Administrator's Handbook

S08333	Leadership
S08334	Management
S08335	Climate
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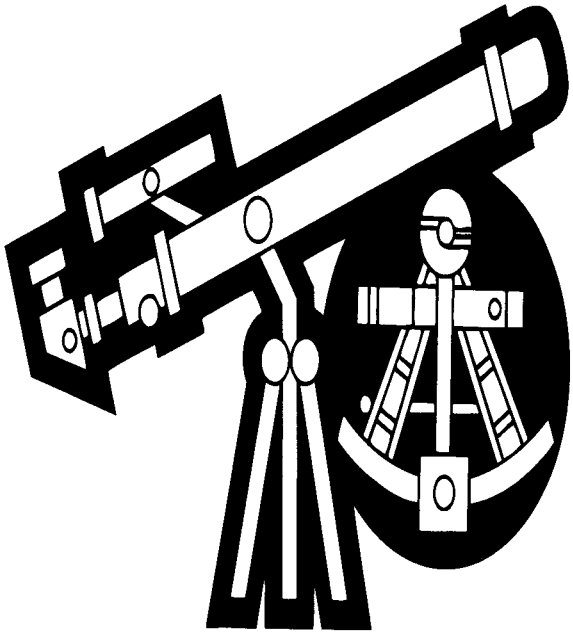
S08338	Instructional Resources
S08339	Building & Grounds
S08340	Funding
S08341	Marketing
S08342	Human Resources
S08343	Programs & Services
S08344	Why The Lutheran School
S08345	Guidelines For Starting A School
S08691	The Role Of The Lutheran School In A Changing Community
S08692	Annual Planning Calendar
S08634	Administrator's Handbook Complete Set

The above materials can be ordered from:

School Services Department
The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road
St. Louis, MO 63122

LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Leadership



By
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Edited by
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School Services Department
The Lutheran Church—Missouri Synod
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Foreword

Leaders in Lutheran education use many resources to assist them in their ministry. These have included the Planning for Lutheran Elementary Schools Series and Operations Manual. This booklet is part of the Lutheran Schools Administrators Handbook and was designed to replace those resources.

The manual is designed to assist Lutheran school leaders with a variety of needs:

- Starting a new school
- Planning
- Problem solving
- Board inservice
- Staff inservice
- Preparing for National Lutheran School Accreditation
- Administrative training

While written for Lutheran elementary school administrators, other leaders in Lutheran education will find the booklet helpful. The entire series provides a beginning guide for new administrators or those preparing for an administrative role in a Lutheran school.

The following served on the consultation team to develop the plans for this handbook: Bill Cochran, Eastern District; Ruth Colross, Glen Burnie, Maryland; Dr. Jon Laabs, Concordia, Ann Arbor; Dr. Carl Moser, LCMS; Rodney Rathmann, CPH; Bob Rogalski, Phoenix, Arizona; Pete Woodward, Lakewood, Colorado; Bob Ziegler, Peoria, Illinois; and Dr. R. Allan Zimmer, Concordia, River Forest. We thank and praise God for their leadership and vision.

We are grateful for a partnership with the Lutheran Education Administrator Department (LEAD), a department of the Lutheran Education Association (LEA). LEAD provided additional funding for the production of this resource through a grant from Aid Association for Lutherans (AAL). Without the financial assistance of AAL and the partnership with LEAD, this project could not have been completed.

Special thanks to Veronica Brown and Jan Kassing for the many hours in arranging for the production of this publication.

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Christ Centered Leadership

Why?

..."has not the Lord appointed you leader over His inheritance."

1 Samuel 10:1b

CONGRATULATIONS! God has called you, and you have accepted the responsibility, to be the administrator of **your Lutheran school**. Several thoughts might be going through your head right now. I am the leader! What kind of leader will I be? Will the faculty, students and parents follow me? Will I make the right decisions at the right time? How will I know?

The answers to these and other questions are important components in the area of Christ-Centered Leadership. How you accept the leadership role God has placed you in will greatly affect your effectiveness as the principal.

How?

Leadership has been defined in many ways. Most of those definitions revolve around the area of management. Management is an important skill in the area of Leadership. Robert L. DeBruyn in his book Causing Others to Want Your Leadership defines leadership as "causing others to want what you are doing to accomplish the work of the school." His key focus is on the word "want."

Dr. John Maxwell in his book Developing the Leader Within You simply defines leadership as "influence." The ability to get followers. He describes it more than just having the position, but doing something with the position to cause something positive and effective with the organization, in this case the school.

Dr. John Maxwell further defines leadership as having the following five levels: 1. POSITIONS 2. PERMISSION 3. PRODUCTION 4. PERSONNEL DEVELOPMENT 5. PERSONHOOD. All leaders start at the POSITION level because of their job description. At this level people follow you because of your position. The longer you stay at this level, the less effective you will be as a leader. Leaders in this level usually lead by intimidation. At the PERMISSION level, people follow you because of how much you care for the people you lead. In the PRODUCTION level, people follow you because of what you have done for the organization. In the PERSONNEL DEVELOPMENT level, people follow you because of what you have done for them. In the final level, PERSONHOOD, people follow because of who you are and what you represent. Each level requires more skill and time spent in your own personal development. As you move through the different stages you become a more effective leader. Leadership will then become more fulfilling and satisfying.

As you develop your leadership style the following components are important and necessary as you strive to be a more effective leader.

a. Christian Attitude, prayer, reliance on God
b. Communications and listening skills
c. Understanding and focusing on people
d. Problem Solving
e. Understanding the needs of the school and congregation
f. Staff development
g. Vision
h. Integrity
i. Building teamwork
j. Pointing people to servanthood

You can develop skills and improve your skills through Bible Study, Joining Professional Organizations, keeping current in the Education area, reading books, especially *Developing the Leader Within You* and *Causing Others to Want Your Leadership*, and attending seminars and workshops. It might also be helpful to find a mentor and work with him/her as you develop in the area of Christ-Centered Leadership.

THE LITTLE CHAP WHO FOLLOWS ME

A careful man I want to be,
A little fellow follows me;
I do not dare to go astray
For fear he'll go the self-same way.

I cannot once escape his eyes.
Whate'er he sees me do he tries.
Like ME he says he's going to be-
The little chap who follows me.

I must remember as I go
Through summer suns and winter snows,
I am building for the years to be-
That little chap who follows me.

Samples

Leader VS Followers	
Leaders	**Followers**
Initiate	React
Lead; pick up the phone, make contact	Listen: wait for the phone ring
Spend time planning; anticipate problems	Spend time living day-to-day; reacting to problems
Invest time with people	Spend time with people
Fill the calendar by priorities	Fill the calendar by requests

Maxwell's Five Levels of Leadership

Personhood

Respect
People follow because of who you are and what you represent.

Note: This step is reserved for leaders who hve spent years growing people and organizations. Few make it. Those who do are bigger than life.

People Development

Reproduction
People follow because of what you have done for them.

Note: Ths is where long-range growth occurs. Your commitment to developing leaders will ensure ongoing growth to the organizatin and to people. Do whatever you can to achieve and stay on this level.

Production

Results
People follow because of what you have done for the organization.

Note: This is where success is sensed by most people. They like you and what you are doing. Problems are fixed with little effort because of momentum.

Permission

Relationships
People follow because they want **to.**

Note: People will follow you beyond your stated authority. This level allows work to be fun. Caution: staying too long on this level without rising to the third level will cause highly motivated people to become restless.

Position

"Rights"
People follow because they have **to.**

Note: Your influence will not extend beyond the lines of your job description. The longer you stay here, the higher the turnover and the lower the morale.

Developing the Leader Within You by John C. Maxwell (used with permission)

How to "Step-up" The Levels of Leadership:

A. The Position Level:

- ▼ Know your job description thoroughly.
- ▼ Be aware of the history of the organization.
- ▼ Relate it to the people of the organization. (i.e., be a team player)
- ▼ Accept responsibility.
- ▼ Do it with consistent excellence.
- ▼ Do more than expected.
- ▼ Offer creative ideas for change and improvement.

B. The Permission Level:

- ▼ Be positive.
- ▼ Possess a genuine love for people.
- ▼ Make those who work with you more comfortable.
- ▼ See through other people's eyes.
- ▼ Love the people more than the procedures.
- ▼ Do win-win or do not do it.
- ▼ Include others in your journey.
- ▼ Deal wisely with difficult people.

C. The Production Level:

- ▼ Initiate and accept responsibility for growth.
- ▼ Develop and follow a statement of purpose.
- ▼ Place job description and energy under that statement of purpose.
- ▼ Develop accountability for results - begin with self.
- ▼ Know and do the things which give a high return.
- ▼ Communicate the strategy and vision of the organization.
- ▼ Become a change agent - understand timing.
- ▼ Make the difficult decisions that will make a difference.

D. The People Development Level:

- ▼ Realize that people are your most valuable asset.
- ▼ Place a priority on developing people.
- ▼ Be a model for others to follow.
- ▼ Pour your leadership efforts into the top 20% of your people.
- ▼ Expose key leaders to growth opportunities.
- ▼ Be able to attract other winners/producers to the common goal.
- ▼ Surround yourself with an inner core that complements your leadership.

E. The Personhood Level:

- ▼ Relax and rest. You deserve it. You've worked hard to get to this level.

Resources Causing Others to Want Your Leadership

Robert L. DeBruyn Robert L. DeBruyn & Associates, Manhattan, KS 66502

Developing the Leader Within You
John C. Maxwell Thomas C. Nelson, Inc. Nashville, TN

Master Teacher Leadership Lane
PO Box 1207, Manhattan, KS 66502
913-539-0555

Leadership Video Workshop, The Charles E. Fuller Institute, PO Box 91990, Pasadena, CA. 91109-1990 1-800-999-9578

Injoy Life Club Monthly Leadership Topics On Tape By John Maxwell, Injoy, 1530 Jamachard, Suite D., El Cajon, CA 92019-3757 1-800-333-6506

Five Levels of Leadership Video Program, Dr. John Maxwell, Injoy, 1530 Jamacha Rd, Suite D., El Cajon, CA 92010-3757

Personal Mission Statement

Why?

"Each one of you should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms. If anyone speaks, he should do so as one speaking the various words of God. If anyone serves, he should do it with the strength God provides, so that in all things God may be praised through Jesus Christ. To him be the glory and power forever and ever. Amen 1 Peter 4:10, 11 (NIV)

A personal Mission Statement is:

1. A clear, concise statement (25 words or less)
2. of the unique reason or purpose
3. for the existence and efforts of the individual

A personal mission statement helps a person articulate the "unique reason or purpose" for their existence. It helps them to focus on their leadership style and the purpose for which they have been called.

The reason it needs to be 25 words or less is so that it can be easily remembered and shared with others.

In order for it to be effective and real "YOU", you need to pray about it, practice it and talk about it with others.

How?

A process for developing a personal mission statement can follow this simple outline:

A. Ask the following questions.
   1. What is my mission?
   2. Why do I live?
   3. What is my strength, what are the gifts God has given me?
   4. Why am I in this position?
   5. How will I serve God and others in this position?
   6. What would be missing if I wasn't here?

B. Pick out words or groups of words that best define the above questions.

C. Put the words and phrases together to make a statement.

D. Share with others for input.

E. Refine until you have 25 words or less that best describe your mission.

F. Pray about it, redefine it, articulate it.

G. Print it out and hang it in your office, put it on the back of your business card, include it on your personal stationary, use it whenever you have to talk about your job, memorize it and live it! Pray about it!

A formula for a Mission Statement:

1. Who?	Audience
2. What?	Action
3. Why?	Aim

...be compeling!

Sample

THE MISSION OF PRINCIPAL SMITH

To deliberately witness and model Christ's love for the school family at

_____.

Personal Statement

To affirm others in service to God
Inspire others for Christian action and hope
Share the faith with family and others
Teach areas of leadership

Resources

Process Planning: A Model For Empowerment... Les Stroh, Cornerstone Counseling. 431 Longview Blvd., St. Louis, MO. 63122, (314) 821-5506

The 7 Habits of Highly Effective People, Steven Covey, Simon Schuester, Rockefeller Center, 1230 Avenue of Americas, New York, NY 10020

Causing Others to Want Your Leadership... Robert L. Debruyn, R.L. Debruyn & Associates, Leadership Lane, Manhattan, KS 66502

St. Paul-Phil. 2:21; Galatians 2:20

Vision Statement

Why?

"For I know the plans I have for you" says the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future" (Jer. 29:11)

"Vision for ministry is a reflection of what God wants to accomplish through you to build His Kingdom" (George Barna - The power of Vision)

Vision is a picture of the way things, events, or situations can be in the future. It is your personal picture based on your experiences, your dreams, and your prayerful interaction with God. Vision helps you to set goals that will allow you to be more effective as you serve those God has led you to serve.

Your vision comes from God through dreams, events, workshops, discussions with others. When you "catch" the vision you will be stretched to refine what you are currently doing and focus on wheat can be done. It may not be easy but God will be with you and strengthen you. Your desire to accomplish your vision will drive you to the goal.

Once you have realized your vision you will want to share it with others, discuss it with others, and constantly pray about it.

How?

In developing a vision statement, the following elements should be considered.

Element 1 - Know Yourself

a. Why am I in this ministry?
b. What are my values?
c. Whom do I respect and why?
d. What are my spiritual gifts?
e. What is my personality type?
f. What are my strengths and weaknesses?
g. Who are my biblical role models?

Element 2 - Know God

a. Study His Word
b. Evaluate your prayer life

Element 3 - Know Your Ministry Environment

a. The community
b. The congregation
c. Your co-workers
d. The congregation

Element 4 - Verify the Vision

Focus on key words and phrases that describe your vision. Evaluate and refine the statement. Share it with others for feedback. Memorize it.

Questioning The Dream

1. Is the dream clear? Have you asked anyone else to articulate it back to you?
2. Is it challenging? Do people appear excited when they hear your dream?
3. Is it visual? What do you and others "see" when the vision is communicated?
4. Is it future oriented?
5. Is it realistic yet stretching?
6. Is it culturally relevant?

Demonstrating Patience

1. Do you consider yourself to be a patient person?
2. Are you under any time constraints for the vision? If so, is this reasonable?
3. Are you willing to give the vision whatever time is necessary for its development?

Developing Your Vision

This work sheet is designed to help you develop your vision. Write down any thoughts or ideas you have at this point. Next, work them through the following steps.

Envisioning Prayer

1. Do you have a daily quiet time for prayer and the study of God's word?
2. Set aside a portion of that time to pray about your vision.
3. Ask God to give you His vision for your people.
4. Be alert to what comes into your mind during these times.
5. Also, be alert to the people and events he brings into your life.
6. Pray specifically for such things as:

Wisdom and insight concerning the vision
The people under your ministry
Your leadership and that of others on your team
The potential of your vision

Thinking Big

1. Make sure your vision goes far beyond your own talents and abilities. What aspect of your vision can you reasonably accomplish on your own, and what is beyond your abilities to accomplish?
2. Observe your people's response to your vision as you begin to communicate it. Do you sense that they are challenged or discouraged?
3. Double or triple the size of your present vision. Should this be the size of your dream?
4. Does the size of your vision reflect the size of your God? Based on the size of your dream, how big is your God?
5. What exposure do you have to other people who think big? Name them.

Written Brainstorming

1. Keep some kind of writing material available so that you can write down ideas as God places them on your heart. (Consider a vision notebook, a pad, or a 3" x 5" card file.)
2. Write down anything related to the vision that comes to mind, even if it seems foolish. Reserve judgment until later.
3. Collect other visions, vision slogans, and any information that might be helpful to your vision.

Organize Your Material

1. What is the purpose of your vision? How does it relate to the Great Commission?
2. What are the values of your ministry? List them. Are any unique?
3. What is your strategy? Can you write it down?
4. Who is on your team? Who makes up the target group?
5. What is the site of your ministry?
6. How will this ministry be financed?
7. Which of the above should be included in the vision statement?

Worksheet taken from: Developing a Vision for Ministry in the 21st Century by Aubrey Malphurs

Strategic Planning

Why?

In Him we were also chosen, having been predestined according to the plan of Him who works out everything in conformity with the purpose of His will, Eph. 1:11

A strategic plan is an important process for a school to identify its Mission, develop Ministry Targets, set Goals, Objectives, and Action Plans. It can enable a school to focus on its ministry and plan for such things as additional staff, additional space, and specific areas of focus.

The Strategic Plan enables the school and congregation to focus on what its ministry will look like five to seven years from now and the resources that will be needed to reach that projection.

How?

This process involves the faculty, board of education, pastors, parents, and key congregation and school leaders.

The process usually involves a consultant familiar with the planning process. You can contact your District Office or the School Department of the LCMS for persons qualified in the process.

The consultant will help the above group identify the following steps:

Step 1. Identification of a Mission Statement
Step 2. Identification of Ministry Targets
Step 3. Identification of Goals and Objectives related to the Ministry Targets
Step 4. Development of Action Plans to accomplish The Goals and Objectives

Resources

Cornerstone Consulting, 431 Longview Boulevard, St. Louis, MO. 63122, (314)821-5506

Effective Planning, Princeton Management Associates, P.O. Box 68, Princeton, NJ 08542, (908)359-5200

The Planning Workbook, Kennon Callahan, Harper Collins Publishers, 10E. 53rd St., New York, NY 10022

Strategic Planning in Education, Roger Kaufman, Technomic Publishing, 851 New Holland Avenue, Lancaster, PA 17604, (800)233-9936

Process Planning a Model for Empowerment

Process Planning: A Model for Empowerment is an attempt to help an organization find the common themes, threads, and patterns in its life and work in order to determine the most effective path for pursuing its mission. The premise of this model is that the people of the organization are best suited to determine that path and that with a formula to follow, they can lay down the plan to guide their organization into a bright, dynamic future.

The model has three components. The three steps of the first component belong to the entire organization while the steps of the second become unique to each unit of the organization as it seeks to find the way it can best contribute to an effective pursuit of the organization's mission. The third component focuses on the efforts of those assigned the responsibility for carrying out the work.

Mission Statement

To begin with, an organization must have a clear picture of the reason for its existence. A Mission Statement is a clear, concise statement (25 words or less) of the unique reason or purpose for the existence and efforts of an organization.

Critical Targets

Next, it is imperative that the organization further focus its efforts. Most organizations do not have all the resources needed to do everything that would be helpful, or even all those that are important, to an effective pursuit of the mission. The question is, "What is critical at this point in time?" So, the organization identifies its Critical Targets which are special foci of work (groups of people or areas of effort) in which the organization must make significant impact in order to effectively pursue its Mission.

Corporate Goals

One Goal is then developed for each of the Critical Targets. A goal is description of a preferred, future condition addressing a Critical Target that contributes to an effective pursuit of the Mission. These are broad brush stroke statements that point the organization in a particular direction and describe what the organization will look like in the future.

At this point, the organization begins to let its units determine how the organization can most effectively move toward its desired future. Every unit of the organization determines how it can make its best contribution to the accomplishment of the organization's goals.

Purpose Statement

It is important for each unit to understand what it is to be doing in assisting the total organization. A Purpose Statement does for the unit what the Mission Statement does for the entire organization. It is a clear, concise statement (25 words or less) which articulates the reason the unit exists and functions within the organization.

Key Impact Points

Just as it is important for the organization to focus its efforts, it is important for a unit to do the same. Key Impact Points are to the work of the units what Critical Targets are to the work of the organization. There are specific areas within Critical Targets which a unit must effectively address to make a worthwhile contribution to accomplishing the Corporate Goals.

Unit Goals

Once the Key Impact Points have been identified, the unit must describe it preferred future condition with regard to each KIP in order. This narrows the field of focus for those within the unit so they have a better picture of what contribution the unit will make to each of the corporate goals.

Objectives

It is always hard to keep people from too quickly leaping to activities. The first thing to be determined here is "what" is to be achieved and not "how" it is to be achieved, the domain of activates. The next step, and maybe the most difficult, is to have each unit establish Objectives or, statements of specific, measurable conditions to be achieved by a designated time which are focused on a particular Key Impact Point. While this is part of the unit's work, individuals will undoubtedly play a major role in the development of Objectives.

Once again, a shift takes place in which the responsibility for completing the work to be done is handed to individuals (or teams). While the unit is responsible for the development of the next two steps, the actual work is done by those who are assigned the responsibility.

Action Plan

It will take more than a few activities to achieve an Objective. A variety of activities must be generated, considered and the most effective ones selected. They are then put into a sequence which becomes the Action Plan for achieving the Objective. This work may be given to an individual for development but it is still the responsibility of the unit.

Performance Description

It is with the development of Performance Descriptions that an organization begins the work necessary to implement its plan. The Performance Description describes what "successful performance" would look like and is a endeavor on the part of the unit to tell its staff, paid or volunteer, what it must do to effectively contribute to the unit's plan.

Evaluation

Evaluation must happen at every stage of planning. It is a matter of constantly asking whether what was said would happen really did happen. There are any number of ways to do that but a basic rule of thumb is that whoever was involved, either as participants or planners, should have an opportunity to reflect on whether things rally happened as intended.

For many, this will be a difficult experience, at first. In some ways, it is like trying to learn a new language. But after one or two cycles, it will come easier.

The thing that will not be any easier is the age old problem with planning follow through. This planning model takes an organization step by step through a series of experiences designed to help the people of the organization develop the most effective path toward a desired future. But unless the people of the organization are encouraged to walk the path, the plans will have very little impact on the future life of the organization. Regular attention must be given to the plan and that means time during regular meetings must be given to asking how the plan is progressing. Following the plan is as vital to the journey into the future as the plan itself. And with this in mind, it seems the old adage is an appropriate close...

Plan The Work And Work The Plan

Progress in Planning: A Model for Empowerment...
Les Stroh, 1991

Care For Staff

Why?

Be shepherds of God's flock that is under your care, serving as overseers —not because you must, but because you are willing, as God wants you to be; 1Peter 5:2a

When teachers and other school workers accept a call or appointment to service, they usually make a commitment to faithful and full service to the best of their ability "with the help of God." On the other hand, schools commit themselves to provide for the workers' needs. In church life, even as in business and industry, employers often assume that providing a compensation program fulfills their obligation to their employees.

Business and industry have discovered, with dramatic results, the positive effects, both for the employee and the employer, when the employer cares for workers beyond compensation programs. This same observation is true where schools make special efforts to provide for the well-being of their employees.

Providing for the well-being of workers requires an understanding of their needs beyond compensation. Programs of well being should be directed to employees's needs. This is true of church employees seven as it is true of all persons and all employees. The following paragraphs identify and briefly describe the four most common levels of need. These levels are generally concurrently present in all employees, however, there is a value in observing the ascending (hierarchy) nature of the levels. The resource pages that follow provide for the administrator and the board of education ideas and suggestions for initiating and maintaining programs of well-being according to levels of need.

Staff Needs
Level 1: Security

The basic need of any person, including the church employee, is for food and shelter. A church worker's commitment to serve the Lord, even to sacrifice, does not eliminate the need for food and shelter. When school employees accept a call to appointment to service, they do so with the confidence of receiving compensation that will provide, or help provide, adequate food and shelter. When schools call or otherwise engage a person, they commit themselves to a program of compensation to the best of their ability. When schools provide compensation less than their ability, the well-being of the employee is often undermined. Schools have a moral obligation to provide adequate compensation.

When salary schedules and compensation programs are developed, it is important to consider other factors such as health benefits, retirement programs, sick leave, personal days and other factors related to food and shelter. Those impact significantly on well-being. When compensation and fringe benefit agreements are reached, it is essential that those agreements be honored. Obviously, tardy paychecks, either for lack of funds of for procedural carelessness, do not foster well-being.

Level 2: Living and Working Environment

A primary need of church employees, like other employees, is for space for living and working.

While tastes and need for living vary, every employee needs a place called home, a place of shelter and a place for living. While most employees provide for their own homes from the compensation given them, much can be done by the school to help the employee seek and maintain a place of shelter. Many businesses have discovered that they can enhance a person's productivity and well-being by assisting with housing concerns. Helping a new employee locate a home or helping other employees relocate their homes promotes a sense of well-being. Providing resources that help employees with the many tasks of home care and maintenance provides an opportunity for friends of the school to express their care and provides a helping hand for the employee.

Providing a positive school environment for the employee helps generate productivity and a sense of well-being. Additional concern will seek to provide appropriate space, environment and setting for individuals. A Place in school for the teacher and other to work, to grow, to relax, to be with colleagues, to ponder and pray — all of these contribute to well-being and productivity.

Level 3: Involvement

Many people enjoy being involved with other people. Involvement with others provides opportunities to become known by others and to know others, for friendships to develop around common interests, needs and activities. Most teachers are adequately or overly involved in their work; however, this involvement can be limiting, not always providing adequately for the social life some teachers would enjoy. Because the social and professional interests for involvement vary significantly from one worker to another, it is important that administrators be sensitive to the social interests and needs of teachers and other employees. Helping them become involved in the social life of congregation members, helping them become involved in community affairs and groups, helping them become involved in the cultural and civic activities and events of the community — all of these are important ways of demonstrating interest in the employees' well-being. Some employees easily generate their own social lives, others prefer minimum social involvement, whole others appreciate having help in opening social opportunities. The administrator will be sensitive to employee preferences.

Level 4: Growth, Achievement and Fulfillment

Most persons have a desire to grow, achieve, become, and accomplish something. This is particularly so of people whose level 1 and 2 needs are being met. The need for achievement may even be greater for persons who have mastered a skill, a college education or a graduate degree. The desire of a person to achieve is an asset for the school and the employee. Administrators and boards can cultivate, rather than stifle, a worker's desire for achievement. Policies and supporting procedures, which enable employees to pursue their achievement goals, not only contribute to the person's well-being, they also enhance the person's contribution to the schools's positive climate and to the student's well-being.

It is important that all employees have the opportunity to succeed in their profession or skill. Beyond that, employees should be encouraged to cultivate new interests and skills which will enrich their personal lives as well as their professional service. Persons who develop interest, knowledge and skills in areas such as computer education, traveling, gardening, writing, gourmet cooking, and a host of other interests, enrich both their personal and professional lives. These persons usually enrich the lives of students.

A sense of fulfillment, whether it is a vague hope or an intentional goal, is a desire of most people. Being fulfilled, or pursuing fulfillment, contributes to the wholeness of a person. Christian persons often think of their fulfillment in terms of Christian service or ministry. The desire to be or become fulfilled within a Christian person can often be the result of the Spirit's prodding, leading and guiding.

Administrators and boards can do much to encourage and help their employees respond to their prompting from within for fulfillment. Persons with a mission, particularly a Christian mission, add richness to the lives of students, teachers and congregation members. When administrators and boards encourage and support their people as they pursue their mission, they risk losing that person to the mission. Should this happen, school constituents can also experience fulfillment in their Christian ministry.

Faculty and staff members have needs in the following areas:

A. Security

1. Financial
2. Job Security
3. Support of Administrator
4. Support of Pastor
5. Support of Board and Congregation

B. Classroom

1. Adequate teaching space
2. Current and appropriate teaching materials
3. Positive environment

C. Involvement

1. With the faculty and staff
2. Expectations within the congregation
3. Outside of the school

D. Professional Growth and Fulfillment

1. Continuing education opportunities
2. Able to use talents and abilities

Establish Responsibility

The primary responsibility for the well-being of employees clearly belongs to the congregation or school that has engaged them. It is the administrator's responsibility to initiate and maintain a program of employee well-being.

A first step that the administrator can take is to assess the needs of the staff as a whole as well as each individual member. The administrator will want to visit with each staff member to discuss total and

individual staff needs. (See form below, step 3)

A second step is to assign implementation tasks to the following:

1. To the board of education for policy development and clarification.
2. To the administrator.
3. To a congregation/school **Care Committee**.

The resources that follow are designed to assist the administrator in meeting those needs. Each idea presented should be evaluated on its merit, application and ability to address an identified need. The **Planning Guide** developed in earlier **Project Serve** materials will be helpful.

Appoint a Care Committee

A Care Committee can be a tremendous asset to the administrator and the school in achieving the goal of caring for employees and establishing a program of well-being for them.

The Care Committee, working under direct supervision of the administrator, can assist in planning and carrying out a host of tasks that encourage well-being as suggested in the resource pages that follow or as members develop their own ideas and plans.

The Care Committee can be an important link between employees and the general membership as well as an invaluable aid to the administrator and the board of education.

Conduct a Needs Assessment

Use the form below for assessing an employee's need.

Worker_____

	Yes	No	Not Sure
Level 1 — Security			
1. Understands and accepts job descroption.			
2. Receives appropriate salary and finge benefits.			
3. Understands the benefits program.			
4. Has job security per policy.			
Level 2 — Space			
5. Works in positive environment.			
6. Has appropriate work space.			
7. Is provided needed materials.			
8. Has adequate housing.			
Level 3 — Involvement			
9. Is known by congregation/ school members.			
10. Receives recognition for service/accomplishment.			
11. Is involved beyond school.			
12. Demonstrates civic and community interests.			
Level 4 — Growth, Achievement and Fulfillment			
13. Possesses professional goals/objectives.			
14. Contributes professionally.			
15. Pursues creative outlets.			
16. Enjoys respect of colleagues.			
17. Displays a variety of interests.			
18. Knows and uses special skills.			
19. Relates skills and interests with teaching and school.			
20. Displays joy and satisfaction with self and work.			

Resources for Meeting Needs

The following resources are included to help in developing a program of **Care for the Worker**:

Needs Assessment Form (shown on page 12)
Developing Positive Staff Relationships (Duane Rohmaller)
50 Ways to Build Positive Staff Relationships (Duane Rohmaller)

Resources for Level 1: Security

1. Compensation Programs

Some schools have well developed salary schedules and programs while others determine salaries annually with or without the benefit of clear guidelines. Employees desire and deserve to know the guidelines by which their compensation is set and annually reviewed. All salary and compensation programs need annual review. Church body offices often have guidelines and helps for schools in developing their salary schedules. Salary schedules should be adequate, fair and equitable. When determining compensation programs. administrators and school officials should recognize their moral obligation when they determine their ability to pay. Involving teachers in discussions regarding compensation tends to promote well-being as well as provide important information to those in charge of establishing compensation programs. The school administrator should be an advocate and a planner for good compensation programs.

2. Benefit Programs

Employees often do not understand their benefit programs clearly or the cost of them. The administrator can be helpful as he/she provides for worker's information regarding their benefits program, including information on health, disability, survivor and retirement programs. It is important for administrators and boards also to recognize the important of personal days, sick leaves and severance pay. Involving teachers in establishing benefit programs that help meet their needs is another important aspect of well-being. Inviting experts to help inform employees and to advise policy makers can be beneficial both to the school and to the employees.

3. Consultants

Employees often have difficulty with matters of insurance, financial and legal concerns and the like. Often experts in these matters are available to the administrator. These experts often are willing to meet with faculties and others to explain programs and provide information that is helpful to employees regarding these matters.

4. Staffing Policies

Teachers have significant interest in the staffing policy of the school, particularly as it relates to their job security. Staffing policies should cover procedures when adding or replacing staff positions, when decreasing staff positions due to enrollment decreases, and when staff positions are terminated. Because of the importance of these policies to the teacher, teachers should be involved in discussion of these policies. The use of professional help in preparing or reviewing such policies is important both for the welfare of the employee and of the employer. It is important that these policies be prepared in advance of engaging a worker or prior to implementing the policy.

5. Position Descriptions

Position descriptions are increasingly important both to the employer and the employee. Position descriptions help clarity expectations and provide a basis for supervision and accountability. Position descriptions are policy statement which identify the responsibilities of the employee. Because teacher's skills and interest change and grow annually, and because responsibilities tend to change regularly, it is important that job descriptions be reviewed annually. The review of position descriptions with employees provides the administrator an excellent opportunity to supervise and to exercise accountability as well as to help the teacher plan and grow professionally. When position descriptions are reviewed, opportunities are provided for clarification of expectations and to eliminate possible causes of conflict.

6. Orientation of Workers

Orientation of workers is an important function of the administrator. Orientation includes new workers, particularly beginning teachers as well as all staff members. New workers particularly feel more secure and are better able to function when they have been provided a full orientation regarding all matters that affect their work. Orientation sessions should provide for review of position descriptions, all policies that affect the workers and their work, all procedures which affect the workers and their work, a review of all customs, traditions and other factors that impact on school life. Employees desire and deserve to know as fully as possible about the school they serve. Proper orientation requires hours of time beginning with preschool sessions and during-the-year sessions. The administrator should remember that new workers are unable to assimilate everything there is to know in one or two short sessions. Written documents are especially useful and helpful in orientation sessions. Written documents enable the new employee to learn faster

at the outset and to have a resource available for future reference. The administrator will remember that all staff members need frequent orientation sessions to review and remember existing policies and procedures and to be informed regarding new ones.

Resources for Level 2: Space

1. Providing for Employee's Needs at Work

The manner in which an employee's personal and professional needs are met impacts significantly on the employee's well-being. Consider appointing a committee of teachers and Care Committee members to evaluate the way in which employee's needs are cared for and to make appropriate recommendations. Consider the following:

- Space for hanging wraps and keeping personal items
- Space for eating lunch
- Space for pondering, planning and praying
- Toilet facilities
- Space for storage
- Space for consultations
- Space for conducting personal business
- Adequate furniture and equipment
- Adequate supplies
- Private time

2. Housing Helps

The Care Committee might consider the following two services:

a. Appoint a housing coordinator whose primary task will be to assist new out-of-town workers in identifying and securing appropriate housing. The tasks of the coordinator could include identifying real estate agents who know the school and the school community and available housing, identify available housing not listed on the real estate market, serve as a contact person with a newly called or appointed employee, serve as host/hostess when a new employee arrives.

b. A coordinator of services whose primary task will be to develop a listing of professional and other service persons available to school employees. This listing would include doctors, dentists, lawyers, electricians, plumbers, builders and carpenters, and others who provide help and services to households. This listing should be compiled with the permission of those listed and should not constitute a recommendation. This listing will provide a beginning point for new employees, as well as other, when seeking a needed service. A listing of services and service personnel could also include other information which would prove helpful to the employee.

Resources for Level 3: Involvement

1. Employee Buzz Sessions

Unstructured discussions with staff members can provide helpful insights to their "wellness". Allow workers or groups of workers to share their concerns about salary, work loads,, class size and other important matters. Help them discuss how they feel by completing sentences like, "I like what "I'm doing because..." or, "If I could change one thing about my position it would be..." Be certain, after these discussions, to follow up on suggestions.

2. Communication

If personal and professional well-being is an objective of the school, then it is essential that communication opportunities be given regularly for all workers. Consider weekly staff memos which share plans and happenings for the week, the challenges and opportunities of the days ahead and recognition and praise for the things done well in the past. Be sure that all workers receive regular communications and that each of them is acknowledged frequently in the communication program. Encourage staff members to report news items and other information. Ask them to share viewpoints in writing to be included in communication memos.

3. One on One Relationships

It is important for the worker to know that the person in charge knows, understands and cares. Some administrators plan to have one-to-one relationships with each employee on a daily basis. A one minute visit with each employee before the school day begins, provides an opportunity for expressing greetings, encouragement, and interest in the employee's well-being. These brief visits, initiated by the administrator, provide the employee opportunity to share feelings or concerns or to seek information. After school visits can accomplish similar purposes. Daily visits, however, do not replace the need for other one-to-one contacts that are longer and more intentional. Daily one-to-one contacts do help establish and maintain a collegial spirit which is so important when longer and intentional visits and consultations are scheduled.

4. Classroom Visits

Too often classroom visits are viewed by teachers as supervision. Goodwill visits by the administrator to classrooms and to other worker stations contribute

significantly to employee goodwill and to school climate. The purpose of these brief classroom visits includes demonstrating the administrator's personal interest in the teacher and students, commending and encouraging teacher and students, listening for suggestions and help, inquiring about classroom plans ad activities and providing opportunities for teacher and students to express joy and goodwill.

5. Recognizing Workers

Many Lutheran schools have programs which give recognition to teachers and other workers. Recognition programs generally center around worker's years of service, special events in the life of the worker and special accomplishments of the worker. Recognition programs usually include one or several of the following:

- ▼ Events, such as worship services or to other special programs, which provide an opportunity for a variety of people to express their goodwill and appreciation.
- ▼ Printed communications which recognize and commend the employee publicly.
- ▼ A memento or gift which expresses appreciation and has intrinsic value for the employee.

6. Special Occasion Calendar

All of us like to be remembered on special occasions. Under the direction of a Care Committee, a calendar can be prepared which identifies for each worker important dates such as birthdays, anniversaries, baptism dates, birthday of children and other special events. A monthly calendar can then be compiled which lists and identifies all the important events in the lives of all workers. When the master list is complete, a plan for recognizing these events can be developed. Ways of recognizing workers' special occasions include:

- ▼ Bulletin announcements and congratulations
- ▼ Notes, letters and cards
- ▼ Phone calls by selected persons
- ▼ Public announcements in classrooms or school events
- ▼ Announcements in worship service, when appropriate
- ▼ Individual or group gifts depending upon occasion

Special occasions are good opportunities for surprises. School employees, like students, like surprises. Consider using special occasions for surprise parties, events, special treats, special assemblies. Surprises often require little time, effort or funding; they, however, can enhance worker well-being, student goodwill, and school climate.

Special occasions become excellent opportunities for the administrator to give recognition and express appreciation. Carefully written memos and notes, even very brief ones, can be cherished and long remembered mementos by the worker and members of the worker's family.

The special occasions calendar will be a helpful tool for the administrator in expressing private and public recognition.

Resources for Level 4: Growth, Achievement and Fulfillment

Steps for Helping Individuals Grow and Achieve

The administrator is in a unique position to serve as mentor to individual teachers and workers helping them achieve their full potential. The following steps provide a plan by which the administrator can be a mentor for individual teachers and other staff persons.

Step One: Identify the individual's skills and interests.

Most persons have innate interests and skill. The list is endless including writing, speaking, painting, composing, creating, fostering good humor, story telling, administering, performing in a variety of arts, counseling — and a host of others. The administrator will do well to identify for each worker the special interests and skills displayed by the. Often these skills and interests go unnoticed and therefore are neither developed nor fully used.

Step Two: Acknowledge the interests and skills of individuals.

Once a skill has been identified, it is important that the individual recognize that skill and realize that others also recognize it. Even as with children, the identification and acknowledgment of a skill or interest provides encouragement for their development.

Step Three: Cultivate and use skill or interest.

The principle of learning by doing applies here. As mentor, the administrator can encourage the individual to use and cultivate a skill or interest by inviting, assigning, delegating assignments that cultivate the individual's gift. As individuals take on assignments they not only cultivate their talent, they also make a contribution which in turn stimulates further activity. The administrator can also alert others to the talents of school personnel and encourage their use.

Step Four: Provide for continuing education.

Most skills and talents can be developed more fully in some type of continuing education setting such as formal courses, workshops, seminars, lectures and home study courses. As mentor, the administrator can encourage continuing education and help arrange for ti. An important function here is to help provide funds and time for continuing education pursuits. Helping make funds available from the budget or other sources is an important aspect of helping individuals grow, achieve ad pursue fulfillment.

Step Five: Promote broad use of skills and talents.

Christian people view talents and skills as gifts of God and recognize the stewardship responsibilities for the use of those talents. The administrator's mentoring role includes encouraging the individual in the full use of talents. The administrator can help the individual identify the many opportunities available for service within the church and society. In some instances this may mean sharing the individual's talent with others; it may even mean losing the worker to another position which more fully utilizes the worker's talent. When this occurs, the school can view itself as a setting where teachers can grow, achieve and be fulfilled.

Resources

Handbook for New Principals, Glenn H. Bracht, ELCA, Division for Education, 8765 W. Higgins Rd., Chicago, IL 60631

Lutheran School Teachers of the 21st Century, The Board for Parish Services, 1333 S. Kirkwood Rd., St. Louis, MO. 63122 or call (314) 965-9917, ext 1296

50 Ways to Build Positive Staff Relationships

Think Before Acting
Be A Problem Solver
Follow Through
Keep People Informed
Be a Team Member
Offer Solutions, Not Problems
Establish Priorities
Be Tactful
Ask Rather Than Demand
Set Goals
Be Professional
Avoid Arguments With Colleagues At Any Cost
Be Candid-Honest
Smile, Even If YOu Don't Feel Like It
Praise A Job Well Done
Study God's Word Together Every Day
Keep Christ In The Center Of All Things
Use Common Sense
Keep Doors Open
Relate To People
Have A Sense Of Humor
Learn From Others
Confront In A Caring Manner
Students Are A Primary Concern
Be Democratic
Request Input
Care
Forgive One Another
I Want Students To Learn
What And How Is Said Is Important
Relax
Have Social Functions
Pray
Be Thankful For Peers
Gather All Facts
Help Make Ideas Work
Worship
Thank Others
Keep Ministry In Mind
Say "Good Morning" Even When The Good Morning Can't Be Seen
Be Empathetic
Reassure
Tackle A Challenge
Offer Help
Have Some Time Alone
Be Yourself
Compliment
Be A Listener
Patience Is A Virtue
Be Positive

by Duane Rohmaller

Team Ministry

Why?

"We put no stumbling block in any one's path, so that our ministry will not be discredited. Rather, as servants of God we commend ourselves in every way: in great endurance; in troubles, hardships and distresses;

1 Corinthians 6:3,4

You are not alone! You have a wonderful team ready and willing to work with you as you lead the school. Your pastor(s), fellow teachers, and staff are part of the team God has chosen to serve **your Lutheran School**.

The team will only be effective if you are able to work together in a spirit of Christian fellowship, as you focus on the mission of the church and school.

How?

The process of developing a working team relationship can be as rewarding as the outcome. For the pastor, principal, faculty, staff, and others involved, it becomes a process of mutual respect, oneness of mission, and a closeness based on the love of our Lord and Savior, Jesus Christ.

Step one: Gather resources to help develop the team concept: Bible Studies, Personality Profiles, The Mission Statements of the School, resources such as The Church Worker Team (Lutheran Schools 21st Century), the Board Manual for Lutheran Schools, and in His Hands.

Step two: Meet on a regular basis to study the above materials.

Step three: Determine your teamwork strategy:

A. Develop a Vision for Mission
B. Determine the roles and functions of those involved
C. Develop a confidentiality policy
D. Follow the procedures in **The Church-Worker Team** resource

Samples

Resources the Church-Worker Team (Lutheran Schools 21st Century), Norbert Oesch Concordia Publishing House, 3558 S. Jefferson Ave., St. Louis, MO. 63118 or call 1-800-325-3040.

The Board Manual, Order from **Concordia Publishing House**, 3558 S. Jefferson Ave., St. Louis, MO. 63188 or call 1-800-325-3040.

In His Hands, order from **Concordia Publishing House**, 3558 S. Jefferson Ave., St. Louis, MO. 63188 or call 1-800-325-3040. Order $17.00.

Your Personality Tree, Florence Littauer Word Publishing, Dallas, TX.

Personality Profile Test, order from Class Speakers, 1645 S. Rancho Santa Fe, Suite 102, San Marcos, CA 92069 (619) 471-0233

Channels for Change

Daily review this chart. It is designed to
1. encourage you in your pursuit of change;
2. direct you so you won't lose momentum; and
3. fill you with the right information.

Remember: There is no improvement except through change.

I. The Choice Within You

Choice #1 - EVALUATE YOUR PRESENT ATTITUDES (Philippians 2:5). Are my attitudes today pleasing Christ and me?

Choice #2 - THINK, IS YOUR FAITH STRONGER THAN FEAR (Matthew 21:21)? Am I taking faith-action on my present fears?

Choice #3 - WRITE A STATEMENT OF PURPOSE (Philippians 3:13, 14). Have I written, verbalized and acted on a plan to change my attitude?

Choice #4 - DETERMINE IF YOU HAVE THE DESIRE TO CHANGE (Psalm 37:4). Change is possible if I want it bad enough. Am I willing to pay the price?

Choice #5 - LIVE ONE DAY AT A TIME (Matthew 6:34). Am I allowing tomorrow's troubles to sap me of today's strength?

Choice #6 - CHANGE YOUR THOUGHT PATTERNS (Philippians 4:8). That which holds our attention determines our action. Am I thinking on the right things?

Choice #7 - DEVELOP GOOD HABITS (Deuteronomy 6:5-9). Am I repeatedly acting on positive habits to overcome negative ones?

Choice #8 - CONTINUALLY CHOOSE THE RIGHT ATTITUDE (Proverbs 3:31). Am I continually choosing to change?

II. Opportunities Around You

Opportunity #1 - ENLIST THE COOPERATION OF A GOOD FRIEND (Deuteronomy 32:30). Do I meet regularly with a friend who helps me?

Opportunity #2 - ASSOCIATE WITH THE RIGHT PEOPLE (James 4:4). Are my friends helping or hindering my changes?

Opportunity #3 - SELECT A MODEL TO FOLLOW (Philippians 4:9) Am I spending time with a person I admire?

Opportunity #4 - LEARN FROM YOUR MISTAKES (John 8:11). What recent mistakes have I made which caused me to change?

Opportunity #5 - EXPOSE YOURSELF TO SUCCESSFUL EXPERIENCES (Luke 11:1). What positive event or person will I see today.

III. The God Above You

Strength #1 - GOD'S WORD (2 Timothy 3:16,17). Am I receiving daily strength from God's Word?

Strength #2 - PRAYER (James 5:16). Am I praying daily and specifically about my attitude?

Strength #3 - THE HOLY SPIRIT (1 John 4:4). Am I continually being filled with the Holy Spirit?

The Winning Attitude by John Maxwell
(used with permission)

Development

Why?

You did not choose me, but I chose you and appointed you to go and bear fruit-fruit that will last. Then the father will give you what ever you ask in My name. John 15:16

Spiritual, personal and professional development are important to realizing your potential as a Christian leader. 1 Timothy 3:1-7 describes the characteristics an overseer (leader) must have:

- above reproach
- husband of one wife
- temperate
- self-controlled
- respectable
- hospitable
- able to teach
- not given to drunkenness
- not violent but gentle
- not quarrelsome
- not a lover of money
- manage his own family well
- his/her children obey him/her with proper respect
- good reputation with outsiders

Developing these characteristics involves time, prayer, Bible study and mentoring. While each of these areas is important in leadership development, taken together they are vital to the development of the WHOLE person.

How?

Spiritual Development

One: Decide on a private time with God
- A. Prayer time
  - 1. Develop a Prayer List
    - a. Personal matters
    - b. Family matters
    - c. School matters
    - d. Congregation matters
    - e. People
    - f. Other items

- B. Bible Reading and Study
  - 1. Develop a schedule

Two: Attend Bible Study regularly
- A. Sunday morning
  - 1. as a leader
  - 2. as a participant
- B. Other Bible Studies offered
  - 1. during the week
  - 2. special studies
  - 3. cell groups

Three: Worship and Pray with your family, staff and committees

Four: Attend Workshops and Seminars designed for spiritual development

Personal Development

One: Set aside time for yourself
- A. Acquire a hobby
- B. Physical recreation
- C. To read

Two: Set aside time for your family
- A. With spouse and children
- B. With spouse alone
- C. To attend children's events

Three: Learn to delegate things that can be done by others that won't compromise your leadership

Four: Work on your Attitude
- A. Define your attitude
  - 1. How it was developed and what and who influences it
  - 2. Determine your personality
    - a. Use a personality profile such as the Personality Profile Test
  - 3. Determine how your attitude and personality affect your leadership style

Five: Attend seminars and workshops on leadership and/or Personal Development

Six: Take the full amount of your vacation

Professional Development

One: Continuing Education
- A. Complete Masters Degree
- B. If you have a Masters in course work other than Administration, take the Requirements for an Administrative Certificate
- C. Take course work to become competent in new instruction methods

Two: Attend Conferences and Workshops
- A. Curriculum and Instruction
- B. Leadership Seminars
- C. National Lutheran Principal's Academy

Three: Join Professional Organizations
- A. Lutheran Education Association
  1. L.E.A.D.
- B. Association for Supervision and Curriculum Development

Four: Read Books, Listen to Tapes, Watch Video Presentations
- A. Trends in Education
- B. Administration Topics
- C. Leadership Topics

Five: Find a Mentor
- A. An Area Principal
- B. A former Professor
- C. A Pastor

Samples

NLPA Information

The NLPA Academy Program

The National Lutheran Principal's Academy is a four day workshop for Lutheran school administrators. It is designed to be a practical, "hands-on" experience to provide you with additional background and skills you need to be a more effective administrator. The Academy presenters are all people who are in the "trenches." They know the kinds of problems you are dealing with because they deal with them daily.

