportation is not provided.

All persons transporting children, other than their own, to any school-related activity, must have in their possession a Qualified Driver's Certificate, available by application through the school office. Drivers must meet the following criteria to obtain the certificate:

- * Provide the office with a copy of a valid driver's license.
- * Have no DUIS in the last 36 months and no more than one moving violation in the last six months.

- * Show proof of adequate insurance, including minimum liability coverage as required by the State Motor Vehicle Code for all passengers.
- * Be at least 21 years of age.
- * Agree to require all passengers to use a seat belt.
- * Agree to comply with all traffic laws.
- * Agree to receive no reimbursement of expenses from Faith for driving to or from a school-sponsored event.

Photocopies of driver's license, insurance coverage and Qualified Driver's Certificate must be kept on file in the office.

TUITION POLICIES

Faith Lutheran Tuition:

Tuition: \$2580 per child annually, payable as follows:

- * Registration fee: \$50 per family. The registration fee is payable when enrollment application is submitted to the school office. Registration fees are refundable only when a child is not accepted for enrollment or when a family moves, making school attendance impossible.
- * Monthly payments: Tuition payments are payable over twelve months, August through July.
- * Additional Student Discount:

number of students 1 2 3 4

payment amount 215 430 645 860

Payments are due on the first of the month and must be received in the office no later than the fifteenth of each month. All amounts must be paid in full by July 15 before students will be accepted for re-enrollment or have records forwarded to another school. Transcripts of graduating eighth grade students will not be forwarded until all accounts are paid in full.

The following fees are not part of tuition costs:

1. Student activity fee: \$3.00 per child
2. Outdoor education fee: 6th grade only, payable after March 15: \$70.00
3. P.E. uniforms: 5th - 8th grade only: \$15.00 for a complete uniform (shirt-\$8.00 and shorts-\$7.00)
4. Field trips: Cost varies per grade and destination. Information will be provided by individual teachers as trips are planned.
5. Band: We offer a program of instrumental music education to students in grades four through eight. Instruction is provided by qualified band instructors employed by the Lutheran High School Association. The cost of instruction for the fourth grade recorder students is \$20.00 per year. The cost of instruction for students electing the band program in grades five through eight is \$25.00 per month with an additional one-time \$35.00 registration fee. Instruments may be rented or purchased through the band instructor.

The expense of operating Faith Lutheran School as an arm of the parish is paid out of the contributions of the entire congregation. Members of Faith therefore do not pay tuition, but as they decide on their monetary return to God, they should be mindful of the fact that the cost for operating the Christian Day School is in excess of \$2000 per student. The exercise of good Christian stewardship on the part of its members will allow us to operate its various programs, including the school, to optimum efficiency.

Member and non-member annual tuition per student for three-year pre-kindergarten is \$400, for four-year pre -kindergarten, \$500. Non-member annual tuition per student for grades kindergarten through eighth is as follows:

Kindergarten - \$900

Grades 1-8 - \$1,800

Tuition is payable in advance with the first payment due on Orientation Day. Tuition payments may be made on an annual, semester, quarterly or monthly (9-month) basis.

If during the course of the school year a child is withdrawn, tuition for that month will not be refunded. If the family prepaid for the entire year, then the tuition balance will be refunded.

Returned check: A \$20 charge will be added to the account when a check is returned for insufficient funds.

Report cards and record transcripts will not be issued to any students with delinquent accounts until such accounts are paid in full.

TUITION POLICY:

When non-member parents enroll their children it shall be the task of the school administration to inform them of the financial obligations which they undertake as part of that enrollment. We assume that tuition payments will be according to the schedule in the parents' handbook.

Any non-member who becomes delinquent in the payment of fees will be given a past due notice. Any member who becomes delinquent in the payment of fees 45 days will be requested to participate in a conference with the tuition sub-committee to review the circumstances underlying the overdue payment. Failure to meet with the tuition sub-committee will cause the following:

1. Notification to the member and to the school principal of the failure to meet with the tuition sub-committee within a reasonable period of time.
2. Authorization for and directive to the school principal to discontinue the enrollment of the child(ren).

Registration and Book Fees: The principal shall recommend to the Department of Spiritual Growth a fee structure that will meet the expenses for books and materials for a given year. The fee structure is to be approved by the department and charged to all students. Fees are billed in May each year and are due before the first day of classes.

Outstanding Accounts: A record of all outstanding accounts is to be maintained by the school principal. All accounts more than 60 days overdue are to be presented to the Department of Spiritual Growth for action.

Tuition: Tuition is charged to all non-members either personally or to their home congregation. The tuition is based on the actual cost per pupil and is established in October for the following school year. The stated goal is that tuition should be equal to 85% of the actual cost per pupil. The Department of Spiritual Growth is to work towards this goal. Families may pay tuition on an annual basis or by selecting a payment structure as submitted by the principal.

Deposit of Funds: All funds collected are to be deposited with the congregation financial secretary and credited to the appropriate account.

Educational Fee: A fee, the amount of which is determined by the Board of Christian Education, is collected at the beginning of each year from all pupils (K-8) to cover the cost of workbooks, weekly news magazines, art materials, and paper supplies.

Non-Member Tuition: Tuition is required of parents who are not members of Faith Lutheran Church. Rates of tuition are established by the Board of Christian Education. Full payment by August is preferred. Partial payments, however, will be accepted in four installments (August 15, November 1, February 1, and April.)