"What takes place there?" This question is more difficult to answer. The activities are designed in such a way that the participant should not know "what's next!" The element of surprise, coupled with the intensity of the academy, play an important part in the reality of the training. Here's a summary of the major areas addressed in an Academy":

A. Bible Study—Lutheran School leaders need constantly to be reminded that we are in ministry. As the Academy unfolds, the responsibilities of the principalship are examined as a special blessing from God, a privilege to serve and a challenge for the future of His kingdom.

B. Communication Skills—The principal is in a constant state of communication. Whether using body language, written communication or oral communication the process of sending messages makes up a good portion of the administrator's day. This section of the academy is designed to sharpen the skills that the administrator has and to encourage the development of new skills to help the principal deal with the issues of each day.

C. Interpersonal Relationships—The community served by a school principal demands that a myriad of relationships be built, nurtured and supported. This section of the Principals' Academy focuses on the challenges that we have to sense concerns before they become problems and to meet problems effectively when they do arise. The NLPA activities focus on developing the skills needed to deal with these challenges rather than providing "pat answers" to individual needs.

D. Manager/Organizer—Day to day business is a quick summary of this section of the Academy. The administrator needs to address a variety of situations each day that require managerial skills but also a special ability to organize. Through a variety of exercises, the academy participant learns to meet each challenge in a positive and efficient manner.

E. Role and Expectation—There are many people that would like to define the office of the principal. There are few that are able to. While the list of duties and responsibilities that a principal must address seems to grow each year this section focuses on some of the important basic roles that a principal must play. Special emphasis is given to the role of the principal as instructional leader.

Resources

Lutheran Education Association, 7400 Augusta St., River Forest, IL 60305

Association for Supervision and Curriculum Development, Member Services Department, 1250 N. Pitt Street, Alexandria, VA 22314, (703)549-9110

National Lutheran Principal's Academy
L.E.A.D., 7400 Augusta St., River Forest, IL 60305
(708)771-8300

The Measure of a Man, Gene A. Getz, Regal Books, GL Publications, Ventura, CA. 93006

The Winning Attitude, John C. Maxwell, Here's Life Publishers, P.O. Box 1576, San Bernardino, CA. 92402

The Penguine Principles, David S. Belasic and Paul M. Schmidt, C.S.S. Publishing Co., Inc., 628 S. Main St., Lima, OH 45804

Injoy, 1530 Jamacha Rd., Suite D, El Cahon, CA 92019 (619)444-8400

Personality Profile Test, order from Class Speakers, 1645 S. Rancho Santra Fe, Suite 102, San Marcos, CA 92069 (619)471-0233

Job Description

Why?

A clear job description is needed for administrators to understand the function and responsibilities of their unique role. A job description serves as a guide for the governing board to carry out its responsibilities and the engaging of an administrator.

Job descriptions are essential policy statements of the governing board. Through job descriptions, the board identifies the purpose of the school, the role and function of the board, and the role and function of the administrator.

The function of a job description is to make clear what is expected. Conflict can be avoided when mutual agreement about expectations is provided in a job description.

How?

The process of developing a job description may have even greater value than the final product. For the board and the administrator, it becomes an orderly and systematic way to identify the important expectations and organize them in such a way that both board and administrator can experience joy and success in fulfilling their roles.

Step One: Gather samples of similar job descriptions. Look for existing models or contact other administrators for samples. Examples can also be found in **The Board Manual for Lutheran Schools, and in His Hands**.

Step Two: Review and update your **Personal Mission Statement** and the **Mission Statement** of your school.

Step Three: Outline the basic parts to your job description. A sample outline Follows:

A. Mission Statement of the School Personal Mission Statement
B. Role and Function of the Board
C. Role and Function of the Administrator
D. Qualifications
    1. Professional
    2. Personal
    3. Educational
E. Responsibilities
F. Other Service to the Church

Step Four: Put in writing the statements which describe each section of your outline.

Step Five: The administrator then reviews his/her job description with the board for clarity and mutual agreement.

Sample Job Description

Job Description for the Administrator Your Lutheran School

Mission Statement

The mission of Your Lutheran School is to provide a quality Christian education to all children while ministering to the needs of the whole family.

Your Lutheran School is a vital part of the ministry of Your Lutheran Congregation. The purpose of Your Lutheran School is to provide Christian Education in partnership with parents so that:

1. Children may be provided with a comprehensive program of education, so that they may develop their talents and skills for responsible Christian living and service.
2. Children may be nurtured in the Word and will of God.
3. Children may in faith, learn to know and accept Jesus Christ and grow in their relationship with Him and service to Him.
4. Children may learn to recognize themselves as persons of worth made by God in His image.
5. Children may learn to understand and appreciate their talents as gifts from God.
6. The needs of the child and their families will be met through Christian programs and service.

The above purposes shall shape and direct all policies and programs of **your Lutheran School**.

Personal Mission Statement of the Administrator

The mission of _____ is to deliberately witness and model Christ's love for the school family at YOUR LUTHERAN SCHOOL.

Role and Function of the Board

The board of education is the duly elected (or appointed) agent of the congregation. It is the board's responsibility to provide for the management of the school and its programs on behalf of the congregation. To that end the congregation has established the position of school administrator and with this job description delegates him/her the day-by-day management of the schools operations.

The board's primary functions include establishing policy, evaluating achievement of school goals, providing for financial support ad providing counsel and assistance to the administrator. The board carries out these functions when in meeting. When individual board members assume other functions, they do so as workers or volunteers under the direction and supervision of the administrator.

The board asks the administrator to assist the board in fulfilling its responsibility. On the other hand, the board pledges to assist the administrator in carrying out the assignments given him/her.

Role and Function of the Administrator

The administrator will serve as

- the Manager of the School
- the Director of the School's Educational Program and Ministry
- the Leader for School Climate

The administrator will fulfill these responsibilities in accord with the school's Mission and in harmony with established policies. The administrator will develop and carry out plans and programs to achieve the responsibilities assigned. He/She will consult and confer with the board in developing plans and carrying out responsibilities. The administrator will report regularly to the board regarding the progress and effectiveness of those plans and programs.

Spiritual Leadership

It is evident from the school's MIssion Statement that YOUR LUTHERAN SCHOOL is a ministry for Jesus Christ conducted in His name.

The administrator's important role and function is to provide spiritual leadership, so that the school might achieve its mission according to God's Word and will under His blessing.

The administrator will in all relationships with students, parents, faculty, staff, and all others associated with the school seek to speak and abide by the Word and will of God, so that God's will may be done, His name be glorified and His kingdom come.

The administrator will:

- associate closely with God through prayer, Bible study, Regular church and communion attendance, and regular Bible Class or Sunday School participation.
- make a professional appearance in dress and style.
- in keeping with the admonition of Romans 14-15, endeavor not to cause young believers to stumble.
- hold to the Scriptural teachings regarding Stewardship, setting an example by personal practice.
- evidence love for teaching children, is tactful, courteous, enthusiastic, warm, and a good listener.

Accountability

Your Lutheran Congregation has established **your Lutheran School** as a ministry of the congregation. The congregation has elected (appointed) a board of education to provide for the management of the school.

The board of education is accountable to the congregation. The board will report regularly to the congregation to assure it that the purposes of the school are being achieved.

The administrator is responsible to the board of education for the fulfillment of responsibilities assigned in the job description. Both board ad administrator will work cooperatively to fulfill their roles and functions and observe their accountability relationships.

The administrator will work as a team member with the pastor(s) of the congregation in accord with congregational policy in developing and implementing an effective total ministry. Team relationships will be characterized by loyalty and cooperation in a common purpose and ministry for Christ. The team is accountable to the church council and the congregation.

The administrator is responsible for conducting annual evaluation in each area of responsibility to the end that he/she can bring reports and recommendations to the board.

Responsibilities School Manager

Public Relations and Communications

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

Office Management

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

Office Management

The administrator is responsible for managing the office and affairs of the school including:

- ▼ Keeping records of students, faculty and staff.
- ▼ Filing minutes of the board, including official and legal transactions.
- ▼ Filing data and information appropriate for maintaining a school history file.
- ▼ Maintaining correspondence with church and state offices and as otherwise appropriate for conducting the affairs of the school.
- ▼ Conducting the business affairs of the school.

The above should be done, so that the school can fulfill its function as a responsible church-related educational institution with efficiency and cordiality.

Student Recruitment and Admissions

The administrator will maintain data regarding the number and names of prospective students in the congregation and, if so directed, for children in the school community. On the basis of that data, the administrator will annually set enrollment goals and five year projections. The administrator will develop and carry out recruitment plans to achieve enrollment goals to end that an increasing number of children and families of the congregation and the community can be nurtured and educated in the Christian setting of **your Lutheran School**.

The administrator will provide inviting hospitable settings for enrolling students (and parents) to assure that they feel welcome and understand the purpose and programs of the school, so that they can participate with joy and blessing.

Financial Planning and Accounting

The administrator will provide leadership and help in the fiscal management of the school to assure quality Christian education in accord with good fiscal procedures. To that end, he/she will assist, as directed by the board, in programs or plans for securing adequate income and will provide and follow stipulated procedures for expenditures.

The administrator is responsible for maintaining and providing information regarding current costs and projected needs and costs required in preparing annual budgets. He or she will assist in developing and maintaining five-year projections to assure quality Christian education and responsible use of resources.

As directed by the board, the administrator shall be responsible for the authorization of duly approved expenditures and shall be knowledgeable regarding financial records and financial transactions.

As directed by the board, the administrator will be responsible for coordinating fund raising events and activities of the school.

Executive Administrator

The administrator will provide leadership and assistance in helping the boar prepare, establish and communicate appropriate policies and procedures necessary to help achieve the school's purpose. The administrator will assist the board in planning its meetings and activities so that the board can fulfill its responsibilities. The administrator will serve as a spokesman for the board, its policies and programs.

Director of School Educational Programs and Ministry

School Curriculum Development

The administrator is responsible for developing and supervising a plan of curriculum development to assure that all teaching/learning activities of the school are designed to achieve the school's mission, purpose, and objectives in accord with the school's philosophy.

Supervision of Teachers and Instruction

The administrator will develop and manage a program for the supervision of instruction to help

teachers develop and improve their skills in teaching and helping children, thereby enabling the school to achieve its purpose and objectives.

In-Service for Professional and Spiritual Growth

The administrator will provide for the planning and administration of in-service opportunities for professional and spiritual growth. These opportunities will be designed to meet both individual and collective needs of the faculty and to help the school fulfill its mission.

Education Resources and Services

The administrator will provide a plan for the development and use of educational resources for students, teachers and parents to enhance their education and help achieve the schools' mission and purpose.

Leader for School Climate

Leadership for Spiritual Life in the School

The administrator, with faculty and staff members, will provide a program of spiritual ministry for all students for the nurture and development of their faith and life under the guidance and blessing of the Holy Spirit working through the Word.

Student Life

The administrator, with faculty and staff members, will be responsible for creating and maintaining a school environment which will contribute positively to the life, growth and learning of all students and enable each student to experience maximum growth spiritually, physically, emotionally, socially, and academically.

Building and Grounds

The administrator, working with the faculty and students, is responsible for developing and supervising plans for building care and maintenance to assure an attractive, distinctively Christian appearance, to assure operational efficiency and a hospitable, safe and secure environment for all who use the facility. The administrator will work cooperatively with its policies and procedures for building care and maintenance.

Care for Workers

The administrator will initiate and maintain a program of personal and professional well-being for all workers in the school in accord with policies and directions of the school board.

Discipline

The administrator, with faculty and staff, will provide a ministry of discipline for the school and all students which is in harmony with God's Word and in accord with insights and knowledge of child behavior so that students may grow in understanding and skills of Christian discipleship.

Resources

Board Manuals, Order from Concordia Publishing House, 3558 S. Jefferson Ave., St. Louis, MO. 63118 or call 1-800-325-3040. Order #S08493 $20.00

In His Hands, Order from Concordia Publishing House, 3558 S. Jefferson Ave., St. Louis, MO. 63118 or call 1-800-325-3040. Order #S08669 $17.00

Other Resources

Moral Leadership, Joel C. Bass,

The Superintency in the Nineties, M. William Konnert, Technomic Publishing, 851 New Holland Avenue, Lancaster, PA, 17604, (800)233-9936.

Schools of Quality, John Jay Bonstingl, ASCD, 1250 N. Pitt Street, Alexandria, VA 22314, (703)549-9110.

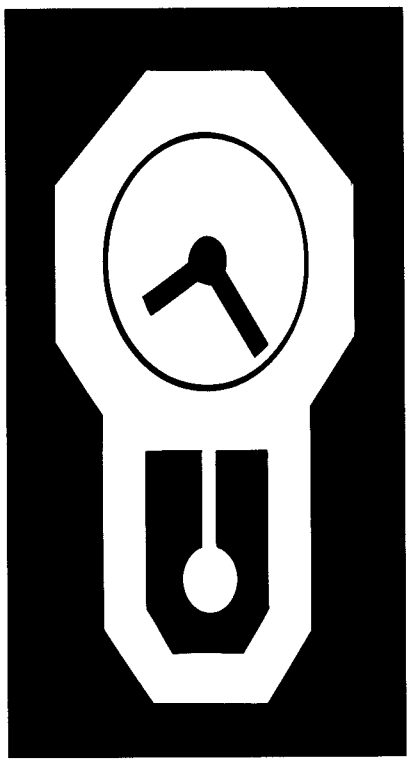
A Leader's Prayer

Lord God, My Father,
Creator and Administrator of the universe
As I look at myself and my responsibilities
I am awed by your majesty and wisdom in keeping this world operating so well
I look at my comparatively small school and see its problems.
Lord, forgive my inadequacies and unwillingness,
I am not God, just, by Your grace, godly.
No matter how hard I try to make good decisions
It seems they make someone unhappy.
I do love my faculty and staff members,
our students and their families
Let me show it more and more often.
Thank You for showing me Your love in Jesus Christ.
Who loved me so much He died for me
So I can live forever.
Keep me close to You, Lord, even amidst my hectic schedule.
I am so busy—so very, very busy.
Refresh me through Your Word and Sacraments.
I need Your strength.
Without it I am weak.
But with You enabling me, I can do all things.
As I teach, lead meetings, prepare reports,
write letters, order materials and carry out all my other tasks,
stay with me, comforting, guiding, strengthening.
Bless me with Your presence
As You have blessed me with my ministry.
Thank You, Lord.

Leadership Obligations
"...To think beyond your experience: and, plan beyond your tenure."
Edward D. Barlow, Jr. Futurist

LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Management



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Foreword

Leaders in Lutheran education use many resources to assist them in their ministry. These have included the Planning for Lutheran Elementary Schools Series and Operations Manual. This booklet is part of the Lutheran Schools Administrators Handbook and was designed to replace those resources.

The manual is designed to assist Lutheran school leaders with a variety of needs:

- Starting a new school
- Planning
- Problem solving
- Board inservice
- Staff inservice
- Preparing for National Lutheran School Accreditation
- Administrative training

While written for Lutheran elementary school administrators, other leaders in Lutheran education will find the booklet helpful. The entire series provides a beginning guide for new administrators or those preparing for an administrative role in a Lutheran school.

The following served on the consultation team to develop the plans for this handbook: Bill Cochran, Eastern District; Ruth Colross, Glen Burnie, Maryland; Dr. Jon Laabs, Concordia, Ann Arbor; Dr. Carl Moser, LCMS; Rodney Rathmann, CPH; Bob Rogalski, Phoenix, Arizona; Pete Woodward, Lakewood, Colorado; Bob Ziegler, Peoria, Illinois; and Dr. R. Allan Zimmer, Concordia, River Forest. We thank and praise God for their leadership and vision.

We are grateful for a partnership with the Lutheran Education Administrator Department (LEAD), a department of the Lutheran Education Association (LEA). LEAD provided additional funding for the production of this resource through a grant from Aid Association for Lutherans (AAL). Without the financial assistance of AAL and the partnership with LEAD, this project could not have been completed.

Special thanks to Veronica Brown and Jan Kassing for the many hours in arranging for the production of this publication.

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Management

Why?

Managing a school is a delicate process. Some have compared the task of the Lutheran school administrator to that of an orchestra conductor. Some have compared the task to that of a classroom teacher, while others have compared the task to that of a chief executive officer of a small corporation. The reality is that there is no other task like it! The challenge of serving as a school administrator is exciting. The challenge of serving as a Lutheran school administrator is a challenge that is blessed with the assurance of God's guiding hand. The challenge of serving as a Lutheran school administrator is one that is filled with unique opportunity to direct a program that prepares children to live in this world, while at the same time preparing them with the knowledge and understanding of God's Word which prepares for the blessings of eternal life!

This manual is designed to share a small part of the management skills that are necessary to carry out the role of a Lutheran school administrator. It uses a resource style to touch on the important tasks that need management. There are two distinct parts to this handbook. The first you are now reading: It is a text based outline peppered with comments and concepts to consider as you review or develop your management guidelines. The second part is in a disk format. It contains "clipettes" from reams of policy manuals that have been placed on disk for your reference. You are invited to review the "clipettes" and use what ever portions are helpful to you.

A word of credit: The policy "clipettes" are gifts to you from over 50 Lutheran Schools throughout our country as well as publications of the LCMS Department of School Ministry. Fifty-plus schools sent copies of their policy manuals to this writer; they we cut, sorted and filed them according to the outline you will find in this document. Each was reviewed and edited to make it generic - the name of our composite school is Faith Lutheran School. While individual schools are not identified we are indeed grateful to each and every school that made an important contribution to all the Lutheran schools that will use this resource.

How?

Let's explore the term management for a moment. The dictionary tells us that management is the "careful handling of any business or concern". "Careful handling" - indeed the school administrator is charged to be both careful and deliberate in all schooloperations. It is the premise of this document that "careful handling" of school operations requires an administrator to develop policies and procedures that encourage a consistent and careful management of both people and programs.

Let's be clear about a very important point! Good management of a school or a program does not equal good leadership. In fact excellent management of a school or program does not equal good leadership. The reality is, however, that good management is **expected** of a good leader. It is one of many skills that lead to effective leadership. Unlike many characteristics of effective leadership however, good management skills and effective procedures are "acquirable" with proper guidance and instruction with a lot of hard work you can improve your skill as a manager - a skill that is necessary if you are to be effective as a leader!

Management of Time and Task

An effective manager begins by examining his or her own management of time. The many tasks of the Lutheran school administrator often require long hours and a job description that prescribes a schedule that is almost impossible to complete. It is necessary not only to maximize the use of the time available but also to prioritize the tasks with clearly established goals and procedures.

To be successful a Lutheran school administrator will find it necessary to develop and use a time management tool. For many years commercial companies have been offering excellent time management organizers. From Day Timer to Franklin, from Priority Management to the pocket calendar provided by CPH, the tools for recording both tasks to be done and meeting schedules are readily available. In recent years changes in technology have made systems available that track contacts and provide reminders of meetings and phone calls to make using timers and alarms. The reality of each of the systems is that unless you take the time to learn and use it faithfully there will be no improvement in management skill! If you take the time, a time management tool will be a great friend that will help you complete tasks and still have time available for family and other activities.

Office Management

The school office door is often the place where new parents are introduced to your school. Students enter the school office to receive direction and assistance. Teachers enter the office formaterials and resources that will help them carry out their classroom tasks. The efficiency of your office is critical to the success of your school.

When exploring your role as the manager of the school office you will find four key areas to consider:

Personnel Management

Your office team is critical to the successful operation of your school. Work had to establish a cooperative relationship with the members of your office team. Make special efforts to establish clear expectations. Take time to train the team so expectations are clearly communicated and are measurable. Seek out workers' strengths and support them as they improve in skill and confidence. Make sure you assist each worker by clarifying salaries and benefits and by treating them with respect.

Process Management

While it is clearly not an administrators job to get every task completed it is an administrators responsibility to know what tasks need to be accomplished. An administrator should see that the office procedures are identified, outlined, documented and communicated to each office staff member. Management of office procedures includes providing direction for the team and praise when the tasks are properly completed.

Record Management

It is the administrator's responsibility to know what records need to be kept in the school office. Not only is it important to know what records to keep, but also how long they should be stored. Developing a procedure for archiving or destroying old records also requires administrator action. In today's world of office technology the responsibility for office record procedures includes electronic records. A program for office computer back-ups and off site storage of records is critical. A procedure which documents who may have access to office records and under what conditions is also important. Many states have clear laws which grant certain rights to parents and guardians when considering student records.

Equipment Management

Providing proper equipment for office staff as well as professional staff is the administrators responsibility. A program of regular review of current equipment as well as a replacement or acquisition program is vital to the success of your operation. Duplicating services available in many geographic areas may make contracted services feasible.

Keeping School

A professor informed his students that any of the graduates of his class on administration would be able to "keep" school. Only those who learned to balance keeping school with visions for improvement and excellence would "lead" schools. The diskette, which comes with this manual, highlights many areas that need to be considered in the process of managing a good school. The ability of a leader to take the ideas, mold them and adapt them to the setting where the he or she is serving, while respecting the people on the team and their need to excel, will cross that line from "keeper" of a school to a leader with true management skill!

Writing a Policy/Operations Manual

Purpose

As you develop your operations manual, keep the following purposes in mind:

An operations manual:

1. provides a procedure by which principals can plan in advance their work for current and subsequent years.

2. permits advance scheduling of school activities and events with the assurance that they will occur with maximum effectiveness and minimum frustration and effort.

3. gives assurance and confidence to faculty, staff, parents and board.

4. provides a process for involving groups and individuals in planning and carrying out their tasks.

5. serves to communicate and coordinate school programs and plans.

6. provides an organized manner of filing and coordinating materials.

8. provides an organized way of recording new ideas and suggestions for inclusion in future planning.

9. is an invaluable tool when change of administrator occurs.

10. provides a plan for demonstrating accountability.

11. provides a plan for inservice programs and for continuing education of teachers and the principal.

Developing Your Operations Manual

In this section we will discuss:

- ▼ Guidelines to follow to help you develop and use your operations manual most effectively.
- ▼ How your job description and your operations manual work together.
- ▼ Steps to follow in the development of your operations manual.

Guidelines for successful use of your operations manual

The following guidelines have been developed on the basis of suggestions and observations offered by Lutheran school administrators who have been working with their manuals for several years. These guidelines come from their "voice of experience."

Involve Others

Your school belongs to many others - the board, the faculty, children, parents, church members and friends. Your manual provides a plan and design for you to involve them (process) so they can make their contribution and experience ownership. As you involve them, they learn and grow and help your school (and theirs) become more and more excellent.

Work With Colleagues

You're not alone. In all likelihood, one or more Lutheran school principals are close by or reasonably so. In all likelihood, they too are developing their manuals as you are. In all likelihood, you meet with these colleagues regularly. Why not develop a plan and schedule for working together, for helping each other?

Plan Your Continuing Education

You and your colleagues, very likely, possess the academic requirements for the position you hold. However, you recognize the need for continuing education. Let your manual help you organize your continuing education program. As you attend conferences and workshops, as you read and ponder and as you take new courses, file your notes, materials and ideas so they will fit into your operations manual organization.

Your files will be there when you need them. Your manual may even help you identify subjects that should be included in your continuing education curriculum.

Plan Manageable Units

Your operations manual may appear a bit overwhelming at first. Remember, developing your manual is not another task you do, rather your manual is a plan, with resources, to help you accomplish the tasks already assigned to you. Your manual will really never be complete. Year after year it will grow. As it does, you and your school will be pursuing excellence. Your operations manual should be organized so you can accomplish your work in MANAGEABLE UNITS.

Use Benefits Now

Your manual is designed to help you NOW. However, do not allow immediate benefits to deter

you, from developing your manual fully and systematically. Even the good ideas and suggestions that you use now will serve you better if they are part of a well-developed and designed plan.

Anticipate Blessings

You, as a Christian person, teacher and administrator, believe that your work is the Lord's work. He has given the task and He seeks to bless it. This truth gives confidence, joy and hope as you work, plan and create. This truth also suggests that the principal will intentionally seek the Lord's blessing. This means prayer and supplication; this means asking for wisdom, energy, vision, hope and success according to the Lord's will. "With the Lord begin your task" is good and wise counsel.

Begin With Job Descriptions

Veterans Say

A survey of Lutheran school administrators, at the outset of *Project Serve*, revealed that most principals have job descriptions. The survey further revealed:

- with few exceptions, principals made little or no use of their job descriptions; job descriptions were not functional for them.
- many principals reported that they received their job descriptions with their appointment to the principalship; often these job descriptions were copies or revisions of existing ones used in other schools.
- most principals agreed that they "carried their job descriptions in their heads" and that on a day-to-day basis they sensed what their job was and what needed to be done.
- nearly all principals agree that job descriptions are important, even if they are not sure how they are to be used.

Steps in Developing a Job Description:

The following steps are addressed primarily to the school administrator and to the chairperson of the board. A partnership between these two should develop at an early stage. With partnership in mind, it is suggested that the administrator and the board chairperson read and discuss this document until some common understandings and agreements are reached. When understandings are reached, then a strategy should be developed by them for presenting the entire idea of a job description,, and the steps for developing it should be presented to the board.

The steps that are suggested below should be viewed as helpful suggestions rather than absolute and final guidelines. The administrator, the board and board members should feel free to add or modify the steps to suit their individual purposes and needs.

Getting Started:

Step One: Copies of this document should be provided to board members and others who may be involved in the development of a job description.

Step Two: Hold initial conversations; these conversations should include the administrator and the board chairperson and other key people who may have an interest.

Step Three: Develop a plan for presentation to and involvement of the board. Here are suggestions: Use ample time. Remember, it is important that everyone understand and accept the basic concepts of the job descriptions. Even if the sample job description is not adequate for your purposes, it provides a model from which to develop your own.

Step Four: Present a plan to the board and a schedule for working together in developing a job description. The proposed steps that follow provide a way to develop a job description in an organized and manageable way over a period of time.

Steps for Development:
Part 1: Basic Statements

Step One: Prepare a Purpose Statement.

Examine any existing purpose statements; many Lutheran school have one. If you do, this may be a good time to review it to see if it is adequate and continues to serve your school's purpose. If not, review and modify until board members are satisfied. When you have your purpose statement complete, then go to *Step Two.*

If your school currently does not currently have a purpose statements, begin now to prepare that statement. As you do so, consider the following:

- Consider the purpose statement in the sample job description. You may also have other sample purpose statements which you want to review. As you review sample purpose statements, be sure that all board members have an opportunity to express their views on the purpose of the Lutheran school.
- Remember, the purpose statement is an essential document not only for the job description, but

also for use by teachers, parents, students and congregation members, particularly those who are new to the school family.

- Study materials in curriculum development to help you prepare a purpose statement.

Step Two: Develop Statements for the Role and Function of the Board and the Administrator.

Because these two statements are so closely interrelated, we suggest that they be prepared simultaneously. Board members are urged to read statements in the sample job description. They are based on the premise that the board's primary function is to provide for the administration and management of the school and that the administrator carries out the day-by-day administration. These statements further assume that the administrator will develop an operations manual and will confer regularly with the board on its development.

The temptation exists for boards to attempt to include every descriptive detail in a job description. An overly detailed job description is difficult to prepare and nearly impossible for an administratorto follow. As the board prepares its statements, it should recognize the value and service of an operations manual. The operations manual contains the details and specifications often included erroneously in a job description. An important resource for board members and administrators as they contemplate the preparation of these statements is the Board of Education Handbook.

Step Three: Prepare a Statement Regarding Spiritual Leadership.

This statement appears in the sample job description at the encouragement of many Lutheran school administrators. They feel that spiritual leadership within the school family is an important aspect of their work but seldom included in the job description.

Along with teachers, Lutheran school administrators view their service in Lutheran schools as ministry. Because ministry is a distinctive characteristic of Lutheran schools, it is important that a statement on spiritual leadership be included in the job description. It should delineate the specific way in which spiritual leadership or ministry is to be provided. Because the ministry of the school belongs under the pastor's ministry, the pastor should be invited to help prepare this statement. The board should, therefore, first consider whether or not to include such a statement in the job description.

Step Four: Prepare a Statement of Accountability.

Obviously a statement of accountability is essential in any job description. Once the statements regarding the role and function of the board and the administrator have been prepared and agreed upon, it is relatively easy to prepare a statement of accountability. The sample job description does not propose or favor one style or method of accountability. The important emphasis is that the plan of accountability must be written and agreed upon by all participants and must be followed fully by all.

Step Five: Prepare a Statement of Compensation and Benefits. (Optional)

The compensation and benefits change so frequently, it is suggested this statement be added as an attachment to the job description rather than an integral part of it. A statement on compensation and benefits should be as complete and comprehensive as possible, stating carefully the compensation for the administrator and all benefits, including housing, car allowance, pension program, health insurance, vacation and holidays, allowance for continuing education. The more specific these statements are, the less likelihood there is of confusion and conflict. Because compensation and benefits change annually, this statements should include information or resolutions that deal with the annual review of these factors and guidelines, if they exist, and the manner in which this annual review is to occur.

Steps for Part Two: Responsibility Statements

Board and administrators are urged to use the sample job description as a guidelines.

An initial task is to determine the number of broad categories of responsibilities to be assigned to the administrator. The sample job description proposes three major categories under which specific responsibilities are delineated. The board may wish to modify the suggested categories or add to them. Another option is to work with the existing categories with the understanding that an additional might be added at a later time.

Before preparing responsibility statements, the board and the administrator should agree on the basic concept of a responsibility statement. The sample job description proposes that a responsibility statement states the responsibility and the purposes of it. This type of responsibility statement assumes that the administrator will develop an operations manual for each responsibility statement.

Step One: Prepare Responsibility Statements for the Administrator as School Manager.

A series of statements have been prepared covering five functions of the administrator as a school manager. The board and administrator may wish to modify these statements and add to them. When this has been done, a responsibility statement should be prepared for each responsibility. Preparing these statements provides the board and the administrator an excellent opportunity for exchange of ideas and views and reaching new and helpful understandings.

Step Two: Develop Responsibility Statements for the Administrator as Director of School Educational Programs and Ministry.

It is suggested that boards and administrators follow the same steps for this category as for the previous one.

Step Three: Develop Responsibility Statements for the Administrator as Leader for School Climate.

The suggestions and steps used in the above categories will be useful in completing this final step.

Miscellaneous Suggestions

As you read and scan and become acquainted with your manual, you will find ideas and suggestions that you might like to use right now or very soon. If you do this, be sure to plan carefully and provide for follow through and evaluation. Do not let this optional step delay or prevent you from moving forward in developing your operations manual.

Prepare a plan and long-range schedule for developing and completing your operations manual. Allow up to three years. You may want to work on one major responsibility per year or you may wish to select one or more assignments from each major responsibility annually for a three-year period. The needs of your school may suggest the priority of your assignments. When you have determined the schedule you will follow, write into the Table of Contents the year you have assigned to each item. You may be tempted to skip this step. Don't. You will find your work easier and more productive if you plan ahead and then stay on schedule.

Schedule time blocks for working on your operations manual. This is a critical step. Principals who have experienced success in the development of their manuals suggest providing a minimum of four weeks of intensive planning during the summer followed by two to four hours per week during the school year for implementation, supervision and evaluation. Remember, time spent on your operations manual is really time spent doing the tasks assigned to you in your job description. When your scheduling is complete, the time blocks you have assigned for working on your manual should be written into your calendar. If you currently do not use an adequate calendar, begin using one.

Policy Manuals

A policy manual is a key tool for the school administrator in the successful operation of the school. This is true regardless of the school size. The need for a policy manual becomes increasingly important in view of the turnover of teachers, board members and student body. When policies are not clearly set forth and communicated, confusion and frustration follows affecting teachers, students and their parents.

The school administrator has several roles in establishing and communicating school policy. They include:

- Leading the Board in establishing policies.
- Keeping an orderly record of policies (Policy Manual).
- Communicating policies to all constituencies.
- Administering the school in accordance with the policies established by the Board.

Policy manuals are not written overnight or on a weekend. The steps required in the development of a policy manual are outlined and described in the "Board of Education Handbook" of the *Planning for Lutheran Elementary Schools* series.

Procedure Manuals

Next to a policy manual, a procedure manual is a most valuable tool for good administration. The procedure manual describes how members of the school family live in accord with and carry out the policies set forth by the Board of Education. Beyond that the procedure manual informs and gives clear direction to members of the school family as they carry out dozens of the routines that are so important in fulfilling the daily routines of school life in a joyful and successful manner. When procedures are not clearly written with instructions and expectations, frustration and confusion follow. A procedure manual is not to be equated with a legalistic set of rules and regulations which hamper good school routine and about positive school spirit.

Once procedures are clearly set forth and routinized, good order follows reducing work and worry

for the school administrator and other members of the school family.

Again, it must be remembered that new teachers, new students and their parents must be informed regarding, "how we do things around here," and invited joyfully to participate in those procedures.

One school administrator said, "If a problem arises I attempt to settle it in the best possible manner, then I immediately begin working toward the goal of having that problem not reoccur or, if it reoccurs, to have a written procedure for dealing with that problem."

Help in developing a procedure manual can be found in the Board of Education Handbook, part of the Planning for Lutheran Elementary Schools series.

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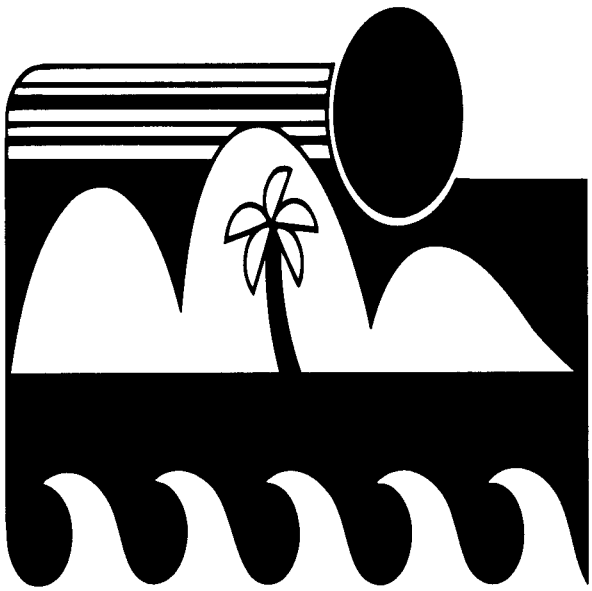
LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Climate



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Foreword

Leaders in Lutheran education use many resources to assist them in their ministry. These have included the Planning for Lutheran Elementary Schools Series and Operations Manual. This booklet is part of the Lutheran Schools Administrators Handbook and was designed to replace those resources.

The manual is designed to assist Lutheran school leaders with a variety of needs:

- Starting a new school
- Planning
- Problem solving
- Board inservice
- Staff inservice
- Preparing for National Lutheran School Accreditation
- Administrative training

While written for Lutheran elementary school administrators, other leaders in Lutheran education will find the booklet helpful. The entire series provides a beginning guide for new administrators or those preparing for an administrative role in a Lutheran school.

The following served on the consultation team to develop the plans for this handbook: Bill Cochran, Eastern District; Ruth Colross, Glen Burnie, Maryland; Dr. Jon Laabs, Concordia, Ann Arbor; Dr. Carl Moser, LCMS; Rodney Rathmann, CPH; Bob Rogalski, Phoenix, Arizona; Pete Woodward, Lakewood, Colorado; Bob Ziegler, Peoria, Illinois; and Dr. R. Allan Zimmer, Concordia, River Forest. We thank and praise God for their leadership and vision.

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Toward the Foundational Vision

A Lutheran school is a ministry of the Lutheran church or churches that operate it. Any discussion about its climate begins with the realization that it is not just a segmented arm of the church, but that it is the church in every respect. It's climate, therefore, is to be envisioned as being the very same atmosphere and quality of Christlike community and care that one could expect to be attributed to and find in the body of believers to which it is attached.

The principal is the key leader of this community of Christlike care, the one who needs the **vision**, the **integrity**, the **skills**, and the **servant spirit** to build and improve Christian community in order to provide the God-pleasing, Christ-witnessing, Spirit-blessing climate the Bible directs us to understand and develop as the people of God.

Toward the Foundational Vision

A Christian School's climate is an extension of the **fellowship**, the "Koinonia," to use the Greek word of the New Testament, that is God's special gift of Spirit-led Christian community.

People who accept Jesus as their Savior, who become baptized and who receive the forgiveness of sins and the gift of the Holy Spirit are different. They live life with God. They behave differently. Life with God is special. It leads people to realize quickly that Christian education relates not only to a way of thinking but also to a way of living. This life has both horizontal and vertical dimensions. It describes a right relationship with the Lord which then leads to right relationships with people, with the church, and with the entire physical world as well.

The person who lives through faith in Jesus Christ is a complete child of God and equipped for every kind of good work, equipped to be that caring and loving person who makes genuine Christian community a happy reality.

Because it is as all-encompassing and far-reaching as it is, the administrator wisely recognizes the following key aspects of school climate:

- It's the school's **prevailing atmosphere.** It's the tone. It's the feeling. The mood. The spirit. It's powerful and it can vastly encourage or threaten the life and activity of all who live and work together in it.

- It's the **school's words**. Whether carefully composed as in purpose statements or school goals, grandly confessed in song and creed, or glibly spoken in off-hand hallway comments, the words the school communicates declare in negative or positive ways what it is all about. They're powerful too.

- It's the school's **managed appearance**. It's cleanliness. It's orderliness. It's attractiveness, and it projects the pride of ownership. Climate includes the physical environment, one which hopefully is hospitable, welcoming and warm to all who are a part of the school family or who are attracted to joining it.

- It's the school's **quality of relationships** which either recognizes or ignores that love and good will among people is powerful. The climate can be strongly dedicated or not to the development and care of relationships, each person's with Christ, each person's with every other person, each person with his or her family. A quality climate accepts children and families for who they are. It enables children to grow in self-respect and respect toward others.

Toward Establishing a Significantly-Relational School Climate

It's a key leadership task of the effective Lutheran school administrator to envision and develop a school community that is a significantly-relational group.

Why?

Schools are for people. They are for children and families. They are for teachers. Schools work best if they are good with people and good for people. Particularly during the eighties it became very apparent to those in school leadership that effective schools had administrators who recognized they could make a major difference in school improvement by focusing on relationships. Lutheran schools that have found ways to concentrate on the care of their pupils and personnel have grown in quality and demand, they have had strong enrollment patterns and they have retained their teachers longer.

Effective ministry-minded administrators have a **vision** of what a good Christian school community is and they systematically and relationally bring their vision to life in their schools. They understand their people and they proceed to lead them to live and learn together in the best possible ways. Teachers and staff, children and families and congregation members are led to agree on the purpose and goals of the Lutheran school and on the methods and content of Christian schooling. Everyone is united in recognizing the importance of a Christ-centered curriculum, of having children grow in faith and in learning success, of promoting a sense of joy and pride in the school and seeing the school as a strong mission arm of the church.

All that this school of the Lord can be and become is seen by the Christian administrator in the rich context of reconciliation and wholeness, caring and justice.

Effective Lutheran school administrators have learned that both children and adults are always in search of community. They are searching for identity and roots, for spatial and territorial place, and for belonging. They know that bonding occurs when children and families of the school share and care. They recognize that Christ's forgiveness and presence forges and empowers a fully distinctive version of school community. The Gospel assures and defines it, creates and sustains it.

In the epistle he wrote to them, the Apostle Paul entreated the Philippians to be fully encouraged because they were united with Christ, comforted by His love and in fellowship with the Holy Spirit. Listen to his 2:1-2 request: "**then make my joy complete by being like-minded, having the same love, being one in spirit and purpose.**" Four watchwords for strong relationships there: 1) think alike, 2) love alike , 3) feel alike, and 4) act alike.

Paul had been given his marching orders by Jesus. They belong to all Christian leaders. This is how he recounted the event, Acts 26:16. "Now get up and stand on your feet, I have appeared to you to appoint you as a **servant** and as a **witness** of what you have seen of me and what I will show you. There was ministry and mission. A Christian school is for **nurture** and **outreach**. There's the work of teaching and learning **and** there's the work of bringing people (kids and parents, siblings and grandparents) to the Lord.

Paul also knew the specifics of how to get that kind of relational unity in place. Listen. This is how he lined it out as he urged the Ephesians (4:2,3) to live lives worthy of their calling in Christ. "Be completely humble and gentle, be patient, bearing one another in love. Make every effort to keep the unity in the bond of peace."

Christianity works. More and more of Christ's followers think and act like Him. More and more they attract others to believe in Him and to live lives of love, forgiveness and care. More and more they see the special needs of people and reach out to them with their help.

It's the inherent destiny of a Christian school to become a significant relational group that delivers significant relationships of sharing and caring identity and roots, place and belonging to all who are a part of it. The good Lutheran school administrator will

focus sharply on what it takes to develop and maintain an authentic, open and caring school community and climate.

How?
Develop a Vision Statement

Develop a vision statement or lists of single words or sentences that describe the school you hope to become.

Take time annually with faculty and board or with focus groups of parents and key parish leaders to brainstorm and develop crisp and forward-looking descriptive lists or phrases of what the school hopes to be in the year ahead or become in the future. Make sure that you keep the relational characteristics in strong balance with the functional characteristics.

Here are some ideas to help you do that:

1) Have small groups each create a list of seven words beginning with the letter "C" that describe well how we strive to work as a faculty and staff. Take ten minutes to select them and write them up on large newsprint pages in order to share them with the other groups.

2) Have each small group write five 'bullet' phrases for a sizeable ad we can imagine placing in the yellow pages for the school three years from now. Share.

3) Create five pairs of hyphenated words that the school will use repeatedly next year as we talk about ourselves as a school
Examples:
- Communications-Minded
- Mission-Driven
- Family-Ministering
- Instruction-Replete
- Gospel-Hubbed
- Parish-Bonded
- Order-Integral
- Child-Cognizant
- Relationally-Strong
- Spiritually-Growing

4) What six lead sentences would we choose as introductions for five brief paragraphs for a brochure that we can imagine we are planning for future use? Use the list below to get started.
- We focus on learning.
- We have great facilities.
- We care about families.
- We have terrific teams.
- We have high expectations.
- We are easily accessible.
- We have extended child care.
- We understand children.
- We are spiritually alive.
- We have achieved very well.
- We have topnotch music programs.
- We work hard.
- We have a strong sense of community.
- We have committed and caring teachers.
- We connect everything to Christ.

Develop Paragraphs on Climate

Develop statements that are several paragraphs in length which expand a phrase or a single sentence. Consider these statements as working drafts and use them to get feedback from others.

Example: **We focus on learning.**
Our school focuses sharply on learning. At our school, the school climate - some call it the "learning environment" - puts academics first. Our administrators and teachers believe they can make a difference in what students learn. Teachers and students believe each student is capable of making significant progress. Students understand and agree that their first priority is to learn.

School activities reinforce these attitudes. Routines discourage disorder and disruptions. Teachers and administrators protect the classroom from disruptions. Teachers and administrators protect the classroom from interruptions. Academic success is expected and rewarded. Public ceremonies honor student achievement.

Incoming students know the school's reputation and experienced students affirm the value placed on learning. Teacher morale is high and turnover is low. When there are openings, principals recruit and select teachers who share the school's goals and standards.

Administrators work with teachers, students, parents, and community members to develop the school's learning environment. Once established, that learning environment becomes a durable part of our school's tradition.

Establish a School Climate Task Force

Establish a "School Climate Task Force" to study and complete the section on school climate found in the self-study report form of National Lutheran School Accreditation.

1) Whether or not involved in school accreditation, ask the task force to make recommendations to the faculty and board.

2) Identify a theme for the upcoming year that can help the school improve a number of things related to its climate.

3) List the **strengths** of the school's climate. Claim them as blessings from the Lord. Plan to expand them because God has made them possible. They should not be ignored. Plan to build a new strength that is somewhat related because it appears like a wise thing to do.

4) Focus on the **facilities** of the school for an extended period of time, e.g. a three-month period. Have the task force devise a plan for receiving input from the teachers, students, parents, and parish members. Recognize the importance of learning what aspects of the schools' buildings and grounds are currently viewed with pride and appreciations. Established categories for suggestions that might include the following:

- Improvements that would have little or no cost involved.
- Improvements that could likely be effected via the current custodial staff and the current year's budget.
- Improvements that might be reasonable to expect and achieve through recommendations made to next year's budget.
- Improvements that would take a major drive for funding, but one that would seem a very real possibility several years down the road.

Additional input for a task force study on facilities could include the following:

- Visits to both public and private schools whose facilities have been identified as particularly helpful in providing a warm climate.
- Conversations with school district personnel or school administrators who have had special success in changing or improving school buildings and grounds.
- Consultants with professional personnel who might be engaged to provide recommendations at a cost.

Resources

- NLSA Self-Study Report Form Phase II
- Lutheran Schools 21st Century, CPH
  - Issues, Challenges & Opportunities
  - School Purpose
  - Christian Distinctiveness
  - The Church Worker Team
- In His Hands, Marilynn Beccue, CPH
- Life with God, Herman C. Theiss, Seven Hills Publishers, Auburn WA 98002 206/939-1352 (Written for the instruction of adults who are interested in becoming members of the Lutheran church.)
- Twelve Keys to an Effective Church, Kennon L. Callahan, Harper & Row, 1983. (This book identifies the twelve essential characteristics of effective, growing churches and shows how these can be developed in any church. Six of the keys are functional and six are relational.)

Toward Establishing an Effective Program of School and Classroom Discipline

It's a key leadership task of the Lutheran School Administrator to envision and develop a program of school and classroom discipline that will effectively deliver a warm and positive Christian school climate.

Why?

"Go and make disciples," Jesus said as He met with the eleven disciples in His final appearance before He ascended into heaven. He made Christianity a world venture. **"Make disciples"** is the method He selected, baptizing and teaching being the components of the main task. (Matthew 28:16-20)

Jesus is the example for the Christian school and its teachers. As the first Discipler, Jesus not only educated, but touched the lives of His followers so that they were forever changed. He gave of Himself fully and continually. He ate, walked and worked, taught and laughed, worshipped and prayed with them. They got to know Him intimately and through His closeness He was able to model attitudes and behaviors that set Godly lives in motion.

Jesus' example and the Holy Spirit empowered the lives of those first examples. They did the same in His place and lives were changed. Christian teachers of today do the same in their place and the children and families in their care change. Through the power of the Gospel they will carry forward the discipling process in their homes and in their everyday worlds.

Jesus had drawn His discipling people together in His body, the Holy Christian church. We belong together in Him. Christianity means community. In Christ we come to gather in unity and for His purposes. The Apostle Paul wrote about Christian unity in his letter to the Ephesians and in the fourth chapter He brought Christ's plan into focus. We come together to grow. We will grow "to a perfect man, to the measure of the stature of the fullness of Christ" (v.13). Paul then makes it absolutely clear that this spiritual growth happens as Christians grow in relationship to one another.

Jane Fryar makes the point of discipline beautifully as she writes in her book, Go and Make Disciples, about the concepts Paul presents. They "help us set our direction" she says. Christian families, congregations, schools, and classrooms adopt certain procedures and structure their disciplinary techniques not just to prevent chaos or to achieve control. Fryar (p.101) "Instead, as we think about classroom relationships in general and classroom discipline in particular, we do so with a clear focus on our Lord's discipling goals for His children - growth toward maturity; growth toward Christ-likeness, growth toward the unity of His body, the church."

How?

Communicating Discipline Goals

The administrator needs to be able to articulate and communicate the over-arching goals of the school's program of discipline.

Example: There are three basic goals we have in mind when we talk about discipline here at Praise Lutheran School. They are no. 1 - Growth in Christian discipleship, no. 2 - Growth in self-discipline, and no. 3 - Growth in our school's positive learning climate.

Modeling Christ-like Behaviors

The administrator models personal characteristics and professional responsibility in everyday actions that demonstrate clearly to students, faculty and parents the Christ-like behaviors that are desired in the Christian school community.

In order to become more effective, the administrator should at least annually review inventories or check lists such as the following and develop an action plan in order to personally improve accordingly.

1) An Inventory Re: Personal Characteristics

Ten Key Questions

- 1. Do you evidence a call to ministry?
- 2. Do you show care for students and teachers?
- 3. Do you demonstrate respect for the school's appearance and the school rules?
- 4. Do you offer encouragement to those who strive to live a discipled life?
- 5. Do you communicate God's love?

- 6. Do you communicate positively through personal appearance, dress and grooming?
- 7. Do you find the school environment personally enjoyable?
- 8. Are you willing to intervene?
- 9. Do you value fairness and firmness?
- 10. Do you build and strengthen relationships as an integral part of your everyday work?

2) An Inventory Re: Professional Responsibility

Eight Key Questions

- 1. Do I present discipline expectations clearly?
- 2. Do I maintain and upgrade the building and equipment?
- 3. Do I address a strong concern for discipline?
- 4. Do I work to identify the causes of misbehavior?
- 5. Do I know the acceptable behavior standards for teachers, pastors and parish members?
- 6. Do I provide opportunities for all groups and individuals to become involved in the process of developing discipline guidelines?
- 7. Do I take a positive stance on basics of good discipline?
- 8. Do I arrange for inservice and other training for teachers which address the multitude of elements contributing to good discipline such as technical skills, human relations, instructional management and spiritual growth?

3. Ideas Re: Communication and Support Responsibilities

Ways to Reinforce the Students

- Sending written notes
- Offering verbal statements
- Establishing an open door policy
- Rewarding and recognizing good behavior
- Dealing with misbehavior privately

Ways to Reinforce the Teachers

- Conferencing on regular classroom observations
- Focusing conferences on discipline procedures whenever poor discipline was observed
- Communicating student and parent comments on discipline practices
- Helping with creative solutions to behavior of students with special needs
- Sharing successful discipline practices of other faulty members
- Sensing when discipline situations require the involvement of additional persons
- Providing a written record of discipline conferences with pupils

Ways to Reinforce the Parents

- Providing information related to discipline concerns via the newsletter
- Writing personal letters praising improved student behavior and confronting unacceptable behavior
- Making telephone calls
- Hosting parent-teacher-student discipline conferences
- Offering programs which deal with the development of parental skills for effective discipline

Helping Teachers

Helping teachers to evaluate their discipline programs will greatly effect improvements in the school.

Identifying major growth areas and utilizing assessment questions to match will facilitate the process.

Examples:

1. Instructional Planning

Instructional planning and organization influence the positive and negative behaviors of learners. Good teaching skills promote good behavior in students. Questions to consider are the following:

- Are your lesson plans well organized?
- Are the day-to-day learning experiences generally appropriate?
- Do you demonstrate an adequate amount of instructional flexibility?
- Do you use a variety of teaching methods and techniques?
- Are you generally prepared well enough in advance?
- Do you tend to be sensitive to the moods of individuals and the class?
- Do you display an ample amount of enthusiasm in your teaching?

2. Classroom Management Techniques

Effectively managed classrooms reduce the frequency of negative behavior. Management includes concern for long-range student learning and for short-term involvement in instructional activities. Important questions that teachers need to ask themselves include the following:

- Do I take the time to analyze classroom tasks?
- Am I instructing the students regarding the classroom rules and procedures?
- Do I try to see the classroom through the children's eyes?

- ▼ Am I generally keeping the children responsible for their learning?
- ▼ Do I effectively monitor the children's behavior?
- ▼ Am I organizing my instruction for more time on task?
- ▼ Do I do well in reinforcing positive behaviors?

3. Awareness of Students with Special Needs?

Factors related to learning ability, social development, and physical conditions may affect behavior. Are the teachers fully aware of the following possibilities when they are faced with a situation when a child is a severe discipline problem?

- ▼ Do they know that parent-teacher partnerships can be encouraged?
- ▼ Do they realize sufficiently that test scores can be examined and used for behavior analysis?
- ▼ Are they clear on what counseling services are readily available?
- ▼ Are they reminding themselves that testing for hearing, sight, and other physical conditions can provide important clues?
- ▼ Do they recognize sufficiently that psychological services are helpful in behavior analysis?

4. Understanding Reasons for Misbehavior

A variety of reasons, factors and conditions influence student behavior/misbehavior. A child's behavior/misbehavior is better understood when all reasons, factors and conditions are considered rather than looking for a single cause or contributing factor.

Help teachers grow in their ability to keep the following **five key considerations** in mind:

▼ **Spiritual Reasons**

While Christians are saints through reconciliation with God in Christ, they are also still sinners. They also recognize the power of the devil and the power of bad people's influence along with their own propensity to do wrong and to not do the right. They also fully recognize the power of God's Spirit to change lives.

▼ **Social Reasons**

Research and writing has helped to recognize four general categories for relational influence. "RAPS" can help us remember them. R - A - P and S remind us of the following:

Revenge: Children who have been hurt by others seek to share this hurt with others and it often leads to unacceptable actions.

Attention: Children want to be noticed. This can lead them to misbehave. Breaking rules and hurting others quickly draws attention.

Power: Children can enjoy the notion of being in charge. Being "the boss" allows them the freedom to act as they desire.

Self-Esteem: Children's feelings of inadequacy are at the bottom of many of their actions. If they can't feel capable of being involved successfully, they'll resort to inappropriate actions.

▼ **Physical Conditions**

There is long-standing list of six ordinary, but significant conditions which affect the discipline of children. C-L-O-S-E-S can help us remember six ways in which these conditions can 'close off' good behavior.

C- Classroom appearance and location
L- Lighting
O- Outside noise and interference
S- Student Health, e.g. vision, hearing, allergies, attention deficit disorder, etc.
E- Equipment and furnishings
S- Stale due to poor ventilation

▼ **Emotional Conditions**

How a child perceives the feelings of administrators and teachers and other children affects behavior. It's good to examine the following questions:

- ▼ Do warmth and love fill the environment?
- ▼ Is Christ's presence acknowledged?
- ▼ Do reconciliation and forgiveness dominate the classroom spirit?
- ▼ How does each individual receive recognition?
- ▼ Are expectations reasonable?
- ▼ Are fairness and consistency evident in applying the rules?
- ▼ Do teachers and other staff members expect the best behavior?
- ▼ Is each individual shown respect?

▼ **Home Influence**

When entering school a child brings along the concerns and experiences of the home. Behavior in school continues to be influenced by conditions in the home environment. Teachers look for the following special influences:

- ▼ Christ-centered home environment
- ▼ Carryover for the Christian home can reinforce the concept of Christian community.

- Parent-School Partnership
- Where parents see themselves as partners with the school we will find stronger cooperation.
- Secure Parent-Child Relationships
- Children tend to respond more openly and readily when they are sure of parental bonds.
- Serious Negative Influences
- Child abuse, sibling rivalry, divorce, alcoholism, illness and death make drastic differences.
- Stability in Terms of Economic and Job Factors
- Parents View of Student Behavior
- Both restrictive and open behavior styles affect a child's behavior in school.
- Ethnic Diversity of Styles or Values
- Cultural differences need to be carefully considered and accommodation may be needed.

Developing Discipline Vision Statement

Developing a **Vision Statement** on behalf of the school's program of discipline can give special focus to it and assist in making any changes and improvements.

The administrator needs to develop the first draft and use it to begin a process of development that involves representatives of the school's significant groups.

Examples:

- Our school teaches the children appropriate behavior rather than to ever hurt them. The word "discipline" comes from the Latin "discipline" meaning instruction. Our teachers patiently and skillfully lead children to understand the value of acceptable behavior and the consequences of unacceptable behavior.

- Our school's discipline program is an extension of its determination to be a democratic society. A democracy has its problems, but with responsible and cooperative effort on behalf of all our students and teachers it works very well. It is up to each one of us to make it work.

- We consider the concept of respect to be the keystone of our school's discipline. Respect is an important part of all relationships that have worth. When it is absent there's an erosion of responsibility and the beginning of disdain. We expect respect in our school. We teach it. We show it. It begins with our respect for God and moves forward with our respect of others and of ourselves. It is built strongly on the understanding that teachers and administrators have been placed into authority positions by the Lord and are expected by Him to set up rules and procedures that treat others as they know these others would like to be treated.

Establishing Classroom Behavior Guidelines

Establishing or revising **classroom behavior guidelines** is a valuable way for an administrator to make significant progress with the faculty. The following are key steps to take in setting them up:

Step One: Identify Expectations

Expect behavior of learners needs to be envisioned before entering the classroom. Consider the variable which may affect behavior expectations.

1. Age-level of Learners

Young children respond to behavior expectations for reasons different from those of older youths. Age-level characteristics need consideration in determining expectations. A few of the key age-level development factors related to student behavior include:

- **Preschool:** Growth occurs through identification with adults. Follows directions and fears being caught.

- **Lower Elementary:** Growing awareness and desire for social acceptance. Desire to meet expectation of others. Misbehaves so others laugh.

- **Upper Elementary:** Acceptance by peer group increasingly important, a strong determiner of all behavior. Beginning to inquire about reason for and intent of guidelines.

- **Junior High:** Freedom is sought to make decisions. Wants to be respected as a maturing person. Questions injustice—especially actions which seem different for youths than for adults.

2. Self-esteem of Learners

How learners feel about themselves, the school, and their classroom relates directly to the way they respond to behavior guidelines. Encourage teachers to:

- Observe each learner to note how he or she relates to the teacher and other peers. Use student profile sheets to record observations and information.

- Identify skills and talents of learners to build the

concept of importance and worthwileness in the classroom.

- Reflect God's love experienced in their personal lives to students. Learners need to feel loving and warm responses.

3. Examine Types of Teaching and Learning Activities

A single set of rigid behavior guidelines will restrict a growing-learning environment. Consider the type of behaviors expected in relationship to the type of activity. For example:

Type of Activity	Desired Student Behaviors
Large group instruction	Listening to teacher. Involvement through structured responses.
Small group discussion	Listening to each group member. Becoming involved and contributing. Acceptable noise level. Task-oriented.
Devotions	Spiritual atmosphere. Reflective silence. Joyful response.
Study time	Quiet talk or silence. Working on assigned activity.

Step Two: Develop Rules and Procedures

Both rules and procedures contribute to positive student behavior. Types of behaviors which are essential in most all learning activities should be handled by rules. Behaviors expected for specific activities or which may be used infrequently are best approached by planning effective procedures for doing an activity.

1. Limited number of rules.
Carefully construct the content of a rule to be specific, yet applicable to broad areas of classroom behaviors.

- Narrow Limits: no talking
- Broad Limits: talk only if you are not interrupting or disturbing others.

2. State rules positively.
Focus on behavior guidelines which state how students should act. Research consistently reports that students expect classrooms with rules. Rules are more effective if stated in positive terms.

Negative Rules	Positive Rules
No hitting	Keep hands, feet, and objectives to yourself.
No running	Walk to prevent injury to yourself and others.
Don't be late to class	Be in class on time.
No talking allowed	Raise your hand for permission to talk.
Don't interrupt	Listen when others are talking.

3. Determine classroom procedures
A plan which includes specific procedures to follow when performing frequent classroom activities can reduce the need for rules and eliminate some unwanted behaviors. Review the types of activities which need clearly stated and accepted procedures. Here are some activities which need procedures.

Activity	Suggested Procedure
Leaving the room	Sign out sheet. Fill out pass.
Entering a classroom	Go directly to seat. Get books and supplies ready for class.
Storing materials	Desk kept clean and neat. Regular cleaning and straightening time.
Assignments	Write on chalkboard. Keep individual notebooks.

4. Involve student in development
The degree of student involvement will vary with the age-level. Regardless of age-level, learners will work harder toward keeping rules and procedures if they have participated in their development evaluation and monitoring. Learners need to realize that rules and procedures will assist them. Ways to involve students in rule setting include:

- **Class meetings:** Special time set aside to discuss particular situations when need improved behavior responses.
- **Brainstorming sessions:** Sessions allow students to identify a variety of concerns which are causing problems in the classroom. These sessions may tend to result in a long list of detailed and often specific behavior problems. Consolidation and generalization of items should follow brainstorming.
- **Class representatives:** Work with a small number of students selected by teacher or peers to help develop rules needed in the classroom. Assignment or election to this governing group should rotate.
- **Suggestion box:** This process allows individual students to contribute specific ways to handle problems related to misbehavior.

5. Share rules and procedures with other faculty members. Teachers need to be aware of how other teachers are working effectively with students. Awareness of rules and procedures implemented in classrooms stimulates action to focus on effective behavior guidelines.

Step Three: Determine Responses to Behavior

Even fair rules and necessary procedures will be kept imperfectly. Determining the type of response and action related to the breaking of rules will promote a fairer and more consistent handling of the situation. A teacher realizes that when a student is misbehaving, the action is perceived by the student as the most appropriate way to act in that situation at that time.

1. Rewarding acceptable behavior.
"Catch them being good" sums up the teacher's challenge to help promote positive behavior in the classroom. Some items to consider when rewarding include:

- Use effective praise. Praise should be specific, related to performance and delivered sincerely.
- Send written notes. Give certificates, ribbons, tokens and other awards for continued or improved behavior.
- Private encouragement. With older learners, drawing attention to their positive behavior may result in teasing by their peers: therefore, communicate encouragement in places and at times to lessen the likelihood of having this negative effect occur.
- Keep reward related to age-level interests. Rewards must be seen as desirable by the students before the reward will encourage and motivate positive behaviors.
- Make reward achievable. Offering a special party or trip to a class if all students are quiet entering the classroom for a week may be unachievable. A smaller, yet achievable, reward will be more helpful.
- Establish both intrinsic and extrinsic rewards. The goal is to give satisfaction to the student for doing a task well.

2. Plan logical consequences for misbehavior.
Logical consequences encourage learners to make responsible decisions related to keeping rules and procedures. Punishment for misbehavior often communicates power is being used to get a response. To implement logical consequences for misbehavior, keep these points in mind:

- Apply consequence immediately after misbehavior.
- Be firm and fair, use a friendly tone, avoid nagging.
- Give student a choice in consequence if appropriate.
- Try to personalize consequence for maximum effect.
- Remember to apply law and gospel properly.
- Work on developing self-discipline and discipleship.

3. Using logical consequences.
Problem: Child is talking during a quiet study time.
First logical consequence: Child should be quiet or he or she will be moved to another area of the room.
Second logical consequence: Child's desk will be moved away from others for study time.
Problem: Child draws initials on a desk.
First logical consequence: Child cleans the initials from the desk.
Second logical consequence: Child cleans several desks in the classroom.

Step Four: Introduce Rules and Procedures

1. Post rules.
Visual reminder of rules helps students recall the

type of behavior expected. Younger children might need to have rules illustrated and posted. Having rules written in a notebook is another effective way to keep students mindful of the rules. Send rules to parents—list possible consequences.

2. Present rules and procedures as needed.
Too many procedures can cause students to feel overwhelmed with directions if given all at once. When given in large doses, the procedures may seem like a long list of unnecessary rules.

3. Practice keeping rules and procedures.
Practicing the correct way reinforces what is expected. Practice time allows greater opportunity for learning.

4. Review rules and procedures.
Even after introducing and using rules and procedures, it is important to review them. This helps learners realize the rules and procedures will be followed consistently. It also recognizes the possibility that some learners may fail to recall how a particular procedure is done.

5. Consider revision of rules and procedures.
All procedures can be modified, revised and even eliminated. Be certain that all procedures promote the learning climate most desirable in the classroom.

An Administrator's Action Plan

Administrator's Action Plan

- Introduce these guidelines to faculty at a preservice workshop.
- Ask teachers to develop classroom guidelines prior to beginning of school year.
- Meet with teachers to see if plan developed is consistent with school goals and discipline statements.
- Try to determine if guidelines promote positive classroom climate. Revise as needed.
- Help teachers plan a method to include students in planning classroom guidelines. Try to role play a classroom meeting related to rule setting with the faculty.

Reward and Punishment

Establishing a **clear stance in regard to reward and punishment** is an important leadership issue for the administrator. Both reward and punishment are so much a part of the traditional role of the classroom teacher that extensive discussion is needed in order to bring all the faculty together in their understanding and practice.

The discussion could proceed according to the following outline:

- Reward for good behavior has problems.
- Punishment has shortcomings.
- Both can largely be replaced by more effective methods.
- Here are the limits we will hold to as we either reward good behavior or punish poor behavior.

Job Descriptions

The **job description** for any of the school's teachers needs to adequately describe the role and responsibilities that will bring about the overall goal of the school's program of discipline. These descriptions are particularly vital at two key junctures: 1) When a position is being filled with a new person, and 2) When a current staff person has proven ineffective in terms of student discipline and must be engaged in due process regarding the problem.

Reviewing job descriptions and other statements regarding expectations of teachers concerning discipline, such as those found in teacher handbooks or personnel policy manuals, is an important administrative task that is performed at least yearly.

Wisdom and Discernment

Wisdom and discernment are required as discipline programs are developed and as they are administered. The Christian school administrator recognizes that key advisors (mentors) will often be helpful. Being open to receiving consultation is important. Quiet reading and study will also be helpful. Prayer is to be a constant daily companion, but is particularly helpful when difficult situations arise. Bringing the Lord into these pictures will not only provide wisdom and discernment, but also give the administrator renewed confidence and a measure of peace.

Resources:

Go and Make Disciples: The Goal of the Christian Teacher by Jane L. Fryar, Concordia Publishing House, 1992.

(This book ought to be purchased for each teacher in ones Christian school. It should also be used as a faculty in-service tool. The first three chapters would make excellent study material in advance of a review of a school's program of discipline. Chapters six and seven would be invaluable aids at any time. They bring a positive Gospel-based perspective that is fresh and helpful. It would empower Christian teachers in their ministry to children

just in the reading. Discussion questions follow each chapter.)

Feed My Lambs: Teaching as Shepherding by Ervin F. Henkelmann, Concordia Publishing House, 1993.

(This book is a companion to Go and Make Disciples. It, too, should be purchased for each teacher and methodically studied by the faculty. The first five chapters focus on the key attitudes that are integral to effective shepherding. The seven chapters in the second half of the book present the skills teachers need to make spiritual differences in the lives of children and families.)

In His Hands, Marilynn Beccue, CPH

NLSA Self-Study Report Form Phase II

Active Patenting Today: For Parents of 2 to 12 Year Olds by Michael H. Popkin, Active Patenting Publishers, Inc., 1993.

(While this book is designed to teach parents a method of parenting and problem solving that will help them prepare their children to courageously meet the challenges that life will pose, it is highly applicable to teachers and will help them build relationships that will bring joy and satisfaction to their lives.)

Lutheran Education, Concordia University, River Forest, Illinois.

- "The Hidden Curriculum," by Julaine Kammrath, Nov/Dec 1992, Vol. 128, No. 2, pp. 96-100.
- "Diploma or Discipleship," by Kent R. Hunter, May/June 1984, Vol. 119, No. 5, pp. 244-254.
- "Spiritually and the Christian Classroom," by Marva J. Dawn, Nov/Dec 1988, Vol. 124, No. 2, pp. 105-111.

Toward Establishing a Spiritually-Alive School Climate

It's a key leadership of the Lutheran School administrator to envision and develop a set of school and classroom practices and procedures, activities and experiences, that will effectively enable teachers and students to practice the presence of God in all aspects of their daily lives as they experience and consider God's grace in and through the power of the Holy Spirit.

Why?

The Lutheran School is a Christian community. Each classroom is too. Christian communities gather to worship and to grow in faith. They utilize the power of word and sacrament to do so. There can be large differences in the approaches that either school or classroom leaders use in order to consider and experience God's love and then to meaningfully and joyfully respond, to love Him back.

While the administrator realizes that growing closer to the Lord is not at all a matter of His loving us more because we are more involved with our feelings, he or she knows that it is important to witness our faith. As we gather to worship or to study and learn it is always important for us to fully acknowledge that God is real, that He is at work in us, that our relationships with Him are the cause of great hope and love and joy in our lives.

Knowledge is a factor. We have to know certain things. Our theology informs us, but the practice of the presence of God is not just intellectual awareness. God's grace is a reality and it makes a difference as the Holy Spirit empowers us to respond to the truth of the Lord's love for us. The Spirit enables us to also respond with love towards others. Each school and each classroom allocates time for activities that will hopefully bless the students and teachers in effective ways to grow closer to the Lord and to one another.

Whether we pray or not makes a difference. Whether we sing or not makes a difference. Whether we have someone talk to us about God's love for us or not will also make a difference. These and other practices ought to focus as fully as possible on the God of the Hebrew and Christian Scriptures. The basic joy of our spirituality is found in that God wants to reveal Himself to us. He always wants to come to us. He promises that His Word will not come back empty, but will accomplish its purposes. We can trust that as we earnestly seek Him, He's going to bless the occasion and find us.

Because our school is an arm of a congregation that already does many things to help its gathered people to be nurtured spiritually, our school will get many of its cues for worship and growth activities from its congregation(s). On the other hand, the school and its children and teachers will also help its church. God uses the faith of one group to nourish the faith of another group. Together school and congregation carefully consider and decide, plan and pursue goals in order to strengthen their climate, stimulate spiritual growth in one another, and effectively reach out to those around them in the Lord.

How?

The following administrative pattern of leadership may be one that could be followed or adapted for use:

Step One: Determine what the major components for the Spiritual Life Program of the school will be

Examples:
1. Daily Classroom Worship
2. Weekly Chapel Services
3. Special School Family Worship Services
4. Special School-Sponsored Church Services
5. Staff Bible Study
6. Staff Devotions
7. Faith Development

Step Two: Establish a general approach to the assessment and planning of each of the components selected.

Example:
1. **What** are we trying to achieve? Let's identify our desired results. Let's identify our related strengths and weaknesses.

2. **Who** is involved? Let's begin to identify the group's needs. Let's recognize both the primary group involved and any supporting group and begin to focus on them separately.

3. **What** do the groups involved value highly? Let's ask them. Let's respond to what they count as important.

4. **What's been** our track record? Let's review our history. Is their written feedback available?

5. **What is going to be our plan?** Will we focus on doing a few "right things" well? Let's establish our priorities? Let's understand that a decision is a commitment to action. Let's recognize that no decision has been finalized until someone has been designated to carry it out.

Step Three: Determine which components should be given priority and address them in order.

Step Four: Assign the review of the given component to a team. It could be assigned to a standing committee, to a specially-created task force, or directed to one person.

Step Five: Clarity for the above team the amount of time they have to complete the study, when any report or recommendations will be due, what the draft of their proposed plan should look like, who will review it and who will approve it.

Step Six: Provide the team any existing written background information materials, any information regarding effective models at use in other schools and churches, and other resources that may be helpful to them.

Step Seven: Provide the team an orientation meeting as its first planning session. Share your vision for their work and thier outcomes. Be their ultimate leader even though their team will also have a leader. Let them know how you will monitor their work and what assistance you will give them.

Example:
Component - Daily Classroom Worship
1. Expected use of the Christian learning curriculum that is in place.

2. Ideas of the basic format suggested for use in various grade levels.

3. Cautions concerning the language and word usage appropriate to the levels.

4. Suggestions regarding the use of classroom worship centers.

5. Level of student participation expected at various levels.

6. Advice regarding the use of songs and hymns, instruments, tapes, etc.

7. Parish worship practices to remember and parish worship leaders to use as consultants.

8. Specific helps recommended to consider for certain grade levels, for example, My Devotions.

9. Reminder of the importance of the Gospel and how it sets the tone of celebration and praise.

10. Mention of the importance of teacher planning and preparation and any cautions regarding worship becoming mundane or boring.

11. Description of the worship climate as a whole, e.g. inviting and warm, genuine and appealing, etc.

The Challenge that is Ours

Teachers, of all people, do not need to be told that the school and classroom are a microcosm of the real world—a broken world. From the first bell of the day to the last, school life is a struggle. From the time the bus driver is supposed to pick up the first student at 6:30 in the morning, but is an hour late because the bus won't start and it's the coldest day of the year, until the last student walks out the door of "after school detention," survival is often the goal of students, teachers, staff and parents alike.

Of course, there is much that is healthy and positive about "school life." School can be an effective opportunity for communicating the Christian faith. School can be exciting, with so many opportunities to learn and discover. School can be fun, providing a lifetime of good friends and good memories. School can be thrilling with its sports, music, drama, and other competitive activities. For some, it is indeed a good and positive experience.

But more often than we would like to admit, school is a downer—and not just for ghetto dropouts or misfit refugees. The rash of suicides among high school students in America has taken place primarily in "affluent suburban communities." many children and youth of every age, community, and economic level experience the daily "pain" of school—of failed tests, peer rejection, impossible-to-reach expectations of parents and teachers and the like. These are the more subtle ways of thinking about pain. For many others at junior and senior high school levels, the pain comes in more direct physical ways as the effect of the drugs they are taking wears off.

And the pain of school is not limited to students. Teachers also experience the pain of broken relationships. The problem of classroom discipline, pressure from supervisors, hassling from disgruntled parents, etc., all contribute to teacher dissatisfaction, burnout and dropout. And the stress level of any conscientious, responsible Christian teacher can almost reach a breaking point by the end of the school year when decisions must be made about whether to keep Billy and Betty back in the third grade for another year.

In spite of the brokenness all around, a Christian school is a place where love and forgiveness, health and healing, are high priorities. The Christian school is a place, ideally, where the vulnerabilities of all "participants" can be exposed without embarrassment or fear of ridicule; where students, teachers, administrators and staff come together in dynamic tension. All who work together to make a school uniquely Christian must be aware that in their brokenness: 1) they, too, have a need for health and healing, and 2) they, have, have the potential to reach out to others in the spirit of Christ as "wounded healers."

And now for the question: Would you agree that Lutheran schools in particular should be communities where health and healing are understood to be integral to purpose and program? Of course. Another question: How is your school doing? Is it on the way to being a genuine caring community? Have you created an atmosphere and process for acknowledging and responding to the needs of your school's "hurts?"

Lutheran schools do need to become more aware of the potential they have, both for building a stronger community of health and healing among all their constituent parts, as well as incorporating into the curriculum and activities a program process for growing and understanding the caring ministry of the church.

Christ's ministry was one of love and compassion. The whole purpose of Bethlehem and Easter was reconciliation—healing the brokenness between people and God. Much of Jesus' ministry on earth involved healing the sick and caring for all who were broken or hurting or alienated in any way. We could say this was at the heart of Jesus' life and work. And after all, this is the way life in the real world is, and even Christian schools are part of the real world.

In the story of the Good Samaritan Jesus set down the curriculum for all Christians. The problem for the lawyer was not the command to love God "with all your heart, with all your soul, with all your strength, and with all your mind." No further clarification seemed to be needed. The problem rather was trying to pin Jesus down on just what He meant by "neighbor" in "love your neighbor as yourself."

The characters Jesus talks about are in every Lutheran school. Sooner or later everyone of us takes

on the role of each character in the story.

- The victim, who says, "I am wounded and beaten and broken and cannot help myself. Will you help me?"
- The robber, who says, "What's yours is mine, if I can take it."
- The Priest and Levite, who say, "What's mine is mine; I don't want to share it."
- The innkeeper, who ways, "What's mine is yours, if you can pay for it."
- The Samaritan, who says, "What's mine is yours, I want to share it."

Having asked the final question, "Who was neighbor to the person in need," Jesus commands us to "go and do the same."

Paul even used what we might call a "medical metaphor" in likening the church to the body of Christ (1 Cor. 12:13-31). We are to work through the daily struggles of life together as "one body" with no one part more important than another, for "all its different parts have the same concern for one another. If one part of the body suffers, and the other parts suffer with it; if one part is happy, all the other parts share its happiness." (verses 25-26).

To the Galatians, Paul says "bear one another's burdens and so fulfill the law of Christ" (Gal. 6:2). He lifted up the Macedonian church as an example of setting priorities: "how in their own severe poverty they gave sacrificially to help the poor in Jerusalem" (2 Cor. 8:5).

This spirit set the tone for the church's mission so that from age to age the Christian church has been identified with compassion and care for people who are broken and outcasts and in pain. How much of this spirit has been incorporated into our Lutheran schools—into your school? How can we do better?

First of all, we can work to assure that our schools really are "caring communities"—places where people do care and help each other through their brokenness and weakness and pain. Secondly, we can aggressively promote a God-pleasing life-style—encouraging the good and healthy things of life and courageously taking a stand against those things that destroy life. Third, we can embark on a program to sensitize teachers, students, parents and staff to assume a greater role and responsibility for health and healing—beginning with ourselves and moving out into the community and the world. Fourth, we can become better informed about current issues in our society and about resources that are available to help us learn more. And finally, we can become involved, identifying specific people in need, activities and programs that are manageable on a personal, classroom and school-wide basis. We encourage you to become involved in these circles of concern!

Circles of Concern

Introduction

The first three circles of concern primarily suggest programmatic emphases; circles 4 to 9 primarily arenas for student and school involvement in helping others.

There are various ways in which a school might utilize the following material. Each circle of concern might be a monthly emphasis for the entire school, with teachers determining appropriate age level activities for individual classes. Or each individual grade might pick a circle of concern to emphasize throughout the school year. (In either case, chapel mission offerings could be designated for a particular circle of concern each month, and there could be an end-of-the-school-year mission fair with classes sharing with the entire congregation some of the things they've learned and done.)

The awareness and involvement activities listed and resources identified are meant to be evocative and not exhaustive. In faculty brainstorming sessions and individual planning, creative teachers will quickly be able to develop additional learning activities, and identify resource persons and involvement possibilities.

Several other possible "circles of concern" could, of course, be developed and substituted for the ones detailed.

Circles of Concern
1. Me, Myself and I...and Others, Too! Self-esteem and Interpersonal Relationships

Objectives:

1. To help teachers and students develop a renewed awareness of the importance to children of positive self-image ad of healthy interpersonal relationships.

2. To establish and/or strengthen a school-wide emphasis on the development of feelings of self-worth and good interpersonal relationships.

Awareness Activities: Things to Learn

1. Schedule a social worker and/or child development specialist to speak (at a faculty meeting or PTL) on children developing a good self-concept and healthy interpersonal relationships.

2. Reflect on which children in your class or school have poor self-esteem and/or few friends; think of special ways to affirm those children and work with them on self-image and interpersonal skills.

3. In her book, Peoplemaking, Virginia Satir stresses the importance of individuals recognizing both their "sameness" with others (having common feelings and needs) and their "differentness" (as well as the "differentness" of others). A sense of "sameness" and a sense of "differentness" are both needed, she says, for a person's feelings of self-worth and for their ability to maintain healthy, positive relationships with others. In what ways do you—or could you—foster that sense of "sameness" or commonality in your class? In what ways do you affirm the "differentness" or unique gifts of each member of your class?

4. Friends are particularly important "in modifying the negative effects of excessive stress in our lives." A helpful article by Robert and Ann Selman, "Children's ideas about friendship: A new theory, "suggests five states of friendship in a child's experience:

Stage 0 (ages 3-7) Momentary Playmateship
Stage 1 (ages 4-9) One-Way Assistance
Stage 2 (ages 6-12) Two-Way, Fair-Weather Cooperation
Stage 3 (ages 9-15) Intimate, Mutually Shared Relationships
Stage 4 (ages 12 and older) Autonomous Interdependent Friendships

How do the friendship stages identified by the Selmans match with your observation of children in your class? Consider how you could help children move along appropriately to more mature levels of friendship. What opportunities are there in your classroom for children to get to know one another, to work on projects and play with one another, to

develop circles of friends and learn to care for one another?

Involvement Opportunities: Things to Do

1. Carry out one or more of the following activities related to enhancing your children's self-esteem or feelings of self-worth:

▼ Take a photo of every child in the class and put it on the bulletin board with the child's name. Tie the photos together with an appropriate heading like" "God's unique and valued children"' or "God loves and cares about..."; or "I have called you by name—you are mine" (Isaiah 43:1); or "...I have called you friends" (John 15:15).

▼ Have each child make a list of five strong points, or positive characteristics of themselves-either by filling in the blank in the sentence "I am _____" (for example, I am friendly, kind, good at math, a fast runner, etc.) or by listing "five things I like about myself." You could also have each child read their list to theirs in a small group—having others in the group tell the child what they see as their greatest strength or what they most enjoy about the person. You might also want to have each child list one of their unique gifts or strong points underneath their bulletin board photo.

▼ Have the children bring something for "show-and-tell" (a ball, or blue ribbon, a drawing, etc.) that expresses something important or unique about themselves.

▼ Assign a caring "big sister" or "big brother" to newcomers in the class or to youngsters who have a poor self-image or who isolate themselves from others. These should be youngsters who can encourage and affirm other children.

2. Carry out one or more of the following activities related to enhancing your children's support network and interpersonal skills.

▼ Have each child identify his/her own "support network" or friendship group by drawing a circle around their name on a piece of paper—and then adding other circles and names around themselves—of those who are their friends, who care about them and help them, who listen to them, do things with them, etc. The people added could be classmates, family members, teachers, relatives, neighborhood friends, friends from church, old friends who have moved away, etc. Ask the children, when they are done, to review the diagram and think about the kinds of love or care or friendship or support they've exchanged with each person in their support network. Ask them also to jot down the names of anyone on the list that they'd like to get to know better and any "old friends" that they'd like to write or speak to, to tell them how much their friendship has meant. Encourage the children to keep their friendship circle somewhere, to pull it out when they're feeling low and to periodically add to as they make new friends. (For more detail, see Your Support Group, by Dr. Tom Ferguson, op. cit., pp. 6-7.)

▼ Ask the children in your class to identify what qualities in a friend are most important to them. (You might want to add additional qualities that don't get mentioned: i.e., good sense of humor, faithfulness, keeps promises, keeps confidences, is forgiving, etc.). Remind the children that these qualities are important not only in the friends we have, but also the friends we are to others. (See also op. cit., p. 8). You might also want to ask the children what kinds of things weaken or break friendships. (See also op. cit., pp.34-35.) You might also want to tie in the kinds of ways Jesus is our "good Friend" (cares about us, died for us, listens to us, etc.).

▼ Have the children remember and talk about a time when a friend (youngster or adult) helped them in some way. How did they feel in that instance, having someone help them out? Have the children remember and talk about a time when they helped a friend in some way. How did it feel to help someone else? If possible, continue the discussion, talking about how helping one another usually build special bonds between people. But also be open to children talking about times when it didn't feel good to be helped (perhaps the "helper" was condescending or uncaring) or to be the helper (perhaps the person resented our help, etc.).

▼ Ask the children to think about someone outside of school (a neighbor, a friend from church, etc.) who has trouble relating to others. Ask them to think of three things they could do to help that person feel better about himself or herself—or to show that they cared about the person.

- ▼ Consider, during Advent, having everyone in the class have a secret friend of Kristi kindl. (The children draw the name of their "secret friend," and then give little gifts or do nice things for that person throughout Advent, not revealing their identity as that person's "Kristi kindle" until Christmas.)

- ▼ Schedule, perhaps with the help of a school social worker or child psychologist, communication skills exercises for your class. Possibilities include triads (with one person acting as observer) and the other two youngsters practicing "I" messages, rather than "you" messages; or practicing restating the person's opinion before giving his/her own; or practicing "fair fighting" skills.

3. Working with a social worker or child psychologist, review the current school curriculum and consider inclusion and implementation of goals relating to the development of feelings of self-worth and healthy interpersonal relationships for all grades. Include goals relating to the development of positive attitudes and skills, as well as special counseling or remedial assistance for youngsters exhibiting problems in these areas.

4. Do a religion class emphasis or month-long series of chapel services on the concept of self-esteem and friendship—using Isaiah 43:1; Jesus and the friend of sinners (Matt. 11:19; Luke 7:34; Romans 5:7-11) Jesus calling us friends (John 15:13-15); Jesus crying at the death of his friend Lazarus and raising from the dead (John 11:1-45); etc.

Additional Resources: Things to Help

1. Contact your local Lutheran social service agency or local county mental health department for other resources (written materials, films or videotapes, or people resources).

2. Obtain a copy of Virginia Satir's book, Peoplemaking (Science and Behavior Books, Inc., Palo Alto, CA, 1972). Another possibility: obtain a rental copy of Virginia Satir's videotape "Communication I: Lectures and Demonstrations"--for a faculty study session or PTL program.

3. Check your local library or media center for films and books about children overcoming a low self-image; children's stories about friendship; etc.

2. Healthy, Wealthy and Wise (or at Least Healthy!) Personal Fitness and Nutrition

Objectives:

1. To help teachers and students gain a personal awareness of life-style factors which positively or negatively affect their health.

2. To establish and/or strengthen a school-wide health and wellness program.

Awareness Activities: Things to Learn

1. Schedule local health professionals to speak on health-related topics (cardiovascular risk factors, fitness and exercise, nutrition, stress) to the faculty, PTL, student assembly, or congregation.

2. Have students do research and give reports on health-related topics (examples: effects of smoking and drug abuse; the amount of salt in various prepared foods; sugar content in cereals and other prepared foods; the role of drinking; the automobile and other accidents; life-style factors affecting heart disease, diabetes, cancer, etc.).

3. Plan a school-side or congregational health fair. Various local health groups (American Heart Association, Diabetes association, Cancer Society, local hospitals, etc.) should be contacted about having displays, materials for distribution and possibly health tests. Possibilities include blood pressure screenings, blood profiles, diabetes testing, lung volume capacity testing, eye exams, etc.

Involvement Opportunities: Things to Do

1. Review the current school health curriculum and consider implementation of new health promotion, nutrition and fitness goals for all grades.

2. Review the school hot lunch program and consider changes that might provide a better model for healthful eating.

3. Appoint a mothers' nutrition committee to set guidelines for birthday snacks, have a periodic nutrition column in the school paper, etc.

4. Institute annual heath and fitness testing for all students.

5. Appoint a search committee to uncover resources: health professionals in the congregation or community who might speak, provide consulta-

tion or otherwise assist in program; curricular materials; audio-visual resources; possible financial assistance.

6. Together with the P.E. department, sponsor a school or congregational "fun run" (or walk!), for students and families.

7. In religion class or in chapel, consider with the children examples of Christ's healing ministry (the leper healed, the paralytic, the deaf, the blind, the man with the withered arm, the woman with the issue of blood, etc.). Use the story of Peter's mother-in-law being healed (Matt. 8:14-15) to point to the purpose of our health and healing: to serve others. Also talk about Jesus' restoring the widow at Nain's son to life and raising Jairus' daughter as examples of Jesus preventing their premature early death. Explain to the children that the purpose of health promotion (good nutrition and good fitness activities) is also to prevent premature and early death--and that's why it's so important, as part of a Christian's concern or stewardship of the body God has given him or her. (See also 1 Corinthians 6:19-20) ("...your body is the temple of the Holy Spirit, who lives in you and who was given to you by God. You do not belong to yourselves but to God; he bought you for a price. So use your bodies for God's glory.")

Additional Resources: Things to Help

1. Wheat Ridge Foundation, One Pierce Place, Suite 250E, Itasca, IL 60143-2634. Phone number: (708)766-9065.

2. Aid Association for Lutherans, 4321 N. Ballard Road, Appleton, WI 54911. Phone number: (414)734-5721.

3. Local health agencies—hospitals, American Heart Association, American Lung Association, etc.—generally have a variety of program resources available for schools.

4. The LCMS Commission on Health and Healing has published a variety of resources related to health and wellness, particularly in its publication, Cross and Caduceus.

3. Families and the Family of God: Support for Less Than Perfect Families

Objectives:

1. To gain an awareness of the diversity of family situations in the school—and of family strengths and resources for coping with change.

2. To establish and/or strengthen a school-wide emphasis on being the family of God and providing support for less than perfect families.

Awareness Activities: Things to Learn

1. Schedule a faculty meeting or PTL topic on the family. Some powerful quotes to consider:

- "...youngsters get very little or almost no help in school dealing with divorce."
- "Fifty percent of school-aged children have parents who work...Who is doing the parenting? When both parents are out of the home, where do the children get the role models to be able to decide what they are to do?"
- "It is something like 1,700 hours of TV watching that children do a year. So...much of the parenting in our society is being done by television.
- "We've discovered that a passive or a non-caring parent is worse than an absent one."
- "And so one of the questions we need to ask is, if the church is to be the home for the family, what do we need to do to create families that will have the kind of strengths to give each other the support they need?"

2. Tell the children that your class will be spending some time talking about "families and the family of God," and that we will begin by taking a look at who and what makes up "a family" for each person in the room. (This might be a one-or-two-day discussion--or a couple of weeks' assignment, if some of the additional projects are used.) Each child should answer the following questions for himself or herself, and then the results shared in the whole class.

- How many people in your family live together? Who are they? How old are your brothers and sisters, or step-brothers or step-sisters?
- Do you have other family living elsewhere? (Your dad, a brother or sister away at college, etc.)
- Do you have "extended family" (grandparents, aunts, uncles, cousins, etc.)? Where do they live?

- ▼ Do you have nonfamily that's like "family" for you? Who are they? Where do they live?
- ▼ Do you have pets that are like part of the family?
- ▼ Who works outside the home in your family? Father? Mother? Both?
- ▼ Who does the household chores in your family? Mother? Father? Children?
- ▼ Do you have any special family traditions (like going to grandmother's every Christmas; like opening gifts on Christmas Eve; like going to the same vacation spot every year)?
- ▼ Have you always lived in the same place? How many times has your family moved? Where are you from originally?

Have each child share the story of his family with the class. (Additional project ideas: have the children bring family pictures for their class report, or ask those who want to, to do a family tree. After everyone has told what his or her family "looks like," ask the class what they've discovered. Are all families the same or are they different? (If you have a budding sociologist in the class, you might want that youngster or a committee to do some overall statistics—showing how many families have two parents present; how many are divorced; how many have both parents working; etc.). The point of this discussion should be to show the diversity of family size, make-up, etc.—and to show children whose parents are divorced; how many have both parents working; etc.)—and to show children whose parents are divorced that they are not the only youngsters that do not come from a two-parent home.

3. Initiate a class discussion about family life—the positives and the problems, what's permissible and what isn't—through the following discussion process:

- ▼ Ask the children what they think the purpose of family is. What kinds of things do families do for and with one another? Some of the things that the children might suggest include: earning money to support the family; caring about one another; taking care of children when they're sick; providing food and housing; having fun together; loving one another; helping the children grow up to be healthy and responsible adults; sharing God's love and forgiveness with one another; teaching the children to care about others; etc.
- ▼ Ask the children what kinds of things they think cause problems or stress or arguments in families. Some of the things that the children might suggest include: financial problems; worry over unemployment or loss of the farm; mother with too much to do if there are younger children still at home; home chores aren't shared; father is away from home too much—for work or recreation; conflicts with teenage members of the family; etc. (You as teacher might want to add other stressors from the Olson study.) Remind the youngsters that all families have problems and arguments; what is important is finding constructive ways to deal with the problems and difficulties ("fighting fair," giving "I" messages, forgiving one another, etc.) and getting outside assistance if the problems become too big.
- ▼ Talk with the children in your class about the kinds of things that are not permissible--from strangers, family, friends, extended family, or anyone: physical or sexual or verbal abuse (abuse of them, their brothers or sisters, their mother, anyone). There are a variety or resources available for this kind of awareness session (see suggestions under resources below; and/or contact the police and other community mental health agencies). This topic might also make a good PTL meeting focus.

4. Ask the children in your class in what ways your class and school and church are like "a family" (because we care about one another; love one another; have disagreements and problems, but forgive one another; learn from each other about the love and care of God in Jesus Christ for us; learn to care about others; learn to grow up and be responsible Christian men and women).

5. Plan a chapel emphasis on the school and church as "the family of God"—bringing in some material included above (in 4) and focusing on appropriate Bible passages like "God sets the solitary in families" Psalm 68:6; Ephesians 3:13-19; Jeremiah 31:1 (KJ). Be sure to point to Baptism as that event that made—and makes us daily—part of the family of God, brothers and sisters to one another.

Involvement Activities: Things to Do

1. Review the school curriculum and consider adding and implementing program goals on family life education and communication skills.

2. Appoint a task force to find additional ways to provide support (to be "family") for the children of divorce. Possibilities might include a regular support group for children of divorce; finding positive role models of the opposite sex for

children in one-parent families; planning a family camping program for children from divorced families, initiating a support group for "blended" families, to work on adjustment problems, etc.

3. Appoint a committee to plan a variety of ways in which the church can put "the solitary in families," initiating programs that would attract different ages and types of families and enable them to be resources to one another. Possibilities might include:

- ▼ An after school care program for children whose parents work.
- ▼ Family nights at church (with recreation, table games, etc.) for all ages and types of people. Or church dinners (at Thanksgiving or Christmas) for those who otherwise would be alone. Or a New Year's Eve party for anyone from the church who wanted to come.
- ▼ Write your own school Advent or Lenten devotional booklet—with devotions written by different church families or individuals.
- ▼ Plan a family week or month—with a variety of enrichment courses offered (family financial planning, communication skills, family life stages, education, etc.).

Additional Resources: Things to Help

1. Write to the National Committee for the Prevention of Child Abuse for materials related to child abuse education. Other resources include a five-part PBS videotape series (aimed at children and parents) titled "Child Sexual Abuse: What Your Children Should Know"; and books for various age levels, including: You Can Say "No" by Betty Boegehold (Golden Books, $4.95), Benjamin Rabbit and the Stranger Danger by Irene Keller (Dodd Mead, $8.95), Who Is A Stranger and What Should I Do? by Linda Walvoord Girard (Whitman, $9.25), and Child Abuse: An American Epidemic by Elaine Landau (Messner, $9.79).

2. Discuss—individually or with a cluster of other Lutheran schools—the possibility of a part-time social worker on the school staff, to work with children and families experiencing problems and to initiate prevention and enrichment programs.

4. Golden Oldies: The Joys and Sorrows of Growing Older

Objectives:

1. To help students gain an awareness of the joys and sorrows of the aging process.

2. To enable students to become personally involved in a helping relationship with older members of the congregation or community.