Member-Tuition: A member assessment rate is set for all member families. Full payment by August 15 is preferred. Partial payments, however, will be accepted in four installments (August 15, November 1, February 1, and April).

If a member family new to our school did not hold membership at Faith during any of the previous calendar year, then no member assessment will be made for that family.

If a family new to our school held membership at Faith for a portion, but not all, of the previous calendar year, then that family's member assessment fee will be set at a pro-rated, reduced level, based upon the percentage of days of the previous year during which the family held membership.

A one-school-year member assessment exemption is granted to each family in an amount equivalent to the total amount contributed by the family to the parish during the previous calendar year.

Full Payment Required: Full payment of all fees of a prior school year must be made before consideration is given to enrollment of a student for a new school year.

Non-Payment: While in rare instances it may be necessary for a family to fall behind in school fee payments, the following limitations have been established. Children will not be permitted to maintain their enrollment into the second semester when less than one fourth of their annual educational fees, non-member tuition, member assessments, and pre-school tuition have been received. Children will not be permitted to maintain their enrollment into the fourth marking period, when less than one half of their annual education fees, non-member tuition, member assessments, and pre-school tuition have been received.

Change of Status: The parents of students of Grades K through 8 who begin the school year as "non-member tuition students" shall be assessed full tuition fees throughout the school year,

even if those parents become members of the congregation during the school year.

VACATION/HOLIDAY POLICIES

A. Holidays

School personnel are entitled to holidays as approved by the Board of Education based on the annual school calendar.

Full time church personnel and the principal are entitled to the following designated holidays per year (alternate days must be approved by the senior pastor): New Year's Day, Labor Day, Memorial Day, Thanksgiving Day, July 4, Christmas Day.

Holidays:

A. The following paid holidays will be granted all full-time church employees: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Day, and the afternoons of New Year's Eve, Good Friday and Christmas Eve.

B. Whenever one of the designated holidays falls on a Saturday or Sunday, the Friday immediately preceding, or, at the discretion of the pastor, the Monday immediately following, shall become the official holiday.

C. Whenever it is necessary for any but a called employee to work on any authorized holiday in order to continue essential services, compensation shall be paid for the actual hours worked at the rate of time and a half in addition to the regular salary paid for that holiday. Called employees who must work on any authorized holiday may take another day as the holiday.

Holidays:

1. The following are holidays for all faculty and staff:

New Year's Day Labor Day

Maundy Thursday Thanksgiving Day

Good Friday Friday after Thanksgiving

Easter December 24

Memorial Day Christmas Day

July 4 Martin Luther King Jr. Day

The school calendar will define Christmas and Easter vacation weeks for faculty. Note: Dec. 24 & 25 are variable days; therefore, when either falls on a Sunday, non-teaching staff will be granted an extra day off.

2. WINTER BREAK DAYS

Winter Break days scheduled into the academic calendar are added vacation days with no school. Therefore, as at Thanksgiving, Christmas, and Easter vacations, faculty have no professional activities; however, the association and school offices will normally remain open with administrators and non-teaching staff fulfilling their normal responsibilities. Should the administrator and/or non-teaching staff member desire the day or days off, vacation days or compensatory time may be used.

B. Vacations

Paid vacation time is given to our full-time workers in twelve-month positions (pastors, DCE, principal, church secretary, school secretary, head custodian)

Vacation time accrues from the date of employment.

In the case of resignation or dismissal, vacation is earned to the date of termination and the remaining accrued balance is paid.

Advance approval of the dates of requested vacation time must be granted by the immediate supervisor. The supervisor may determine a schedule by which requests must be submitted.

Unused vacation time in one calendar year cannot be carried into a succeeding year unless caused by need of the employer. In no case can more than 1/2 earned annual benefit be carried. New employees are not eligible for vacation leave until completion of six months of employment.

Annual vacation allowances accrue as follows for eligible employees:

* Pastor(s) and DCE:

- 10 working days annually during the first two years of service as a professional church worker.
- 15 working days annually after having completed two full years of service as a professional church worker.
- 20 working days annually after completion of the tenth full year of service as a professional church worker.

A pastor or DCE who begins his service in mid-year will be entitled to a prorated number of vacation days before Jan. 1 of the next year.

* Principal:

- 5 working days annually during the first two years of service as a professional church worker.
- 10 working days annually after having completed two full years of service as a professional church worker.
- 15 working days annually after completion of the tenth full year of service as a professional church worker.

A principal who begins service in mid-year will be entitled to a prorated number of vacation days before Jan. 1 of the next year.

* Teachers:

All teachers are required to work on a full time basis from August 15 through June 15. They are not required to be on the job at school during school vacation periods which occur during the school year, except when school or parish functions are scheduled for which they have leadership responsibility.

Teachers are to work full time from August 15 through the start of the school year. Time is to be spent in classroom preparations, faculty meeting, in-service programs, visits to homes of students, and general preparation for the school year.

Teachers are to work full time from the end of the school year through June 15. Time is to be spent in post-school year evaluation meetings, curriculum committee work, and preparation of end-of-the year inventories, materials requests, etc.

A. Vacation

1. Pastoral

0 thru 2 years - 2 weeks

3 years thru 6 years - 3 weeks

7 years and beyond - 4 weeks

Comments:

a.) Date for tenure evaluation will be the person's ordination date.

b.) Limits to maximum vacation time.