Awareness Activities: Things to Learn

1. Have several retired congregational members come to speak to the class. Try to get a mix of married and widowed; of various ages (in their 60s, 70s, and 80s); and of various stages of mobility and health (perhaps someone who has had a cataract operation; someone who walks with a cane, etc.) Prepare ahead of time, with the students, a list of questions to ask the older members. Questions might include:

- ▼ How old are you?
- ▼ What are some of the good things about getting older?
- ▼ What do you most like to do, now that you're retired? Was it hard to retire?
- ▼ What kind of problems does a person face as they get older? Health difficulties?
- ▼ How do you think the church (or we students) could be helpful to older members?
- ▼ Tell us about yourself: What did you do vocationally? Do you have a family? What are your hobbies? What events in history could you tell us about: the depression? World War II? Kennedy's assassination?
- ▼ What kind of advice would you give us about life?
- ▼ How has your faith in God strengthened you through all the ups and downs of your life?
- ▼ Who were the older people who you looked up to? Who were role models for you?
- ▼ What was school like when you were growing up? Music? Clothes?

2. Have individual class members interview grandparents, other older relatives or neighbors using some of these same questions, and then reporting to the class. Also have children bring in photos of their grandparents or great-grandparents.

3. Have a social worker, chaplain or nurse who works with the elderly come to talk to you about the aging process—and perhaps ways in which students could become involved in helping relationships.

Involvement Opportunities: Things to Do

1. Get a list of parish "senior citizens" from the pastor (shut-ins; those who can still get out, but perhaps live alone; members in nursing homes). Assign two or three older members to each class

for the year (not just for Christmas), and plan ongoing involvements. Possibilities include:

- Having a different youngster write a note to their "senior friend" every week or two.
- Visiting and bringing some kind of gift (flowers, a painting from a class project, fruit, cookies, etc.) to the senior friend at special occasions through the year (birthday, Valentine's Day, etc.)
- Inviting the "senior friends" to school at least once a semester for a class or school program, for a party to celebrate their friendship, for a special school chapel service, etc.
- Together with the congregation, planning a worship service to celebrate the gifts and life of older members.
- Having school families sign up for an annual "chore day" for older members: putting up storm windows, etc.—followed by a picnic or potluck for all afterward.

2. Have youngsters take a field trip to a retirement home, convalescent home, etc. Perhaps they could put on a musical program or dramatic presentation for a local nursing home.

3. Helping goes two ways. Perhaps some of the older members of the church might be willing to serve as volunteer tutors or as "grandmas" or "grandpas" for one-parent night.

Additional Resources: Things to Help

1. Have a student write to the following Wheat Ridge-seeded project for information about aging and ideas about congregational ministry by, for and with older people:
Lutheran Education Center on Aging, Concordia College, 800 North Columbia Avenue, Seward, NE 68434.

2. Check your local library or media center for films and books about older people: (1) the achievements of "older" statesmen or artists (i.e., Grandma Moses); (2) the problems of old age; (3) the stories of older individuals who have coped with great difficulties; (4) issues of aging, etc.

5. Enabling Abled and Disabled People: To Be All That They Can Be

Objectives:

1. To help teachers and students gain an understanding of disabled people—their abilities and disabilities, their strengths and weaknesses—as well as our own.

2. To learn to accept the gifts of disabled people, care about them, and work for their full participation in the life of the school, church and community.

Awareness Activities: Things to Learn

1. Ask members of the class individually to list their abilities or gifts—some of the things they do best. In a second column, ask class members to list some other abilities (playing ball, drawing, etc.) that are "passable"—they're not great at them, but they can do them. Then, in a third column, ask class members individually to list their "disabilities"—physical handicaps, learning disabilities, and other "handicaps" of one sort or another (wear glasses to see, short stature, poor coordination, trouble with math, etc.) Together, as a class, put on the board some of the items that children put on their lists in the three columns. Then ask questions like these: Does everyone have the same abilities or special gifts? Everyone the same medium-range passable activities? Everyone the same disabilities or handicaps? Ask them what they think are the toughest disabilities or handicaps to have (to be blind, deaf, mentally retarded, paralyzed, unable to walk, etc.) Help them to understand that everyone has some "disabilities" (if nothing else, it might be the "handicap" of thinking we have no disabilities and showing no compassion for those who do), and that everyone—no matter how severe disabled—also has some special gifts and strengths and resources to offer to the rest of us.

2. Have students do research on different disabilities (blindness, deafness, Downs Syndrome, cerebral palsy, learning disabilities like dyslexia, spina bifida, etc.) Their research might include causes and various ways to cope with the disability or overcome it, famous people who have had that particular disability and overcome it, etc.

3. Have one or two disabled persons—from the congregation or from community agencies—come into the class and tell their story: what it was like to be born with a particular disability (or develop it later in life); what difficulties it creates; how they seek to overcome it; how other people react to them and how they would like to be treated; what strengths or gifts they have to compensate for their disability.

4. Plan a class visit to a sheltered workshop for the physically and/or mentally disabled—to see what these disabled people can do and talk with them.

5. Using disabled people as resources, have the children in your class experience firsthand—at least to a limited degree—what it is like to have a major disability. For example, have blindfolded children experience what it is like to be led by someone else or try to find one's way with a cane, or pour milk or eat a meal blindfolded. Have another group, with ear plugs,discover what it feels like to be unable to hear other people in the room talk, or know why they're laughing. Have them try to learn to lip read. Have a third group learn what it's like to be in a wheelchair—and try to lift themselves out of the wheelchair to go the bathroom, etc.

6. Consider having part of the class learn deaf sign language—and part learn to read Braille.

7. Plan a chapel service to highlight the full inclusion and participation of disabled people in the body of Christ. Appropriate Bible passages might include 1 Corinthians 12:12-26 and 2 Corinthians 12:9. You might also want to have a disabled person give the message or show a film that relates to the disabled.

Involvement Opportunities: Things to Do

1. Plan a party or picnic at a state institution or veterans hospital, or plan a party or picnic at school for residents or a group home or for clients of a sheltered care workshop.

2. "Adopt" a disabled person (from the congregation or in an institutional setting) as a special class friend—who is remembered through the year with cards and visits, who is invited to school concerts or other special events and provided with transportation, etc.

3. Have a group of students (or the whole class) do a building survey to check how accessible for school and church are to disabled people. (For example, are there ramps, or barriers of stairs at entrances? Handicapped parking spaces? Washrooms and toilets accessible to wheelchairs? Sound system for hearing impaired? Large print Bibles available? Transportation available for disabled people within the congregation?

4. Another group of students might want to survey accessibility at other public buildings in the community—and/or transportation services for the disabled. If there are needs to be met in these areas, some students might want to become advocates for the disabled—writing letters to the local newspaper, writing to the town council, etc.

5. Another group of students might want to do a survey of local businesses—to see if they have a commitment to hiring disabled people, asking how many they do have working there, encouraging them to consider qualified disabled people for job openings, etc.

6. Consider the possibility of having a disabled person as a class aide (tutoring youngsters, or assisting in other ways), either on a paid or volunteer basis.

Additional Resources: Things to Help

1. Local or national agencies dealing with specific disabilities or diseases would make excellent contacts for resource material (videos, written materials, and speakers).

2. Check your local library or media center for films or books about people who have overcome disabilities: Helen Keller, Albert Einstein (dyslexia), etc.

6. World Hunger: "I Was Hungry. . ." and You Went to Burger King?

Objectives:

1.To help teachers and students be more sensitive to and gain a better understanding of the nature and scope of hunger and disease both in foreign countries and in America.

2. To provide ideas and suggestions of what they might do individually and together with others to assist in alleviating the problem.

Awareness Activities: Things to Learn

1. Ask each student to start a scrapbook titled "World Hunger and Disease." Into the scrapbook will go news clippings, pictures and written reports on the project.

2. Have the students clip out related articles from newspapers and magazines (Time, Newsweek, U.S. News) and make notes on related TV programs. There should be a time to report in class.

3. Religion classes during the month should focus on what the Bible says about the poor and needy and about sharing our goods. (Note especially, of course, Matthew 25:31-46.) What did Jesus say and do about the problem in His day? Ask the pastor to speak to the class about what the congregation and the church-at-large are doing about meeting the needs of the less fortunate.

Involvement Opportunities: Things to Do

1. Each student could pick a topic to "research" and report/discuss in class. The report could be a part of the scrapbook. Topics could be related to the many factors that contribute to world hunger, i.e.:

- **Over-population:** Why do "poor countries" have a population problem and rich countries do not? What is meant by "family planning" and how can this help? What is your solution to the problem of over-population?
- **Underproduction:** The U.S. and Canada produce more food than they need, while other countries produce less than they need. How can poor countries become more self-sufficient? How can we do a better job of helping?
- **Famine/climate:** How important is weather and climate? Study the Sahel countries in Africa. What has caused the great famine in North Africa in the 1970s and '80s? What can be done about it?
- **Maldistribution:** "Famine is caused by natural phenomenon, but starvation is caused by maldistribution." What does this mean? Make a list of the things we eat, wear and use each day that come from far away places. How can we do a better job of food distribution?
- **Governments and Politics:** Political unrest, war, corruption, insensitivity, incompetence, etc. all affect the quality of life of a nation. Find examples of places and countries where one or more of these factors is affecting the health and well-being of the people. Does this also happen here in America? Give examples.
- **Extravagance and Waste:** Most of us have never known the feeling of want: being hungry with no prospect of getting something to eat—life-threatening hunger. God wants us healthy but not wasteful or extravagant. Are Americans wasteful? Answer the question: how can I be a better steward of God's blessings to me—at home and at school?

  Try to find Biblical references to support your point of view.

2. **World Hunger Fair**

This could be a month-long emphasis culminating in "Fair Night" with class exhibits and stage presentations. One purpose of the Fair would be to raise funds for the cause of World Hunger. The evening might also include a "hunger meal" awareness event—with a small group having a lot to eat and the majority having a Third World diet—with the hope that those with plenty would share from their abundance with the others. Select a specific project, like an **African relief project**. Fund-raising possibilities could include a Walk-A-Thon, Bike-A-Thon, bake sale, car wash, candy sale, etc.

Students could learn the words to the song "We Are the World, We Are the Children" and discuss how this effort by noted entertainers is helping the cause of World Hunger. The "Fair Night" program could end with a devotion followed by everyone singing together "We Are the World."

3. Individual classes could study the surrounding community to determine who the poor and needy are close to home. Find out if and where there are food pantries and how they work. Students could be asked to bring canned and packaged foods to school for distribution.

Additional Resources/Ideas: Things to Help

a. The Politics of World Hunger, Paul and Arthur Simon, Harpers Magazine press, New York, 1973.
b. Cry Justice: The Bible on Hunger and Poverty, edited by Ronald J. Sider, Paulist Press, New York, 1980.
c. What Do You Say to a Hungry World, W. Stanley Mooneyham, World Books, Publisher, Waco, TX 1975.
d. The Earth is the Lord's: Essays on Stewardship, edited by Mary Evelyn Jegen and Bruno V. Manno, Paulist Press, New York, 1978.
e. Food First, Francis Moore Lappe and Joseph Collins, Houghton Mifflin Co., Boston, 1977.
f. Hunger in a Land of Plenty—A Study and Action Guide, Bread for the World Educational Fund (802 Rhode Island Avenue, N.E., Washington, D.C. 20018), 1985.

7. Making Friends Out of Strangers: Ethnic Diversity

Objectives

1. To become more aware of the ethnic diversity (pluralism) in school, church, community, nation and the world in which we live.

2. To develop a greater sense of understanding, acceptance and concern for people with different racial and cultural characteristics.

3. To gain a greater understanding of what Jesus meant when He said, "I was a stranger and you took Me in."

Awareness Activities: Things to Learn

1. Strangers are people whom we do not know.

And because we do not know them, we often have a natural suspicion of them, a dislike or maybe even a fear. Jesus used the word "stranger" when He was talking about foreigners. In the story of the good Samaritan (Luke 10:25-32), it was a foreigner who finally stopped to help the man who had been robbed and beaten as he traveled from Jerusalem to Jerico—a total stranger. Jesus tells this parable to teach us a lesson about neighbors and strangers. Read the parable in class and discuss it in light of our world today. Who are our neighbors today? What is the difference between neighbors and strangers?

2. Read the story of Jesus healing the 10 lepers (Luke 17:11-19). Only one returned to thank Jesus, and he was a "foreigner" from Samaria. Why do you think Jesus made a special point of saying that this person was a foreigner (verse 18)?

3. In Matt. 25 Jesus outlines a "standard" for judging the world in this last day—of separating the sheep from the goats. What is one standard (verses 35b)? Think of the ways in which you can do this.

4. Make three vertical columns on the blackboard. Title column number 1 "Classroom"; column number 2, "School"; and column number 3, "Nation." Write in each column the different ethnic groups represented. "Ethnic Groups" are people related racially, culturally or historically. Notice how long a list can be made in column 3. Who is an American? Are some citizens more American than others? Have each student share something about his or her own ethnic background or nationality.

Involvement Opportunities: Things to Do

1. Have each student pick an ethnic group (other than their own) and write a one-page report answering the questions: What part of the world did they originally come from? What language(s) do they speak? What are some of the special strengths or special contributions they have made to American society and culture? What special foods, clothing, religions, customs, etc. are traditional to this group?

2. Hold a special "multiethnic fair" and ask the students to dress in some way that would identify them with the ethnic group they reported on. The fair could also include sampling of ethnic foods. You might even want to plan an evening event with guests representing various ethnic groups and nationalities; handicrafts and arts from each land; singing of native songs; etc. Local colleges are frequently a source of contact—with student and professors from many overseas countries.

3. Ask one member of the class to write to the Board for Mission Services of The Lutheran Church—Missouri Synod for information on all the countries where the Synod is helping spread the Gospel. Also ask about the kind of Gospel outreach and social service ministry to various ethnic groups in the U.S. When the material arrives, individual students can be assigned to a country or ethnic group to study the materials and report back in class.

4. The class can adopt a special "friend-to-strangers project" that could include a variety of activities they could brainstorm together and decide on. Some possibilities include:
A special plan for welcoming new students into the class or school.

Finding out what community services are available for welcoming new residents into the community and volunteer to help, either as a class or as individuals (i.e. welcome wagon)

If the congregation is sponsoring a refugee family, the class can make a project of learning as much as possible about them and deciding on an activity to show "welcome."

8. A young Child Shall Lead Them: Peace, Justice and Freedom

Objectives

1. To raise the sensitivity of the students and teachers to the need to work for peace, justice and freedom in the world.

2. To identify the obstacles to peace, justice and freedom and the inevitable result of oppression and injustice.

3. To learn the Biblical imperatives on peace, justice, freedom and the God-ordained functions of government to protect and defend their citizens, and maintain order.

Awareness Activities: Things to Learn

1. Have the class do some research on the meaning of the words peace and shalom. Is there a difference between our common use of the word peace (as in peace opposed to war) and Christ's use of the word peace? What is the difference?

John 14:27-29 will help you understand the difference. If peace with God and other people comes through Christ, how important it becomes that we share Christ with people (2 Cor. 5:18—6:2).

2. The apostle Paul speaks about peace throughout his epistles: peace that comes from God—Romans 8:1-8, 1 Cor. 1:3, 2 Cor. 1:2, Gal. 1:3, Eph. 1:2; and peace with one another—Romans 14:19, 1 Cor. 7:15. The fruits of the Spirit as outlined by St. Paul are love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Gal. 5:22). Look these various passages up in the Bible and discuss them in class.

3. In the "Sermon on the Mount" Jesus said, "Blessed are the peacemakers, for they shall be called the children of God" (Matt. 5:9). By His words and His actions, Jesus, who was both human and Divine (a human person and God at the same time), was for peace. In the face of persecution, He "turned the other cheek" and asked that His followers do the same. Read Matt. 5:38-48. This is probably the strongest imperative we have to pursue peace, and it comes directly from Christ. How may war sometimes be a "necessary evil?" As appropriate to the maturity level of your class, introduce them to the concept of the distinction between the kingdom of the right hand and of the left hand. Cf. the Fourth and Fifth commandment and Romans 13:4. A policeman in the course of his duties may have to use force to "keep the peace" and protect the innocent. (See Luther's commentary on this test, Luther's Works, (Vol. 21, pp. 105-129). How do you think we should interpret this passage today in the age of nuclear bombs?

4. Peacemaking is an ongoing process that requires commitment and patience. Read and discuss the following principals in peacemaking and peacekeeping. These principles apply to all levels of relationship—in families, in classrooms, in neighborhoods and among nations. Think of these as "steps" necessary in achieving peace.

- Step 1: **Affirmation**—affirming one another rather than putting one another down. We do this with verbal as well as physical communication.

- Step 2: **Respecting our differences**—Through the use of words and phrases (such as hippie, jock, fatso, libber, etc.), children learn patterns of discrimination which effectively exclude others. This is part of the put-down syndrome of our society. By putting others down, we think we lift ourselves up. When we label someone or some group of people because we see them differing in some way from ourselves, we are making judgements about them based on external criteria that have little to do with the personal qualities of the persons labeled different. We also tend to fear people who are different from ourselves, including disabled or retarded people who are not only harmless, but themselves very vulnerable.

  We must emphasize that each person is a precious gift of God, and in the human family there are not two alike. We are all different, and we are called to accept both our own uniqueness and the unique differences in others (i.e., sexual, physical, mental, racial, attitudinal, religious, cultural, etc.)

- Step 3: **Cooperation—no competition**—We need to reflect on the matter of winning and losing. We need to stress the importance of enjoyment, relaxation and exercise in activities with others. These, too, are reasons for playing (not just winning, or losing). Of course we want and need experiences of accomplishment—of a job or task well done. Yet the anger, frustration and sense of failure that often prevail after loss make this difficult to achieve. So much stress today is placed on being number one.

  We live in a fiercely competitive society, and this competitiveness manifests itself in the family, classroom, school, community, nation and even among nations. There is a place for healthy competition—when individuals or teams are very evenly matched in a specific game or activity. But such competition ought not be the modus operandi of family life and classroom activity. Our emphasis should not be on beating others, but on improving our own individual performance.

  A basic ingredient in peace keeping is cooperation, not competition. We ought to encourage this spirit. Cooperation implies a sharing, a helping, a concern for others.

- Step 4: **Creative resolution of conflict**—No matter how we try, we will always be faced with conflicts-in family, school, community and even church. How we resolve these conflicts

is the important thing. Here are suggestions in conflict resolution:

1. Create an atmosphere and an environment where people feel loved and affirmed, where there is a sense of family togetherness.

2. Acknowledge that a problem does exist.

3. Reexamine our past models for conflict resolution (i.e., who is right, who is wrong—blaming, labeling, etc.) We need to seek resolutions that are mutually agreeable. In such a model, all are winners, working together to achieve a common end.

4. Strive for full participation of all persons in the discussions and decision making process that affect their lives. Children need to experience the satisfaction of problem resolution as well as the difficulties involved.

5. Learn to respond to conflicts creatively, actively seeking a wider range of solutions to a given problem.

The class should discuss how they can cultivate a spirit in which these principles are objectives.

Involvement Opportunities: Things to Do

1. Discuss whether it is possible to have peace without justice or freedom. Identify current trouble spots in the world where there is no peace or where there is "peace" with enslavement or deprival of basic human rights. Students could select a country to research and report back on the peace, justice and freedom issues in that land.

2. Invite someone who is well acquainted with the subject to come and speak to the class. Preferably this should be someone who approaches the question of peace, justice, and freedom from a Christian perspective.

Additional Resources: Things to Help

1. Peace Ways, by Charles P. Lutz and Jerry L. Folk, Augsburg Publishing House, Minneapolis, MN 1983.
2. Christian Attitudes Toward War and Peace, by Roland H. Bainton, Abingdon Press, Nashville, 1960.
3. The Augsburg Confession and Apology of the Confession, Articles XVI and XXVIII.
4. "Whether Soldiers, Too, Can Be Saved," by Martin Luther, in Selected Writings of Martin Luther, edited by Tappert, Fortress Press, Philadelphia, 1967.
5. What Luther Says, compiled by Ewald Plass, Concordia, St. Louis, 1959. (See selections under, for example, "War," pp. 1428-1434.)
6. Guidelines for Crucial Issues in Christian Citizenship. Resources for Bible study and counseling. LCMS Commission on Theology and Church Relations, St. Louis, n.d.
7. Blessed Are the Peacemakers. Augsburg, 1985. Four session course for children in grades 3-6.

9. Finders, Keepers—Losers, Weepers: Coping with Losses of Many Kinds

Objectives:

1. To help teachers and students understand the emotional, psychological and spiritual dimensions of loss, how pervasive "loss experiences" are in each of our lives and how to be more sensitive to the losses of others.

2. To help teachers and students develop basic skills for dealing with their own losses and in helping their family, friends and classmates deal with loss.

Awareness Activities: Things to Learn

1. Have a class discussion asking each member of the class to make a list of anything they have lost in the past year. The list should include loss through death (family and friends) but also other losses such as: the loss of friends through a move or of things left behind in a move (house, room, tree, swing set, sandbox, corner ice cream parlor, swimming pool, etc.); the loss of a pet; the loss of a brother or sister who went off to college; etc. The important thing is to create the awareness that the experience of "loss" comes in many ways and forms.

Grief and loss experiences are more pervasive than we might think. Grief comes after we have been separated from something to which we have had close attachment for a long time, something that we have treasured and considered very important. The problem of grief is lifelong since we are constantly faced with attachments and separations. Losses other than death may even have a more profound impact on us. Below are listed six different types of loss.

- **Material loss**—The loss of a physical object or familiar surroundings to which we have personal attachment.

- **Relationship loss**—The ending of opportunities to relates oneself to, talk with, share experiences with, touch, settle issues with, and otherwise be in the emotional and/or physical presence of a particular other human being (through death, moving, divorce, job change, etc.)
  Experts say that children will experience both types "a" and "b" by the time they are adolescents.
- **Intrapsychic loss**—The experience of losing an emotionally important image of oneself, losing the possibilities of "what might have been," abandonment of plans for a particular future, the dying of a dream. Although related to external experiences, it is itself and entirely inward experience. Very often what we lose has been a secret, a hope or a dream, seldom if ever shard with others. For that reason, the fact that a loss has occurred will also be a secret. Psychologists indicate that intrapsychic loss will likely happen during adolescence.
- **Functional loss**— Powerful grief can be evoked when we lose some of the muscular or neurological functions of the body. It is strongly associated with the aging process (i.e., reaction to blindness, crippling, loss of hearing, wrinkles, etc.)
- **Role loss**—The loss of a specific social role or of one's accustomed place in a social network. The extent of the loss will depend on the extent to which the individual's identity has been connected with that role. Retirement is the most common occasion for the role loss. Unemployment would be another. Loss of a farm would include not only property loss, but also role loss and intrapsychic loss.
- **Systemic loss**— Human beings usually belong to various interactional systems in which patterns of behavior develop over time. The "family" is one such system; our work place or classroom are others. Systemic loss occurs when an individual involved in that system (that family, that work place, that classroom) leaves. The interaction is different in the whole "system" because a parent is no longer there, a desk is vacant, a sibling has gone off to college. And even though someone else may come in to fill that person's role (a divorced parent remarries, a new employee is hired, a new teacher is in the front of the room), there is still "systemic loss" because the interactions are not the same as before.

2. Invite the pastor to speak to the class about loss through death and the Christian understanding of coping with death. Have him describe a funeral or memorial service—the purpose and components. Why do we say that "funerals are for the survivors?"

3. Learn what the Bible has to say about loss and grief. What can we learn from the story of Lazarus, the loss of a brother and friend (John 11:1-4)? Discuss as a class Jesus' response to Martha about the resurrection in John 11:25-26a. In light of this passage, is wrong to grieve over losses? How can we reconcile our grief with God's promise to "never leave us or forsake us" (Hebrews 13:15), or that "all things work together for good to those who love God?" (Romans 8:28).

What other Bible stories and passages are particularly comforting to those who have experienced dramatic loss. What hymns?

4. Have a widow and divorced parent come in—and/or a parent of a child who died. Ask them to talk about the stages of grief they went through. Ask them what helped then to get through their grief. What wasn't helpful?

Note: Grief and loss because of separation or divorce probably has touched the lives of many of the children in the classroom. Teachers should be prepared to meet privately with children who need help in this regard.

Involvement Opportunities: Things to Do

1. It is generally accepted that the grieving process requires people to go through several definite stages. Dr. Granger Westberg, in his popular little book titled Good Grief, list 10 stages of grief. These can be written on the blackboard, explained by the teacher and discussed with the class. Students could be asked to pick one of the stages that they feel they have experienced in loss and write a paragraph telling about it.

2. Through the medium of "role playing," children should be given first-hand experience at counseling others who are experiencing loss. Here are some examples.

Situation A: Mary has just moved into the neighborhood and everything seems strange—the houses, the countryside, the school, the church, the people, etc. Mary's father was transferred to a new job location, so Mary had no say in the matter. Jean and Lois are in Mary's class at school. They notice that she seems sad and decide to help cheer her up. They want to make her feel more at home.

Dramatic role playing. Students are chosen to take the various parts in a "pretend drama"—to play the roles of Mary, Jean and Lois. They try to act out the parts in a way that might actually happen. What can they say that will help Mary feel better abut her loss of home and friends, about being in a new place? After five minutes of dialog the class as a whole could evaluate the drama, talking about the positive or negative things that were said and how the dialog might be improved.

Situation B: Billy had his bicycle stolen from the city park where he was playing baseball. The bike meant a great deal to Billy; he bought it with money he had earned from delivering newspapers. It was really the first thing he owned that he paid for.

Situation C: Betty's grandmother died. While she had been ill for a long time, Betty was very close to her grandmother since they were living in the same home.

3. Read in class the two articles in the July 1985 issue of the Lutheran Witness titled "Our Daughter's Murder: Peace and Pain" and "Our Son's Murder: Comfort and Tears." Discuss how these two families have been able to cope with losses of such magnitude.

Additional Resources: Things to Help

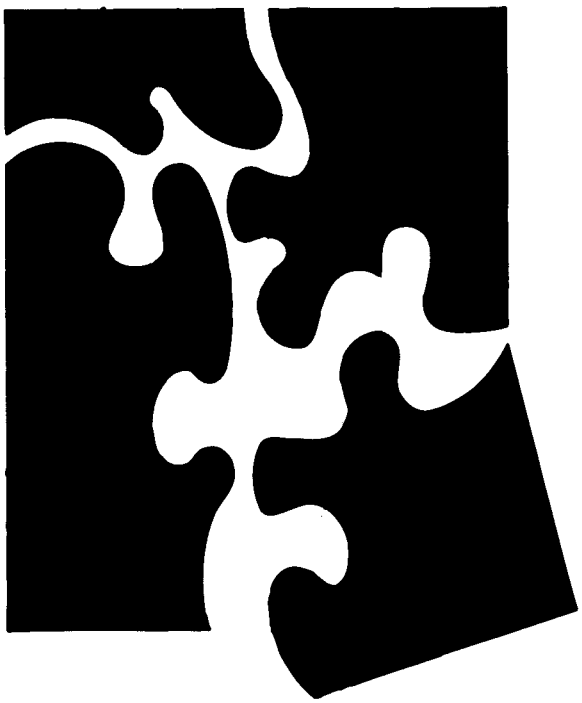
1. Dr. Granger Westberg's best-selling little booklet titled Good Grief, published by Fortress Press, Philadelphia, 1971, is still an excellent summary on loss and grief.
2. James Wilkes' book titled The Gift of Courage discusses how pain and suffering can be confronted, understood and met with courage. It is published by Westminster Press, Philadelphia, 1979.
3. Dr. Kenneth C. Haugk's book titled Christian Caregiving: A Way of Life, Augsburg Publishing House, Minneapolis, 1984, is a very helpful resource in equipping people to care for others in a distinctively Christian way.

Thanks to the
Lutheran Education Association
7400 Augusta Street
River Forest, IL 60305-1499

for permission to use the 1985 monograph "The School as a Caring Community" by Robert J. L. Zimmer and Phyllis N. Kersten. Wheatridge Ministries provided funding for the printing of the monograph.

LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Relationships



By
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Foreword

Leaders in Lutheran education use many resources to assist them in their ministry. These have included the Planning for Lutheran Elementary Schools Series and Operations Manual. This booklet is part of the Lutheran Schools Administrators Handbook and was designed to replace those resources.

The manual is designed to assist Lutheran school leaders with a variety of needs:

- Starting a new school
- Planning
- Problem solving
- Board inservice
- Staff inservice
- Preparing for National Lutheran School Accreditation
- Administrative training

While written for Lutheran elementary school administrators, other leaders in Lutheran education will find the booklet helpful. The entire series provides a beginning guide for new administrators or those preparing for an administrative role in a Lutheran school.

The following served on the consultation team to develop the plans for this handbook: Bill Cochran, Eastern District; Ruth Colross, Glen Burnie, Maryland; Dr. Jon Laabs, Concordia, Ann Arbor; Dr. Carl Moser, LCMS; Rodney Rathmann, CPH; Bob Rogalski, Phoenix, Arizona; Pete Woodward, Lakewood, Colorado; Bob Ziegler, Peoria, Illinois; and Dr. R. Allan Zimmer, Concordia, River Forest. We thank and praise God for their leadership and vision.

We are grateful for a partnership with the Lutheran Education Administrator Department (LEAD), a department of the Lutheran Education Association (LEA). LEAD provided additional funding for the production of this resource through a grant from Aid Association for Lutherans (AAL). Without the financial assistance of AAL and the partnership with LEAD, this project could not have been completed.

Special thanks to Veronica Brown and Jan Kassing for the many hours in arranging for the production of this publication.

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Relationships

Why?

Every Lutheran school is involved in a ministry that must be based upon forming Christian relationships with a variety of groups. There is great diversity among these groups. The Lutheran school administrator will be working with the CONGREGATION, ENROLLED FAMILIES OF THE SCHOOL, the COMMUNITY, and the CHURCH BODY (i.e., district and synod) to develop positive relationships. Every school strives for "good public relations." The goal of a Lutheran school in developing Christian relationships is found in the first epistle of John:

John writes in I John 4: 7-9:

"Dear friends, let us love one another, for love comes from God. Everyone who loves has been born of God and knows God. Whoever does not love does not know God, because God is love. This is how God showed his love among us: He sent his one and only Son into the world that we might live through him."

It is through building relationships with His people that we can be vehicles of His love and by that give witness to His great love—the gift of His Son.

As we work toward "loving one another" we enhance the ministry of the school and the congregation. The opportunities for relationship building both inside and outside the school and congregation vary greatly and often are complex. However, the ministry of the school and congregation is always enhanced by positive relationship building with all entities that relate to the school. The ministry of the school can deliver not only excellence in education, but should be the door that leads families and individuals to a greater understanding of the Gospel of Jesus Christ. Whether considering relationships with enrolled families, organizations of the congregations, the public school, or community organizations, the mission of "making disciples" should be central in our development of relationships.

Relationships with the Congregation

How?

The goal of a relationship with the congregation is that a joint ministry with families is claimed by both the school and the congregation. Different kinds of ministry may be happening, but the goal of meeting the spiritual needs of families is critical to the school and the church. Many factors contribute to a school/congregation relationship. A school administrator should try to facilitate the most positive interaction possible. Below are five areas in which an administrator can do specific activities that will help build a positive relationship between the church and school.

Involving Students in the Church:

1. Plan events that allow the children to be visible to the congregation. If planning is done in advance and communication given, children who are not members of the congregation can plan to participate. Some possibilities are:

- ▼ Singing during a worship service.
- ▼ Skit or play—perhaps as a Children's Sermon.
- ▼ A small group of students sharing a "report" on an area that is a Mission Project.
- ▼ Holding a graduation service on a Sunday morning.
- ▼ Give a reception following the baptism of school families.
- ▼ Train older school children to be an acolyte or crucifer.
- ▼ Conduct mid week Advent or Lenten services simultaneously with chapel.
- ▼ Encourage Church and Sunday School attendance.
- ▼ Plan special worship services that students can lead or assist with the leadership. (i.e., an Easter or Christmas Children's Worship Service)

2. Involve children in special projects, activities, or publications sponsored by the congregation.

- ▼ Publish the writing of students in church publications. (some could focus on thanking the congregation for support, facilities, etc.) Involve children in contributing to special offerings.
- ▼ Provide offering envelopes for children.
- ▼ Display student made banners in the church.

3. Talk with other administrators about ways they may have found to involve students in the church.

Involving Church Members in the School

1. Provide information to the church members about the ministry of the school. The administrator should provide articles about the school on a regular basis to be included in church publications. Articles should include items such as names and duties of staff, enrollment, special plans and projects, purpose of school and its successes. Keep the information flowing all year.

The administrator can speak of the school on special Sundays, such as a Christian Education Sunday, Lutheran Schools Week, etc.

Reports should be written by the administrator for the Board of Education, and other boards (i.e.. Council, Evangelism, etc.)

2. Recruit volunteers from the church membership whether they have or know children in the school or not. (i.e. coaches, boards, etc.)

Adult volunteers can read to children, listen to children read, work in the library, do "cutout" work for teachers.

Some church members have special skills that can be shared with children during school time or in an after school program. (i.e., crocheting or other needle work, wood working, painting, computer skills, etc.)

3. Plan special events that include inviting adults of the church.

- ▼ Hold an Open House following services on a Sunday morning.
- ▼ Plan a special "fair" that displays the various skills and talents of children.
- ▼ Plan a musical or similar presentation and invite the congregation.
- ▼ Plan a Grandparents' Day and invite members of the church who are of grandparent age but do not have grandchildren in the school.

4. Ask other administrators for new ideas.

Evangelism Through the School

The school administrator must help the staff, congregation, pastor, and boards or committees "catch the vision" that the purpose of a school is THREE-FOLD. Historically, Lutheran schools have claimed excellence in education and nurturing the faith as the TWO-FOLD purpose. Outreach to those who are not in the faith (evangelism) has frequently been viewed as an outgrowth, but not the "intended" purpose. Just as the legacy of excellence in education and nurturing the faith did not just happen, but was the result of intentional planning and implementation, so evangelism through the school must also be intentional. The first step in making it intentional is to acknowledge it as a purpose of the school. Therefore, the purpose of a Lutheran school becomes THREE-FOLD: 1. Excellence in education, 2. Nurturing the faith, and 3. Evangelistic outreach.

The administrator must be able to envision the school as if it had been picked up and dropped in the middle of a mission field as a station. That is the kind of mission mind set a school administrator needs. Once the administrator can "catch the vision" of outreach, it must be shared with staff, pastor and the congregation. After the vision is shared, intentional planning and implementation must take place. Following are some suggestions to begin sharing the vision and then carrying out plans.

- Develop a school mission statement that reflects the purpose of the school is to share the Gospel of Jesus Christ with those in the congregation and the community or revise the current one if the outreach aspect is not reflected.

- Include this mission statement on reports, letterhead, report cards, school publications, etc. and refer to it when speaking to groups about the school.

- Develop specific plans that would help the congregation see the evangelistic potential of a school. (i.e. provide data on number of families not currently involved in a church, or share comments of parents concerning the spiritual growth they have experienced via the ministry of the school.)

- Develop plans, programs, techniques, and training for intentional evangelism to occur. (See Resources listed below.)

- Know, understand, and proclaim that it is the Holy Spirit who will cause results from both your intentional and unintentional efforts.

Resources for Evangelism Through Lutheran Schools

The Summer 1993 issue of "Issues in Christian Education," volume 27, No.2 provides information about a project entitled: "Evangelistic Outreach Through Lutheran Schools."

"Growth Through Sharing Christ," is a project designed to help students in grades 3-8 develop strategies for sharing their faith. Workshops can be provided for teacher conferences at no cost. Contact the Director of the School Services Unit of The Lutheran Church Missouri Synod.

Selected Resources

Printed Resources Available Through The Lutheran Church—Missouri Synod

The LCMS Evangelism Services and the School Services Units at LCMS International Center, 1333 S. Kirkwood Road, St. Louis, MO 63122-7295 have developed many printed items including books, tracts, and bulletins. Note especially the following:

Church Growth Through Lutheran Schools by Ed Schlimpert and Dr. Carl Moser, Bulletin #31587, available from LCMS School Services Unit.

Dialog Evangelism 2. A complete outreach training program produced by the Board for Evangelism Services. Includes a participant's manual, a teacher's manual, worksheets, transparency masters and a videocassette for an eight-week core course and subsequent cycles for an outreach program.

The Evangel-Gram. The official periodical of the LCMS Evangelism Services Unit, published quarterly, $2.50 for single 12-page copy, special price for bulk copies. Focuses on experiences for congregations active in evangelistic outreach.

The Lutheran School: Opportunity for Mission by Kent R. Hunter, Bulletin #32179, available from LCMS School Services Unit.

35 Witness Ideas for Teachers by H. James Boldt, available from LCMS Board for Evangelism Services Unit.

Printed Resources Available Through Lutheran Education Association, Concordia University, 7400 Augusta Street, River Forest, IL 60305-1499

Evangelism Outreach Through Lutheran Schools by Lester Bayer. Lutheran Education Association Monograph Series, Fall 1989, Vol. 15, No. 1.

Helping Children Develop Witness Skills by Erwin J. Kolb in Lutheran Education, vol. 124, p. 2, Jan/Feb 1987, pp. 133-139.

The Non-Lutheran in a Lutheran School by Lester Bayer. Lutheran Education Association Monograph series, Fall 1986, vol. 12, no. 1.

The Shepherding Role of the Christian Day School Teacher in the Classroom by Ervin F. Henklemann. Lutheran Education Association Monograph Series, Fall/Winter 1988-89, vol. 14, no. 1.

Printed Resources from Publishers

Go and Make Disciples by Jane L. Fryar. Motivation, inspiration, and help for teachers as disciples. Concordia Publishing House, 3558 S. Jefferson Avenue, St. Louis, MO 63118.

How Your Congregation Can Become a More Hospitable Community. ELCA Division for Congregational Ministries, Congregational self-evaluation manual with practical steps for becoming a more welcoming community. Augsburg Fortress Publishers, 426 S. Fifth Street, Box 1209, Minneapolis, MN 55440.

On Evangelization in the Modern World. Pope Paul VI Papal Encyclical, Dec. 8, 1987, available form St. Paul Book and Media Centers located in most major USA cities.

The Evangelizing Congregation. Newsletter published quarterly by the ELCA Division for Congregational Ministries. Past copies at $1.50 per dozen, available form ELCA Distribution Service, 426 S. Fifth Street, Box 1209, Minneapolis, MN 55440.

The Inviting Church by Roy M. Oswald and Speed B. Leas. Research findings of the Alban Institute on who and why people join churches. Contains excellent bibliography. Available from the Alban Institute, 4125 Nebraska Ave., N.W. Washington, D.C. 20016.

Welcome the Stranger: A Public Theology of Worship and Evangelism by Patrick Keifert. How liturgical worship and effective evangelism can complement each other, Minneapolis: Augsburg Fortress Publishers.

Workshops, Seminars, Training, Consultation

An Evangelism Consultation Model conducted by Donald M. Brandt of San Clemente, CA, and described by him in "Strategic Evangelism in the American Context" in Lutheran Partners, vol. 6, no. 4, July/August 1990, Minneapolis: Augsburg Fortress Publishers.

Making Your Church More Inviting by Roy M. Oswald. A step-by-step guide for local congregations, available from the Alban Institute, 4125 Nebraska Avenue, N.W., Washington, D.C. 20016.

Parish Consultant. Lyle Schaller, who has high praise for the potential of the Lutheran school as an evangelizing agency, conducts seminars and workshops to assist congregations and schools. Contact him at 530 N. Brainard St., Naperville, IL 60540.

Reinventing the Christian School, conducted by Kent Hunter of Church Growth Center, P.O. Box 145, Corona, IN 46730.

The Evangelical Lutheran Church in America through its Division for Congregational Ministries and its Synods makes available some 14 workshops, each with trained leaders. They include Evangelism in a World of Diversity, Education Groups: Opportunities for Evangelism, An Inner-city Evangelism Base, Distinctive Elements of Lutheran Evangelism and others.

The Lutheran Church--Missouri Synod through the Evangelism Services and the School Services Units in cooperation with the Districts offers a wide variety of workshops including Teacher Witness Workshop, Vision for Witness video-supported training workshop, Dialogue Evangelism Clinic, and others.

The Discipling Teacher. An adaptation of a course originally written by Drs. Win and Charles Arn and published by Church Growth, Monrovia, CA. Especially adapted for use in the LCMS schools by the Texas District Board for Parish Services. Contact The School Services Unit, The Lutheran Church--Missouri Synod, International Center, 1333 S. Kirkwood Road, St. Louis, MO 63122-7295.

Video Resource

Vision for Witness. A 6-session in-service training program to assist the classroom teacher to be a more effective witness. It includes a video, leader's guide and participant booklet, available from LCMS District offices, or contact The School Services Unit, The Lutheran Church--Missouri Synod, International Center, 1333 S. Kirkwood Road, St. Louis, MO 63122-7295.

Relationships with Pastor

What is the role of the pastor in relationship to the administrator and the school? Just as each member of the congregation has his or her own idea of what the pastor "should" be, so there are probably a variety of opinions about the role of the pastor as it relates to the administrator and the school. The key word to remember is partnership. The word "partner" implies that individuals involved are working toward the same goal and that they have made a commitment of support to one another. The pastor and the administrator can function as partners though the configuration of the two individuals can exist in a variety of ways. For example, in some instances, it may be clearly defined that the pastor is the immediate supervisor of the administrator. In other instances, it may be clearly defined that the pastor is NOT to play that role. At other times, nothing may be defined at all, but both the pastor and the administrator have views on how they are to function. Those views may be similar or they could be very different. The pastor and administrator may or may not have taken time to discuss how they relate to each other in terms of supervision. Regardless of how the supervisory relationship is defined, partnership is a possibility.

Sometimes the administrator and the pastor have a positive partnership that developed with very little effort. Often, however, great effort is needed. It would be wonderful if a manual could be written that gives the steps an administrator could take to insure a positive partnership and a fruitful ministry with the pastor. Unfortunately, due to the human condition of both pastor and administrator as well as the variety of situations that exist, even such a manual would probably not contribute to the formation of a positive and meaningful relationship. Research indicates several key steps toward building a positive relationship.

The School Administrator and the Pastor must:

1. Share the vision of a common goal of "making disciples."

2. Communicate, communicate, communicate! This includes following the direction given in Matthew 18 that we should confront our brother when he has sinned against us—not tell others about the problem. It means being willing to apologize and either give or receive forgiveness. It also means that we take the time to share information that is important to the other and affects his or her routine and plans. It is said that it is easier to ask for forgiveness than permission, but you may not have to ask for either if you "talk about it" first.

3. Support one another. The ministry of each is important and challenging. Each individual needs the other not only to be about the task assigned to him or her, but also to lend support to the other. How one supports the other will vary in each circumstance, but an essential aspect is that each is positive about each other to one another and to others. In the words of Martin Luther, "defend him, speak well of him, and put the best construction on everything."

4. Forgive one another. When offense or anger occur, forgiveness is needed. If the work of the Lord is to be accomplished, then the love of the Lord and His forgiveness must be shared.

5. Have reasonable expectations. Learn to know what is fair to expect from each other. Seldom does any friend, spouse, or colleague live up to our expectations. To continue to hope that certain expectations will be fulfilled when it has become clear that is not part of the personality or the ability of the pastor is to set the stage for conflict. Remember that even though you, as an administrator have felt disappointed by a pastor, so has the pastor or other staff members been disappointed by you. God has made the design of who plays the role of pastor and who plays the role of administrator. If God is satisfied with the cast He chose, then it seems we need to also adjust our expectations so we can also find it acceptable.

6. Pray for each other. Prayer is an the essential ingredient that will insure a positive relationship. If a wonderful partnership exists, then prayer for each other and with each other strengthens the relationship and adds depth to the prayer life of each individual. If the relationship needs some attention, then this is the place to begin. Praying for another helps us to see that person with "God's eyes." It also helps us to seek and find God's guidance and strength.

Some more specific items can also be considered.

1. Set up a weekly time to meet with each other. Include a short devotional or prayer. Occasionally make that meeting an "out for lunch" occasion or an "out for coffee" meeting.

2. If you have developed a weekly staff publication that primarily includes school staff information, include a copy for the pastor.

3. When special lunches or special occasions occur that include invitations to others, be sure to invite the pastor to enjoy some of the food—at his convenience.

4. Send him a card when you know he is having a particularly difficult time over some matter.

5. Compliment the pastor on his work, i.e sermons, worship service, his handling of a meeting.

6. Avoid "cracks" about parking places, hours, salary, etc. We often allow ourselves to become envious of the positive aspects of another's position without taking into account the responsibilities that also accompany that position. A partnership does not grow when the partners spend time comparing the positive and negative aspects of each other's position.

Additional Resource Material

Four Things Every Pastor Wants the Principal to Know

by Mel Kieschnick

You want to hear some Pastor-School Administrator horror stories? How much time have you got? I have plenty of sad tales. There's the one about the rural congregation which had to spend hundreds of dollars on a fence because the pastor and the principal wouldn't let their own cows graze in the same field. Or the recurring one of the pastor who says of his school administrator, "Either he goes or I go. And I don't intend to go!" Or the one about the principal who regularly meets with co-conspirators plotting "get the preacher" strategies. There's enough sin on both sides of this issue to again bring tears to a caring Christ.

The good news is that there are lots of success stories, too. True stories of real partnership, shared vision, joyful team ministry. To achieve this pastor-administrator unity here are four things every pastor wants his/her school administrator to know.

1. No Small Vision. I have a grand vision for our school and our ministry to work together. I want this school and congregation together to be the best possible "nursery of Christian virtue and useful knowledge" in this community. I want to be a full partner with you in leading congregation and school to such levels of ministry that the entire community looks to us for excellence and compassion. I want to say with great joy, "I am the pastor of _____ Lutheran Church and School and I thank God for this special ministry."

2. No Separation. I want the mission of the congregation and the mission of the school to be one. I want us to bear a united witness. I want every school and church staff person to feel that we're all on the same team, working together toward one goal. I don't want us competing for attention, dollars, or status. That's why you and I need to constantly share our dreams and check out our perceptions. I want our newsletters, our allocations, all to reflect the reality that this school and congregation, this pastor and principal, together are a sign that God's kingdom has come to this place.

3. No Rivalry. I don't want to be a rival with my school administrator. We share servanthood roles, so let's not succumb to power struggles. Don't let school staff, congregation members, or anyone else play us off against each other. Both of us are extremely busy, face difficult decisions, respond to incredible demands; so let's not engage in mind games which suggest, "I'm busier than you, have more problems than you, or am more important than you." Instead, I want you to affirm the ministry of this congregation and to affirm my call as pastor to this entire congregational community. Include me in your prayers. Consult with me on schedules, plans and policies. I respect your role as administrator of the school. Respect my role as pastor of the congregation.

4. No Omniscience I don't claim to be an expert on school administration. There's much I don't know about mandated services, curriculum, PEP tests, bus routes, demands of parents, or pressures on teachers. I won't even attempt to advise you in these areas. However, I do know about everyone's need for grace. I do have skills in pastoral counseling and know how to apply the balm of the Gospel to hurting souls. I also know this congregation, its leaders and some of its quirks and strengths.

So let me share my pastoral skills with you and the entire school family. Let us magnify the name of the Lord and praise His name together.

Four Things Every Principal wants the Pastor to Know

Many pastors and principals related to urban Lutheran schools have impossible jobs. The pressures are too great. The resources too limited. The crises too frequent. The obstacles too many. The job really can't be done. It's only by the grace of God, dogged perseverance, and undying faith that men and women keep at it without giving up, breaking down or walk-

ing away. Because the need is so great and the call so strong, there are people who do carry on in quiet or not-so-quiet rebellion but with great joy, enthusiasm, vision, blessing and in partnership. Partnership: Principal-pastor partnership is the theme. Here are four things every principal wants his or her pastor-partner to know.

1. Partnership I value your partnership. I want your support. Tell me you support me. Demonstrate it. Put time with me high on your priority list. Make it your intention to spend at least 30 minutes with me each week. Be my pastor, not just my colleague. That means you'll confront me with the Law, and comfort me with the Gospel. You'll preach sermons that hit me where I live. You'll pray for me and with me. Help me see things from the godly perspective. You'll be my friend who sticks closer than a brother or a sister.

2. Visibility I like to see you around. High pastoral visibility in the school is important to me. Once in a while, join us in the morning before school as we all arrive for another day. Walk into our classroom, be on our playground. Be visible on parent-teacher consultation days. Spend a little time at least two faculty meetings a year. Mingle with the students. Let them know you are not God, just one of His servants. It's really not that far from your office to our classrooms. Come see us. I like to have you around.

3. Perks I sometimes feel resentful of you. I may as well say it for you sense it anyway. I'm resentful that sometimes you see the pastoral calling as the highest calling. Sometimes I get resentful of some of the perks of your office which never are extended to principals. Sometimes I get resentful of your nicer office, higher salary, later arrival in the mornings, and the last minute cancellation of your school commitments because of more important pastoral emergencies. I don't like being resentful. Sometimes it's unwarranted. But it's there and I may as well tell you and ask for your understanding, acceptance, forgiveness.

4. Possibilities. I want you to believe in this school. I want you to be able to be thankful that God has called you to a congregation which has a school. I want you to be convinced that this Lutheran school is indeed a place where quality education is offered, where faith is nurtured, where evangelistic outreach is happening, where justice is promoted, where people care about kids. Sometimes my leadership as principal will fall short. For this and for other reasons our school won't always be all either of us wants it to be. In the midst of it all, I want you to join with me in unyielding belief that this school has possibilities, has purpose, has hope and that by working together we'll both by God's grace be empowered to help this school reach for the dream, and more nearly become all that God wants it to be.

Lutheran Schools-21st Century—The Church Worker Team—a booklet that is part of the an entire series dealing with the ministry of a Lutheran School. Available from Concordia Publishing House 1-800-325-3040.

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Heany, Donald F., Cutthroat Teammates, Homewood, IL: Business One Irwin, 1989.

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Relationship with Leadership in the Congregation

The formal leadership of the congregation are those individuals who hold offices or other positions that assist in the governing of the church and school. In addition to these leaders who occupy a certain office or position, there are members of the church who are respected and whose opinion matters. In times of decision making, these individuals can be very influential. How does the school administrator relate to the leaders—both the formal and the informal?

1. Do your homework. Present accurate information about the school and when it is time to seek approval for something (i.e. an addition to the school), have your information ready and present it with competence. Sometimes an administrator has to work through a chairperson of a Board of Education, but the administrator should always be ready to answer questions with accuracy and competence. If a question is asked and the administrator does not know the answer, he or she should volunteer to supply it as soon as possible. Know what is expected in terms of reports, newsletter articles, attendance of meetings, etc. If the expectations are not reasonable or there is some other objection, then be prepared to present a reasonable alternative.

2. Have an attitude of acceptance towards all. In the words of Paul to Timothy, "Do not rebuke an older man harshly, but exhort him as if he were your father. Treat younger man as brothers, older women as mothers, and younger women as sisters, with absolute purity." I Timothy 2.

3. Follow the words of Paul in Romans 12:3-6—"For by the grace given me say to everyone of you: Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment, in accordance with the measure of faith God has given you. Just as each of us has one body with many members, and these members do not all have the same function, so in Christ we who are many form one body, and each member belongs to all the others. We have different gifts, according to the grace given us."

Relationship with the Enrolled Families

Family Ministry

Historically, Lutheran Schools have been masterful at meeting the needs of the TOTAL child. That usually meant meeting the academic, social-emotional, physical, and spiritual needs of the child. In the past, the setting for a Lutheran school was usually in a family-centered congregation. Even though the focus was on the TOTAL child, the family was also served. In today's world, with the family unit being less stable and under more stress, it is imperative that our Lutheran Schools have a broader ministry that includes not just the child, but the FAMILY. The plans, programs, and approaches of the past may not be effective any more. As we approach the 21st Century, the congregation "must reposition its Lutheran school as a congregational strategy for ministry to families." Not only do we have to adjust to a variety of different family structures, but we must find ways to minister to the children and their families as they face life in today's world. This is the task of both the congregation and the school.

Following is a list of ideas and suggestions to help your school focus on families.

- Be Aware of needs and opportunities for family ministry. Begin by sensitizing yourself. Throughout this section are ideas and resources for family ministry. Become familiar with some of those resources to gain an understanding of the general status of families today and what the needs are. Sensitize the staff to the fact that the two-parent family actively involved in the parish is the exception in today's world rather than the rule.

- Consider the schedules of today's family. One of the problems of families today is finding time to spend together. The church and school should not be compounding that problem by putting more demands on the family schedule if it is possible to avoid such demands. Some of the following considerations can be of help to families:

  - Set ending times for meetings, and stick to that time.
  - Don't schedule homework on the night when children are asked to participate in an activity at school.
  - Work with parents to provide child care during certain events or meetings. (Parents should have a part in planning and implementing the child care. The care of the children is their responsibility, but it will benefit both the school and church programs if some assistance is given.)

- Offer Parenting Courses and classes on topics of help to parents. Some possible material is listed under "OTHER RESOURCES."

- Provide support for the teaching staff. The teachers are often the people who are nearest the family. They cannot minister to all of the needs. Provide them with resources that they can offer to parents. This could include books names of counselors, information regarding various programs of the church and community, health resources, legal help, etc. Teachers need to know how to point families in the right direction. They do not need to be equipped to deal with every need that is shared with them.

- Consider staffing a Family Ministry position for the congregation. This individual would become a resource not only for families, but a resource for your faculty.

- Provide literature, tapes and other resources for families that can be made available to families for use in their homes. These resources could be made available through an existing library or a family resource library. Following is a list of some items that have proven helpful and could be the beginning of such library:

  - Learning About Sex: A Series for the Christian Family, from Concordia Publishing House. See a Concordia Publishing House Catalog.

  - If I Should Live, If I Should Die, by Joanne Marxhausen, and available through Concordia Publishing House. This is an excellent children's book that presents the Gospel so simply and yet so profoundly that it can bring comfort to any child or adult when faced with death.

- Parent Handbook, by Don Dinkmeyer and Gary D. McKay. American Guidance Service. Available in local book stores.

- Merging Families by Bobbie Reed Ph.D.. Concordia Publishing House.

- My Daddy is a Stranger, by Vicki Cochran. A Centering Corporation Resource.

- A Quilt for Elizabeth by Benetle W. Tiffault. A Centering Corporation Resource.

- I Have Two Dads, A Centering Corporation Resource.

- Activity Books for Children in Distress from Boulden Publishing, P.O. Box 9249, Santa Rosa, CA 95405. Phone/Fax 1-800- 238-8433.

  The books deal with the following topics: bereavement, early separation, living with one parent, blended families, self- esteem, parental substance abuse.

- Booklets from The Parent Institute, P.O. Box 7474, Fairfax, Virginia. 1-800-756-5525.

- Work with other boards to implement programs for family ministry. A Board of Spiritual Care, a Board of Social Ministry, a Youth Board, and others can undertake projects and programs that may speak to the needs of families if someone shares with them the needs and the possible ways to minister to those needs. A school administrator along with the pastor could provide that kind of direction.

- Rainbows is a well organized and very effective program sponsored by the Roman Catholic Church that ministers to the needs of children who have experienced the loss of a parent through death, divorce, separation,or abondment. This program is available nationally and internationally and can be run through the school. Training is provided and the utmost care is given to providing confidentiality and appropriate peer support for children from age 5 through high school. Contact the local Roman Catholic Parish or the Archdiocese of your area. You will want to adapt their materials to fit your school. Be sure to include your own training to adequately train volunteers in their program.

Other Resources

Blooming Publications and Seminars from the Blooming Place, P.O. Box 2178, Bloomington, IN 47402, 1-800-489-9933.

Parenting with Purpose available through Concordia Publishing House, 1- 800-325-3040.

Get Involved Before Your Kids Do, a program about keeping children drug free available through Aid Association for Lutheran. Contact your local AAL District Representative.

When Grief Comes to School, a teaching kit available through The Blooming Place. See address above.

Family Initiative Council at The Lutheran Church Missouri Synod, 1-800-351-1001.

Contacting your District office and a representative from Lutheran Brotherhood may also lead you to more resources for family ministry.

Home School Communication

It is absolutely vital to have good home-school communication. In this day of high tech, we have more communication devices at our disposal than ever before. Yet communication seems to be even more difficult. Parents are inundated with papers to read, schedules to keep, and procedures to know and seem to have little time to meet these demands. School newsletters, notes from school, and sometimes even report cards don't get read or even seen by parents. Some of the following ideas or practices may be helpful:

- A school newsletter that is published on a regular and predictable basis. Be sure that important information is easily found and can be quickly read.

- Tell parents at PTL meetings, at conferences, at enrollment time, whenever you see them that important information is contained in the school newsletter and they should make sure they have received it and have read it.

- Teachers need to be encouraged to write notes, make phone calls to parents AS SOON AS A PROBLEM is noticed. Waiting until a child's performance or behavior has deteriorated before parental contact, is a sure way to not only weaken the home-school communication, but it also diminishes the chance of the child demonstrating improvement.

- Parents need to be encouraged to contact the teacher if they have questions or concerns. It is not necessary and it is not wise to simply "wait to hear from the teacher." While it is not a good practice to have teachers accepting phone calls when they are in the classroom, parents can call during that time and leave messages for the teachers. The administrator needs to follow-up and make sure the teacher received the message and responded.

- The school administrator needs to remind the staff of the importance of home school communication and affirm them when they are maintaining good communication. A note of praise to a teacher from the administrator goes a long way to make them feel they have been serving well.

Parent Teacher Organizaton

A Parent Teacher Organization is vital to helping develop a partnership between the home and school. Both entities must work together for the effective education and development of the child. The focus of such a group is the growth and welfare of the students. Sometimes the students benefit because the organization has provided a meaningful program for the parents or the parents have conducted a fund raiser to purchase educational material or equipment for the students.

Historically, Lutheran schools have had a parent teacher organization which met monthly and followed a variety of models for that monthly meeting. As we approach the 21st Century the idea of a monthly meeting may not be effective due to the difference in the family schedules and commitments of our modern world.

In addition to the change in schedules and commitment to monthly meetings, the Lutheran schools need to see themselves as a ministry to the family. The needs of families are great. Each year more unchurched families enroll in our Lutheran schools and we need to find as many opportunities as possible to share the Gospel with these families. As a result of recognizing that need a publication entitled,"PALS-Parents and Lutheran Schools," was made available through the Board of Parish Services. This publication gives several different models of school/parent programs designed to reach beyond the monthly meeting plan.

If no Parent Organization exists in your school, one should be started. If one exists but is not effective, then that organization needs attention. In either case and even if there is a thriving Parent Teacher Organization, the following two resources will be helpful:

Parents & Teachers in Lutheran Schools
LEAD-LEA
7400 Augusta Avenue
River Forest, IL 60305

PALS-Parents and Lutheran Schools—
available through the
School Services Unit
The Lutheran-Church Missouri Synod
1333 South Kirkwood Road
St. Louis, MO 63122-729

Relationship with the Community

As Lutheran schools recognize that a ministry beyond the parish exists, it becomes more important that administrators help the school develop a positive relationship with the community. It is important that both the congregation and the school see that they are a part of the community and have something to offer the community. Lutheran schools are not simply a ministry to the parish. Congregations are recognizing that the Lutheran school is a vehicle of outreach to the community. Therefore the school administrator needs to focus on the following areas that deal with that community relationship.

Public Relations

The administrator first needs to understand that this is important to the school. If the school wants the people of the community to come into the school so that the Gospel of Jesus Christ can be shared, then the community must know about the school and see it in a positive light. Some of the following may help that happen:

- Include activities of the school in the calendar sections of the local newspapers.
- Participate in local parades, fairs, or similar community events.
- Try to get pictures of school events in the local newspapers.
- Involve the school in service projects in the community.
- Use local cable to replay school events.

It is probably not possible for an already busy school administrator to individually make these things happen, but it is possible to recruit members of the congregation, or school parents to assist with these tasks. Additional suggestions on how to better enhance the perception of the school in the community may be found in the "Marketing" section of the *Lutheran School Administrator Manual.*

Relationship with the Public School

Historically, Lutheran schools have offered an alternative to public education, but have supported the concept of public education. Our goal is not to protect children from the public world but to prepare them. In many cases our students will be coming from the public school or going there from the Lutheran school. It is in the best interests of our students that we have a positive relationship with those schools. The following suggestions should enhance the relationship with the public schools:

- Speak either positively or objectively about public schools, especially when meeting with parents. It serves no purpose to suggest or even "chime in" that education is bad in the public school.
- Introduce yourself by phone or in person to the local principal.
- Cooperate with the public schools in sending records, transfer papers, requests for testing and evaluation in a timely manner and following their rules and procedures.
- Take part and have teachers take part in professional growth opportunities that are made available to non-public school educators. Call your local Board of Education to get more information.
- Take the initiative to find out what your school can do to make the transition from a Lutheran school to a public school a smooth one for the student.
- If possible share an event with a public school. For example, invite some of their students to a dress rehearsal for a musical.
- Communicate and cooperate if you have students who attend special classes in the public school while enrolled in your school.
- Use public school people for inservice training and or teacher conferences. An educator who is effective at what he or she does will want to share that expertise with anyone who is interested.

Relationship with other Schools.

Much of what is said in the above category can be applied to this section as well. Other non-public schools have similar needs. In some areas, these schools band together in a formal manner and meet regularly with representatives from each school. If this does not exist in your area, consider inviting some of your fellow administrators over for coffee and sharing. You may discover that there are meaningful workshops or other activities that you could do together but not be able to do alone.

Relationship with the Church Body

There are over 2000 Lutheran pre-schools, elementary schools and high schools in The Lutheran Church Missouri Synod. These schools are owned and operated by local Lutheran congregations or associations of congregations. In addition to these schools there are 10 colleges and universities in the Concordia University System operated by The Lutheran Church Missouri Synod. Just as each LCMS congregation operates under local autonomy so each school (except for the colleges) is operated locally by the congregation or association of congregations. However, there is much to be gained by recognizing that we have brothers and sisters who are committed to the same ministry. Networking and cooperating with those entities can provide a rich source of ideas, support, inspiration, counsel, and guidance. There are three levels of this kind of network: other local Lutheran schools, the District, and The Lutheran Church Missouri Synod.

Area Lutheran Schools

can be a great source of support for educators and a source of fellowship for both educators and the families of the schools. In some areas, there are organized sporting events, joint music events, displays of various areas of the curriculum. This enhances each school, promotes Christian fellowship, and broadens the experiences of the students.

It is also very helpful for administrators of local Lutheran schools to meet together on a regular basis. Some groups meet regularly just for fellowship. Others meet for fellowship as well as to conduct joint programs, planning, and to share information. This type of group can provide support for both the novice and veteran administrator. It often takes someone who wears similar shoes to understand your journey. If you are in an area where there are no other Lutheran Schools nearby, consider a Luthernet conference network.

The teachers of the school also benefit from relationships with other local Lutheran schools. Sometimes workers in the church are so involved in their congregation, that it is easy to lose sight of the fact that there is life outside of the congregation. Having a relationship with someone who is in a similar role, but another location can be a source of friendship, fellowship, and ideas. School administrators can facilitate this relationship building by arranging faculty socials, sharing inservice programs, or by sending a teacher to observe or visit another school.

The District Organization

is another source of support and growth. Each Lutheran school is located in one of the districts of The Lutheran Church Missouri Synod. Each of those Districts has staff whose role it is to support the ministry of the congregations that comprise the District. The Districts are not all staffed in the same manner, but each one has some individual whose responsibility includes "Lutheran schools." This person is called the Education Executive, but may have a different title. This person is involved in the following activities:

- Assisting in the securing of Lutheran teachers to serve in Lutheran Schools. (Graduates of synodical colleges or experienced Lutheran teachers)
- Planning and promoting annual Educators' Conferences.
- Becoming involved with conflicts or discipline matters concerning Lutheran educators.
- Providing support and guidance to administrators.
- Disseminating information to schools from The Lutheran Church Missouri Synod and government agencies.
- Provide information concerning National Lutheran School Accreditation.
- Supporting and claiming Lutheran schools as an effective family ministry of congregations.

Each District is comprised of congregations and it is to the congregations that the people of the District have a commitment. The District staff in your area exist to enhance your ministry. Contact your District office and let the individual responsible for education know you and assist with your needs.

The Lutheran Church—Missouri Synod

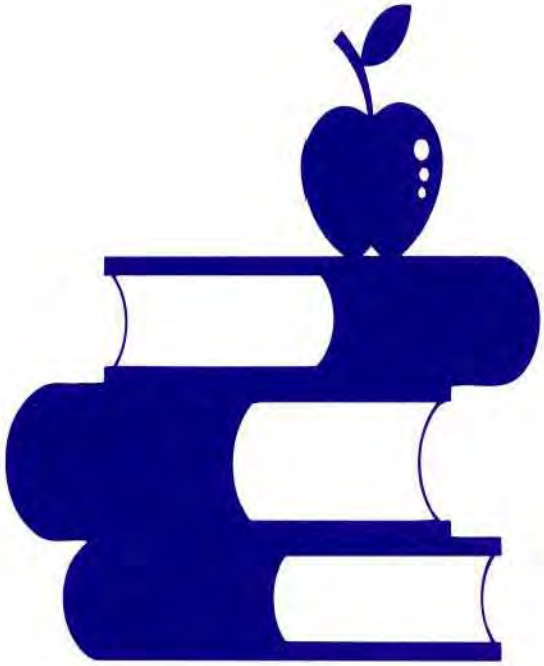
headquarters is located in St. Louis, Missouri. The role of The Lutheran Church Missouri Synod is quite similar to that of the District, but its focus is broader since it seeks to serve all the schools of all the districts. Specifically, the School Services Unit focuses on the schools of the LCMS. In most instances, the staff works through the District staff in the dissemination of

information and the collection of statistical and other types of information. A variety of helpful publications are written and made available by this unit. A complete listing of those publications can be obtained from the Headquarters of the Lutheran Church Missouri Synod (1-314-965-9000, ext. 1293.)

Whether one is considering other local Lutheran schools, the District, or the Lutheran Church Missouri Synod, it is important to remember that it is always helpful to develop relationships with people that will allow us to be involved in a ministry that is larger than where we are. It brings about a unity of mission, generates new ideas, and enhances our lives through the lives of others. Each administrator, each educator has something to bring and something to receive in this "larger picture."

LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Curriculum & Instruction



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Foreword

Leaders in Lutheran education use many resources to assist them in their ministry. These have included the Planning for Lutheran Elementary Schools Series and Operations Manual. This booklet is part of the Lutheran Schools Administrators Handbook and was designed to replace those resources.

The manual is designed to assist Lutheran school leaders with a variety of needs:

- Starting a new school
- Planning
- Problem solving
- Board inservice
- Staff inservice
- Preparing for National Lutheran School Accreditation
- Administrative training

While written for Lutheran elementary school administrators, other leaders in Lutheran education will find the booklet helpful. The entire series provides a beginning guide for new administrators or those preparing for an administrative role in a Lutheran school.

The following served on the consultation team to develop the plans for this handbook: Bill Cochran, Eastern District; Ruth Colross, Glen Burnie, Maryland; Dr. Jon Laabs, Concordia, Ann Arbor; Dr. Carl Moser, LCMS; Rodney Rathmann, CPH; Bob Rogalski, Phoenix, Arizona; Pete Woodward, Lakewood, Colorado; Bob Ziegler, Peoria, Illinois; and Dr. R. Allan Zimmer, Concordia, River Forest. We thank and praise God for their leadership and vision.

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Curriculum & Instruction

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Curriculum Development—A Process

Curriculum develops in all Lutheran schools. Sometimes it develops by the individual changes made by a teacher. Often times it develops because of a new emphasis or trend. Sometimes it develops so slowly that it is hard to see any development at all.

Purposefully Developing Curriculum

The purposeful development of curriculum is a sign of a healthy school. A curriculum must address the needs of students in a changing world. As the world of our students changes, we must equip them to be good stewards of their gifts and opportunities, exercising them in service to others in the name of Jesus. A healthy Lutheran school regularly reviews its curriculum in light of its students' needs.

Such a curriculum charts where the school's instructional program is going and how it is going to get there. If you don't know where you are going, it is hard to tell when you get there. Purposeful curriculum development studies the needs of students, determines which needs will be addressed, identifies the desired outcomes, and selects the appropriate materials. A healthy Lutheran school is committed to addressing the needs of the students.

The uniqueness of a Lutheran school is its commitment to disciple its students under the Lordship of Jesus Christ. Purposeful curriculum development takes seriously the Scriptural directive to "teach them to observe all things I have commanded you." It is a commitment made with both the parents and the congregation to be faithful in discipling their children. A healthy Lutheran school disciplines itself to disciple its students.

Who Develops the Curriculum?

The posture of the administrator determines who will develop the curriculum. It could be a matter of letting the textbook publisher, the state curriculum framework, a national teacher association or some other expert to determine what will be taught in your Lutheran school. The administrator could be the one to develop the curriculum as the one held accountable for its development. Members of the faculty or individuals who have experiences, interests, and skills are valuable resources to develop the curriculum. It is the administrator's decision to determine who will work on its development. All of the above can be involved.

The development of curriculum is a process. It is one where all members of the school leadership team are involved, both faculty and board. Input from a variety of sources is important. It is the responsibility of the administrator to guide the process to the point of a completed document. Members of the board are the congregation's representatives to see that the curriculum is an expression of the congregation's mission and ministry. While the board has a broad scope of responsibility, this key responsibility calls for the board to be involved in curriculum development.

The members of the faculty have much at stake in the development of curriculum. They are the ones who will teach it, translate it into the uniqueness of their school. The teachers are the resident authorities, for they know both the families and children, and they have their respect as professional Christian educators. As professionals they are always looking for ways to grow, building on their experiences, but not resting on their awards. They want to experience the results of their labor and apply their preparation by active involvement. If they own the process and its resulting product, they will utilize it to its fullest potential.

Building a Foundation

"When you don't know where you are going, it is hard to tell when you get there." Determining where you are going starts with the development of a mission or purpose statement. Such a statement is rooted in the Scriptures, and reflects the uniqueness of the congregation and its ministry. If the congregation has developed a mission statement, then the school, as a part of the congregation's ministry develops a purpose statement that supports the mission statement. The mission/purpose statement focuses on the question "What business are we in?" While all Lutheran schools are rooted in the same Scriptural directives for Christian education, the uniqueness of each school will flavor the statement. The school leadership team of board and faculty are the developers.

The companion piece to the mission/purpose statement is the philosophy statement. This statement focuses on the question "What do we believe and practice?"

The development of a philosophy statement works in two stages: relationships and results.

Relationships

- God and children
- Families, children, and the school
- Children and their stages of development
- Teaching and learning.

Results

- A description of the staff
- Behavioral expectations
- Teacher and student relationships
- Academic and co-curricular relationships
- Working with parents.

Again the school leadership team develops these statements.

The Process

This process is an ongoing one, each year addressing another area of study: math, science, social science, Biblical studies, physical education, fine arts, language arts, health and computers. The six steps are sequential, each building on the prior step. All members of the faculty can work on the same subject together, or they can divide into separate committees to develop different subjects.

There are some foundational assumptions for the implementation of the process. The first deals with the culture of the faculty. The practice of collegiality demonstrates high value for each member of the faculty. Each is respected for having something to contribute to the whole. Differences are honored and celebrated. All contributions are welcomed. Synergy is embraced. Colleagues working together produces a better product than working alone. The second assumption is that Lutheran educators act responsibly. They naturally practice professional behavior, willingly taking the lead in important school matters. This practice is a growing one, accepting challenging opportunities to stretch professionally. There is a realistic eagerness to accept responsibility for the continued development of the school, particularly curriculum. The final assumption is the presence of a faculty confidence that they know better than textbooks publishers what is appropriate for their school.

The nature of a process suggests that conditions are in continual change. The process assumes the product that is produced will be fluid, not set in concrete. It will need to be regularly reviewed and open to adjustments as changes occur. The process will work. Trust the process.

Step One: Statement of Belief

The key question to be answered in developing the statement of belief is "Why is this subject being taught in our school?" The answers are found in your school's mission/purpose statement and philosophy, the requirements of regulatory agencies, expectations of parents and successive educational institutions, and the professional literature. National professional associations have developed statements and standards that reflect contemporary thinking in each subject. Post baccalaureate coursework and workshops/seminars are valuable resources.

This is a call to do your homework, to become current in research and practice, to be a professional. Members of the faculty can become resources to the faculty. Educators from the area, such as resource people from the County Office or State Office, can lead the faculty in a study of the subject. Plugging into resources and digesting the material prepares the faculty to write the statement of belief. The statement of belief is a succinct, single paragraph. When a parent reads this paragraph, it is very clear why your school teaches this subject. They know where you stand.

Step Two: Components

Components deal with the parts of the whole. The components divide the subject into segments. In the subject of science it could be physical science, biological science, and creation. In the language arts it could be reading, writing, speaking, and listening. It is not a detailed list, but rather a delineation of the parts that make up the whole.

The list of components is not to be limited to what is already being done. Having done the study that identifies what is current in the subject, this is an opportunity to evaluate what has been done, what changes need to be made, and what needs to be added. This list is an outgrowth of the work in developing your statement of belief.

Step Three: Scope and Sequence

Each component is distributed at the appropriate grade levels. Some components are focused at certain grade levels and not at others. The first task in developing the scope is to identify at which grade levels the components will be taught. Scope addresses both the distribution and the depth of each component across the grade levels. In developing the scope, teachers must dialogue on their experiences, observations, and readings to develop a product that truly reflects the position of their Lutheran school.

The sequencing of the scope is placing the learnings into steps that recognize students' developmental ability. Sequence is building on what has

been learned previously. Each teacher makes a contribution to the expanding experience of the student. Collegiality among all faculty is practiced as teachers express their interdependence for the benefit of each student. Again the teachers must dialogue on their experiences, observations, and readings.

Scope and sequence also addresses the issue of frequency. Each learning must be introduced, then mastered, and regularly reviewed. The faculty must determine at which grade level each of the learnings is to be introduced, at what grade level it is to be mastered, and when and how often it is to be reviewed. Such definition recognizes that learnings are spiral, where each visit in successive grades adds another layer and depth to the student's understanding.

Scope and sequence is best communicated in a chart. Each learning is listed down the left hand column, with each grade level listed sequentially from left to right across the top. Then the letters "I" for introduction, "M" for mastery, and "R" for review are placed in the intersecting spaces. Such a chart is a quick reference when preparing a series of lessons that address a learning. (See pages 7&8)

Step Four: Grade Level Objectives

Now the process focuses on the individual teacher for each grade level. The scope and sequence chart identifies the grade level for each part of each component. The teacher must establish an objective for each. The objective must be specific, measurable, acceptable, and reasonable. The criterion of acceptable means it is acceptable to the teacher. It fits for the skill to be taught at a determined degree of difficulty. The reasonable criterion says it is developmentally appropriate for the grade level; it fits the children.

Step Five: Publishing of the Curriculum

Publishing the curriculum is a milestone. It means the work through the first four steps is now ready for review. It is the opportunity to check what is written by those who have not been involved in the writing, but have a vested interest. This review and adoption is to be done by the governing board of the school. The board has been involved in the development of the mission/purpose statement and the philosophy. They are responsible to verify these statements are being applied. It is the natural line of accountability. And the faculty has the support of the board as they apply the curriculum.

Step Six: Select Instructional Materials

In the history of some of our Lutheran schools it has been the governing board who adopts textbooks. This step makes two changes to that practice: the board adopts the curriculum, not the textbook, and the faculty is freed to select instructional materials that are not limited to a particular textbook service.

The faculty members are the respected educational professionals. They have developed the curriculum, received the support of that curriculum from the governing board, and are now able and ready to apply that curriculum to the students in their care.

Conclusion

Purposeful curriculum development is professionally demanding. Using this process will stretch and challenge Lutheran educators. It will place a heavy demand on their time and energy. It will confront them with the need to review, evaluate, and adjust. It may cause some to become uncomfortable.

The process has valuable benefits. The students benefit when the curriculum addresses their needs. They benefit when the teachers who wrote the curriculum also teach it. They benefit when the school is based on a well defined mission/purpose statement, and is committed to carrying out that statement. Teachers benefit when they teach in a school that honors and respects their professional judgement, and adopts their recommendations regarding curriculum. All of this gives glory to God for providing the resources in the form of people and their experiences, and the opportunity to serve His people.

Samples

Purpose of Christ Lutheran School

Christ Lutheran School is an integral part of the total ministry of Christ Lutheran Church of La Mesa. The purpose of Christ Lutheran School is to disciple its students. Through this discipling process, the students will grow spiritually, emotionally, socially, physically and intellectually and be equipped to be disciples who witness their Christian faith. All this is accomplished by the power of the Gospel and in partnership with parents.

Christ Lutheran School Philosophy Statement

Christ Lutheran School functions in obedience and response to:

God's promise that we are to "train up a child in the way he should go, and when he is old he will not part from it." (Proverbs 22:6)

God's command that the parents are to bring up their children "in the nurture and admonition of the Lord." (Ephesians 6:4)

God's commission that the church make disciples of all nations, including children, and teach them to "observe all things commanded by the Lord." (Matthew 28:19-20)

We believe that God is our loving Father and we are his children. All are sinful and in need of a Savior. God sent His only Son, Jesus, to die for our sins. Those who believe in Jesus' death and resurrection are His disciples. Jesus' disciples follow his commands. Our goal then is to lead students to be disciples of as well as disciplers for Jesus.

We believe that the family is a child's primary discipler. Our school is in partnership with parents enabling students to enhance the development of the whole child. This partnership is to provide a solid base of communication for the purpose of furthering the student's relationship with God and enhancing positive Christian family interactions.

We believe children develop at their own individual pace. We believe a positive learning environment which utilizes a variety of teaching styles to accommodate diverse learning styles is essential. Our aim is to have students realize and achieve their own God-given potential and recognize failure as a valuable part of the learning process.

As a diverse, professional team our staff is committed to the total development of our students. We are dedicated servants who carry out the mission of the church through our witness and personal involvement. We desire to be encouragers, yet set high academic standards and behavioral boundaries.

We build our educational plan with academics taking the highest priority. Yet, in ministering to the whole child, we include co-curricular and student-support programs. We understand the importance of continually reviewing our programs to insure success.

We also believe that students in our school need to achieve and grow in areas outside the academic domain. The ability to accumulate, evaluate and apply information in order to develop problem-solving skills based on Scriptural guidelines is important. We want students to develop self-discipline, and demonstrate forgiveness and respect for others.

We believe that an effective Christian school environment requires a positive teacher-student relationship. This must include a loving relationship built on Scriptural truths and mutual respect as well as the forgiveness and trust that are essential to make teaching and learning effective and lasting. Teacher-student relationships are strengthened when expectations are clearly defined and enforced. We desire to work with students in this relationship unless their behavior interferes with other students' right to learn.

Statement of Belief

Christ Lutheran School believes that science is an important part of children's well-rounded Christian education. We want to open their eyes to the wonders of God's creation, and glorify God in His creative power.

Students are taught to be stewards of the earth, and to be able to make positive contributions to society. Science enables them to function in our complex world, and affords them the opportunity to test things without the fear of being wrong or having "the right answers."

Science adds strength to other disciplines by developing reasoning skills and procedures for problem solving. By teaching science we address our responsibility to meet state educational requirements.

Components

God as Creator	Energy
Animals	Laws
Plants	Scientific Process
Weather	Human Body
Matter	Machines
Space/Universe	Communities

Scope and Sequence

Learning	K	1	2	3	4	5	6	7	8
God as Creator	I	R	R	R					
Animals									
Mammals	I		R						
Insects			I				I/M		
Microscopic									
Birds									
Reptiles									
Environment	I								
Plants									
Cycle	I	R		R				M	
Types	I		R				M		
Weather	I		R	R		R			
Matter	I								
Rocks			I			R			
Air				I			R		
Water			I			R			
Classification						I		R/M	
Patterns									I/M
Changes					I				
Sound				I					
Light					I				
Space/Universe				I	R				
Energy									
Electricity						I			R
Force									I/M
Resources									I/M
Magnetism				I					
Machines				I	R				
Laws									
Motion								I/M	

Scope and Sequence

Learning	K	1	2	3	4	5	6	7	8
Scientific Process				I	R				
Human Body									
Organs				I					
Nutrition			I				I	R	
Sexuality									
Machines									
Measurement								I	
Movement					I				
Communities									
Plant and Animal						I			
Ocean					I				
Populations					I				

Science, Grade Three Objectives

Learning	Objective
God as Creator	The student will verbalize and demonstrate his/her affirmation that God has created all things, and His creative power continues as a force in life.
Plants	The student will identify the life cycle of a plant from actual experience.
	The student will identify five each of trees, flowers, and vegetables.
Weather	The student will record weather observations and data over a six week period, charting the results for presentation.
Matter	The student will identify five different types of rock.
	The student will identify the properties of air.
	The student will identify the states of water.
Space/Universe	The student will identify the names and location of the planets and the earth's moon in our solar system.
Energy	The student will explore the powers of magnetism, and identify three uses of this power.
	The student will explore the simple machines and identify two uses of each.

LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Instructional Resources

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Foreword

Leaders in Lutheran education use many resources to assist them in their ministry. These have included the Planning for Lutheran Elementary Schools Series and Operations Manual. This booklet is part of the Lutheran Schools Administrator's Handbook and was designed to replace those resources.

The manual is designed to assist Lutheran school leaders with a variety of needs:

- Starting a new school
- Planning
- Problem solving
- Board inservice
- Staff inservice
- Preparing for National Lutheran School Accreditation
- Administrative training

While written for Lutheran elementary school administrators, other leaders in Lutheran education will find the booklet helpful. The entire series provides a beginning guide for new administrators or those preparing for an administrative role in a Lutheran school.

The following served on the consultation team to develop the plans for this handbook: Bill Cochran, Eastern District; Ruth Colross, Glen Burnie, Maryland; Dr. Jon Laabs, Concordia, Ann Arbor; Dr. Carl Moser, LCMS; Rodney Rathmann, CPH; Bob Rogalski, Phoenix, Arizona; Pete Woodward, Lakewood, Colorado; Bob Ziegler, Peoria, Illinois; and Dr. R. Allan Zimmer, Concordia, River Forest. We thank and praise God for their leadership and vision.

We are grateful for a partnership with the Lutheran Education Administrator Department (LEAD), a department of the Lutheran Education Association (LEA). LEAD provided additional funding for the production of this resource through a grant from Aid Association for Lutherans (AAL). Without the financial assistance of AAL and the partnership with LEAD, this project could not have been completed.

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Instructional Resources

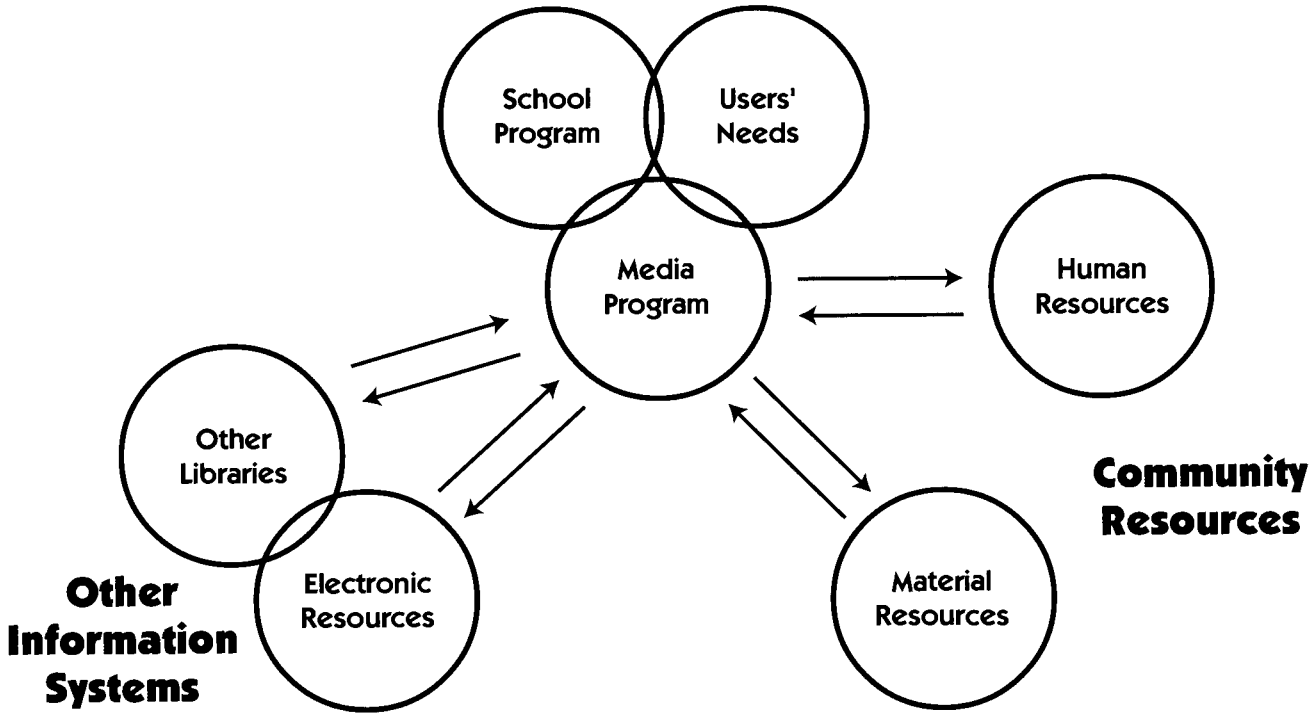
Every school administrator has the task of effectively managing resources. What typically comes to mind are the textbooks, chalk, pencils, and desks that have traditionally occupied hours upon hours of dedicated principals' time in schools throughout history. Dedication to the task has not changed; resources *have*. Though chalk and desks are still around, today's school administrator is faced with an exponential increase in the number and variety of resources available to support instruction. Not only has the volume grown, but today's instructional resources are often complex and expensive. They are no longer limited to the classroom or to the four (or more) walls of the school, but extend literally into the vast domain of the world.

A simple definition of *instructional resources* might be "anything that is used by administrators, teachers, staff, and students to aid in carrying out teaching and learning." This might sound a bit general and vague, but it is intended to be so. There are no barriers to what resources can be chosen for instructional purposes. There are now more types of resources available than ever: from print to electronic; from two-dimensional to virtual; from material to human. Advancements in technology have made it possible to invent, produce, and distribute resources of all kinds in ways never before imagined. What may have only been available at the corner grocery store can now be sent overnight to a location half way around the world. It would be inappropriate to say "the sky's the limit" when referencing instructional resources. Video, audio, and data resources have been secured from distances far beyond the skies and deep into the earth. Teachers and learners today potentially have access to everything in God's creation.

It would be impossible to adequately cover the vast resources that can be used for instructional purposes. This manual is intended to simply be a resource in itself: a guide that will point the direction to some of the most common resources used by educators in today's schools and provide some guidelines for <u>how</u> these resources should be used most effectively. It should act as a *tool* in effectively planning and implementing instruction. It is not an exhaustive collection of resources, but a small step in the right direction. Emphasis will be placed on getting the user acquainted with the variety of resources available for educators today. The user needs to take it from there!

Before embarking on several categories of instructional resources, it might be helpful to put them into perspective in the school setting. The diagram on the next page shows the relationship of resources to the school and the users. Note that the school program (curriculum, public relations, etc.) and users' needs are both related to the way in which the school coordinates its internal resources (media program). Community resources and other information systems outside the school are all essential elements related to the school's total system of teaching and learning. The bottom line: instructional resources come from within the school, from the immediate community, and from the rest of the world. Enjoy your exploration!

Resources for Curriculum Development



(Adapted from The Collection Program in Schools, Libraries Unlimited, 1995)

One of the principal's most important functions is as curriculum leader. That does not mean that the administrator is necessarily the curriculum expert. Faculty members should all be used as key resources in the curriculum development process, thus bringing to the school a vast array of backgrounds, talents, and interests. However, there are numerous key resources - both human and material - that should also be called upon when planning and implementing curriculum.

Among the many local human resources that should be tapped are parents, public school teachers and administrators, experts in specific fields from the business world, and community leaders. All have an investment of some type in the success and quality of your school. Additional human resources that you will find helpful will be area Lutheran educators, district education personnel, state level Department of Education staff, and regional curriculum specialists.

Most schools make the mistake of bringing the discussion about instructional materials into the curriculum development process far too soon. The six step approach defined in an accompanying Administrator's Manual notes the following order:

Step 1: Statement of Belief
Step 2: Components
Step 3: Scope and Sequence
Step 4: Grade Level Objectives
Step 5: Publishing of the Curriculum
Step 6: **Select Instructional Materials**

Though *human* resources are integral throughout, materials are not to be selected until Steps 1-5 have been achieved. There are numerous resources that can be used to assist in the selection process. Local and state curriculum guidelines should be studied early in the process to help establish the desired framework. Sample curriculum guides from other school districts and exemplary programs throughout the United States are readily available from a number of sources.

One particular resource, however, that should become a part of any curriculum development

process is an organization: the Association for Supervision and Curriculum Development (ASCD). Besides publishing Educational Leadership - one of most noted education journals - ASCD offers numerous resources useful to schools in reviewing each area of the curriculum. Its most useful resource is the Curriculum Handbook, which is a one-stop resource for planning curriculums, keeping current in major content areas, learning about effective programs and practices used at other schools, staying informed about topical issues in curriculum, and integrating technology and curriculum. It includes essays from nationally recognized experts, case studies, guidelines in content areas, a reference diskette, and a subscription to the Curriculum/Technology Quarterly newsletter.

▼ ***Association for Supervision and Curriculum Development (ASCD)***
Education and Technology Resources Center
1250 North Pitt Street
Alexandria, VA 22314-1453
Phone: 703-549-9110
E-mail: etrc@ascd.org
URL: http://www.ascd.org/

Most educators are familiar with ERIC (Educational Resources Information Centers) in connection with online database searching. Not many realize that there are ERIC clearinghouses that specialize in specific subjects related to education and curriculum development:

▼ ***Adult, career, and Vocational Information***
Ohio State University, 1960 Kenney Road, Columbus, OH 43210-1090.

▼ ***Elementary and Early Childhood Education***
University of Illinois, College of Education, 805 W. Pennsylvania Ave., Urbana, IL 61601.

▼ ***Handicapped and Gifted Children***
Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

▼ ***Languages and Linguistics***
Center for Applied Linguistics, 1118 22nd St, NW, Washington, DC 20037-0037.

▼ ***Reading and Communication Skills***
Indiana University, 2606 East 10th St., Smith Research Center, Suite 150, Bloomington, IN 47408.

▼ ***Science, Math, and Environmental Education***
Ohio State University, 1200 Chambers Road, 3rd floor, Columbus, OH 43212-1792.

▼ ***Social Studies/Social Science Education***
Indiana University, Social Studies Development Center, 2805 East 10th St., Bloomington, IN 47405-2373

▼ ***Tests, Measurements, and Evaluation***
American Institute for Research, Washington Research Center, 1055 Thomas Jefferson St., NW, Washington, DC 20007-3893.

Another little known and scarcely used resource in school curriculum development are the ten Regional Educational Laboratories, a network of agencies geared to helping educators and policymakers solve problems. They take a practical approach to fulfilling their mission as resources within the designated geographical regions, convening conferences and acting as clearinghouses for information on specified topics. Publications, including research reports, newsletters, and curriculum materials may be obtained by contacting the various laboratories directly.

▼ ***Appalachia Educational Laboratory, Inc. (AEL)***
1031 Quarrier Street, PO Box 1348, Charleston, WV 25325
Phone: (304) 347-0400, (800) 624-9120 (outside West Virginia).
(800) 344-6646 (in West Virginia)
Region served: Kentucky, Tennessee, Virginia, West Virginia

Provides assistance in the areas of classroom instruction, governance and administration, and more. Programs emphasizing rural schools focus on improving efficiency and reducing isolation by using outside resources and technology. Provides minigrants to foster school-college partnerships. Undertaking multiyear studies of the cost-effectiveness of school consolidation.

▼ ***Far West Laboratory for Educational Research and Development (FWL)***
730 Harrison Street, San Francisco, CA 94107-1242
Phone: (415) 565-3000
Region served: Arizona, California, Nevada, Utah

Challenges educators to expand their vision through change and innovation with emphasis on staff development training models. Works mainly with

state-level organizations; undertakes carefully selected activities with local schools—those with potential to become "lighthouses." Documents and describes pilot or model programs. Recent projects included improving a school assessment system, organizing a science curriculum that motivates students, and linking students with teachers in other schools via a form of distance learning called "telelearning."

▼ ***Mid-continent Regional Educational Laboratory (McREL)***
Denver Office: 2550 S. Parker Road, Suite 500, Aurora, CO 80014 Phone: (303)337-0990
Kansas City Office: 4709 Belleview Ave., Kansas City, MO 64112 Phone: (816)756-2401
Region Served: Colorado, Kansas, Nebraska, Missouri, Wyoming, North Dakota, South Dakota

Concentrates on developing innovative strategies for school improvement and reform for the 21st century. Accent is on an interdisciplinary approach to teaching higher-order thinking skills. McREL also offers self-supporting programs, including a school management system and a K-6 mathematics curriculum for use with all students.

▼ ***North Central Regional Educational Laboratory (NCREL)***
1900 Spring Road, Suite 300, Oak Brook, IL 60521
Phone: (708) 571-4700
Region Served: Minnesota, Wisconsin, Iowa, Illinois, Michigan, Indiana, Ohio

Works with policymakers at the state level. Research on at-risk students, early childhood education, urban schools, rural schools, and related technology. The broad issue of restructuring is also included. This agency hosts the Midwest Regional Center for Drug-free Schools and Communities.

▼ ***Northwest Regional Educational Laboratory (NWREL)***
101 S.W. Main Street, Suite 500, Portland, OR 97204-3212
Phone: (503) 275-9500
Region Served: Alaska, Idaho, Oregon, Montana, Washington

Helps others improve outcomes for children, youth, and adults by providing research for equitable, high quality programs. Among the specializations of staff members are evaluation and measurement, curriculum and instruction, educational administration, adult education, computer science, and education of the disadvantaged. Projects currently underway involve literacy, language, and communication; research and development for Native American education; and technology.

▼ ***Pacific Regional Educational Laboratory (PREL)***
1164 Bishop Street, Suite 1409, Honolulu, HI 96813
Phone: (808) 532-1900
Region Served: American Samoa, Commonwealth of the Northern, Mariana Islands, States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau

Works to improve education in the region by fostering collegiality in a geographic area characterized by distance and isolation. This laboratory supports research efforts in the following areas: at-risk students, home-school learning styles, and equity issues. Aims at creating partnerships between educational, government, community, and business organizations. Also trains trainers for a school improvement process called Pacific Effective Schools.