1. When only one pastor is available, no more than two consecutive weeks at any time.

2. When two or more pastors are available, three consecutive weeks at any time.

3. Any vacation in excess of three consecutive weeks will require trustee, elders and voter approval.

c.) Vacation is not accrued from year to year.

d.) any advanced seminary training will not be counted as vacation time.

e.) Should a pastor relinquish his call, compensation for vacation shall be paid in proportion to service for that year.

f.) All pastoral personnel shall conform to church holidays except where schedule is adjusted to meet preaching commitments.

2. School staff:

Teachers (12 months):

0 thru 2 years - 2 weeks

3 years thru 6 years - 3 weeks

7 years and beyond - 4 weeks

Comments:

- a.) Date for tenure evaluation will be the date the person began teaching full-time. Time involved in advanced (post-graduate) study will not be included in evaluation if the individual was not involved in a full-time teaching function.
- b.) Any post graduate work completed during a summer session will not be counted as vacation time.
- c.) Vacation is not accrued from year to year.
- d.) Professional, full-time school personnel shall conform to the holiday schedule.
- e.) Should any professional, full-time school employee either return or request release from his or her call, compensation for vacation will be paid in proportion to service for that year.
- f.) Periods where the individual left the teaching profession or did not teach in a full-time capacity will not be counted in tenure evaluation.

3. Clerical staff:

0 thru 5 years - 2 weeks

6 years and beyond - 3 weeks

Comments:

- a.) Vacation is not accrued from year to year.
- b.) The date for the establishment of tenure will be the date that the individual was employed by Faith.
- c.) In the event of resignation, the compensation for vacation will be paid in proportion to service for that year.
- d.) All clerical personnel will conform to church holidays (excluding school secretary).

Eligibility for vacation:

Employees will not be eligible for vacation time until they have completed one full year of service. Vacation time can not be carried over without approval by the trustees.

Full time pastors, principal, pastoral staff, employees (other than teachers) will earn vacation time based on their hire date and on the number of years of service in the ministry. Full time office staff earn accordingly, but based on their years at Faith. Employees will earn a pro-rated portion (1/24) of their annual vacation at the end of each pay period, and no employee shall accumulate more than one year vacation time without approval by the Trustees.

For full time employees hired after 4/22/91, vacation time shall accrue under the following schedule.

Employee Type Years of Service

Pastors/Principal 1 - 4 5 - 9 over 9

Pastoral Staff 2 weeks 3 weeks 4 weeks

Full Time Office Staff 1 - 4 over 4

2 weeks 3 weeks

Staff employed on the date of the adoption of this document, by the Voters" Assembly will continue under the prior vacation policy, as indicated below.

For those employees hired full-time before 4/22/91.

Employee Type Years of Service

Pastor/Principal 1-4 years 5-9 years 10 years and over

Pastoral Staff 3 weeks 4 weeks 5 weeks

Years of Full-time Employment

Full-time Office Staff 1-4 years 5-13 years 14 years and over

2 weeks 3 weeks 4 weeks

Vacation Requests

Pastoral staff and office personnel will submit their vacation requests one (1) month in advance of the requested time to the senior pastor or the principal for approval.

Vacation Payout at Termination

Employees terminating employment, after one full year of employment with Faith will receive vacation accrued for the current year in cash.

VOLUNTEERS

We ask for the help of volunteers so we can give more attention to individual students. A larger number of adults working together to conduct our school program means that individual students can receive a larger measure of individual attention.

We ask for the help of volunteers because as volunteer workers fulfill various school functions, teachers are freed to perform diagnostic functions, to plan more thoroughly, and to provide a more effective learning environment for children.

We ask for the help of volunteers because volunteerism provides a means by which parents and others can participate in the education of our boys and girls. Our school program is strengthened by such a partnership, and children benefit as well.

We ask for the help of volunteers because volunteerism provides opportunities for individuals to use their God-given talents to help others. Those who benefit from volunteer help will come to understand the blessings God showers upon them through the loving, generous efforts of others.

We ask for the help of volunteers because the service provided by volunteers complements our educational program while keeping costs at a more reasonable level. We simply could not afford to maintain our present level of school programming without volunteer help.

We ask for the help of volunteers because relationships are strengthened as school staff and volunteers work together. Our hope and prayer is that our volunteers and our staff members will learn to know and understand one another better.

We ask for the help of volunteers because we hope that through their service to children and to the school their support for our ministry will grow. Our hope and prayer is that our volunteers will gain a greater understanding of and a greater appreciation for the objectives of our school.

School Objective - We want all our school programs and activities to be conducted in adherence to the objective of our school. It is imperative, then, that all volunteer helpers carry out their responsibilities in a manner consistent with our school objective:

Being Chosen As A Volunteer:

In some instances, there are more volunteer workers available than there are positions to fill. We hope that the volunteer understands that we are grateful for his or her willingness to serve, and is not offended when not called upon for a particular task. We ask that people continue to volunteer, as we are continuously seeking names of helpers for various positions. We would like to stress that volunteer positions are filled for no longer than the duration of one school year. From year to year our needs change; don't assume that because a volunteer filled a particular role during a given school year, that the same person will be asked to fill the same role during the succeeding school year. When a "new person" is asked to fulfill a function formerly performed by another volunteer helper, it should never be assumed a volunteer's services in the past were not appreciated or not satisfactory.