▼ ***Regional Laboratory for Educational Improvement of the Northeast and Islands***
300 Brickstone Square, Suite 900, Andover, MA 01810
Phone: (508) 470-0098
Region Served: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, and the Virgin Islands

Works to improve schools through professional development training and leadership skills. Past efforts have focused on establishing a credentialization process for educators in the region. Publications highlight incorporating multicultural concepts into the curriculum, serving at-risk youth, allocating resources, and retaining quality teachers, among other topics.

▼ ***Research for Better Schools, Inc. (RBS)***
444 North Third Street, Philadelphia, PA 19123-4107
Phone: (215) 574-9300
Region Served: Delaware, Maryland, New Jersey, Pennsylvania, and the District of Columbia

Serves educators at various levels: local, district, state. This Laboratory offers training, technical assistance, evaluation and program development services to educators throughout the region. Research focuses on higher order thinking skills, at-risk students, and school restructuring.

▼ ***SouthEastern Regional Vision for Education (SERVE)***

Headquarters: School of Education, University of North Carolina at Greensboro
Greensboro, NC 27412-5001
Phone: (919) 334-3211, (800) 352-6001
Field Office: Office of Policy Research and Improvement, Florida Department of Education, 325 West Gaines Street, Suite 414, Tallahassee, FL 32399-0400
Phone: (904) 922-2300
Region Served: Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina

Represents a coalition of business leaders, governors, policymakers, and educators seeking to improve educational outcomes. Research activity centers on incentive programs for at-risk students, site-based accountability, successful intervention strategies, telecommunications technology, and a partnership model for rural schools and businesses.

▼ ***Southwest Educational Development Laboratory (SEDL)***

211 East Seventh Street, Austin, TX 78701
Phone: (512) 476-6861
Region Served: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas

Finds and shares effective solutions to the most urgent problems facing educators. Emphasis is on ensuring educational equity for children and youth who live in poverty, who are Hispanic, or who have physical or mental exceptionalities. Recent activities included interrelated projects for forming collaborative programs among home, school and community partners; leadership for managing change; and distance learning technologies for rural, at-risk students.

(Source: ASCD Curriculum Handbook Resource Disk, 1995)

Faculty Resources

The classroom teacher is the person most directly responsible for instruction in the school. If would follow that instructional resources are an integral part of what the classroom teacher must have available in order to do the best possible job of teaching and allow for the most effective learning to take place. There are many resources that might automatically be available for classroom teachers in a school. However, most teachers have realized the need to develop their own set of resources that best meet their classroom objectives and their professional development aspirations.

One way of personalizing the resources that can be applied to classroom instruction is to develop a *professional materials resource file.* This database (in either paper or computer form) can act as an easy reference system for resources that may actually be located in the classroom, in the home, in the media center, in the community, or in any number of other locations. The file is geared to the grade level(s), subject areas, and interests of each individual teacher. A simple method of accumulating such a file is to establish a three-by-five inch card (or appropriate fields in a computer database) for each resource, including the following information:

- Name of resource
- How and when to obtain the resources
- How to use the resource
- Evaluative comments

The file (or database) should be organized in whatever way makes most sense to the teacher. Cross-referencing or color-coding are two ways in which information can be easily referenced. Categories for resources included in the file might include the following:

- Articles from magazines, newspapers, journals, and periodicals
- Compact disc titles and sources
- Computer software titles and sources
- Examination questions
- Games and game sources
- Guest speakers and other community resources
- Media catalogs
- Motivational ideas
- Multimedia programs
- Pictures, posters, and other stills
- Resources to order
- Sources of free and inexpensive materials
- Student worksheets
- Supply catalogs
- Thematic units
- Unit and lesson plan ideas
- Completed unit and lesson plans
- Videocassette title and sources
- Videodisk titles and sources
- Miscellaneous

(Source: A Resource Guide for Teaching K-12, Macmillan, 1994)

Often some of the best instructional resources for classroom teaching cost little or nothing. These types of resources should be among those that are considered by administrators and teachers as often as resources that must be purchased. Following is a list of sources for free and inexpensive materials of various types. By simply writing to the organization on school letterhead, the materials will usually be at no cost or for the cost of shipping and handling. Address and telephone numbers for the sponsoring organizations can be acquired at the local library.

- ***Bibliography of Free and Inexpensive Materials for Economic Education***
  New York: Joint Council on Economic Education
- ***Educator's Guide to Free Health, Physical Education and Recreation Materials***
- ***Educator's Guide to Free Materials***
- ***Educator's Guide to Free Science Materials***
- ***Educator's Guide to Free Social Studies Materials***
- ***Educator's Guide to Free Teaching Aids***
- ***Educators Guide to Free Videotapes***
  Randolph, WI: Educators Progress Service
- ***Free and Inexpensive Learning Materials***
  Nashville, TN: Division of Surveys and Field Services, George Peabody College for Teachers
- ***Free Stuff for Kids***
  Meadowbrook Press, 18318 Minnetonka Blvd., Deephaven, MN 55391
- ***A Guide to Print and Non-print Materials Available from Organizations, Industry, Governmental Agencies and Specialized Publishers***

New York: Neal Schuman

- ***Index to Multi-Ethnic Teaching Materials and Teaching Resources***
  Washington, DC: National Education Association
- ***Materials List for Use by Teachers of Modern Foreign Languages***
  New York: Modern Foreign Language Association

It is important for administrators and teachers to keep abreast of current developments in education, particularly in their chosen fields of specialization. Technological advancements have made it possible for the educator to access resources quickly and timely that offer a wealth of very current information. Some of these will be discussed later. However, the printed periodical is still one of the most preferred means of "staying in touch".

Though the following list is by no means conclusive, it provides a good sampling of which periodicals are available to educators, covering a wide range of topics and categories of teaching and learning. Those marked with an asterisk (*) are general interest periodicals that should be considered as "starters" for a faculty library that is just being developed. Others may hold special significance for faculty members who wish to follow their individual subject areas more closely (e.g. *The Mathematics Teacher*). At least one periodical in each of the major disciplines should be strongly considered for a well-rounded faculty library. Once again, sources for all the following periodicals can most easily be acquired at the local public library.

- The American Biology Teacher
- The Mathematics Teacher
- American Educational Research Quarterly
- Middle School Journal
- American Journal of Physics
- Modern Language Journal
- The American Music Teacher
- Music Educator's Journal
- American Teacher
- NEA Today
- The Arithmetic Teacher
- * Phi Delta Kappan
- The Art Teacher
- Physical Education
- Childhood Education
- The Physics Teacher
- The Computing Teacher
- Reading Research Quarterly
- Creative Classroom
- The Reading Teacher
- Educational Horizons
- Reading Today
- *Educational Leadership
- Science
- English Journal
- School Arts
- English Language Teaching Journal
- The School Musician
- Hispania
- School Science and Mathematics
- *Instructor
- School Shop
- Journal of Business Education
- Science and Children
- Journal of Chemical Education
- Science Scope
- Journal of Home Economics
- The Science Teacher
- Journal of Learning Disabilities
- Social Education
- Journal of Physical Education and Recreation
- Social Studies
- Journal of Reading
- Social Studies and the Young Learner
- Language Arts
- *Teacher K-8
- *Learning
- Young Children
- *Lutheran Education

Finally, it is important to have a <u>place</u> in a school where general faculty resources can be stored and used. This is typically in a faculty workroom of some sort, but care should be given to making the resource room a place of comfort and privacy. It is important to model good learning. This can begin with an administrator who demonstrates support for faculty development by providing a special place for professional growth and a complete set of print and non-print resources aimed at the Lutheran educator.

Community Resources

People, Materials, Places

Often the best place to look for appropriate educational resources is in your own "backyard"! Teachers and administrators are often not as well connected to people, materials, and places that are close to home as they are to resources that are available across the country. Every school has near it a rich assortment of community instructional tools just waiting to be tapped.

Museums, industries, businesses and local government agencies often encourage field trips or provide personnel to visit schools. Relationships with individuals at these types of institutions may be developed directly by educators, but are often facilitated by connections with parents, board members, or individuals in the congregation. The most important task is to keep your eyes and ears open. Opportunities for utilizing community agencies often appear in the newspaper, through community involvement and, if you are lucky, directly at your door! One principal tells the story of a manager of a new business that opened up across the street from the school who walked over one day to introduce himself. His products were not necessarily related in any direct way to education or of particular interest to children. However, after a couple lunches with the principal and having observed the school's operation for several months, the manager decided to support a number of school events and ended up sponsoring one of the second graders' favorite field trips to the farm owned by his brother. It doesn't hurt to "rub elbows" with neighbors!

People in the community are an endless source of information, motivation, and assistance. Individuals are valuable in providing career information, sharing travel slides, demonstrating hobbies or crafts, and relating local history. Specialists in myriad fields are available in even the smallest of towns. Many people are naturally drawn to assisting with the education of children and are willing to lend a hand if called upon. The key for the educator is to *take the first step*! Most of the time, the volunteers are just waiting to be asked.

Don't forget to seek the input of the very people you call upon as resources in the classroom. Community leaders and average citizens often have much to contribute to the decision making process — as well as the knowledge base — of the school. Parents, students, neighbors, congregation members, and other key school supporters should regularly be consulted and offered opportunities to help the school develop. And don't forget to continually involve the most important resources of all: those who serve *within* the school. Faculty members, custodians, secretaries, and cooks are all vital resources on a day to day basis. Be sure to make adequate use of all of them in capacities that are beyond their daily tasks!

Global Resources

And now ..... the world!

There has never been a point in history when more resources were available to more people in the world than now. And such access will continue to increase into the foreseeable future. It is estimated, in fact, that the amount of information available will grow exponentially each year. Most of that information would never have been accessible to educators, students, or parents had it not been for the computer and telecommunications.

Hundreds of books have been written already to help guide the average user through the maze of information available today through "on-line" access. Such resources are readily available from libraries, bookstores and, most likely, students! The following two sections will serve simply as an overview to the mechanisms that educators can use to access world-wide resources: the *Internet* and one of its popular subsets: the *World Wide Web*.

The Internet

In an information society, sources of data must be up-to-date. Faculty members, students, business executives, and average citizens must be able to acquire current information quickly, cost-effectively, and efficiently from their places of work, schools, public institutions and the home. Because computers have become much more prevalent in all of these places, it became natural to utilize these tools to access the information that has been created and awaits retrieval.

The *Internet* is a powerful way to access a wide variety of information about a large number of topics, and acts as a "conduit" for people sharing information with each other. The Internet is made up of thousands of networks (an estimated 25,000 and growing!) in over 90 countries that are connected to each other and made available for public and private access. It is a "network of networks." These networks are owned and operated by countless commercial, research, government, and educational organizations and individuals. The predecessor of the Internet was originally established in 1969 as a military communications system, but now allows individuals and groups to link with each other in myriad ways.

In general, one can access the Internet either directly or through an Internet service provider (ISP). Direct access is often available through public libraries, large businesses, regional consortia, and higher education institutions. Schools at the P-12 level can sometimes tie into these connections if arrangements can be made locally. This *can* be the most cost-effective means of connecting to the Internet. However, the more typical method of accessing the Internet is by subscribing through an ISP. Some common providers include America Online, Compserve, AT&T, MCI, and Microsoft. This is where the fun starts! Selecting an ISP (where competition for your dollars has become fierce) is rather like shopping for a new car. You have to go in knowing what features you would like and what your bottom line dollar amount is going to be. Any subscriber today should not have to pay more than $19.95 a month for unlimited access. Check with your local and regional education agencies and your public libraries for information about how to access the Internet in your area. If there is no specific educational option available, start with one of the Internet service providers listed above. Your best source of information about these ISPs is in a current copy of any computer magazine.

Though accessing and downloading information from all over the world is a popular use of the Internet, perhaps the most effective tool is person to person communication. This can take many forms. Electronic mail (E-mail) allows for one individual to write private messages back and forth with another individual. Group communication can happen through on-line conferencing, including "chat groups" and "listservs", which allow for groups (large or small) to interact on specific topics when it is most convenient to do so, or while on-line at the same time. The value of the Internet is in providing countless forums for interaction among people from virtually any part of the world, regardless of social status, education, age, gender, or location. In this way, students, parents, teachers, administrators, Board members, and school supporters all have access to each other and to the same global resources. Communication is taken to a new level!

What are some of the benefits of the Internet for P-12 education? A group of Texas educators monitored teacher use over a year and documented their Internet applications. Benefits cited include the following:

- access to information not otherwise available, especially in rural areas
- access to events unfolding worldwide
- ability to download instructional materials
- simulations to enhance thinking and real-world skills
- access for participating in and reviewing re search projects
- access to expert advice
- immediate feedback in communications
- opportunity for practice, especially in writing
- collaborative problem-solving
- access to people around the world

Specific advantages for using the Internet for staff development were also listed:

- exchange of ideas
- solve problems with colleagues
- share expertise
- consult with colleagues anywhere in the world
- join discussions on restructuring and other current topics
- create or download curriculum
- access libraries
- access current events
- increase productivity
- access state and association information
- communicate more effectively; avoid telephone tag
- eliminate travel time to libraries and college campuses
- speed up notification of events
- stretch available time through at-home access to the network
- stay up to date on district and state actions

The World Wide Web

Though the Internet has been around for quite a while, its use for over two decades was almost exclusively limited to communication through text. In 1991, a new resource became a part of the Internet when Swiss physicists decided they wanted to share research data in graphical formats ..... a big step up from the mostly dull text orientation! Programmers quickly created user friendly software that allowed people to "browse" through screens comprised now of color, graphics, sound, video, and animation! The resources that were made available on the Internet with this special capability became known as the "World Wide Web."

Because the Web is so much easier to use than other Internet applications, it became the obvious choice for developers of products, advertisements, and resources that were aimed at the average home user, client, or learner. The Web has grown exponentially in just a few years. New sites geared to P-12 education are announced every day.

Most access to the Internet now includes access to the Web. Special software (the "browser") is necessary to help the user search the Web for a particular resource. As the sophistication of the software grows, so does the ability of the user to find things on the World Wide Web. Many schools today (and individual teachers and students!) are creating their own web sites and inviting users from all over the world to "visit" their unique domain. One elementary school that created just three pages of information about their program — including the names of faculty members, an outline of their curriculum, their athletic schedule, and their hot lunch program— found that they averaged 28 "hits" per day for the first two weeks. That is, at least 28 people found a way to access their information from anywhere in the world. This fact was particularly surprising to them, as they had not even publicized their address yet!

The main value of the World Wide Web for education falls into two categories: 1) access to the rest of the world's information and 2) the rest of the world's access to our schools! Educators and students now have unique opportunities to share with others beyond their school what they have learned and what they would like to learn. Instant access to resources in every part of the world is available in the classroom and in the home. The highest level of learning can be achieved through students teaching others. Interaction with fellow students, colleagues, and experts can be achieved without stepping out of the school. The world , instead, can be brought in!

With access to the World Wide Web, finding resources of all types is relatively simple. If the URL (universal resource locator) of the site is known, it can simply be entered into the browser and the site will appear ..... regardless of its point of origin! For instance, if **http://www.lea.org** is typed in, the user will be taken to the home page of the Lutheran Education Association (LEA) and given access to the resources made available not only by that organization, but also the LCMS, the Concordia University

System, and other related education entities. Millions of such URLs now exist, so indexing these "pointers" becomes an important part of organizing resource lists.

If a particular address is not known, but the user has a topic in mind, a key word (or words) can be typed into one of several popular "search engines". Dozens, hundreds, or even thousands of home pages may be identified that contain the key word, from which point the user would have to narrow down the search and eventually arrive at resources that are most applicable. The Web might be considered a database with unlimited attributes. No other resource in the world has the extent of information available to every user.

Where to start? Because there are so many thousands of good resources available to teachers and administrators on the World Wide Web, it would be fruitless to attempt to list them. In fact, no one has really developed such a comprehensive list. The best way of finding resources on the Web is to "dive in!" You might want to start with a few sites that contain directories for K-12 resources on the Web:

- ***http://www.yahoo.com/education/k_12/***
  YAHOO: Education K-12

- **http://web66.coled.umn.edu**
  Web66: A K-12 World Wide Web Project

- **http://www.informns.k12.mn.us/k12links.html**
  InforMNS: Recommended K-12 Resources and Indices

- **http://www.isleuth.com**
  Internet Sleuth

- **http://www.gsn.org**
  Global SchoolNet Foundation

- **http://www.teachnet.com**
  Teacher's Edition Online (TeachNet)

Once you have checked out these and many other sites, you will directed to additional sites, and from there to more sites ..... well, you get the idea. It is easy to become entangled in the Web! Organization and decision-making is key to using the Web. Most programs contain "bookmarks" that allow the user to save the URL of a favorite Web site for future reference. The name of the site does not even need to be retyped from that point on; only selected from the window at the top of the screen.

It is recommended that educators talk with each other about sites that they find useful and share such information both off-line and on-line! **People** are still at the heart of teaching and learning. With the involvement of students, teachers, parents, and the rest of the world on the World Wide Web as a *support system* for what happens among individuals both in and out of the classroom, effective use of the technology will be realized.

Selection & Evaluation of Resources

As important as it might seem to *acquire* resources for teaching and learning, a great deal of effort must also be placed into the process of selection and evaluation. After all, what good are resources unless they have been determined to meet a particular need, answer a specific question, or generate some desired interest on the part of the learners? Materials for the classroom, library media center, office, etc. are often donated by good-willed individuals who wish to support the school's program. However, before any item is placed into a collection, it should undergo some degree of scrutiny based on criteria that have been established and formalized by the school.

The procedure for adequate selection and evaluation of resources for the school has been well documented. School librarians are acquainted with the standards set by the American Library Association and its auxiliary organization, the American Association of School Librarians. Teachers and educators who desire more information on the topic should write to either of these groups at this address: 50 E. Huron St., Chicago, IL 60611 (Fax: 312-664-7495).

One suggestion that has been made about reviewing any materials is to involve a variety of people in the process. Faculty members, parents, and students should all be involved in *previewing* materials before they are permanently added to the school's collection. Be sure to take their input seriously .... especially the students'. They will most likely be the end users!

There are many resources available to help in the selection process. The table below lists a number of journals that are typically available in public or school libraries (or on-line!) for purposes of materials selection. Formats of materials reviewed are listed across the top.

Source: The Collection Program in Schools: Concepts, Practices, and Information Sources, Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633

Reviewing Journals – Coverage of Formats

Title	books	CD-ROM	computer software	online databases	periodicals	films	filmstrips	recordings	slides	videos
AV Guide			●							●
Book Report	●	●		●	●					●
Booklist	●		●							●
Catholic Library World	●		●	●	●					●
Choice	●		●	●	●		●		●	●
CM, A Reviewing Journal of Canadian Materials for Young People	●									●
Curriculum Review			●	●	●					●
Emergency Librarian	●						●	●		
Kliatt Young Adult	●		●							
Library Journal	●						●			●
Library Talk	●		●	●	●					●
Media and Methods	●		●	●	●			●		●
Reviewing Librarian	●						●			
School Libraries in Canada	●	●		●						●
School Library Journal	●		●	●	●			●	●	●
VOYA	●			●				●		●
Wilson Library Bulletin	●	●	●			●		●		●

A form to be used by individuals who are evaluating resources should be developed and consistently used at each school. Formats will vary, based on individual preferences and perhaps school policy. A sample form with many of the important elements, however, is shown below.

Source: The Collection Program in Schools: Concepts, Practices, and Information Sources, Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633

The extent of the selection and evaluation process for each resource in the school will vary greatly. For instance, a textbook series that is to be adopted as a part of the new language arts curriculum will require a more formal and extensive process than a teacher deciding which field trip is most appropriate for her first graders to observe people working in the community. However, one basic concept should be kept in mind: **A conscious decision to use a resource (human, material, or whatever) should always be made only after thought has been given to its appropriateness for the students involved, its relevance to the objectives of the learning experience, and its potential of being unique.** In other words, make sure the selected resource is the BEST possible one to use for the purpose intended. This is most often a judgment call made by the person most responsible for instruction: the teacher!

MATERIALS EVALUATION FORM

Title _____ Author/Producer _____

Edition _____ Series Title _____

Publisher/Distributor _____ Place _____ Date _____

Format: _____

Appropriate Users (circle): P K 1 2 3 4 5 6 7 8 9 10 11 12 Adult

Curriculum Uses Include:

Information Uses Include:

Personal Uses Include:

CRITERIA	RATING Poor	Fair	Good	Superior	WHY? Comments
Authoritativeness					
Accuracy or Credibility					
Organization					
Appropriateness of Content					
Aesthetic Quality					
Technical Quality					
Overall Rating					

Recommendation: ☐ Add 1 copy ☐ Add ___ copies ☐ Do not recommend
☐ Uncertain Why? _____

Evaluator(s): _____

Evaluation test group: _____

Date: _____

Copyright Issues

Along with the abundance of instructional resources now available to teachers and learners comes the responsibility of using them as they were intended. Authors and producers of books, audiovisual materials, music, films, computer programs and yes, even World Wide Web sites, are protected by the United States Constitution from unauthorized use, duplication, or modification of their original works. Article 1, Section 8 indicates that "the Congress shall have power .... to promote the progress of science and useful arts by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries."

The Copyright Act of 1976 is still what governs most details regarding fair use and authorized duplication of all works today that were originally produced by someone. Though may resources that we are accustomed to using today are in the "public domain" (no one currently holds a copyright on the materials or its term of coverage has expired), a good deal of what we purchase, borrow, or retrieve today is, indeed, copyrighted. Educators are obligated to be informed about the limitations of using certain resources, based on copyright provisions. Ignorance of the law is no defense for infringement! In fact, many cases have been brought before the courts in recent years where educators have had to pay stiff fines (or worse) because they did not pay adequate attention to copyright notices.

Though there are many "gray" areas of copyright law interpretation today — especially because of the vast increase in the number of computer and multimedia resources now so readily available — there are also a number of "basics" with which all educators should be familiar and intentionally comply. Following are just some highlights from the "dos and don'ts" of using print, videotape, and computers resources under copyright law.

Printed Materials

Permitted Uses — You May Make:

Single copies of:

- a chapter of a book
- an article from a periodical, magazine, or news paper
- a short story, short essay, or short poem, whether or not it is from a collected work
- a chart, graph, diagram, drawing, or cartoon
- an illustration from a book, magazine, or news paper

Multiple copies for classroom use (not to exceed one copy per student in a course) of:

- a complete poem if less than 250 words
- an excerpt from a poem, not to exceed 250 words
- a complete article, story, or essay of less than 2500 words
- an excerpt from a printed work, not to exceed 10 percent of the whole or 1,000 words
- one chart, graph, diagram, cartoon, or picture per book or magazine issue

Prohibited Uses — You May Not Copy:

- More than one work or two excerpts from a single author during one class term (semester or year)
- More than three works from a collected work or periodical volume during one class term
- More than nine sets of multiple copies during one class term
- To create, replace, or substitute for anthologies or collected works
- "Consumable" works (e.g., workbooks, standardized tests, or answer sheets) The same work year after year

"Off-Air" Videotaping

Permitted Uses — You May:

- Request your media center or audiovisual coordinator to record a program for you if you cannot do so or if you lack the equipment
- Keep a videotaped copy of a broadcast (including cable transmission) for forty-five calendar days, after which the program must be erased
- Use the program in class once during the first ten school days of the forty-five calendar days, and a second time if instruction needs to be reinforced
- Have professional staff view the program several times for evaluation purposes during the full forty-five day period

- Make a few copies to meet legitimate needs, but these copies must be erased when the original videotape is erased
- Use only a part of the program if instructional needs warrant
- Enter into a licensing agreement with the copyright holder to continue use of the program

Prohibited Uses — You May Not:

- Videotape premium cable services such as HBO without express permission
- Alter the original content of the program
- Exclude the copyright notice on the program
- Videorecord before a request for use; the request to record must come from an instructor
- Keep the program, and any copies, after forty-five days

Computer Software

Permitted Uses — You May:

- Make a single backup or archival copy of the computer program
- Adapt the computer program to another language if the program is unavailable in the target language
- Add features to make better use of the computer program

Prohibited Uses — You May Not:

- Make multiple copies
- Make replacement copies from an archival or backup copy
- Make copies of copyrighted programs to be sold, leased, loaned, transmitted, or given away

The above are just some examples of what is considered to be "fair use" of copyrighted resources. That is, the way in which educators are permitted to use copyrighted works for instructional purposes without violating the rights of the author or producer. *Fair use* doctrine has taken various shapes over the years, but it is generally based on four important characteristics:

- purpose and character of use
- nature of copyrighted work
- amount and substantiality of portion used
- effect on the market value

This is why fair use of printed materials will vary from fair use of videotaped programs. However, the laws are just as stringent for each area. Even products on the Internet are considered to be protected under copyright law. An "author" of a web page, for instance, has the right to expect that no one else will use that particular product without permission or modify its contents to the extent that it casts a negative reflection on the "owner" and producer of the original work.

If any educator has questions about copyright law or its interpretation, it is best to seek advice immediately, and definitely before making any assumptions. Librarians and media specialists are often good resources. Local school officials will normally be able to assist, as well. Lawyers are usually helpful in this area, though there are sometimes differences of opinion about how copyright laws are being interpreted these days. In any case it could be easily assumed that the 1976 version of the copyright laws are due for more modifications as the technology continues to expand.

Resource Sources

Where do we go from here?

The preceding pages have highlighted some of the many categories of instructional resources available for educators today. But this is just the beginning. Knowing where to look for something usually leads to more questions and the need for more resources. With computer technology so readily available, identifying and retrieving resources is easier than ever. In fact, it can become overwhelming! Choices must be made and priorities must be determined. Once again, it boils down to the professionalism of the individual teacher selecting resources that best meet the needs and goals of each student.

There are several organizations that are in the "business" of providing instructional resources for teachers and students. One of these might be a good start if there is no other place to go. Each has staff who are ready to assist educators in finding what they need. Most have memberships or subscriptions that can be used as the basis for obtaining a continuous flow of resources throughout the year. Consider including them in your personal resource file!

▼ ***Association for Educational Communications and Technology (AECT)***
1025 Vermont Avenue NW, Suite 820
Washington, DC 20005
Phone: 202-347-7834
Fax: 202-347-7839
URL: http://www.aect.org/

▼ ***Association for Supervision and Curriculum Development (ASCD)***
Education and Technology Resources Center
1250 North Pitt Street
Alexandria, VA 22314-1453
Phone: 703-549-9110
E-mail: etrc@ascd.org
URL: http://www.ascd.org/

▼ ***Lutheran Education Association (LEA)***
7400 Augusta St.
River Forest, IL 60305
Phone: 708-209-3343
Fax: 708-209-3458
E-mail: lea@crf.cuis.edu
URL: http://www.lea.org

▼ ***National Education Association (NEA) School Renewal Network***
NEA National Center for Innovation
1201 16th Street NW
Washington, DC 20036
Phone: 202-822-7783
Fax: 202-822-7482
E-mail: ljennings@cet.nea.org

LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Buildings and Grounds

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Buildings and Grounds

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Part 1

Introduction

A Lutheran school's buildings and grounds should reflect the love and concern our Lord and Savior has for His people. The doors of your school need to be open to children, parents, relatives, visitors, salespeople, congregation members, and staff. As these people enter the school, they should recognize the facility as a place where children grow spiritually, physically, mentally, socially, and emotionally. The appearance of the buildings and grounds has a significant impact on first impressions of the entire school operation—and on the operating congregation.

The school administrator can assist in making the buildings and grounds safe and attractive. This is accomplished through the cooperative efforts of staff, students, parents, boards, and congregation members. Each must contribute toward creating and maintaining a productive Christian educational environment within the school. As these various groups assist in maintaining and updating the educational environment, a sense of ownership will develop. Feelings of ownership will enable and perpetuate the maintenance of an efficient and dynamic place for children to learn.

Part 2

Responsibilities and Relationships

Most congregations select a board or committee to oversee the buildings and grounds. This group may be called by a variety of names such as Trustees, Board of Church Properties, Buildings and Grounds Committee, etc. For the purposes of this handbook, the responsible entity will simply be called *The Properties Board.*

The duties of the board are normally described in the governing body's (congregation or association) constitution or bylaws. School administrators should familiarize themselves with the extent of the Properties Board's responsibilities and authority. Administrators must also know the related responsibilities delegated to them by the School Board. This may or may not appear in job descriptions; some congregations assume specific responsibilities based on tradition or the level of involvement of previous administrators. Therefore, administrators and boards must assign high priority to defining responsibility and authority to avoid misunderstandings and conflict. See the sample board and administrator responsibilities in Appendix A—Buildings and Grounds Responsibilities.

Whatever the administrator's "official" relationship with the Properties Board, the working relationship is equally important. A friendly and diplomatic administrator may accomplish more than one who is demanding and aggressive. Many Properties Boards include people who have some background in maintenance and repair. They may be accustomed to working in an environment far different from the professional church worker's domain. Administrators who respect and value board members invite reciprocal respect when presenting new ideas or serious concerns.

Advice for administrators seeking positive interpersonal relationships with the Properties Board includes the following:

- Be patient in matters that don't need immediate attention. Your attitude will help when more serious matters arise.
- Choose your phone calls wisely. Avoid calling a board member at work unless an emergency exists or you are invited to call without limitations.
- Prepare and forward a written copy of items you would like the board to discuss at their regular meetings. Be reasonable with the length of the list, but present something to them for each regular meeting.
- Be sure to attend their meetings if your presence is required or requested. If you have no obligation to meet with them, visit their meetings on occasion. This will help you get to know the

Properties Board as individuals. It may also prevent something undesirable from happening in your absence. (Schools have been known to lose a classroom because no one defended its purpose!)

- If the board organizes a work day for volunteers, consider helping with the tasks and encourage other staff members to help.
- Thank board members for completing their assignments.

The administrator's relationship with the Properties Board is the first link in a broader network of cooperation required for efficient maintenance and management of the campus.

Part 3
Custodial Staffing

Requirements

Budget constraints may limit the number of people needed to adequately clean the facility. The American School and University Annual Maintenance and Operations Cost Study indicates that each custodian normally cares for 20,612 square feet of building space. A typical public school district calculates its need for custodial staff based on the following formula:

- Number of staff divided by 8; plus
- Number of students divided by 225; plus
- Number of rooms divided by 11; plus
- Total square footage divided by 15,000; the sum of which is divided by 4.
- The quotient yields the number of custodians needed.

For example, a Lutheran school with 12 staff members, 150 students, 12 rooms, and 15,000 square feet would require one conscientious custodian. The equation: (12/8) + (150/225) + (12/11) + (15,000/15,000) = 4.26 and 4.26/4 = 1.07.

Alternatives

Lutheran schools operate with a variety of custodial staffing strategies. They may include the following or variations on the following:

- contracted services
- volunteers
- providing "in-kind" labor for tuition reduction
- paid custodian employed by the school and congregation together.

Some schools find it advantageous to contract for custodial help from individuals or cleaning services. As with any task, it is essential to outline expectations before signing a contract. Talk with teachers and other staff to define needs and avoid misunderstandings about the extent of services provided. Ask the potential service providers for references. If the individuals providing cleaning services are members of the congregation or school, it is even more important to outline in writing all the expectations. Expectations may be expressed in monthly, weekly, and daily tasks.

One advantage of contracted cleaning services is that the school's relationship with them is "strictly business," and continuation of service is easily evaluated by contract. One disadvantage is that this service may not be available on campus during school hours, thus making other personnel responsible for immediate clean-up needs.

Lutheran schools may also use the services of unpaid volunteers. While circumstances vary, this may result in unsatisfactory custodial services. Volunteers normally have no contractual commitment to specific tasks, and the quality of their work may vary without the potential for correction. Some schools and congregations find volunteers more appropriate for seasonal tasks such as cutting grass and for short term projects such as painting.

With tuition costs rising, some schools have accepted work by parents to reduce tuition payments. Lutheran high schools sometimes offer work projects to students for tuition reduction. Again, it is essential to outline expectations. It is also important to assign fair value to various tasks depending on their difficulty and their volume. Tasks normally include cleaning, painting, simple repairs, and landscaping. These programs should not apply amateur skills to repair projects that involve student safety or liability for faulty work.

Full- or part-time custodians are employed by many schools and congregations. Hired personnel should have a detailed job description, and lines of accountability and supervision need to be established. Some schools simply provide a list of custodial tasks and allow the individual to create a personal work schedule. Some activities must be accomplished at specific times while others wait for an opportune time. Under these circumstances, the custodian must be self-motivated and organized. (See Appendix B for a sample list of custodial tasks.)

Large schools and congregations may have a separate department of custodial staff that includes a supervisor with administrative authority. Typically, the custodian or custodial staff is responsible to a school or congregation administrator. In other cases, the custodian may be directly responsible to a Properties Board. In such cases, there may be a gap in communication between the end point of service and the supervisory authority.

Cooperation

Teachers and students in Lutheran schools should consider their ethical and stewardship responsibilities in helping to provide a clean and attractive environment. Teachers and students can help by practicing good housekeeping, such as placing trash in the proper containers and exercising general clean-up procedures at the end of the day. Good supervision procedures at lunch periods will also help to keep the school clean and foster good relationships between custodial staff and others.

Establish a procedure for letting custodians know specific needs beyond their normal routines. In a worst case scenario, staff members and students consider themselves the custodian's boss. In an equally bad case, the custodian controls school functions and possesses excessive influence. Clear lines of accountability should be shared with all staff and students to prevent these problems. In addition, schools will benefit from establishing a standard procedure (and sometimes forms) for teachers to request special help–normally through the onsite supervisor of custodians.

Part 4
Maintenance and Repair

Introduction

Maintenance is defined as those actions that will help to keep a building in good repair, functioning properly, and as near as possible to its original condition. Congregations have both legal and stewardship-based responsibilities to preserve and protect the congregation's investment in school facilities. Through an aggressive preventive maintenance program, responsible boards can protect that investment and extend the functional life of the school building.

Purchasing Supplies

The Properties Board should delegate the purchasing of maintenance supplies. Custodial requirements usually include the following:

- Variety of cleaning supplies
- Cleaning utensils
- Garbage bags
- Emesis compound and bags for same
- Floor stripper and wax or other floor protection/treatment agents
- Bathroom supplies including toilet tissue, towels, soap, urinal blocks, etc.
- Ice melt
- Light bulbs
- High turn-over replacement parts
- Repair tools
- Replacement parts and hardware

Salespeople dealing in custodial and maintenance supplies may present a hardsell approach. Sometimes they appear in pairs, and often they appear without appointment. Sometimes sales are offered by phone. "Deals" and personal incentives are always suspect. Boards must decide who is in the best position to make purchases. If the school administrator purchases items without consulting the custodian, purchases may be inefficient, useless, or unnecessary. If the custodian acts alone, accountability to higher authority may suffer.

One solution may be for the school administrator and the custodian to form a purchasing team. Working together, the custodian suggests the needs and the

administrator exercises appropriate fiscal management. Approval of purchases comes from the administrator, but the shopping list comes from the person who uses the products.

Another solution is for the board and custodial staff to create a list of equipment and supplies necessary for common tasks. See a sample of this approach in Appendix C—Sample Standard Building List of Custodial Equipment and Supplies. This will eliminate some haphazard decision-making, but it will not eliminate the need for someone to approve and place orders.

Some schools find it advantageous to maintain an open account at a local hardware store to provide for immediate repair needs. However, administrators need to exercise judgment, and maintenance staff needs to exercise self-control to avoid taking on tasks for which they are not equipped. The congregation and school should maintain a list of plumbers, electricians, carpenters, appliance repair people, etc. to meet specific needs.

Storing Supplies

All cleaning supplies and other chemicals must be stored in secure locations. Students should not have access to these materials, and the administrator needs to evaluate whether classroom teachers need access. Cleaning supplies and other chemicals not in their original container must be in clearly marked containers. Storage of all flammable materials must be kept away from sources of heat and flame, such as furnaces.

Recycling

Lutheran schools may wish to consider recycling trash as a practice of good environmental stewardship. Trash removal companies contracted privately or operated by a municipality may offer a variety of recycling alternatives. Schools participating in recycling programs may need to provide separate containers for the various types of recycled materials. Sometimes trash removal companies charge an extra fee for providing recycling opportunities.

In an effort to save the cost of additional recycling charges, some schools adopt a do-it-yourself approach, saving aluminum cans and papers for private transportation to an appropriate site. Consideration must be given to storage problems and housekeeping when undertaking such an endeavor. On the other hand, some recycling companies offer payment for recycling materials and may provide a small income for the school.

Scheduling Cleaning and Maintenance

Two kinds of schedules will assist with cleaning and maintenance. The first schedule indicates how often various areas of the school need to be cleaned. Obviously, some areas need daily attention, while others may receive less frequent attention.

The second schedule involves major cleaning or maintenance projects such as classroom painting, floor stripping or carpet cleaning, landscaping, furniture replacement, pest control, parking lot sealing, painting, etc.

All schedules should be written and provided to those responsible for the managing or completing the tasks.

Evaluating the Campus for Appearance

The appearance and cleanliness of the school usually receive much attention—both positive and negative.

The board may develop an instrument and/or procedure for evaluating the appearance of the campus. Regularly scheduled inspections of the campus will help to avoid negative conditions, especially conditions that have been neglected so long that they are easily ignored. In creating an evaluation procedure, the board seeks to rate the condition and needs for the variety of areas on campus. Two samples appears in the Appendix D—Building and Grounds Appearance Rating Scale and Appendix F—Marketing Lutheran Schools Trusting God's Vision.

Some school administrators assemble a committee of six to eight people to examine the school grounds and buildings with the directive to list suggestions and ideas to upgrade, change, or maintain the physical properties. Considerations for assembling this committee may include the following:

Properties Evaluation Committee

- The board responsible for properties should approve the formulation and tasks of the committee.
- The committee should have a name.
- The committee should be composed of a student, parent, teacher, former student, senior citizen, board member, and someone from the community not affiliated with the school or congregation.
- A starting date and reporting date should be designated for the evaluation.

A job description for this committee could incorporate the following:

- Report to and be responsible to the Properties Board
- Respect traditions but don't be intimidated by them
- No ideas are too little or too big
- Direct suggestions toward facilities rather than personnel
- Prioritize suggestions
- Ask other people and groups associated by employment or membership for their ideas
- Visit other schools, both nonpublic and public.

Play Areas

Most injuries at school occur in play areas. Schools need to reduce risks of injury through adequate supervision and regular maintenance of equipment. Nationwide, it is estimated that 40 percent of playground injuries are due to improper supervision. School administrators need a board-approved policy and procedure that ensures close supervision of children. In addition, policies and procedures need to be in place for regular inspection of playground equipment. Inspections and their results should be provided to the appropriate board in writing.

The following are some general standards suggested by The National Program for Playground Safety. They are intended to provide scope for playground safety considerations. **Check local regulations before proceeding with modifications or installation.**

1. Equipment should be stable in the ground. All parts should be securely fastened and no footings should be exposed. There should be no worn-out parts or missing parts such as rungs or railings. Materials such as metal, plastic, and wood need to be smooth and free of deterioration. Surfaces need to be kept at proper depths and free from sharp objects.

2. Playgrounds must be developmentally appropriate. Because children are developmentally different, preschool children (ages 2-5) and older children need different equipment which is separated from each other.

3. Swings are the moving equipment most likely to cause injury. Animal swings are not approved by The National Program for Playground Safety. Among the remaining styles, only two should be installed in each bay (the framework that supports the swings). No other playground equipment should be attached to the swing framework. Metal and wooden seats pose greater risk than soft seats.

4. Fall zones must surround swings. Generally, fall zones should be two times the height of the swing. For example, if the swing is 10 feet high, the clear fall area must be 20 feet behind and 20 feet in front of the swing. The fall zone should also extend six feet to the side of the support structure.

5. Hard surfaces such as asphalt, blacktop, concrete, grass, packed dirt, or rocks are not acceptable surfaces beneath playground equipment. Acceptable materials might include hardwood fiber/mulch, pea gravel, sand, rubber tiles, and mats. Surfaces should be maintained to a depth proportionate to the height of the equipment, but a 12 inch depth is a good guideline for equipment up to eight feet in height. Manufacturers should provide test results to indicate appropriate depth of material proportionate to the height of the equipment.

6. Platform-style playground equipment needs guardrails or protective barriers. Platforms used by preschool children should have guardrails and protective barriers at least 29 inches high. For older students, protective rails should be at least 38 inches high.

7. Head entrapment is another playground risk factor. No playground equipment should have openings

between 3 1/2 to 9 inches. Eliminate openings of this size between platforms, on climbing equipment, and at the top of slides.

8. Protruding nuts, bolts, and other objects increase risks. In addition to the obvious dangers of injuries to the skin, protruding items are places where strings from clothing might catch and cause strangulation. Bolts should extend no more than two threads beyond the face of the nut. Open S-hooks should be closed metal to metal. Climbing ropes should be anchored on both ends.

9. Slides need adequate fall zones. For slides higher than four feet, provide a fall zone to the entrance area that is equal to the height of the entrance and add four feet. For example, if the slide entrance is six feet, the rear fall zone should be 10 feet. An equally appropriate fall zone should be provided at the exit. For slides four feet or less in height, the fall zone should extend a minimum of six feet from the end of the slide.

Comprehensive information, including convenient checklist forms, is available in *Safety First Checklist: Audit & Inspection Program for Children's Play Areas* by McIntyre and Goltsman; published by MIG Communications, Berkeley, California. The local park or recreation district may have a copy for examination before the school decides whether or not to purchase the book.

Part 5
Interior Environment

Heating, Ventilation, and Air Conditioning (HVAC)

Heating, ventilation, and air conditioning systems include all heating, cooling, and ventilating equipment serving a school. A properly designed and functioning HVAC systems does the following:

- Controls temperature and humidity to provide thermal comfort
- Distributes adequate amounts of outdoor air to meet ventilation needs of school occupants
- Isolates and removes odors and pollutants through pressure control, filtration, and exhaust fans.

Not all HVAC systems are designed to do all of the above. Some buildings rely only on natural ventilation. Others lack cooling, and many have little or no humidity control.

Heating systems, especially in older buildings, can be a source of frustration because of their design. Since heating or cooling can be a major item in the budget, property boards need to carefully balance comfort with cost. Old systems or systems with inadequate controls need to be replaced or modernized. This usually involves high expenditures that boards need to anticipate when they submit their budget.

Indoor Air Quality (IAQ)

In addition to adequate heating and cooling, air quality is a significant issue for all types of schools—old or new, big or small, urban or rural, elementary or high. Schools across the nation often have an array of indoor air problems, including fungal problems such as mold and mildew. Indoor levels of pollutants may be two to five times higher than outdoor levels. Comparative risk studies performed by the Environmental Protection Agency (EPA) and its Science Advisory Board have consistently ranked indoor air pollution among the top four environmental risks to the public.

According to the EPA, the quality of indoor air can either impede or assist a school in meeting its mission—educating students. Failure to prevent or quickly resolve problems can increase the potential for health problems, reduce productivity for teachers and staff, accelerate deterioration and reduce efficiency of heating/cooling equipment. Poor air quality can also strain relationships among school administration, staff and parents, and create potential liability problems.

Schools can obtain the EPA's *IAQ Tools for Schools Action Kit* and the *Ventilation Basics Video* by calling the U.S. Government Printing Office at 202-512-1800. The kit stock number is 055-000-00503-6, and there is a nominal charge. The IAQ Tools for Schools *Ventilation Basics Video* is available free through IAQ INFO Clearinghouse at 1-800-438-4318.

Nearly all of the activities in this kit can be completed without specialized training or tools. One of the activities, the measurement of the amount of outdoor air being supplied to indoors, requires an airflow measurement device such as a flowhood or pitot tube. The Kit provides basic information on the costs and sources of this equipment and some cost-saving ideas such as equipment sharing.

Indoor air problems can be subtle and do not always produce easily recognized effects on health. Children are especially susceptible to air pollution. Because people are different, one individual may react to a particular indoor air quality problem while surrounding occupants have no noticeable ill effects. In other cases, complaints may be widespread. In addition to different degrees of reaction, an indoor air pollutant or problem can trigger different types of reactions in different people. Some groups that may be particularly susceptible to effects of indoor air contaminants include the following:

- Allergic or asthmatic individuals, or people with sensitivity to chemicals
- People with respiratory disease
- People whose immune systems are suppressed due to radiation, chemotherapy, or disease
- Those who wear contact lenses.

Symptoms of Air Quality Problems

Symptoms commonly attributed to indoor air quality problems may include the following:

- Headache, fatigue, and shortness of breath
- Sinus congestion, cough, and sneezing
- Eye, nose, throat, and skin irritation
- Dizziness and nausea.

Of course, all these symptoms may also be caused by other factors and are not necessarily due to air quality problems. Additional indicators that an air quality problem exists include the following:

- Symptoms are widespread within a class or within the school
- Symptoms disappear when students or staff leave the building
- Sudden onset after some change at school, such as painting or pesticide application
- Persons with allergies, asthma, or chemical sensitivities have reactions indoors but not outdoors.

Pest Control

Pesticides are used in some schools. These may be toxic chemicals that increase risks of acute or chronic health effects in those who occupy treated campuses. Schools sometimes apply pesticides to parking lots, play areas, cafeterias, classrooms, gymnasiums, and toilet areas.

The National PTA has endorsed some general recommendations regarding pest control (Integrated Pest Management). They recommend that pest management used in schools should emphasize nonchemical pest control methods, but they do not prohibit the use of all pesticides. Their common sense approach is to minimize exposure to pesticides and to address the cause as well as treatment of pest problems.

Some schools treat pest problems by hiring a commercial pest control company. When considering such employment, the company should be closely examined to determine their sensitivity and practice toward safety in an environment that includes children.

Interior Lighting and Acoustics

Adequate lighting provides students and staff with optimal conditions for the highly visual endeavor of education. Once again, common sense suggests that classroom lighting is neither too bright–causing glare–nor too dim. Local health department personnel may be willing to measure the lighted areas of your classrooms.

Acoustical concerns have been the subject of educational research. Teachers rank noisy classrooms among their most frustrating obstacles to learning. While classroom management and discipline certainly reduce noise levels, some areas within the building may need special treatment to reduce reverberation of sound. Bare walls and hard ceilings commonly contribute to reverberation. Additional factors may include the constant sound of HVAC systems, location of the school relative to transportation routes, and routine activities that take place near the school.

Acoustical engineering has technical applications and is best left to experts in the field. If noise levels seem to hamper classroom efforts, locate a local consultant to discuss the problem. Locate and visit other schools that have addressed similar problems to evaluate the relative success of various applications.

Part 6
Signs

School administrators commonly hear this from neighborhood parents: "I didn't know there was a Lutheran school here." The problem may be inattentive passers-by or it may be a lack of attractive signs. School signs can be expensive, but they can also be a popular fund-raising project for various groups within the church and school. Associated costs will include labor and supplies required for proper installation. Lutheran schools, integral parts of their congregation's ministry, may wish to work with congregational officers to provide signs that give church and school equal exposure.

With the variety of signs available for purchase, buyers must be aware of local ordinances that govern the type and location of legal signs. Governing bodies may also require a building permit and construction inspection. Be sure to check with the local governing body before purchasing signs.

Communities may offer special signs that identify schools. These are normally located on nearby routes to help people find the school. Not only do these signs assist people in locating the school, but they provide a source of indirect marketing. Check to see if your community offers this service.