General Qualifications:

Volunteers need to be friends to children, to listen to them, and to give them attention, encouragement, and praise whenever possible. Volunteers should respect both the privacy of children and school policies (even those with which they may disagree).

Commitment:

We will be most grateful to our volunteers for making every effort to honor the commitments they have made. If, for some reason, a volunteer cannot meet a commitment, we ask that he or she inform the teacher or other staff person. This should be done as early as possible, so that alternate arrangements can be made.

Responsibility:

Because all volunteers serve in a helping role, they work under the direction of our school staff. This is particularly true of those volunteers who work directly with students (i.e. teacher aides, athletic team coaches, yearbook staff advisors, operetta directors, etc.). Volunteers are encouraged to share ideas or concerns with the teachers or other staff persons under whom they work. We hope that such ideas and concerns will always be received in a spirit of openness and teamwork. Ultimately however, teachers, under the supervision of the principal and Board of Christian Education, retain the responsibility for the direction of the school's educational program and extracurricular activities.

Please Don't:

Although athletic team coaches will need to maintain discipline among their team members, under most circumstances it will not be necessary or expected that our volunteer helpers impose disciplinary measures upon any of our students. Concerns about behavior problems or academic needs are to be discussed with the teacher or principal. Scheduling of events (meetings, rehearsals, fund-raising programs, photo sessions, athletic team practices or games, etc.) which involve our students, should be done only with prior approval from a teacher or other staff person responsible for leadership of the particular program. Likewise, any gifts or awards should be presented to students only with staff approval.

Confidentiality:

Volunteer school helpers often have opportunity to observe interaction among students, among teachers, or between teachers and students. They are sometimes party to privileged information which needs to remain confidential. Contacts with the home concerning either behavior problems or academic needs should come only from professional staff, not from the volunteer. It is also a breach of ethics to discuss confidential school situations with other parents.

Room Parents:

Room parents are selected by the classroom teacher using the information from the "How I Can Help The Ministry" sheets which are filled out during the registration process. These parents are a valuable aid to teachers. Activities of the Room Parents include: (1) coordinate refreshments at P.T.L. meetings once each year, (2) assist with class parties, (3) provide assistance before and during field trips, and (4) other related activities as requested by specific classroom teachers. A chairperson of the room parents will be selected to serve as the contact person.

Job Descriptions for Volunteer Positions:

1. Teacher Aide:

Volunteer teacher aides can assist our teachers in many ways. Besides using volunteers to help with non-teaching duties (keeping attendance, taking lunch counts, collecting money, etc.), teachers can ask volunteers to assist them in instruction-related tasks. Volunteers can monitor tests, correct papers, show films and filmstrips, prepare bulletin boards, duplicate materials, review memory work assignments, help children prepare devotions and prayers, play learning games with children, drill children with flash cards, read stories, review specific skills with children on a one-on-one basis, listen to children read orally, discuss stories with children, help children write stories and poems, assist children in proofreading skills, review spelling words

with children, help children perform science experiments, review map and globe skills with children, etc.

Qualifications: love for children, ability to work with people, and commitment to our school objectives and policies are the necessary qualifications.

Responsible to: one of the teachers.

Time Commitment: The time commitment required of our various teacher aides will vary, depending upon the needs of the teacher and the availability of the volunteer. Typically, a volunteer teacher aide might come into a classroom for three hours once a week.

2. Coordinator of Volunteer Workers:

Description: Our need is for a person (or persons) who would be willing to contact other persons from our lists of volunteers, asking them to assist with various school tasks. For example, the principal or a teacher might call a coordinator of volunteer workers, requesting that the coordinator attempt to line up persons from our lists of volunteer helpers to assist with a school activity or special project.

Qualifications: ability to communicate with people, willingness to ask people to fill various volunteer role and perform particular tasks.

Responsible to: the principal or a particular teacher who has requested that volunteers be lined up for certain roles or tasks.

Time Commitment: Based on past experience, we would estimate that a coordinator of volunteer workers might be called upon some 10 to 20 times during a school year. Each time he or she is called upon, the coordinator of volunteer workers might find it necessary to make some 5 to 20 phone calls, attempting to line up volunteer helpers for particular roles or tasks.

3. Coach: Athletic Teams or Cheerleading Squads:

Description: Our school's athletic director and our teachers have primary responsibility with respect to coaching sports teams and cheerleading squads. However, because our school fields approximately 14 sports teams and cheerleading squads each year, we have deeply appreciated the fact that volunteers have been willing and able to assist our teachers with coaching responsibilities, and to serve as coaches of some of our teams. Coaches are responsible for planning and leading team practice sessions, and coaching teams during games. (All scheduling of practices and games will be done by our coordinator of physical education and athletics, in consultation with our coaches.)

Qualifications: love for children, ability to lead and teach children, knowledge and experience with team sports or cheerleading, and willingness to conduct coaching responsibilities fully within the guidelines outlined in the Faith Lutheran School Handbook for Student Athletes, and work under the direction of the school's athletic coordinator, the principal, and the Board of Christian Education.

Responsible to: the school Coordinator of Physical Education and Athletics

Time Commitment: as many as 2 one-and-a-half hour practice sessions per week during a given sports season, approximately 10 or more games during the season, plus planning time, travel time to games, and time for meeting with our athletic coordinator.