Part 7
Budgets

Costs related to buildings and grounds may be difficult to evaluate because some congregations include all these costs in a unified budget for all church properties. In this situation, the school administrator may want to estimate the proportion of costs that should be rightfully assumed by the school. These figures will contribute to a more accurate assessment of cost-per-pupil statistics. The proportion will necessarily vary by individual situation, but the school administrator, in consultation with the treasurer and appropriate board members, should strive to arrive at an equitable assessment. The final proportion will reflect the percentage of occupancy by each ministry or organization using the facilities. Figures will also reflect the intensity of building use (i.e., requirements for lighting, air conditioning).

Line items in many operating and maintenance budgets include the cost of all utilities, garbage removal service, cleaning supplies, common replacement items such as light bulbs, scheduled maintenance such as painting or fire extinguisher inspections, salaries and benefits for custodians, contingency funds for unanticipated repairs, and a capital account for major, planned projects. The National Clearinghouse for Educational Facilities suggests that schools annually spend at least two percent of the replacement value of a school building on maintenance and repair projects to ensure the useful life of the structure.

Many public school districts earmark nearly 10 percent of their net current expenditures for maintenance and operations. While this is a considerable sum for a Lutheran school, the condition of the building is undoubtedly related to the number of people cleaning it and the wages they receive.

The Properties Board may reach budgetary panic when planning for older buildings. When is it wise to rebuild rather than remodel or renovate?

One common approach to decision-making is to calculate the estimated costs of repairs and modifications needed or desired and compare that cost to the cost of building a new facility. Cost considerations may include the following factors:

- life safety code deficiencies
- accessibility limitations
- electrical system capacity
- HVAC requirements/replacement
- roof condition
- ability to remodel or renovate based on construction techniques used in original building.

The list above is not exhaustive, but simply illustrative of some common considerations. In addition, it may be legitimate not to rebuild if the buildings in use have historic, cultural, or architectural features that are valued.

Americans with Disabilities Act (ADA)

The ADA prohibits discrimination on the basis of disability in employment, programs, and services provided by state and local governments, goods and services provided by private companies, and in commercial facilities. Included in the ADA is the Americans with Disabilities Act Accessibility Guidelines (ADAAG). Renovation and construction plans are subject to the provisions of this act. Check with an architect or search the Internet for highly detailed information.

Portable Classrooms

Lutheran schools seeking expansion or just beginning to operate might consider using portable classrooms. A portable classroom costs roughly half of the cost to build a permanent classroom. ***Other favorable features of portable classrooms are cited as the following:***

Isolation—not having to deal with noise from hallways or other classrooms

Control over classroom temperature

Normally built to accommodate smaller class sizes.

Among negative features are the following:

Isolation from the main school building

High maintenance costs

Tendency to become permanently used.

Part 8
Insurance

Property and liability insurance are of paramount importance to the school and church. The school board or administrator may have little input into the choice of insurance types and providers, because this may be routinely handled by some other governing board. However, it is wise for school administrators to know the extent of insurance coverage. Therefore, consider the following:

- Congregations are often insured by companies that provide a historically successful special church insurance package.
- Insurance carriers with an A. M. Best rating of less than B+ may have difficulty paying claims.
- Coverage should include six distinct areas—property, liability, crime, vehicles, worker's compensation, and excess liability (umbrella).
- Policies vary from company to company in coverage of the six areas above. Know the needs of the school as well as the provisions of the policy offered.

- Check coverage extended to volunteers. Note that while volunteers are protected under certain conditions, the organization may not be protected.
- The school and congregation should conduct an annual property audit. Audits usually include all buildings, equipment, vehicles, principal contents of buildings, HVAC equipment, appliances, sound equipment, fastened floor coverings, fire extinguishing equipment, fixed furniture, outside fixtures and furniture, and signs within 100 feet of the premises. The preceding are normally considered part of the building.
- Maintain an up-to-date inventory of contents from mops, brooms, and ladders to computers, AV equipment, and musical instruments. Generally, the list will include every object on the property but not attached to it.
- Consider taking photographs or a video recording of all the above. Provide a copy for the insurance agent.
- Inventories and audits should be kept away from the buildings and grounds.
- Check especially on the extent of coverage for sexual misconduct, directors and officers, and educator's legal liability.
- Some states may not require worker's compensation coverage. However, all states will hold the school or congregation liable in a suit. Failure to purchase protection, in most cases, will be judged as an abdication of the right to defense, and the congregation or school will be liable for injuries to the full extent of the law. Therefore, all schools and congregations should have worker's compensation insurance.
- Employers liability insurance provides coverage from claims that are not otherwise covered by worker's compensation.

The information above, as well as more detailed information, is available in section 3, chapter 16 of the *Congregational Treasurer's Manual* published by The Lutheran Church-Missouri Synod. The manual offers information about insurance and also provides sample forms to assist with inventories.

Part 9
Building Security and Safety

Access to Buildings

Schools should consider establishing a key policy, though the practical importance of this probably increases with the size of the building and the number of staff. The most pressing concern is to determine who needs access to the various rooms in a building. In small schools with few staff, one key may give access to all areas.

In larger schools, keys may be graded according to authority as well as need. For example, the principal's key would allow access to every area. Teachers' keys may allow access to every area except the principal's office. Keys distributed to part time helpers would allow access only to doors inside the building or rooms necessary for the specific activity.

Regardless of the sophistication of the key policy, some accounting should be in place to record key distribution. It's not uncommon in schools and congregations to have a proliferation of keys. While this may not pose problems ordinarily, the situation has potential for divisive confrontations when trouble arises. Keys may be etched with a number for control and accounting purposes. Keys provided by a locksmith may also be stamped with instructions not to duplicate.

If the school employs a security system, all who have keyed access to the building must understand proper procedures for arming or disarming the alarm system.

Practices and Provisions

Safety and security practices may depend on school location or previous experiences. However, both accidents and violence are unpredictable and can occur anywhere. It is prudent to practice safety measures known to reduce risks. The following are examples of what some schools provide for the protection of students, personnel, and property:

- Fence around school grounds
- Fence around play areas

- Gates in fences padlocked after hours
- Drug free zone signs
- Absence of poisonous plants
- Bushes and other foliage trimmed for good line of sight
- School bus loading zones clearly marked
- Bus loading zones supervised
- Student drop-off and pick-up areas clearly marked and supervised
- Outside lighting around the building
- Lighting at entrances
- Play equipment and parking subject to visual surveillance
- Vehicular access to play area restricted
- Locking hardware for doors and windows in working condition
- Classroom doors locked when classrooms are vacant
- High-risk areas (office, computer lab, science room, etc.) protected by higher security locks and surveillance
- Unused areas of the school closed off during after-school activities or evening meetings
- Two way communications system for teachers and the school office
- Main entrance area subject to visual surveillance
- Multiple entrances controlled
- Metal detectors
- Visitors required to check in at office or other designated area
- Hallways, stair wells, and bathrooms properly lighted
- Exit signs clearly visible and appropriately located
- Restricted access to electrical panels, storage areas, and mechanical rooms
- School files maintained in locked, fireproof, vandal proof device
- Maintenance records kept on doors, windows, lockers, and other areas
- One person designated to check building security at end of day
- School equipment permanently marked with an identification number
- Visitor policy
- Crisis Management Plan
- Chain-of-command procedure for when the school administrator is out of building.

While some of the provisions above may not be appropriate in some Lutheran schools, administrators, school boards, and properties boards might use the list to evaluate their need for security, making intentional and prudent decisions. Lutheran schools have both an ethical and a legal responsibility to provide adequately for safety and security.

For a comprehensive check list for the safety and security of buildings and grounds, visit the Virginia Department of Education web site at http://www.pen.k12.va.us/go/VDOE/Instruction/schoolsafety/checklis.html or use a search engine to locate other resources for school security.

Crisis Management Planning

Crisis management planning may be included in other areas of administrative responsibility, but buildings and grounds may appropriately treat the matter also. Every school should have a crisis management plan. At its most basic level, the management plan includes designated evacuation routes and shelters in case of fire or severe weather. In many areas, procedures for earthquakes are also appropriate. Planning should include at least the number of drills required by local or state ordinance.

Crisis management planning needs to proceed at more sophisticated levels, too. Crisis management plans usually include a crisis management team. In medium to large schools, the team consists of four to eight people. In small schools, the team may include the entire staff. The crisis management team may be composed as follows:

The principal or head school administrator—responsible for all decisions and actions.

An assistant principal or designee—responsible for implementation of crisis intervention during the principal's absence.

A pastor—provides spiritual care to students and faculty; assists the principal as a consultant and advisor.

Media spokesperson—the sole spokesperson for the school in the event that the media appears at a crisis. This person must have excellent communication and interpersonal skills, and should have some understanding of media relations.

Faculty member(s)—determines the climate of the classrooms during a crisis and lends support to other teachers.

Larger schools should consider adding a school nurse and a guidance counselor to assist in areas of their expertise.

***The crisis team has three main functions*:**

1. Develop a plan before a crisis occurs. Gather information to stay aware of new knowledge about crisis control.
2. Prepare the staff and students to know what to expect and to do in specific crisis situations.
3. Inform others of the crisis plan according to their potential involvement. This would include congregational officers, school board, fire and police departments, and other emergency services.

In the event of a crisis, a mechanism is needed to call the team together. This may be a code word given via two way communications or intercom. The management plan should clearly outline priorities in the chain of communications.

Crisis situations involving buildings and grounds for which a school should plan include bomb threats, fire, earthquakes, severe weather, hostage/weapon incident, suspected drugs/alcohol/weapons, evacuation/hazardous spills, lockdown, bloodborne pathogen/body fluids exposure, angry/violent parents, gangs/group violence, and intruders. Check with the local public school, law enforcement, or emergency agencies to assist with the plan. In addition, *The Family Ministry of Lutheran Schools*, available from the LCMS Department of School Ministry, includes extensive and specific information on crisis management for Lutheran schools.

Ensure that the buildings and grounds are structured to prevent crises (i.e. barriers to intruders, sprinklers for fire, safe playgrounds) and to react appropriately to crisis (i.e. two exits for each classroom, push bars on each exit door, first aid storage facilities).

Part 10

Use of the School Building

Just as public education recognizes that school facilities belong to the community, so the Lutheran school recognizes that, in most cases, its facilities belong to the operating congregation or congregations. As such, good stewardship suggests that facilities be used appropriately as much as possible, both by the congregation, and, as appropriate, by the community.

Congregations may have a policy that describes appropriate use of facilities. Facilities may or may not be open to organizations outside of the congregation, but outreach to the community is a legitimate consideration. The appropriate governing board or administrator needs to outline a system of procedures that regulates use by non-school entities. Some congregations allow people to borrow furniture such as tables and chairs, for private events off campus. This practice needs close supervision due to wear and tear caused by transportation and conflicts with in-house needs for the furniture. Lutheran schools may also be in a position to rent their facilities to outside agencies. Once again, a policy needs to govern such a practice.

Regardless of free use or rental, the following questions will help formulate or evaluate a policy:

- Will some agencies be excluded because of whom they represent?
- Will insurance coverage be adequate?
- Is a security deposit necessary?
- Who will supervise and to what extent?

It is essential that one person or office maintain a calendar that outlines building use. Potential conflicts must be addressed well in advance of scheduled events. It is also important to have a policy governing the use of facilities. Consider creating (or evaluating) the following for inclusion in such a policy:

- Clean-up—including trash removal
- Checklist before leaving the building
- Equipment privileges—including operating instructions
- Fee structure
- Insurance
- Keys
- Kitchen privileges— including operating instructions

- Responsibility for damage
- Security deposit
- Set up
- Supplies privileges
- Telephone number in case of emergencies.

Consider establishing a policy of priority use if none is in place. Priorities may include the following:

1. School programs
2. Congregational programs and sponsored activities
3. Free community service/agency activities
4. Activities for which fees are charged/rooms rented.

Shared Space

Shared space within the educational ministries of the congregation can become a source of conflict. In some schools, the extended school day programs may use classrooms or other areas used regularly for school day programs. Sunday school classes usually use school classrooms, and youth programs may also need classroom space. The following may help to reduce the potential for conflict:

- ▼ Provide lockable storage space designated for each ministry using the room
- ▼ Purchase expendable supplies exclusively designated for and stored by each group (Respective groups are responsible for their own budget.)
- ▼ Purchase and store small recreational, gym, and playground supplies designated for exclusive use by each group
- ▼ Practice respect and Christian courtesy in word and deed regarding the groups with whom space is shared
- ▼ Always provide some general housekeeping after using an area, especially if arts and crafts, snacks, or other "messy" activities take place
- ▼ Leave notes for the other group, expressing gratitude in appropriate situations or asking about the needs of the other group
- ▼ Reserve problem solving situations or conflicts for face-to-face or telephone conversations.

Part 11
Building Inspections

Lutheran schools can expect a variety of public agencies to inspect their facilities. Generally, a cordial welcome and a sincere desire to provide for the health and safety of children will make the visit useful for the school and the agencies alike. Avoid temptations to take "shortcuts" or ask or accept "favors" that stretch regulations, take advantage of loopholes, or bypass appropriate procedures. Among the agencies that may visit Lutheran schools:

Health Department—Local codes will vary, but health department inspections usually focus on housekeeping and food service. They will look for problems related to pest infestation, proper labeling of cleaning agents, temperature of hot water, classroom lighting, sick room condition and supplies, hazards, kitchen procedures including proper temperatures maintained for hot food and cold storage, etc.

Fire Department—Local practices vary and may involve both the local fire protection district as well as the state fire marshal. Visits may include inspection of fire protection equipment, condition of storage areas, fire hazards, and observation of a fire drill.

State Agencies—Again, local practices and regulations apply. Schools may receive a visit from an insurance department or other agency to inspect boiler safety certification. An elevator is always inspected. The state department of education may visit to inspect the entire campus for compliance with minimum standards for approval or certification. (Visitation may be optional for nonpublic schools not seeking certification or other recognition.) Vehicles owned and operated by the school may be subject to safety inspections by state agencies.

Federal Agencies—The Environmental Protection Agency (EPA) continues to monitor and visit schools to inspect the asbestos Management Plan. The Management Plan must remain in the school office for immediate availability to auditors. Expect the audits to affect all Lutheran schools. EPA officials will look for orderly records that include annual notifications, proof of training, six-month periodic surveillance reports, proof of aggressive clear air sampling for removal

projects, proof that removal project workers were properly trained, and proof that short-term workers were notified about the location of asbestos-containing materials in their work area. (A short-term worker is a non-employee, including volunteers and trustees who conduct work that could disturb asbestos containing materials near the work site.) All schools must also have an asbestos Designated Person, regardless of whether asbestos is present in the building.

According to the EPA, "At least once every three years after an asbestos management plan is in effect, each local education agency (school) shall conduct a reinspection of all friable and nonfriable known or assumed ACBM (asbestos containing building material) in each school building ... by an accredited inspector."

All schools must issue an Annual Notification, regardless of whether asbestos is present in the building. The Annual Notification should appear in school handbooks and posted clearly. A copy needs to be kept in the school files.

Regulations require annual training for custodians and those who work with asbestos-containing materials. The Designated Person must remain current and familiar with EPA regulations to assure compliance. The EPA publishes and distributes the regulations. Heavy fines may be imposed for noncompliance.

National Lutheran School Accreditation (NLSA)—One section of the standards, self-study, and visiting team evaluation includes physical facilities. Visiting teams will verify what was reported in the self-study. Schools undertaking the NLSA process should be prepared to provide a description of general maintenance and repair, cleaning schedules, relationship among the custodial staff, school administrator, and faculty, long range plans for ground and site development, and a diagram, including dimensions, for the facility. Questionnaires for instructional, custodial, and clerical staff are included. NLSA evaluation of physical facilities is especially tailored to Lutheran schools. Complete information is available in the NLSA Administrators Manual available from the National Lutheran School Accreditation Office.

Other Accreditation Agencies—Regional and national agencies that accredit schools will normally have standards for facilities. Check with the specific agency for details.

Appendix A
Buildings and Grounds Responsibilities

The following is a sample of a congregation's bylaws.

The Board of Church Properties

The principal function of the Board of Church Properties shall be to maintain and have control of all the real and personal properties of the congregation. It shall determine the needs of the congregation, and it shall investigate and recommend on matters of purchase or other acquisition of property and the disposal thereof.

At its initial meeting each year, the board shall elect a chairperson and a secretary and any other officers it may decide upon for the effective execution of its responsibilities.

The board shall schedule the congregation's facilities, including the school, and grounds for use of various organizations and groups within the congregation and the community, and it shall establish rules for the use of the facilities, space allocations, janitorial services, care of and movement of all furniture and equipment, and the care of the church, the school, and other properties.

The board shall hire, with the approval of the Board of Directors, sufficient custodial help to properly maintain the buildings and properties of the congregation, and it shall submit appropriate job descriptions, salary considerations, and other pertinent information to the Personnel Committee. It shall be the responsibility of the board to assure the proper supervision of the custodian(s) by school and church staff.

The board shall submit an annual budget to the Board of Finance each year that outlines and enumerates anticipated costs in areas related to the performance of its duties.

The board shall recruit congregation members, as needed, to carry out its program.

The board shall be responsible to the Board of Directors and shall be represented on the Board of Directors by its chairperson or by another representative selected by the board.

Sample—Portion of School Administrator's Job Description Relating to Buildings and Grounds

The Board of Church Properties delegates immediate supervision of the custodian(s) serving the school to the school principal. If the same custodian serves both the church and the school, the principal is the primary supervisor in consultation with the senior pastor and the Chairperson of the Board of Church Properties regarding needs of the church.

The principal will assure a custodial work schedule that meets the health, safety, aesthetic, and legal needs of the school. The pastor and Chairperson of the Board of Church Properties will assure meeting the same needs of church areas outside the school facilities.

The principal approves all purchase orders for janitorial supplies requested by the custodian(s) for school purposes.

The principal will conduct an annual performance review of the custodian(s) based on expectations stated in the respective job description(s).

The principal is responsible for the recommendation, implementation, and supervision of a comprehensive school safety and security program.

The principal is the Designated Person for the EPA Asbestos Management Program.

Appendix B
List of Custodial Tasks

Note: *This list is neither all-inclusive nor practical for every facility. It is a list of objects that typically need care in a school. Care and repair of the following may be considered when creating or evaluating a custodial job description:*

Air conditioner
Appliances
Blacktop
Bleachers
Boiler room
Book shelves
Bulletin boards
Cafeteria/kitchen
Carpeting
Ceiling tile
Chalkboards (and other marker boards) and erasers
Clocks
Dispensers - restrooms and others
Doors and door hardware, including panic hardware
Draperies, blinds, shades
Drinking fountains
Dusting (enumerate places)
Elevator
Exhibit cases
Expansion joints
Faucets - interior and exterior
Fence
Fire alarm
Fire extinguishers
Fire hoses
Floors (daily and summer/holiday care)
Furniture
Gutters and downspouts
Handrails
Heating pipes
HVAC systems
Intercom system
Landscaping
Lights (operation and care—interior and exterior)
Lockers
Locker room
Locks
Mats - floor
Pencil sharpeners
Plants and animals (classroom)
Radiators/convectors
Restrooms
Rubbish
Security alarms
Stairs
Tack strips
Unit ventilators
Vent fans
Walks
Walls
Windows—woodwork, hardware, glass, sills, and casings.

Appendix C

Sample Standard Building List of Custodial Equipment and Supplies

Numbers before "disinfectant" are product numbers for one retailer's product. Consult the local health department for specifications of the types of disinfectant needed for specific circumstances.

1. Decontamination Kit (disposable protective gloves; emesis compound or equivalent; 1622 disinfectant cleaner)
2. Goggles
3. Pump (1 oz.) to be used for dilutions
4. Rubber gloves
5. Leather work gloves
6. Toilet bowl cleaner (9 percent solution, to be used no more than once per week)
7. Toilet bowl swab—Johnny mop
8. 1612 disinfectant 1-2 oz. per gallon for restrooms, locker rooms, cafeteria
9. Dust mop treatment
10. Spray bottles — 22 oz. trigger spray bottles, labeled with solution type
11. Funnel - plastic
12. Pail (10 qt. plastic)
13. Sponges
14. Sponges with scrub pads
15. Scouring pads (green)
16. Squeegee (8" or 12")
17. Razor blade scraper and razor blades
18. Putty knife—gum scraper
19. Dust mop frame (24" long with handle)
20. Dust mop heads (24" long)
21. Dust mop frame (48" long with handle)
22. Dust mop head (48")
23. Floor brush—push broom with handle
24. Dust pan
25. Metal trash can with lid—for dirty dust mop storage
26. Counter brush
27. Wet mop handle
28. Mop bucket (10 gal.)
29. Wringer mop—downward pressure 24-36 oz. mop size
30. Wet mop heads (24 oz.)
31. Pot brush
32. Radiator brush
33. Corn broom
34. Street broom with handle
35. Wet-dry vacuum with wand and squeegee
36. Ladder - 6 ft. A-frame (fiberglass, class 1, heavy duty)
37. Ladder (24 ft. extension)
38. Upright vacuum and porta-vac with tools
39. Utility cart (6 bushel)
40. Utility cart bags—6 bushel vinyl or denim with six grommets, 10 oz.
41. Trash bags
42. Duster
43. Custodial eraser
44. Emesis compound to replenish decontamination kit
45. Bags for disposal of the above (hazardous waste)
46. General floor scrubber
47. Block for general scrubber
48. Ice melt and salt
49. Two-wheel hand truck
50. Soap dispenser
51. Sanitary supplies (feminine)
52. Toilet tissue holder
53. Toilet tissue
54. Paper towels
55. Plunger
56. Doodle Bug™—pad holder
57. Doodle Bug™—handle
58. Doodle Bug™—white pads for walls
59. Rags
60. Cleanser
61. Hose
62. Standard light bulbs (incandescent and fluorescent)
63. Emergency light bulbs
64. Ballasts
65. Utility tools: (flat head screwdriver, phillips head screwdriver, hammer, small electric drill and bits, wire scrapper, nut driver set, adjustable wrench, 8" pliers, wire nuts)
66. Rake
67. Snow shovels
68. Ice breakers/scrapers

Appendix D

Building and Grounds Appearance Rating Scale

Date of Inspection: _____

Conducted by: _____

Rate each item on a four-point scale. You are evaluating the physical condition of each item rather than housekeeping elements.

4 = superior
3 = above average
2 = average
1 = poor

When the inspection is complete, add the numbers in the rating column. Divide this number by the number of items rated. The resulting number yields an average score for the campus.

Items	Rating	Remarks
GROUNDS		
Lawn		
Shrubbery		
Trees		
Driveway		
Parking lot		
Walks		
Play equipment		
Cleanliness		
Drainage		
Fences		
Flags		
CORRIDORS		
Outside doors		
Floor mats		
Floors		
Walls		
Light fixtures		
Ceiling		
Drinking fountains		
Lockers and fixtures		
Panic hardware		
Security equipment		
CLASSROOMS		
Floors		
Windows		
Doors		
Ceiling		
Light fixtures		
Window treatments		
Heating, ventilation, cooling		
Chalk boards		
Bulletin boards		
Furniture		
Cabinets		
Shelves		
Counters		
Bookcases		
Windows		
Toilet		
Sink		
BUILDING EXTERIOR		
Doors/locks		
Windows		
Trim		
Roof		
Signage		

Appendix E
Resources

The following resources provide information for a more comprehensive understanding of buildings and grounds issues:

Access to Buildings, Colorado Springs School District 11, http://www.cssd11.k12.co.us/boardpolicy/ecab-r.htm

Acoustical Society of America, http://www.acoustics.org

Americans with Disabilities Act, http://www.usdoj.gov/crt/ada/adahom1.htm

Basic Questions & Answers: Indoor Air Quality (IAQ) in Schools, Environmental Protection Agency. http://www/epa.gov/iaq/schools/scfaqs.html

Checklist for the Safety and Security of Buildings and Grounds, Virginia Department of Education, http://www.pen.k12.va.us/go/VDOE/Instruction/schoolsafety/checklis.html

Community Use of School Facilities, Colorado Springs School District 11, http://www.cssd11.k12.co.us/boardpolicy/kf.htm

Congregational Personnel Manual, The Lutheran Church—Missouri Synod.

Congregational Treasurer's Manual, The Lutheran Church—Missouri Synod.

Custodial Staffing Standards, Kirkwood School District, Kirkwood, MO.

Early Warning - Timely Response, A Guide to Safe Schools, U.S. Department of Education, Washington, DC, August, 1998.

Environmental Protection Agency, http://www.epa.gov

God's Care in Time of Crisis, Lutheran Ministries in Florida, Tampa, Florida.

Handbook of Building and Plant Maintenance, Roger W. Liska and Judith Morrison Liska, Prentice Hall Publishers, Englewood Cliffs, NJ, 1988.

Handbook for Public Playground Safety, U.S. Consumer Product Safety Commission, Washington, DC.

National Lutheran School Accreditation Administrators Manual, NLSA, http://cs.lcms.org/school/nlsa.html

The Dirty Dozen, (brochure-playground hazards) National Recreation and Park Association, Ashburn, VA.

Pesticides in our Schools, California State Parent Teacher Association, Newsletter, Winter/Spring, 1998. http://capta.org/issues/News60.4Win_Sp/2pesticides.html

Probe - Designing School Facilities for Learning, National Education Knowledge Industry Association Communications, Washington, DC.

"Renovate or Replace: Deciding the Fate of Your School", American Institute of Architects, April, 1999. Http://www.e-architect.com/pia/cae/renovate_cae.asp

Safety First Checklist: Audit & Inspection Program for Children's Play Areas, Sally McIntyre and Susan M. Goltsman, MIG Communications, Berkeley, CA, 1997.

School Crisis Survival Guide, Suni Peterson and Ronald L. Straub, The Center for Applied Research in Education, West Nyack, NY.

The Complete Custodial Handbook, William R. Griffin, Prentice Hall Publishers, Englewood Cliffs, NJ, 1989.

The Family Ministry of Lutheran Schools, by Kuck, Mannigel, Maurer, Sandfort, and Schiller. Department of School Ministry, LCMS, 1998.

The National Clearinghouse for Educational Facilities, http://www.edfacilities.org

The National Program for Playground Safety, University of Northern Iowa, Cedar Falls, Iowa. http://www.uni.edu/playground/safety_information.html

Appendix F

Marketing Lutheran Schools

Trusting God's Vision

Marketing Eyes Checklist

This Marketing Eyes Checklist is designed to help you look at your entire school from a marketing perspective. It should not take a long time to complete. "Marketing Eyes" are the eyes of the eyes of a potential enrollee's family. Put yourself in a visitor's place and look at your school through his or her eyes. You may want several different people to look at the school through 'Marketing Eyes.' You could include a teacher, a parent even a parent with a son/daughter at a different school—or a board member.

Rate each area using the following five-point scale as a guideline. The second column is to identify changes that will require significant expense.

1— Terrific
2— Good
3— OK
4— Could be improved
5— Needs attention ASAP

$— Will have a significant cost to make changes

Rating / Cost

■ ATMOSPHERE

. ___ ___ . Child-Centered
. ___ ___ . Christian
. ___ ___ . Friendly
. ___ ___ . Open (Parents welcome in classrooms)

■ COMMUNICATIONS

. ___ ___ . Newsletters
. ___ ___ . Memos
. ___ ___ . Thank-you letters
. ___ ___ . School's congregational report
. ___ ___ . Memos from teachers
. ___ ___ . School's mission statement

■ COSTS

. ___ ___ . Fees
. ___ ___ . Tuition

■ EVENTS

. ___ ___ . Grandparents' Day
. ___ ___ . Plays or Concert
. ___ ___ . Graduation
. ___ ___ . Parents' Day

■ EXTRACURRICULAR ACTIVITIES

. ___ ___ . Balance of Offerings
. ___ ___ . Participation/Competition

■ FACILITIES

. ___ ___ . Restrooms
. ___ ___ . Classrooms
. ___ ___ . Office
. ___ ___ . Cafeteria
. ___ ___ . Gymnasium
. ___ ___ . Chapel/Church
. ___ ___ . Parking
. ___ ___ . Traffic Patterns
. ___ ___ . Playground Areas
. ___ ___ . Cleanliness
. ___ ___ . Paint
. ___ ___ . Computer Room
. ___ ___ . Library
. ___ ___ . Hallways

■ MATERIALS

. ___ ___ . Brochures
. ___ ___ . Print Quality
. ___ ___ . Readability
. ___ ___ . Attractiveness
. ___ ___ . Target Audience
. ___ ___ . Fax Cover Sheet
. ___ ___ . Video on the School
. ___ ___ . Slide/Tape Presentation
. ___ ___ . Ads
. ___ ___ . Letterhead
. ___ ___ . Logo

■ PROGRAMS

. ___ ___ . Curricular Offerings
. ___ ___ . Special Education Programs
. ___ ___ . Gifted/Accelerated Programs
. ___ ___ . Guidance/Counseling/Careers
. ___ ___ . Fine Arts
. ___ ___ . Accreditation
. ___ ___ . Athletics

. ■ **CORDIALITY OF STAFF/ STUDENTS**

. ___ ___ . For Students
. ___ ___ . For Parents
. ___ ___ . For Prospects
. ___ ___ . For Visitors
. ___ ___ . On Telephone

. ■ **PARENT ORGANIZATIONS**

. ___ ___ . PTL
. ___ ___ . Mothers' Club
. ___ ___ . Boosters
. ___ ___ . Fellowship
. ___ ___ . Other _____

. ■ **SCHOOL/CHURCH ORGANIZATIONS**

. ___ ___ . Christian Education Committee
. ___ ___ . Church Council
. ___ ___ . Church Staff

. ■ **SIGNAGE**

. ___ ___ . Christian Symbols
. ___ ___ . Directional Signs
. ___ ___ . Exterior School Sign
. ___ ___ . Words of Welcome

. ■ **STAFF**

. ___ ___ . Credentials
. ___ ___ . Friendliness
. ___ ___ . Community Visibility
. ___ ___ . Congregational Visibility
. ___ ___ . Availability of Teachers/Administrators

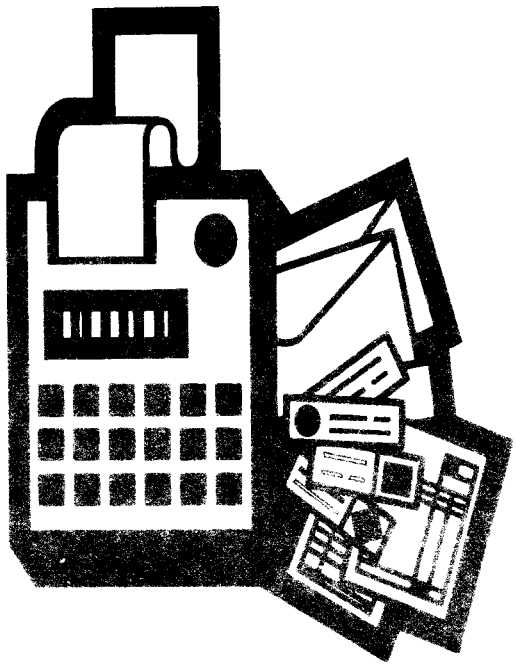
. ■ **STUDENTS**

. ___ ___ . Achievement
. ___ ___ . Self-Discipline
. ___ ___ . Dress
. ___ ___ . Witness
. ___ ___ . Attitude

This 'Marketing Eyes' Checklist is designed to help you identify your strengths and your areas for improvement. Build on your strengths, identify the areas for growth that you can work on immediately and get started on those areas. For those that will take more time and significant expense, start planning to deal with those in a positive manner.

LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Funding



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Foreword

Leaders in Lutheran education use many resources to assist them in their ministry. These have included the Planning for Lutheran Elementary Schools Series and Operations Manual. This booklet is part of the Lutheran Schools Administrators Handbook and was designed to replace those resources.

The manual is designed to assist Lutheran school leaders with a variety of needs:

- Starting a new school
- Planning
- Problem solving
- Board inservice
- Staff inservice
- Preparing for National Lutheran School Accreditation
- Administrative training

While written for Lutheran elementary school administrators, other leaders in Lutheran education will find the booklet helpful. The entire series provides a beginning guide for new administrators or those preparing for an administrative role in a Lutheran school.

The following served on the consultation team to develop the plans for this handbook: Bill Cochran, Eastern District; Ruth Colross, Glen Burnie, Maryland; Dr. Jon Laabs, Concordia, Ann Arbor; Dr. Carl Moser, LCMS; Rodney Rathmann, CPH; Bob Rogalski, Phoenix, Arizona; Pete Woodward, Lakewood, Colorado; Bob Ziegler, Peoria, Illinois; and Dr. R. Allan Zimmer, Concordia, River Forest. We thank and praise God for their leadership and vision.

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Introduction

This document presents a comprehensive description of factors to be considered in funding a Lutheran elementary school. Treated here are sources of funds, relationship of those sources to each other, and suggestions for securing funds from each source.

In general, the history of the past decade demonstrates that when congregation members discover the value of a Christian school, they are willing to support it. Parents who believe in the distinct Christian contributions of the Lutheran school, will provide support to insure its continued operation. When congregation members are convinced that the school is serving the purpose of Christian education for families, financial support is generally available from the congregational budget.

Broad support for a Lutheran school is achieved when a sense of ownership is felt by a large number of people on the basis of their financial commitment. Lack of broad support reduces the possibility for effective ministry and lowers the potential for financial and other types of support.

Lutheran schools cost money. Careful planning is needed to justify expenditures and insure that the school is meeting the objectives of the congregation for ministry to young people and their parents. Sound Christian education and high-quality instructional programs can justify the financial outlays for a school.

Lutheran congregations finance elementary schools in a variety of ways. Numerous factors may influence the choice of how a Lutheran school will be funded by a congregation. Consequently, this document seeks to provide information relative to the available alternatives. This document will help congregations review their circumstances, policies, and objectives and choose the method of funding best suited to their situation.

The principal sources of funds for existing Lutheran elementary schools are congregational support, tuition, fees, and other miscellaneous sources of income. Historically, most Lutheran schools have been funded by congregation support. In recent years, an increasing number of schools are charging higher school fees, and member tuition as a source of revenue. Congregation support and tuition continue to be the main revenue sources for elementary schools. In a limited number of instances, "other" funding sources are significant contributors to the total budget.

The following factors may influence the choice of the best source of revenue for a school:

- History of the congregation or other congregations in the geographic area.
- Present practices of other private (including church-supported) schools in the area.
- Policies of the District or the Synod.
- Policies of the sponsoring congregation.
- Financial strength of the congregation and the ability of parents to pay for their children's education.

No single way can be suggested as the only right way for funding a Lutheran school. However, the funding sources selected should not hamper the teaching of the Christian faith or achieving the Christian-education objectives of the school. The funding practices for the school should strengthen the tie between the school and the congregation and should call for commitment on the part of the parents to insure that they are actively involved in the Christian education of their children.

The practical issues involved in a discussion of congregational contributions versus tuition from parents often center on the question, "Who can afford to pay for the children's education?" If the congregation finds it virtually impossible to consider making substantial contributions to the school, it will be necessary to consider the tuition option. On the other hand, if parents find it difficult to pay tuition for their children, funds from the congregation or other sources must be found to pay for the Christian-education program.

The following materials seek to provide sufficient information to help congregations determine which option or combination of options they will choose in financing their school.

Funding the Lutheran School

The Risk

To change or not to change? That is the question. One leader has suggested that the greatest risk is to do nothing. Others warn that an ill-advised sudden change may more adversely affect a school than doing nothing. Change can be good. Change to a system may result in a negative effect. Change involves risk taking. Lutheran school leaders must weigh the possible outcomes, whether they choose to implement change or decide not to change.

The funding of Lutheran Schools has changed, is changing and will continue to change. As one administrator stated, "We now live in permanent white water and nobody has shot this river before." Locating the right pathways through unchartered white water of the school financial maze can be successful but it will take an attitude and spirit of adopting changes.

The Need

By September 30, a thoroughly planned budget is already under great stress at many schools. Extra cash flow is not only needed to expand the educational program but to maintain it.

Expanded congregation programs may vie for funds that previously went to the school. Contributions of younger families do not mirror that of older members. The school is often left with less funding.

How do schools financially manage an emergency? The roof needs major repairing, the boiler needs replacing, a new parking lot is needed or landscaping the property is a must? In the 80's schools closed because of the "A" word: Asbestos. What new unexpected crisis is waiting for your school? How do schools/churches pay for it?

How does a school handle budget short falls when the expected enrollment is 20 to 40 or more students below expectations.

How long can schools expect low teacher salaries/benefits to subsidize its educational ministry?

Typical Situations

When faced with a financial crisis most schools have five alternatives:

- ask the sponsoring congregation(s) or parent group for more money
- cut the budget
- raise the tuition
- plan another fund raiser
- all of the above or a combination of them

All of these solutions produce disappointment, despair or possibly panic. This interferes with the planning process and affects the educational program. People lose confidence and become frustrated.

Successful Schools

What about schools which continue to have a long rich history of providing quality education to the congregation and community? Schools where congregations have demonstrated decades of strong financial support? Schools which have waiting lists of potential students willing to pay the fees necessary for enrollment?

What's ahead for these schools in five, ten or twenty years? Will the school's current base of support continue? Are they in the process of developing a financial plan to keep the school strong and to withstand the inevitable challenges of the future?

Successfully Funded Schools Have:

1. **A Shared Ministry**
   - ▼ Joint congregation/school promotion and support of the ministry
   - ▼ Availability and visibility of the principal and school staff in the church program
   - ▼ Availability and visibility of the pastor in the school program

2. **A United Congregational Leadership**
   - ▼ Understanding and acceptance of the school and its mission
   - ▼ Consistently strong role models of supporting church and school

3. **A Personal Mission Statement**
   - ▼ Clearly explains why the school needs financial support
   - ▼ Gives direction
   - ▼ Is known by everyone
   - ▼ Personally describes the ministry

4. **A Distinctive Education Program**
   - ▼ Fulfills the goals of the congregation and community
   - ▼ Offers the community the program it needs
   - ▼ Provides quality Christian education

5. **A Trained School Board**
   - ▼ Understands school funding is a main responsibility
   - ▼ Seeks ways to strengthen the funding base
   - ▼ Communicates the financial situation with the congregation and community

6. **A Driven Development Team**
   - ▼ Shows leadership in school funding
   - ▼ Takes action
   - ▼ Takes risk in providing school funding
   - ▼ Removes burden from the administrator

7. **An Aggressive Marketing Plan**
   - ▼ Seeks ways to retain current students
   - ▼ Provides methods for student recruitment

8. **A Strategic Financial Plan**
   - ▼ Has plan to secure annual cash flow
   - ▼ Has design for future financial security

9. **An Enlightened Principal**
   - ▼ Realizes financial changes are happening and will continue to happen
   - ▼ Prepares personally for change
   - ▼ Gathers a funding team to direct the school's financial plan
   - ▼ Leads staff and board through change

10. **An Up Front Pastor**
    - ▼ Accepts the school as a ministry
    - ▼ Boldly shows a partnership in implementing the mission statement
    - ▼ Promotes new ideas in the changing financial times

Use the "Rating Of Your School" form to assess your funding strengths and needs.

Rating Your School's Funding Strengths and Needs

1. Shared Ministry

1 2 3 4 5 6 7 8 9 10 11 12

Marginally — Powerful

2. Congregational Leadership

1 2 3 4 5 6 7 8 9 10 11 12

Fragmented Poor Communication — United Focus on Ministry

3. Mission Statement

1 2 3 4 5 6 7 8 9 10 11 12

No one knows it, Not personal — Congregation sees it working

4. Education Program

1 2 3 4 5 6 7 8 9 10 11 12

Poorly serves the community, Lacks congregational acceptance — Great local reputation

5. School Board

1 2 3 4 5 6 7 8 9 10 11 12

Untrained and unwilling to implement financial changes — Thoroughly trained, Takes leadership in funding

6. Development Team

1 2 3 4 5 6 7 8 9 10 11 12

Non-existent — In place and very productive

7. Marketing Plan

1 2 3 4 5 6 7 8 9 10 11 12

Unaware of factors which attract and retain students — Full enrollment

8. Financial Plan

1 2 3 4 5 6 7 8 9 10 11 12

Non-existent — In place and very productive

9. Administrator

1 2 3 4 5 6 7 8 9 10 11 12

Ignores or refuses to understand need for change — Shows leadership personally or through a paid volunteer funding team

10. Pastor

1 2 3 4 5 6 7 8 9 10 11 12

Won't accept financial change, Doesn't promote school ministry — Enthusiastically shows leadership

Four Steps to Understanding the Financial Picture

1. Evaluate School Strengths and Weaknesses

The school needs to accurately interpret its strong and weak areas which helps shape a plan to reinforce its funding base. The knowledge of which programs and areas of the entire school that are well received by the school community lights the way to an effective marketing plan for the school. Areas perceived to be neglected or weak will also be revealed, so that those can be given special funding attention.

This evaluation should be conducted by the staff, pastor(s), school board members and a randomly selected group of parents.

The school board or special funding team should prioritize areas which need immediate funding. (teacher salaries, etc.)

National Lutheran School Accreditation (NLSA) provides a good first step in this evaluation process.

2. Analyzing Income Sources

An important step in developing an improved funding program for your school is for you to know and understand the various sources of income available. (See page 7.)

3. Do A Cash Flow Analysis

Fill in two Cash Flow Charts. On the first, put actual figures from the most recent fiscal year you have data for. On the second, do a projection for the next year. (See page 8 & 9.)

4. Develop A Funding Formula

Testing the possibility of increasing the sources of income already used or adding new sources is the next step. Your goal is to locate sources of income which are most practical for your school and are in harmony with the congregation's philosophy and other school communities.

Historical Picture For Funding Lutheran Schools

Elementary	**93-94**	**92-93**	**91-92**	**90-91**	**89-90**	**88-89**
Congregational Budget	54%	54%	56%	57%	58%	58%
Tuition & Fees	46%	46%	44%	43%	41%	41%
Other	7%	6%	6%	6%	6%	5%
High School	**93-94**	**92-93**	**91-92**	**90-91**	**89-90**	**88-89**
Congregational Budget	12%	13%	13%	15%	15%	14%
Tuition & Fees	67%	65%	64%	58%	60%	59%
Other	21%	21%	23%	28%	24%	27%

Data was compiled from statistical reports supplied by schools to Synod's Schools Services Department. The numbers represent an average from data submitted by 80% of our schools.

Available Funding Sources

This table indicates the most commonly used income sources for most schools. It also assists the school in identifying the current and future sources of school funding.

1st - place a ( ) indicating the funding sources that your school is already receiving.

2nd - place any of the following symbols indicating future funding patterns.

(+) This funding source will increase
(-) This funding source will decrease
($) Future sources of income

	Last Year	This Year	Next Year	Future Years
1. Congregational Budget Support				
2. Member Tuition				
3. Non-Member Tuition				
4. Fees				
5. Annual Fund Gifts				
6. Fund raisers				
7. Government				
8. Grants				
9. Interest				
10. Parent Organization				
11._____				

Cash Flow Projection

	Budget Current Year	Jan	Feb	Mar	Apr
Beginning Cash	$	$	$	$	$
Income:					
Congregation Support					
Tuition					
Registration/ Other Fees					
Annual Fund Income					
Fundraisers					
Government Income					
Interest					
Parent Organization					
Grants					
Student Sponsorships					
District Subsidy					
TOTAL INCOME	$	$	$	$	$
Expenses:					
Salaries:					
Administration					
Instruction					
Secretarial					
Custodial					
Administration:					
Supplies					
Postage/ Printing					
P.R. & Promotion					
Dues & Membership					
Travel & Conferences					
Instruction					
Fixed Expenses:					
S.S. & Benefit Plans					
Insurance					
Contracted Services					
Maintenance					
Debt Service					
TOTAL EXPENSES	$	$	$	$	$
Net Operating Income/ (Loss)	$	$	$	$	$

Cash Flow Projection

May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
$	$	$	$	$	$	$	$
$	$	$	$	$	$	$	$
$	$	$	$	$	$	$	$
$	**$**	**$**	**$**	**$**	**$**	**$**	**$**

The School Board's Role in Funding

The ultimate responsibility of providing adequate funding rests with the sponsoring congregation(s) unless other specific arrangements have been agreed upon.

The school board and the proper congregational committee(s) should have arranged an agreement of the funding formula which supports the financial operation of the school.

In some instances, however, it is very unclear who is designated to be responsible for planning the funding of the school. When adequate funds are not received, boards are not sure who is responsible or what is the next step in locating financial stability. This is also true when there is a gap between what the school wants to spend and what is available. Who is responsible for narrowing that financial gap?

The school board must realize one of its main tasks is to ensure the financial integrity of the school. Sometimes it's only a matter of communication to the congregational leadership, while in other cases it's the sole obligation of the school board to raise proper funding.

The major financial responsibilities of the board include:

1. The preparation and approval of a justifiable budget.
2. The implementation of proper bookkeeping practices.
3. The monitoring of that budget as administered by the principal.
4. The acceptance of a proper funding formula.
5. The communication of the on-going financial situation to the authorized members of the congregation and other responsible groups within the school and church.
6. The responsibility of planning and implementing needed fund raising activities.
7. The establishment of funding sources to maintain an adequate annual cash flow.
8. The initiation of a program to provide future financial security.

All board members must be fully informed and involved in matters of school funding.

The Development Team

Expanding the funding base to increase annual cash flow and to secure a strong financial future is a large undertaking at any school. Almost all administrators have no or very little experience or training in this area. The principal who also has classroom responsibilities has added constraints on the time needed to fulfill yet another added responsibility.

The involvement of a special funding team (development team) is one approach to use. Identify volunteers who are interested in this area and have expertise to ensure success.

Frequently, members of the school board are heavily involved with many functions within the school and church and don't have the time or the experience to provide necessary leadership in the area of financial development. It's advised that at least one member of the school board serve on the development team and act as a liaison between the two groups.

The principal or pastor normally wouldn't serve as the chair. However, their main responsibility is locating the appropriate individuals to serve on this team. Persons with proper qualifications could also be sought outside of the membership of the congregation. Frequently, interested and qualified individuals are available from school parents, alumni, grandparents, members of the business community or other school constituents.

Key ingredients to success are:

1. Chair:

- Member of the congregation, preferred
- Willing to try something new
- High level of integrity
- Good public image
- Understanding and accepting principals of development
- High energy
- Not the principal, pastor or necessarily, a member of the school board

2. Development Team Job Description

- Evaluate current fund raisers
- Write case statement
- Explore other areas of funding
- Initiate the annual fund
- Begin an alumni program
- Locate support through the business community
- Write grants
- Organize the data base of school supporters
- Ensure proper appreciation of supporters
- Pursue the establishment of an endowment fund
- Begin a mailed newsletter to the friends of the school

Communicating with the School Community

Information should flow, as often as possible, between the school and the congregation/community it serves. This should not only include school information and an update on school activities, but it should express school needs, future visions of ministry and avenues of expressing appreciation.

Far too often the school's "friends" don't know the "wish list" of the schools needs. We sometimes fail to express our hopes, dreams, and emergencies, thus denying others the opportunity to give a special cash gift or gift in-kind.

It's important to periodically remind the school community of the current salary/benefit situation in comparison to district recommended guidelines or the local public school scale.

The most effective method of communication with all of the school supporters, who are on the data base, is through a regular mailed newsletter. The quality of the newsletter should reflect positively on the school. A regularly mailed newsletter accomplishes several key activities:

- ▼ It informs.
- ▼ It expresses the needs of the school.
- ▼ It shows appreciation.
- ▼ It contacts potential new students as well as contributors.