4. Referee, Scorekeeper, Timer:

Description: Our school sports program requires the services of volunteer referees, scorekeeper, and timers. Referees are needed for soccer games, volleyball games, and basketball games. Scorers and timers are needed for these sports, as well as for track meets.

Qualifications: Referees - love for children, knowledge of the game, experience as a referee; scorekeepers and timers - love for children, knowledge of the game.

Responsible to: the school athletic coordinator.

Time Commitment: Depending upon availability of the volunteer, service can be offered at a few or many games and/or track meets.

5. Yearbook Advisor:

Description: One or several volunteers each school year assume the role of coordinating the publication of a school yearbook. This person (or persons) works with student yearbook staff members in coordinating all planning, photography, writing, art work, and lay-out.

Qualifications: love for children, ability to lead and teach children, knowledge and experience with the type of work associated with producing a school yearbook, and commitment to the objectives of our school.

Responsible to: the school principal.

Time Commitment: as many as 50 or more hours, most of which will be required in the months of March, April, May, and June.

6. Head Librarian:

Description: Our library is staffed exclusively by volunteers. The work of these volunteers is coordinated entirely by the Head Librarian. We look to this person to organize the entire library operation - supervising and scheduling time spent by other librarians, keeping records, ordering books, cataloging books, etc.

Qualifications: love for children, ability to work with people, organizational skills, interest in working with books and promoting student interest in reading.

Responsible to: the school principal and a representative of the Board of Christian Education who devotes particular attention to the library.

Time Commitment: as many as 5 to 10 or more hours each week during the school year and more additional hours in September and May.

7. Librarian:

Description: Our library is staffed exclusively by volunteers. Each volunteer agrees to be on duty for a period of 2 to 4 hours once each week. Time is spent helping children select books, checking books into and out of the library, cataloging books, sorting and shelving books, etc.

Qualifications: love for children, ability to work with people, interest in working with books and promoting student interest in reading.

Responsible to: the head librarian.

Time Commitment: usually 2 to 4 hours per week during the school year and occasionally substituting for other librarians.

8. Office Assistant:

Description: Various clerical functions in our school office are performed by volunteer helpers. They assist us with typing, entering data on computer, filing catalogs, collating and stapling papers, answering the telephone, etc.

Qualifications: ability to work with people, interest and experience related to one or several of the tasks listed above.

Responsible to: the school principal and the school secretary.

Time Commitment: A volunteer office assistant might help us as much as 4 or 5 hours per week, or as little as 1 or 2 hours on a one time basis, depending upon interest and time available.

9. Typist:

Volunteer typists assist us by typing our weekly newsletter, "News and Notes"; typing names on report cards; and typing our school literary journal, "Bits and Pieces". Some of this typing can be done in the home on your own typewriter or computer. Other typing needs to be done in our school office.

Qualifications: ability to type.

Responsible to: a faculty member or the school secretary.

Time Commitment: Typing "Notes and News" requires some 4 or 5 hours of work each week throughout the school year. Other typing responsibilities require much less time. The amount of time spent will vary, depending upon our needs and the availability of volunteer typists.

10. Room Parents:

Description: A room mother or room father might be called upon by a teacher to assist with class parties, assist with supervision on class field trips, make phone calls to parents of students, assist with a class fund-raising project, etc.

Qualifications: love for children, desire to provide assistance to one or several teachers.

Responsible to: one of our teachers.

Time Commitment: as much as 2 or 3 hours each month, depending upon needs of the teacher, and availability of the volunteer.

11. Driver - School Activities:

Description: Because we usually need to make use of private cars for transporting children on class field trips, we call upon volunteers who are willing to serve as drivers for such trips.

Qualifications: love for children; person 21 years of age or older; licensed driver; careful and good driver who consistently and faithfully follows all traffic laws; access to a car which is in good working order, which has seat belts in both front and back seats, and which is properly insured.

Responsible to: the teacher who has organized a particular class trip.

Time Commitment: Drivers are lined up on a trip-by-trip basis. Depending upon interest and availability, volunteers might serve as drivers for one or a few or many class trips.

11. Mini-Course Leader:

Description: We are looking for persons who might be interested in leading one or several class sessions as a part of our 'serendipity" elective mini-course program which occurs on one or two days in the spring of the year. Classes that might be considered: cooking, woodworking, macrame, leather crafts, gymnastics, lithography, model-building, drama, horticulture, dancing, computer literacy, cartoon drawing, automobile repair, electronics, playing guitar, screen printing, television production, bicycle safety and repair, aerobics, knitting, aviation, sewing, pet care, coins, journalism, flower arranging, police work, first aid, tole painting, card collecting, fishing, karate, and others.

Qualifications: love for children, ability to teach a small group of children the basics of a skill such as those listed above.

Responsible to: the school principal or another designated faculty member, and the mini-course steering committee.

Time commitment: preparation time, and time spent leading one or several classes of approximately one hour in length.

12. Mini-Course Steering Committee:

Description: For the past several years we have been conducting an elective mini-course program for our children in the spring of the year. A steering committee composed of approximately 6 volunteers is involved each year in the considerable amount of organizational work that goes into our 'serendipity" mini course program. In January and February a contact list of potential mini-course leaders is developed, phone calls are made, and mini-course teaching commitments are secured. In March a master mini-course schedule is developed, sign up literature is prepared, and children are sign up for courses. In April students are scheduled into their mini-course classes, final confirmations with course leaders are made, course schedules are prepared and distributed to course leaders and students, course fees are collected, and necessary schedule and class list revisions are made. In May, the Serendipity mini course program takes place.

Qualifications: organizational skills, ability to work with people in a committee setting.

Responsible to: the school principal or a designated faculty member who coordinates the program.

Time Commitment: We estimate that each committee member might be involved in 10 to 20 hours of work on the tasks listed above.

13. Phone Caller

Description: Our volunteer phone callers make phone calls to parents and other volunteers, soliciting their help for various school projects or events.

Qualifications: ability to communicate with people

Responsible to: the coordinator of volunteer helpers or the school staff member who asks that phone calls be made

Time Commitment: as much as 1 to 2 hours of time on an infrequent basis throughout the school year

14. Parent-Teacher League President:

Description: The parents and teachers are automatically members of our Parent-Teacher League. The organization exists to bring about close cooperation between the parents and the faculty, and to foster growth among members in Christian parenting and teaching skills. The Parent-Teacher League president serves a one-year term of office, beginning June 15, following a one-year term of office as president-elect. This president works with the P.T.L. officers, the school principal, and sometimes a P.T.L. program committee in planning a year long Parent-Teacher League program. The president is responsible for overseeing all of the Parent-Teacher League activities, and for chairing P.T.L. meetings and P.T.L. executive board meetings.

Qualifications: love for children, ability to communicate with and lead people, ability to plan and organize, commitment to the objectives of our school, and commitment to fostering growth in Christian parenting and teaching skills.

Responsible to: the Parent-Teacher League and to the dictates of the Parent-Teacher League's constitution

Time Commitment: as many as 10 to 20 hours or more per month throughout the school year; some time is required on one or two evenings per month; other work can be done during daytime hours.

15. Parent-Teacher League President-Elect:

Description: The Parent-Teacher League president-elect serves a one year term of office, followed by a one-year term as president. The president-elect works with the president and

other officers in planning and coordinating a year long P.T.L. program.

Qualifications: love for children, ability to communicate with and lead people, ability to plan and organize, commitment to the objectives of our school, and commitment to fostering growth in Christian parenting and teaching skills.

Responsible to: the P.T.L. president and the Parent-Teacher League, and to the dictates of the P.T.L. constitution.

Time Commitment: as many as 5 to 10 hours or more per month throughout the school year; some time is required on 1 or 2 evenings per month; other work can be done during daytime hours.

16. Parent-Teacher League Secretary-Treasurer:

Description: The Parent-Teacher League secretary-treasurer serves a two year term of office, running from June 15 through June 14, two years later. The secretary-treasurer works with the president and other officers in planning and coordinating a year long P.T.L. program. The secretary-treasurer keeps records and takes minutes at Parent-Teacher League meetings. He or she also handles the P.T.L. financial affairs, writing checks and keeping records as necessary.

Qualifications: love for children, ability to communicate with people verbally and in writing, ability to plan and organize, commitment to the objectives of our school, and commitment to fostering growth in Christian parenting and teaching skills.

Responsible To: the P.T.L. president and the Parent-Teacher League, and to the dictates of the P.T.L. constitution.

Time Commitment: as many as 5 to 100 hours or more per month throughout the school year; some time is required on 1 or 2 evenings per month; other work can be done during daytime hours.

17. Organizer of School Supplies:

Description: Each of several volunteers assist us during the summer months with receiving and inventorying school supplies. Boxes are opened, contents are checked against purchase order copies, and materials are sorted into various categories.

Qualifications: ability to count, sort, and keep records.

Responsible to: the school principal and the school secretary.

Time Commitment: 1 three-hour period of time.

18. Art Fair/Science Fair Helper:

Description: In alternate years our school conducts a science fair and an art fair. Volunteer helpers are needed to set up the displays of art projects and science projects that students have prepared.

Qualifications: none.

Responsible to: the faculty member who coordinates the fair.

Time Commitment: approximately 2 to 5 hours.

19. Book Fair Helper:

Description: In the fall of the year we conduct a book fair in conjunction with parent-teacher consultation sessions. Volunteers are needed to serve as clerks at the book fair, selling books and assisting customers (students and parents).

Qualifications: ability to work with people, interest in promoting among children an interest in reading.

Responsible to: the school principal and/or the school secretary.

Time Commitment: 5 hours.

20. School Registration Helper:

Description: School registration is conducted on several days in August. Volunteer helpers are needed to receive registration forms and money from parents, sell books and materials, and provide general assistance.

Qualifications: ability to work with people and handle money.

Responsible to: our school secretary.

Time Commitment: 1, 2, or 3 hours, depending on the number of registration sessions for which a person volunteers.

WORSHIP, STUDENT

Student Worship Life

An important part of the Christian education that we offer to a child is the opportunity to participate in a rich worship life. A child is to become aware that his or her entire life should itself be an act of worship. In addition, the child should be exposed to a variety of worship methods and should have the opportunity to use his or her creativity to plan and write worship experiences.

School Christmas Service

Each year, on a date agreed upon by the faculty and the Board of Christian Education (usually a Sunday preceding Christmas), the children of the school conduct two worship services for the congregation, one by students in Grades K-4, the other by students in Grades 5-8.

Chapel

The entire student body meets weekly for a formal worship service. A monthly mission emphasis helps make the child aware that God's work is not limited to our area. Members of the staff take turns leading chapel services; teachers are encouraged to be creative in planning their chapel presentations. Both pastors alternate months in leading the rest of the chapel services.

Opening Devotions

School days at Faith always start with a devotion. Students are often given the opportunity to either lead or be a major part of these opening devotions. Generally, opening devotions are the responsibility of the homeroom teacher.

Meal Prayers

Students have an opportunity to ask God's blessing on their meal and also thank Him for it in prayers before and after meals.

Closing Devotions

The end of the school day is another opportunity for worship. A brief prayer thanking God for the blessings of the day or special petitions are always in order.

Chapter 11

Board Policy Development

Although it is commonly accepted that an effective school board is the backbone of efficient and visionary educational practice, a few dissenters might contend that a school without a board is like a fish without a bicycle—or at least like a highway without barricades. Is it possible for a school to function successfully—even preferably—without a traditional board?

This chapter will discuss alternative governance systems to the traditional board of education or policy-based management styles:

- Why would a school go to such a system?
- When should a school do so?
- What are the advantages and disadvantages of such a plan?
- How could such a systemic change be implemented?

Schools consider alternative operating systems because the more traditional methods are becoming too cumbersome. In this age of instant access to information and real-time communication, waiting to make decisions regarding policy or practice until the next monthly board meeting—and then often until the next council meeting—seems unnecessarily sluggish. Also, education is no longer a low-tech, populist endeavor. Professional expertise is called for in curricular, managerial, legal, and psychosocial areas. School board members change as terms expire and new volunteers arise, but the on-going needs and issues involved in a school must be consistent and current. They often call for immediate action based on professional judgment and experience. In addition, school board meetings are easily hampered by personality, control, and personal agenda issues. Freeing a school administrator to make policy-setting as well as day-to-day decisions allows for the best practices in educational leadership to flourish.

Schools that have successfully been able to move to a non-board model are typically part of a large congregation with many professional and business-oriented members. They find themselves hampered by the bureaucracy of too many boards and committees. They are frustrated by the time required to attend endless meetings and are comfortable with the concept of

delegating authority and accountability to those capable of carrying out the tasks for which they are responsible.

Such a change of practice must be part of a systemic, congregation-wide constitutional revision. The school administrator may work with other congregational leaders to determine needs and possibilities, but the decision to do so must be supported by all in authority in order for the plan to work. There must also be a great deal of trust and ability to work together as a ministry team—among ministry leaders themselves as well as between members and leaders.

This is not a plan to try in desperation at a time of crisis management. Functioning without a traditional board is one means of managing positive growth in an exceptionally efficient manner. It is best implemented after years of analytical and critical planning and after enlisting support from pastors and congregational leaders`

How can a school and church function without official boards? With a great deal of prayer and planning in place! The following is one congregation's organizational chart. It is not the only way or even the best way; but it has functioned successfully with a few modifications for almost ten years.

ORGANIZATIONAL CHART NO-BOARD MODEL				
		God		
		Congregation (Voters Assembly and Officers)		
Minister of Evangelism and Stewardship	Minister of Caring and Fellowship	Senior Pastor Minister of Word and Worship	Minister of Parish Education	Minister of Administration

These five ministers comprise a ministerial council, at which level policy-based decisions are made. The budget is ultimately approved by them upon the recommendation of the Minister of Administration based on input from the other ministers and the directors they represent. Congregational meetings may be called at any time to conduct special business, but an annual meeting is required each May. At this annual meeting a yearly report compiled by the ministry team is presented and the congregation approves the ministry plan for the following year along with the budget required to

implement it.

The ministers, with the exception of the Minister of Word and Worship, are not required to be ordained. The Minister of Administration is often a lay person with business expertise and experience. The Minister of Education is an LCMS commissioned educator. It should be noted that this ministerial team meets at least weekly for planning and program evaluation along with the principal, early childhood director, youth director, and lead office staff. The ministerial team level may be organized as a Board of Directors, and some specific positions may be modified in title or accountability, but the responsibility of administrating the school ultimately rests in the principal, with no governing board of education attached.

In the above model, the responsibilities of the Minister of Parish Education continue as follows:

			Minister of Parish Ed.			
Vacation Bible School	Weekday School	Early Childhood Director	Principal	Sunday School	Adult Education/Bible Studies	Other Options:
		*Teachers *Instr. Aides *Parent Groups	*Teachers *Extended Care Dir. And Staff *Instr. Aides *Student Organizations Groups			Confirmation Christ Care Groups

The principal and early childhood director are accountable to the Minister of Parish Education and follow the current policy manual. Policies and procedures can be adjusted, however, as needed by the principal or early childhood director with the approval of the Minister of Parish Education. The administrators meet with the Minister of Parish Education weekly.

A parent advisory group or specific parent task forces may be appointed by the administrator for on-going or specific input and advice, but such groups are non-policy making.

A grievance procedure is also in place by which a parent or student may

appeal the school administrator's action to the Minister of Parish Education and then to the Senior Pastor. By the time issues get that far those parties have already discussed the matter and come to consensus.

Written policies continue to provide direction and boundaries. Administrators and the Minister of Parish Education must continually update and communicate current guidelines. It is important for school parents to know the system under which the school and congregation operates.

Despite the advantages of timeliness and autonomy for administrators, there are potential problems inherent in operating a school without an official board. Certain safeguards must be in place in order for the plan to work successfully.

- A clear line of authority must be delineated within the plan. It must be very clear who is accountable to whom and what the parameters of each job description are.
- Job descriptions of all positions must be clearly defined.
- A high level of trust is necessary in the people who hold the positions of authority and among those who work together.
- It is helpful to have a complete, current, and thorough policy manual in place.
- All staff must have unity of mission and purpose, which supercedes petty differences of opinion.
- Staff must be highly qualified in their area of expertise, be willing to assume responsibility, and be able to work together collaboratively and cooperatively as a team.
- Internal and external communication must be systematic and on-going. Channels for such communication must be in place and in use.
- The congregation whose plan is used in this example found that adjustments needed to be made in the senior pastor's role. He found conflict between his position as pastor and as chief of staff in dealing with personnel issues.
- Some areas of ministry could fall in several different classifications. For example, confirmation could be included in the responsibility of the Minister of Parish Education or the Minister of Word and Worship. The youth director could be responsible to the Minister of Parish Education or the Minister of

Caring or could even be another “ministry” in itself. As the plan is implemented these areas need to be identified and defined.

- It is important to provide opportunities for input from interested and qualified “stake-holders.” Parents and congregational members must have a means of expressing their opinions and concerns. This opportunity can be in the form of focus groups, advisory councils, or informational meetings. While most people appreciate not being required to attend weekly or monthly meetings, they do want to be kept informed about what is going on and have the opportunity to make their opinions known.
- New personnel must complement and fit in with the existing staff.
- Sufficient time and opportunity for discussion must be provided for before such a systemic change is made. Allow for transition of thought and attitude. Then implement the plan. Most people will be pleased. Some may not even notice. Some who strongly disagree may leave, but others will see the benefits over a period of time.
- The question has arisen as to whether or not accrediting agencies will look favorably upon schools that do not have functioning boards. Such issues must be discussed with each agency, but it has been the case that the agency looks at the effectiveness and reliability of whatever governing system is in place. It validates that the school is operating as planned, that grievance procedures are in place, and that there is accountability and depth in the administrative process.

Advantages to operating under this type of system can be significant.

- Responsible individuals have the freedom and opportunity to make decisions quickly and on the basis of sound principles.
- There is little micromanaging on the part of those who are not directly accountable.
- Educational decisions are made by professional educators.
- Spiritual matters are addressed by those who are firmly rooted in Lutheran/Christian tradition and doctrine.
- In a congregation with an active and growing ministry, it is often difficult to find willing and qualified workers for all the tasks needing to be done. Board and committees compete for the same popular and skilled people. Hard-working volunteers often burn out. Under this plan, volunteers are enlisted in advisory capacities or for short-term projects. The stress is

alleviated and better use is made of people's strengths.

- In active congregations, effective ministries need to be on-going and uninterrupted as membership and lay leadership change over the years. Putting the daily operating functions in the hands of a responsible professional staff is conducive to consistency and efficiency. The ultimate authority continues to rest in the congregational voters' assembly, but tasks are delegated to those who are given responsible positions.

While functioning without a board may seem like a "dream come true," the reality of the situation is that in such a position the school administrator assumes tremendous responsibility. There is no board to blame unpopular decisions upon. An administrator must be able to assess, initiate, and make solid decisions; have the trust of students, parents, and congregational members; and offer opportunities for input and advice. The administrator must also have a positive working relationship with the Minister of Parish Education and Senior Pastor as well as with the other ministers.

Before such a plan can be implemented in a congregation, people must evidence a willingness to try new and innovative strategies in order to accomplish their common mission. There must be strong leadership in place—pastoral and congregational—and high confidence in that leadership. Qualified compatible workers must be found for each position. Everyone concerned must be ready and able to function effectively in a rapid-fire, ever-adapting mode.

Such a non-board model of governance is not common in Lutheran schools, but, in the few places it is being implemented, comments from those involved are highly positive.

It's not for everyone, but I love having the freedom to be an educational leader without having to deal with board conflict.

I appreciate having the Minister of Parish Education as an ally and a resource.

It is so helpful to be able to make decisions and deal with issues in a time-efficient manner!

I was afraid parents would complain about not having a board to deal with policy and practice, but no one has ever even asked. They see that things are being run efficiently and that they have the recourse of bringing concerns to the Minister of Parish Education or pastor if necessary, but that seldom happens. We try to make our positions clear.

I need to use parents more in advisory situations and set up task

forces in certain areas.

Building trust took awhile, but parents know they can talk to me at any time and I will listen. I will act on their concerns if I am convinced it is for the good of our students and our mission. They like seeing timely results.

I feel like a trusted professional, not a questionable defendant.

Not all parents understand the unique nature of a Lutheran school. I like being able to make decisions based on Scriptural principles and spend my time and effort educating and motivating people rather than arguing about which principles to uphold.

More ministry gets accomplished in the church and the school.

There is great potential to run amok, but also great freedom to do what is needed in order to accomplish the goal.

This is an exciting way to do ministry!

Resources

Two school which currently operate without traditional boards are:

Abiding Savior Lutheran Church and School

23262 El Toro Road

Lake Forest, CA 92630

(949) 830-1461

Divine Redeemer Lutheran Church and School

31385 W. Hill Road

Hartland, WI 53029

(414) 367-8400