Examining Current Fund Raisers

The goal of a fund raiser is to ATTRACT MONEY.

This is done by selling a product or sponsoring a special event. Good Christian fellowship, the promotion and marketing of the school are beneficial spin-offs to some fundraising events.

Institutions should annually evaluate all fundraisers being used. The parent organization, booster club or other fundraising organizations should be involved in this analysis.

It is recommended to reduce the number of fundraisers to a very few major yearly events. School supporters would be more encouraged to marshall major support if they knew in advance that only a few would be held. Hopefully, "the nickel and dime" philosophy would disappear while fundraisers would still produce strong income.

The following evaluation criteria should be helpful in defining the "value" of each fundraiser:

1. Cost Effective	Does the fundraiser produce income commensurate with the involvement of time and effort by the worker?
2. Frequency	How many are held? Are there so many that school supporters are frustrated or angered by the constant feeling of "What are they selling now?"
3. Staff Time	How much quality time do fundraisers consume by the faculty, office staff, school board and administrators.
4. Use of Students	Can the school justify the school of children selling products in the neighborhood, at school, to others? What are the safety factors?
5. School Image	Do the constituents of the school perceive the institution always selling something and asking for money?
6. The Activity	Will the activity afford satisfaction and dignity to those who engage in it?
7. Fellowship	Does the activity afford an opportunity for Christian fellowship?

Establishing a Data Base

Your best source of funding for annual drives and nearly any other kind of fundraising will be people: individuals who appreciate your ministry. Regardless of your particular situation, old or new, urban/suburban or rural, large or small, or an association school, there are people who will relate to your ministry and want to help you.

Your job is simple; find those people and ask them for money.

The school must focus on its mission, the school's purpose for existence. This is the reason you will raise money, and this is the real reason people will give you money. Once you've identified your mission as the place to start, you now must build your database.

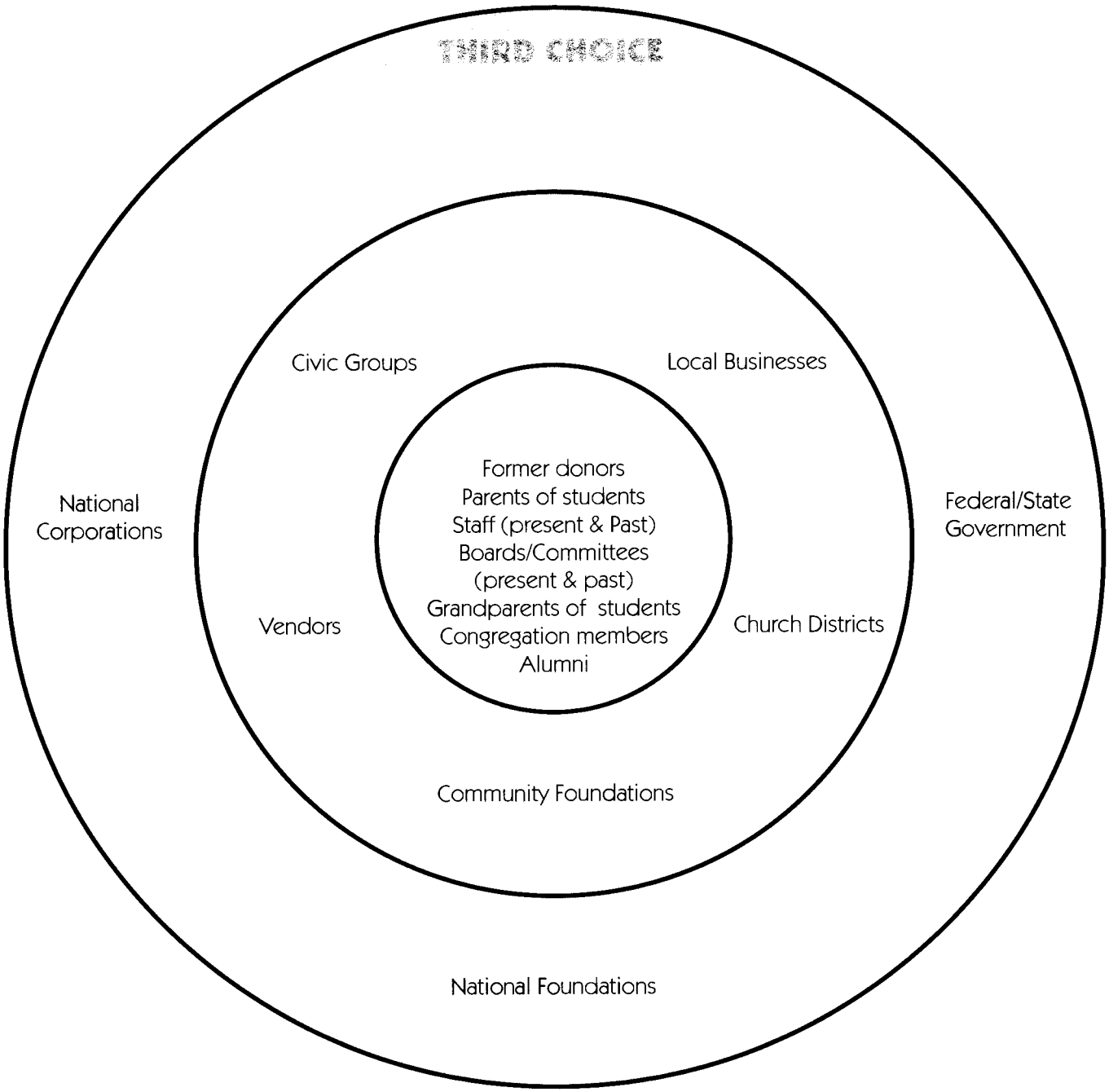
Each institution has a basic list of friends. This list must be expanded and broadened instead of always relying on the "same old few." Begin collecting the names, addresses, and phone numbers of all school supporters.

Locating new prospects to support the school is usually taken from this list:

- School families
- Alumni
- Volunteers
- Congregation families
- Past donors
- Memorials
- Fundraising events
- Grandparents
- Gifts-in-kind services
- Staff (present and past)
- Inter-generational activities
- Endowment participants
- Civic groups
- Vendors
- Community businesses

Donor Target Circle

This is the donor target circle for most elementary schools and early childhood centers. Your goal is to add donor groups to the inner, first choice circle.



Case Statement

The most important tool in carrying out a strategy for increasing financial support is writing a case statement. A case statement tells why the institution deserves support. It stresses the need for annual support for special restricted goals or unrestricted funds for the operating budget beyond congregational support and tuition receipts. It positions the school as a successful enterprising one that has the capacity to meet the expressed needs of the school.

Almost all schools are familiar with a mission statement. However, the mission statement is only part of the case statement.

The Five Parts of the Case Should Include:

1. The mission statement which states the central purpose of the school and why it exists.

2. The record of service and achievement to the church and community it serves.

3. The plan for new directions. How the school wishes to improve its service and mission.

4. The new resources that are required to carry out this new plan.

5. The invitation to participate in giving or volunteering to assist this plan to become successful.

The Basic Reasons for a Case Statement are:

1. To **promote** agreement in the financial planning stages with a consensus of boards, staff, and committees. It gives vision for the school/church and its leaders.

2. To **educate** the friends of the school to its needs and to gain their support.

3. To **involve** volunteers to carry out the campaign.

4. To **create** publicity for the organization.

5. To **obtain** expanded resources from the church and individuals.

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 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 this year's annual fund appeal:

1. **Increase teacher salaries** - The current starting salary is $6,000 less than the local 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.

The Annual Fund

Lutheran Schools are generally funded by four main sources of income:

First - Congregational Income
Second - Tuition and Fees
Third - Fundraising, Gift Income, Government-funded Programs
Fourth - Inadequate Salaries

The first two sources of income are the primary sources of school income, but not necessarily in the order stated. (There are many schools which are funded almost entirely by student tuition and fees.) However, their combination is very restrictive in maintaining a quality program for the vast majority of schools, especially when the school needs to grow in the areas of materials, programs, scholarships, facilities and staff salaries/benefits.

Strengthening the school can be accomplished more readily by expanding the third sources of income. Congregational budgets and student tuition cannot completely shoulder the load of financial support.

What is an Annual Fund?

The Annual Fund is a well-coordinated effort by the school (development team) to plan an annual appeal which each year will provide significant income to meet annual needs.

The income raised in one year will be spent the same year. The Annual Fund income could represent 5% to 15% of the institution's operating budget.

After the first year it gets easier, and supporters develop the "habit of giving."

What is Structure:

The structure is highly organized. This includes:

- **Determining Leadership** - A core leadership team is paramount in planning and implementing the program.
- **Training Volunteers** - The inclusion and involvement of volunteers are needed, whether the institution has a large, small or no-paid development staff.
- **Developing a Case Statement** - This tells the story of the school and stresses how gifts are deserved and how they will be used.
- **Producing a Mailing List (Data Base)** - The direct mail appeal is the written case statement. It's a personal and emotional means of sending specific information about the Annual Fund.
- **Using the Phone-a-thon** - A personal follow-up to those receiving the direct mail package.
- **Asking Major Donors** - The successful involvement of those with higher financial potential will insure a successful Annual Fund program.
- **Giving Recognition** - Showing appreciation is a very important element. It tells the donor the school is worthy of his/her gift.
- **Keeping Records** - The successful annual repetition of the program depends on the accuracy and details of a good record system.
- **Doing an Evaluation** - The annual evaluation assists the school in the improvement of all steps for a successful Annual Fund.

How is the Annual Fund Used?

Ideally, the Annual Fund should be used for non-restrictive purposes. The support of the budget, covering line item areas, best serves the interests of the school. Shortfalls in the income or other unforeseen emergencies should be covered through Annual Fund income.

However, many donors want and expect an exact accounting of their gifts. Many tend to restrict or designate their donations.

Who Supports the Annual Fund?

It is extremely important before a school starts an Annual Fund, to obtain the approval of important groups in the congregation. These include the pastor(s), elders, church council, board of education, parent-teacher organizations, etc. This will prevent many problems later.

Each school targets its own prospective list of "friends." This mailing list becomes the essential tool in tailoring the case statement.

The most popular supportive groups are:

- current school parents
- church members
- grandparents
- alumni
- faculty/staff (present & past)
- board/trustees/committee members (present & past)
- local businesses

How do You Produce Annual Fund Gifts?

You ask for them. The case statement is written so that every prospect knows the exact financial goal and is invited to participate.

How do You Ask?

- Direct Mail
- Telephone
- Eye-to-Eye Personal Asking

People giving to people is the theory behind annual giving. To attract donors, the story of the ministry is told broadly and in personal terms, often through the help of volunteers. A good annual giving program produces not only money but also has several beneficial spin-offs:

- It can enable the school to broaden its base of support. A goal of this fund is to increase participation of donors. No one is left out.
- It can create a greater awareness of the organization and its objectives.
- It can promote acceptance of raising funds as a way to meet the school's objectives.
- It can become a major source of obtaining funds for unrestricted current operation needs. This is money to pay the bills, to operate in the black.
- It can encourage other donors to give each year, to get in the habit of giving.
- It can create a base of annual donors which the school can use for future major fundraising campaigns. This might include a capital campaign, planned giving programs, or foundation and corporation solicitation.

It will encourage giving to an endowment fund.

Rating Scale

Rating	Low	High
Volunteer Involvement		X
Projected Immediate Income		X
Planning Time		X
Expense	X	
Growth Potential		X
Early Childhood Involvement		X

School Tuition Income

The majority of Lutheran Schools across the country now charge tuition to member and non-member families. More and more schools are recognizing that parents should share in the direct responsibility of providing a Christian education for their children.

The setting of a tuition rate should be established fairly based on the actual cost of educating a student.

Those schools which are contemplating charging tuition for members may wish to consider the following steps:

1. Analyze how the change fits the philosophy of the congregation.
2. Educate all members in a systematic (and stewardship) fashion. Present the need and the plan.
3. Give focus groups a chance to share their views.
4. Allow a debate to discuss a possible change.
5. Provide as much factual information as possible.
6. Permit enough time before any change occurs. (Be careful not to rush change.)
7. Have a definite plan for financial aid for families who need tuition assistance.
8. Let members know in advance how, where, and when the decision will be reached.

Although non-member families should be expected to pay the full cost of their child's education, this may not be the best policy for all schools. For example:

Full cost $2,000/student
10 students @ $2,000 = $20,000
but 20 students @ $1,500 = $30,000

Other Christian congregations in the community should be encouraged to provide a tuition subsidy for their member children who attend the Lutheran school.

No child should be turned away from school for financial reasons.

Benefits of Member Tuition

1. Tuition clearly defines the parents' share of the cost and demands a commitment from parents.
2. Payment of tuition will cause parents to respond with an increased level of interest and involvement. Some parents want to share directly in the cost of educating their child.
3. Tuition income releases other parish income to be used for additional programs.
4. Tuition payments demonstrate to other members of the congregation that the most costly parish program is being partially funded by the users.
5. Tuition is a predictable and reliable source of revenue.

Cautions

1. Tuition is not tax-deductible.
2. Tuition might discourage or even prohibit parents with limited economic resources from enrolling their child in the school. Sometimes families are reluctant to take advantage of a student-aid program.
3. Initiation of a new tuition policy in a congregation accustomed to only parish support for the school may have a negative impact on enrollment if not carefully implemented.
4. Tuition payments put the Lutheran school in the position of competing with the concept of "free" public education when parents must make a choice of where to enroll their children.
5. Tuition requires an added record-keeping and collection system.
6. Tuition has the potential of eroding the commitment of support for the school by members without school age children.

Fears

Fear 1: *Enrollment will decrease because some families will withdraw if there is member tuition.* The number of families leaving in most schools has been much less than many people thought. Some might say, "Even if one family leaves because of tuition, it is too many." If the quality of education is increased, a school may attract many more families in the long run. However, more money does not automatically insure better quality. Paying equitable wages to our professional educators does increase the likelihood we will

retain our quality Lutheran educators. This is especially true if we wish to retain our younger teachers and attract young men and women into the Lutheran teaching ministry.

For some schools, the long term financial viability of a school may be more assured through greater financial resources provided by member tuition. The fact is that for schools that have gone to tuition, few families have withdrawn due to member tuition.

Fear 2: *Some families will not be able to attend because they cannot afford the amount of tuition.* As tuition increases, this fear is a very real concern for Lutheran schools. We are not schools just for the elite or wealthy. **Schools going to tuition must have a financial aid plan in effect before tuition begins.** Another facet of this fear is families who do need financial aid will not apply because they are unwilling to have people know their financial conditions. By using an independent firm to evaluate the financial ability of families to pay, the problem with having a committee serve as judge and jury can be eliminated. Some families, even then, will refuse financial assistance.

Fear 3: *Tuition will affect first source funding to the point that a congregation will actually lose money.* Fear three is also a real possibility. However, those congregations that have included members in the decision making process and educated members to the need have not experienced a decrease in giving. Most congregations initially experience a leveling off in the increase in school families giving. If a congregation normally experiences a 5% yearly increase they may see a 2% or 3% increase instead. Many first fruit givers continue to give their same regular offering and pay tuition, too. Some families who are giving only a couple of hundred dollars a year may reduce their giving if tuition is five to six hundred dollars the first year. Congregations need to analyze their overall giving patterns. Most congregations will find that about 25% of their school families are giving less than $500 a year in their regular offerings. With most schools having a per student cost of over $2000, the school (congregation) is subsidizing over $1500 for a one child family and over $3500 for a family of two children. This point is not to blame our financial struggles on those families. Those families represent a perfect opportunity to reach out with the Great Commission, Matthew 28:19,20. In most cases those families are not "healthy" strong Christians. (Be careful not to judge any family based on the amount they give. Remember the widow's mite.) We have a responsibility given by the Lord to leave the ninety-nine and seek the one. We do not stand in judgement or exclude these families, but we cannot continue to ignore the financial impact. In most congregations about 20% of the people give about 80% in all areas of stewardship: time, talent, and treasure. It should not be surprising then that those families that send their children to our Lutheran schools are not much different than the general population of the congregation. In most churches, however, the families who send their children are among the most financially supportive.

Fear 4: *Tuition will cause people to lose a tax deduction.* Fear four is a legitimate fear. People will lose certain tax advantages because tuition, unlike giving to the general fund, cannot be deducted.

Financial Aid

As the cost of education continues to increase, families are being asked to pay higher fees/tuition for their children to attend a Lutheran school. While some schools have charged tuition to all students for a number of years, the trends indicate that most schools will charge tuition or an education fee of a significant amount to their own members in the future. For those who already charge tuition to members, the trends also indicate that this fee is increasing rapidly. Non-member tuition is often equal to the actual per student cost.

Families who want a Lutheran school education for their children will find the cost of that choice to be a possible barrier in sending their children to a Lutheran school. To help remove that barrier, it is important that congregations establish means to assist these families. A well-planned financial aid program should be in place to assist families with financial needs.

It is vital that a financial aid program be planned and in place prior to implementing a tuition program. Implementing a tuition program without financial aid will discourage some families from considering the Lutheran school for their children.

Some financial aid programs provide for a separate church/school account funded by gifts, an endowment fund, memorials, or a special fund raiser. Funds are then transferred as needed from this account to the operating fund of the congregation/school as income.

Other financial aid programs operate as tuition discount programs. In effect there are no real dollars to fund the financial aid, but a discount of the tuition

is awarded the family. The net effect is that the financial aid becomes a line item expense in the annual budget.

Determining how much financial aid to award a family is an important part of the process. Colleges have used nationally-adopted forms to determine financial need for many years. Similar organizations are available for Lutheran school administrators in helping determine a family's financial need. A fee is normally assessed the family for this service. An advantage of this process is the non-biased equitable review of all forms.

Another way to determine the amount of financial aid is to establish your own financial aid review committee. The congregation appoints a committee representing one member of the board of elders, board of social ministry, and board of stewardship. The family completes the required information forms for the committee to review. The task of the committee is to first identify the needs of the family-spiritual, financial management, or financial need. If the need is determined to be spiritual, the elders are called into action to assist the family. If they need assistance in money management, a financial management expert is called on to assist the family with budgeting. If the family needs financial aid, it is provided. If they need additional help, the board of social ministry steps in to assist. Social ministry will provide assistance either through the congregation assistance fund or through contacts with local social service agencies. The board of education and principal are not involved in the committee work. (See pages 22 & 26 for forms.)

Collection

Several companies will also handle the monthly collection of fees. Your local bank may also provide this service. A small fee is charged to the family for this service. The advantage for the school is that additional staff are not needed to handle fee collections. Fee income will be deposited directly to your congregation/school bank account and complete reports are provided to the school administrator.

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"There are certain areas in the administration of a school that are not the most enjoyable. The collection of tuition is one of them. With the SMART program, the parents send their checks to SMART, not to us. It's amazing how the system encourages parents to place their payment on a higher priority than in the past. Our cash flow has never been this current. Besides, the amount of time saved by my secretary and bookkeeper has already paid great dividends."

—Robert Rogalski, Executive Director, Martin School Association, Phoenix, AZ

Financial Aid Application Form

Applicant:

Name _____ Birthday _____ Home Phone # _____

Address _____

Job Title _____ Employer _____

Work Phone # _____

Spouse:

Name _____ Birthday _____ Member of Trinity? Y or N

Job Title _____ Employer _____

Work Phone # _____

All Others in Home:

	Name	Birthday	Relationship	Attend Trinity School	95-96Grade	Annual Enrollment & Education Fees
1)	_____	_____	_____	Y or N	_____	_____
2)	_____	_____	_____	Y or N	_____	_____
3)	_____	_____	_____	Y or N	_____	_____
4)	_____	_____	_____	Y or N	_____	_____

Total Fees $ _____

Have you paid the Enrollment Fees? Y or N

The following question's asked out of Christian love, will be used to help the committee evaluate a candidate. There are no incorrect answers.

1) My family's weekly church attendance the past year was _____%.

2) My family usually attends the _____ a.m. Sunday worship service.

3) My family's weekly Bible study attendance the past year was _____%.

4) My family's Communion attendance the past year was _____%.

5) My family spends an average of _____ minutes a day reading the Bible.

6) My family spends an average of _____ minutes a day in prayer.

7) My family's Christian service to our Lord and Savior Jesus Christ is accomplished by serving in the following areas at Trinity Lutheran Church and School:

a) _____ b) _____

c) _____ d) _____

8) Attended the "How to Manage Your Money" Bible Class? Y or N Date_____

9) Attended the "Financial Planning" Workshop? Y or N Date_____

10) My family's financial giving to our Lord and Savior Jesus Christ through Trinity for 1994 was

$_____. This represents approximately _____ % of our income.

11) Our family requests the following amount of financial aid. $_____.

Please add any other information below that you feel would be beneficial to the committee in evaluating your application.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please fill out the enclosed Balance and Budget Sheets to the best of your ability. Return them, along with a copy of your 1994 Federal Income Tax Return, with your completed application in a sealed envelope.

We agree that the above information is true to the best of our knowledge. The church has our permission to check any of the above information and to use it to determine assistance.

Applicant's Signature _____ Date _____

Spouse's Signature _____ Date _____

Financial Statement as of _____

Assets

Liquid assets
(cash, savings accounts, checking accounts, etc.)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Total Liquid assets _____

Invested assets
(IRAs, TSAs, 401Ks, investment, real estate, CDs, antiques, etc., presented at fair market value)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Total invested assets _____

Use assets
(residence, autos, personal belongings, etc., presented at fair market value)

_____ _____

_____ _____

_____ _____

_____ _____

Total use assets _____

Total Assets $_____

Liabilities

(Outstanding real estate loans, credit cards, auto loans, personal loans)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Total Liabilities $_____

Net Worth $_____
(Assets less Liabilities)

Total Liabilities and Net Worth $_____

Monthly Income & Expenses

Gross Income Per Month _____

- Salary _____
- Interest _____
- Dividends _____
- Other _____

Less:

1. Tithe _____
2. Tax (Est. - Incl. Fed., State, FICA) _____

Net Spendable Income _____

3. Housing _____
   - Mortgage (rent) _____
   - Insurance _____
   - Taxes _____
   - Electricity _____
   - Gas _____
   - Water _____
   - Sanitation _____
   - Telephone _____
   - Maintenance _____
   - Other _____
4. Food _____
5. Automobile(s) _____
   - Payments _____
   - Gas & Oil _____
   - Insurance _____
   - License/Taxes _____
   - Maint./Repair/Replace _____
6. Insurance _____
   - Life _____
   - Medical _____
   - Other _____
7. Debts _____
   - Credit Card _____
   - Loans & Notes _____
   - Other _____
8. Enter. & Recreation _____
   - Eating Out _____
   - Baby Sitters _____
   - Activities/Trips _____
   - Vacation _____
   - Other _____
9. Clothing _____
10. Savings _____
11. Medical Expenses _____
    - Doctor _____
    - Dentist _____
    - Prescriptions _____
    - Other _____
12. Miscellaneous _____
    - Toiletry, cosmetics _____
    - Beauty, barber _____
    - Laundry, cleaning _____
    - Allowances, lunches _____
    - Subscriptions _____
    - Gifts (incl. Christmas) _____
    - Cash _____
    - Other _____
13. School/Child Care _____
    - Tuition _____
    - Materials _____
    - Transportation _____
    - Day Care _____
14. Investments _____
15. Unallocated Surplus Income _____

Total Expenses _____

Income VS. Expenses

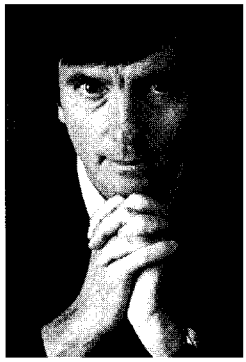
- Net Spendable Income _____
- Less Expenses _____

_____

List of Debts

To Whom Owed	Contact Name Phone No.	Pay Off	Payments Left	Monthly Payments	Date

"We need a good Financial Aid Program... but isn't it a lot of work?"



To set up your own financial aid program, you need to follow these *15* steps:

1 Develop a form which asks all the correct questions necessary to determine family financial need.

2 Develop a set of directions for the form *thoroughly tested* for parental comprehension.

3 Translate form and directions into Spanish, if necessary.

4 Distribute forms and directions to the parents.

5 Ask parents to send you sensitive financial information such as tax forms, W-2s, itemizations of debt, etc., with the form.

6 Help parents with the form when they do not understand the directions. *Keep the phone line open.*

7 Review information on the form. *(Over 80% of all forms have some mistake.)*

8 Check the information on the form against documentation the parents have provided. *Read additional notes and letters for special family circumstances.*

9 Mail (or phone) requests for additional information to parents that made mistakes or skipped important information. *Most parents make mistakes that work against them.*

...Or you can call Tuition Aid Data Services (TADS) 1-800-477-TADS (8237) and follow just *4* steps:

1 Order Parental Applications.

2 Distribute the Applications.

3 Read TADS' Reports.

4 Distribute the financial aid.

TADS does everything else.

10 Enter all the data into the computer; verify it for accuracy. Have the computer check everything, also.

11 Develop a computer program that can weigh income, assets, debt, expenses and life style to produce a number that represents what parents can reasonably contribute to their children's education.

12 Figure out how to distribute limited financial aid to applicants. *You never have enough money.*

13 Generate reports that school staff, boards and parents easily understand.

14 Distribute financial aid.

15 Convince parents that your parental contribution numbers are reasonable.

This is what customers say about TADS:

"TADS offers the clarity, objectivity of a company doing sensitive work."
— Sister Patricia Gehling, SSND, Principal, St. Pius X School

"We like the flexibility of TADS' programs and your willingness to work with us."
— Jenny Freedman, Business Manager, Providence St. Mel

"TADS is easy to administer."
— Henrietta Linenbrink, Principal, St. Bernadette School

"TADS removes staff and volunteers from the front line."
— Paul Dean, Parish Administrator, Our Lady of Fatima School

A Financial Aid Program: Every private school needs one. TADS makes it easy!
Call 1-800-477-TADS (8237)

TADS is used by over 650 private schools nationwide.
Serving private schools for over 23 years.

TADS
TUITION AID DATA SERVICES

740 Mississippi River Blvd, Suite 20B
Saint Paul, MN 55116
Phone: 612/699-9700
Fax: 612/699-9675

Grant Writing as a Source of Funding

Grant writing is a vital source of funding for special projects. It should be noted that grants do not reduce operating expenses but allow for program expansion. Grants sometimes will initiate programs that must be assimilated into budgets in following years.

A grant is money or gifts in kind that are given in return for action promised. A grantor agrees to give a specified amount only on the condition that the school uses it for a designated purpose.

Locating the right foundation or corporation to fund the right project for a Lutheran elementary school can be very time consuming. It also can be very frustrating because the average foundation turns down 9 out of 10 submitted proposals.

Foundations have not supported primary and secondary education to the degree that they have supported higher education.

However, more and more foundations, corporations and local businesses are recognizing the value of education at the lower levels. The granting possibilities will be increasing in future years and schools are encouraged to investigate grant solicitation.

Foundations

A foundation is a nonprofit organization created for the purpose of establishing or maintaining charitable, educational, religious, social, and other activities for the common good. Because foundations enjoy special tax privileges, they are required to donate at least five percent of the market value of their assets to charitable causes.

Though names and descriptions vary, a brief summary of the most commonly known foundations are:

Types of Foundations

1. National Foundations - These are the ones you hear about the most and give the most money; Ford Foundation, Rockefeller, etc. Unless circumstances are very unusual, these are unlikely to fund Lutheran Schools or any other non-public school.

2. Community Foundations - Funded by gifts and bequests from many sources who want their contributions to benefit a particular city or region in that city. Gifts may be restricted to a specific agency or field of service. Projects and programs appropriate for community foundation funding include neighborhood improvement facilities and programs, youth athletic programs, summer programs, day care and early childhood programs.

3. Corporate Foundations - Not all corporations have company foundations to channel their charitable giving. There is a better chance for funding in communities and regions in which the parent corporation or a subsidiary has an office, store, manufacturing plant, distribution center or other facility. (The Lutheran school has the best shot at receiving the grant through this type of foundation. This is especially true for a local small business or a larger corporation having an office in the neighboring community.)

4. Independent/Family Foundation - These are usually funded or endowed by a single source, such as an individual or family. They sometimes limit support to special purposes, such as founder's designated cause or charity. They can be national or local in terms of geographic area. Many are small. If such foundations having a "Protestant" or "Lutheran" interest can be identified, they have potential.

One of the major differences between foundation and corporate giving is that while foundation dollars are created to be given away, corporate dollars seek more return. Corporations and businesses need to know how a gift will benefit the corporation or business.

Successful Corporate Fund Raising

1. Identify your targets among both large corporations and small businesses and find common interests.
2. Research corporate giving policies—what issues interest them, the size of the typical gift, their proposal submission requirements, and the name of the appropriate contact person.
3. Call, write, and/or arrange visits. Do you have

any door openers through your board or persons otherwise involved in your school? Do staff, volunteers, or their family members have any good contacts?

4. Meet with the company executive. The best person to attend the meeting is the volunteer who knows the corporate executive. Either brief the volunteer very well or go along. Dress to match the companies work place attire. Be on time.

5. Be brief and come to the point early. Take a one- or two-age summary of your project, an organization brochure, and your business card. Be enthusiastic, with clear hard facts to prove your case. Sell your school and the need. If you don't know any answer, admit it. Accentuate the positive, stressing what the project will accomplish.

6. Submit letters or formal proposals according to their guidelines. Cover each of their suggestions point by point, so that there can be no doubt of your responsiveness. Monitor progress by calling them once a month or every eight weeks.

7. Acknowledge contributions when they are received. If your proposal is rejected, call to find if it can be considered in the upcoming year.

8. Send regular, quarterly, progress reports, newsletters, and annual reports. Be sure they do not receive any mass fund raising appeals from your office.

9. Invite corporate contributors to visit, attend an open house or reception, or other special event when possible. Make sure and acknowledge their presence. They want publicity.

Steps in the Grant Writing Process

1. Identify a variety of foundations and corporations who could possibly be a potential grantor.
- ▼ find out what they will support
- ▼ what are their geographic limitations
- ▼ what types of institutions will they fund
- ▼ what are the sizes of the grants or the range of gifts-in-kind they will support

2. Gather as much information as possible about them.
- ▼ study and learn as much as possible about them
- ▼ get a copy of their annual report
- ▼ are there similar schools or programs like yours whom they have already supported?
- ▼ has the school had any past relationship with the foundation or its interests?

3. Is there a personal relationship with the funder?
- ▼ are there any alumni, school parents, church members who are current or past employees of the company or are serving on their board of trustees?

4. Contact the foundation office for a grant application
- ▼ follow its guidelines
- ▼ look strong not weak
- ▼ make sure your proposal matches their interests and requirements
- ▼ make sure your figures are accurate
- ▼ tell them what they want and need to know, not what you think they want to know

5. If not granted, ask how your grant proposal could have been improved.

6. If granted, use it how and when proposal indicates.

7. Report back to grantor and give an update on progress.

8. Show appreciation
- ▼ invite officials to the school
- ▼ have children send thank you notes and other types of thanks

Rating Scale

Rating	Low	High
Volunteer Involvement	X	
Projected Immediate Income	X	
Planning Time		X
Expense	X	
Growth Potential	X	
Early Childhood Involvement	X	

Planned Giving

Planned Giving Definitions:

Outright Gift - cash, securities, real estate, personal property, etc. the title of which is, legally transferred to a qualified nonprofit organization. In most cases an income tax deduction is allowed for the full fair market value and capital gains taxes are avoided, reducing the cost of the gift to the donor.

Deferred Gift - Any gift which is not considered an outright gift is a deferred gift. The donor usually receives an income tax deduction and life time income.

Bequest - One of the most common planned gifts. A gift made through a will and giving to the named beneficiaries after the death of the donor. Securities - Stocks and bonds donated outright in favor of reduced taxes.

Introduction:

Planned giving is the making of charitable gifts though wills, trusts, gift annuities, life insurance, securities, and real estate. Though sometimes called deferred giving, not all planned gifts are deferred.

The key to a successful planned giving program is the complete integrating of planned giving into an overall development program. It shouldn't be separate or an end in itself. A solid planned giving program is most effective when connected with the annual fund, endowment program or a memorial fund.

Why should the school begin a planned giving program?

1. To assist the school in providing for a greater secured financial future.

2. To encourage donors to support the school ministry through good Christian stewardship.

3. To inspire donors to make larger gifts to the school.

4. To look more professional and thus more deserving of more serious gifts.

What are the basic principles of a planned giving program?

1. The planned giving program is a service that enhances the Christian stewardship of congregation members and persons connected with the school.

2. The school supplies information on how the school ministry will be enhanced by planned gifts.

3. The school provides a qualified resource person to assist the prospective donors in planning their gift.

4. The assets of the planned giving program are used as intended by the donor for the support of the school ministry.

What is needed to plan an effective planned giving program?

1. A clear purpose.

2. The use of legal council when appropriate.

3. The establishment of a committee whose goals and responsibilities are clear.

4. The formation of a budget.

5. The committee receives information and education to further its own understanding.

6. The organization of a marketing strategy.

7. The use of wills clinics and other planned giving seminars.

8. The investment of assets according to good professional guidelines and proper stewardship principles.

9. The encouragement of committee members to make personal contacts with potential donors.

10. The giving of recognition.

11. The understanding of being patient and repeating the cycle often.

How do you promote a planned giving program?

1. Through direct mail - A general mailing is sent to the entire data base appraising it of the program and how the individual and the ministry will benefit.

2. Through personalized mailings - Special letters are sent to targeted individuals who may be interested. Or, to individuals who have attended a wills clinic or other special gathering.

3. Through newsletters - Special articles are written for the church and school regular newsletters explaining the program. Also, an annual mailing produced by the planned giving committee to highlight the entire program.

4. Through special events - The use of a banquet, golf tournament, auction or other event creates special publicity for planned gifts.

Closing advice:

Understanding the basic concepts of various planned giving vehicles is important for someone to know at the school or on the committee. But, it's okay if the school administrator doesn't understand all the details and legal ramifications as long as he/she knows his/her limits and relies on experts to make presentations and closing agreements. Remember, "Where there is a will, there is a payday."

Rating Scale

Rating	Low	High
Volunteer Involvement	X	
Projected Immediate Income	X	
Planning Time		X
Expense	X	
Growth Potential		X
Early Childhood Involvement	X	

Endowment

We endow our **valuables** through insurance;
isn't it time
we endowed our **Christian education values**
now and forever?

Endowments are living testimonials that what we have on earth is on loan for us to provide for others as others have provided for us.

An endowment fund is a special reserve set aside to take care of emergencies and/or provide for the continuation of certain projects. It's like a personal savings or pension plan designed to build a principal sum large enough so that, some day, you can live off the interest earned. For a school, the endowment can help the school's programs to continue even in bad economic times, or, it can assure the success of a future project.

Kinds of Endowment:

1. Unrestricted: The provision of resources without restraints of any kind. The income from such funds can be applied to any project, program, budgeted items or returned to the corpus for additional future impact.

2. Restricted: Strict guidelines are set to govern the income for specific and exact purposes as specified by the donor: eg., faculty salaries, financial aid, or even more specifically, faculty salary for a music teacher or financial aid for a minority student who lives with a single parent.

Note: In setting up such a gift arrangement, be certain that the donor signs a written provision which states: "Should the provisions for use of the income from this endowment cease to exist, the Board of Trustees is authorized to use such income nearest to the intent of such provisions."

3. Preferred Use: The donor states the preferred use for which the funds may be allocated, but cites that income from his/her endowment can be used elsewhere if the board has greater need for the income elsewhere.

Uses of Endowment:

1. True Endowment: The principal is never used for purposes other than to earn interest, which, in turn, goes into the program.

2. Term Endowment: The fund may be spent after a stated period of time or a particular event. eg., endowment of a computer lab until such time as the program can be completely purchased with full modern equipment and a vast library of software.

3. Quasi Endowment: This type of endowment may be established by your board to allow for invasion of or use of certain principal amounts for specific purposes based upon guidelines established by your board at the time your endowment is begun. Donors to a quasi endowment need to be made aware of the endowment guidelines prior to gifts being accepted.

4. The Forward Fund: Serves as a quasi-endowment fund. A donor provides a current fund total goal projected over five or more years. All current interest income is reapplied to the corpus of the fund, but the corpus can be drawn down when needed as a reserve to balance the budget. This type of fund can eliminate short-term bank loans.

5. Named Endowment Fund: The board policy will cover the basic minimum amount acceptable to establish a donor memorial or tribute named fund: eg., The Robert Whitey Endowment for Financial Aid. (A suggested $5,000 minimum be established before the fund is named after a person.) A school endowment fund can have several named endowments as part of the overall endowment fund.

The Basic Ingredients for an Endowment Program are:

1. Decide the Kind of Endowment Needed
2. Decide How the Endowment Will be Used
3. Decide Who Will Govern the Program
4. Decide Policies on What Gifts Will be Accepted

5. Decide How the Assets Will be Invested
6. Decide When and What Type of Reports Will be Rendered
7. Decide How Donors Will be Recognized and Appreciated

The Endowment Committee Responsibilities:

1. Organization
2. Education
3. Marketing
4. Investing
5. Setting Policies
6. Recognition
7. Reporting

Rating Scale

Rating	Low	High
Volunteer Involvement	X	
Projected Immediate Income	X	
Planning Time		X
Expense	X	
Growth Potential		X
Early Childhood Involvement	X	

Capital Campaign

A capital campaign is an organized fundraising effort to secure extraordinary gifts and pledges for a specific purpose or purposes during a defined period of time, usually, a 3 or 5 year period.

Many term this effort as a "brick and mortar" program because a capital campaign is often used to raise funds for constructing a building. However, schools have other major needs which require a major effort. Other possibilities include:

1. Repair or renovation of current facilities
2. Purchase of major educational needs: new science labs, centralized library, major program equipment, computers, office upgrading, music department needs, etc
3. Student scholarship funds
4. Endowment fund

Rating Scale

Rating	Low	High
Volunteer Involvement		X
Projected Immediate Income		X
Planning Time		X
Expense	X	
Growth Potential		X
Early Childhood Involvement		X

Important Elements of a Successful Campaign

The following items are extremely important and will determine the success or failure of a campaign:

1. Acceptance of ministry by the congregation/ community
2. Image of the institution
3. Strong case statement
4. Influence and interest of leaders
5. Attainable goal
6. Timing of the campaign
7. Professional involvement
8. Uniform acceptance of goal
9. One major gift of 10 to 15% of the goal
10. 10-15 top givers equals 1/3 of goal
11. Volunteers
12. Chair of the campaign

Memorials

The honoring of a friend or a loved one with a memorial (deceased) or tribute (living) contribution can be a great source of income. It also has a way of multiplying as others are inspired to make similar gifts. This provides unexpected resources and increases community visibility for the school.

It also will build a list of potential givers. Naming a fund after themselves or another person is one way many donors instruct schools to establish a memorial fund.

Besides receiving cash, the school could be a beneficiary in a will, insurance policy, gift annuity or trust.

Gifts may be designated for the following reasons:

- A gift of thanksgiving for a person, family or group
- A special gift for a living person or persons
- A memorial in honor of a deceased person or persons

The basic materials needed for a memorial giving program are:

- **Brochure -** this explains the program and must include a wallet flap gift envelope.

- **Donor Acknowledgment Card/Letter -** smaller gift donors should receive a thank you card with a receipt; larger gift donors should receive a personal letter with a receipt.

- **Notification/Sympathy Card -** simple, but meaningful message to the next of kin indicating that a specific donor has made a gift.

Almost all congregations have some type of memorials program. However, the school should be a partner in this program especially when so many of the students are non-members.

Rating Scale

Rating	Low	High
Volunteer Involvement	X	
Projected Immediate Income	X	
Planning Time	X	
Expense	X	
Growth Potential		X
Early Childhood Involvement	X	

The Do's and Don't's of Funding

The Do's and Don't's of Funding The Lutheran School According to the % of Member Students in Attendance

Role Of Congregation

+50% are member students

1. Don't put-off exploring more diverse funding while the congregation is strong.

2. Do a demographic study of the community to determine future issues which will impact the school.

3. Do implement a planned giving program.

4. Don't wait for a megagift to begin an endowment fund. Do it now.

5. Do realize the potential shift to a larger percent of non-member students attending the school and how that will affect the funding base.

6. Do frequently remind the congregation, verbally and in print, what the cost is to educate a child.

7. Do consider employing a staff person to assist the congregation/school in financial development.

8. Do expect member families to be active in the congregation stewardship program.

9. Do be aware of members who expect the entitlement of no or low tuition because of their church membership.

10. Don't totally rely upon congregational financial support. Begin the process of locating a more diverse funding base.

11. Do understand that school funding is changing and will continue to change.

Role Of Congregation

-50%

1. Do understand that other sources of revenue are needed beyond the historic and traditional ones.

2. Do offer and encourage more student sponsorships to non-member families. This is possible through the budget and or from individuals.

3. Do examine uses of the school facility, for payment, beyond the normal school day or school year.

4. Don't assume your present educational program is serving the greater needs of the community. Research extension of your current program.

5. Do remind school families how the congregation has and is financially supportive of the school.

6. Do allow the school to ask the members for special gifts to support the school.

7. Do seriously view the school as an outreach ministry.

8. Do encourage non-member families to become involved in the life and stewardship of the congregation.

Role Of Pastor

+50%

1. Do understand that declining member enrollment will eventually come to pass if it hasn't already.

2. Do begin preparing for a shift in the funding base of the school.

3. Do investigate how other schools are funded.

4. Do encourage and support a planned giving program.

5. Do actively initiate an endowment fund.

6. Do solicit endowment fund gifts.

7. Don't neglect informing the principal and staff of the overall church planning regarding finances.

8. Do understand the teacher/principal salaries are low and sometimes radical changes are necessary to correct the situation.

9. Do educate the school staff that funding is necessary for other congregational ministries beyond the school.

10. Do encourage the principal and staff to support other funded ministries of the church.

11. Do invite wills awareness seminars to be held in the church or with individual members.

Role Of Pastor

-50%

1. Do become more visible at school functions and parent gatherings.

2. Do be available to offer special prayers and devotions at school functions.

3. Don't forget to visit non-family members.

4. Do become familiar with financial development philosophy and strategies.

5. Do become involved with identifying and asking potential donors for annual gifts.

6. Do be more open with financial involvement with area businesses and corporations.

7. Do encourage and support the principal in receiving financial development training.

8. Do encourage the organization of a development team.

9. Don't uphold the historic traditional funding of the church/school when it prohibits the school from becoming stronger financially.

10. Don't inhibit outside assistance in locating other financial solutions.

11. Do assist the school by exploring other areas of financial income.

Role Of Principal

+50%

1. Don't assume the funding base will always be the same.

2. Do begin a data base listing the names and addresses of the "friends" of the school.

3. Do begin identifying other sources of income besides the congregation.

4. Do begin gathering names of alumni.

5. Do hold a grandparent day.

6. Do gather the names of alumni and grandparents for special gifts.

7. Do encourage the beginning of an endowment fund.

8. Do include the school families in a planned giving seminar.

9. Do begin a mailed newsletter to all school supporters and members of the church.

10. Don't sit in the office and assume the school will always have a strong financial base.

Role Of Principal

-50%

1. Do accept changes in the funding patterns of the school.

2. Do locate other successfully funded non-public schools.

3. Do begin an annual fund.

4. Do ask for annual gifts from alumni, grandparents, school families and church members.

5. Do understand that other church ministries may impact the school budget.

6. Do purchase a software funding packet.

7. Do seek more local business partnerships.

8. Do explore a matching gift program with areas businesses and other matching gift opportunities.

9. Do research grant opportunities.

10. Don't spend too much time in the selling of fund-raising products.

11. Do be more visible and available in the congregation.

12. Do establish a budget for professional growth in development.

13. Don't become critical of the congregation's funding procedures without thoroughly understanding it.

Role Of School Board

+50%

1. Do understand the financial role of the board in the funding of the school.

2. Do begin an endowment fund in conjunction with the church, or separately.

3. Do form a financial development team to explore the present and future financial security of the school.

4. Do empower the principal to become better trained in financial development.

5. Do advocate planned and deferred giving programs.

6. Do become more proactive in securing other sources of financial income.

7. Do become informed of the salaries which the local public school is offering.

8. Do consider hiring a development/funding staff member.

9. Do give a qualified parent special tuition rates to assist with the funding program.

10. Don't be afraid of increasing tuition as you understand the average cost of educating a child at the school.

11. Do write a case statement explaining the plan to increase financial income.

Role Of School Board

-50%

1. Do write specific guidelines for parent organizations for their fund-raising activities.

2. Do restrict the fund raisers to activities that afford satisfaction and dignity to those who engage in it.

3. Do remind the members, in writing, the significant responsibility they have in maintaining the financial integrity of the school.

4. Do employ the principle of charging tuition according to the average cost of educating a child.

5. Do communicate to other non-public schools, asking about their school funding experience.

6. Do encourage the school staff to maintain its visibility and availability in the church and community.

7. Do require the principal to become more informed on school financial development programs.

8. Do create a budget line item for financial development conferences, newsletters and other materials.

9. Do implement a program where members of the congregation are invited to tour the school while in session.

10. Do give the principal more office time to manage the financial affairs of the school.

Funding the Association School

Introduction

The association school is comprised of more than one supporting congregation and possibly located on more than one campus. It's a ministry unto itself because there has been very little training on the different set of issues needed to manage the school. The most complex element is funding the school through an association of churches.

The Do's and Don't's of Funding

1. Do understand that non-host supporting churches need special cultivation to become and remain a strong supporting partner.

2. Do become very visible in congregational meetings and on special occasions

3. Don't show impartiality or favoritism to any one association congregation, besides the hosting church.

4. Do foster ownership of all congregations.

5. Do regularly communicate to all church members through church newsletters.

6. Do foster an ambassador program, school parents, who foster school spirit in the meetings and events of each congregation.

7. Do plan how the staff is visible and available to the congregations.

8. Do have the principal join a major supporting congregation.

9. Do become familiar with the funding formulas and financial planning used by Lutheran high school associations.

10. Do write school board job descriptions which includes their own financial giving to the school.

11. Do begin a newsletter which is mailed to all congregation members and other "friends" of the school.

12. Do create a "traveling" choir to regularly visit the congregational worship services.

13. Don't rely heavily on congregational support. Plan for a diversified funding base.

14. Do enlarge the number who serve on the school board where several members represent each church.

15. Do allow membership on the board which includes representation from the parents organization and others from the school community.

16. Do organize a development team to assist in locating other sources of income beyond the traditional fund raisers.

17. Do limit the number of fundraisers according to the income it produces commensurate with the involvement of time and effort by the worker.

18. Do implement a strong third source income program.

19. Do charge tuition as close as possible to the cost of educating a child.

20. Do implement an Annual Fund.

21. Do begin an alumni program.

22. Do become trained in marketing the school.

23. Do establish an endowment fund which is separately incorporated from the congregation.

24. Do encourage the principal to receive special financial development training by going to conferences and researching development funding techniques and strategies.

Sample Funding Policy

Funding the Christian Day School:

The Christian Day School has been a part of the ministry of Trinity Lutheran Church since 1885. Its purpose is to assist families who want a uniquely Christ centered education for their children. As an agency of the congregation, the philosophy of funding for the school should flow out of and be consistent with the philosophy and policies for funding which guide the entire congregation.

Several sources of funding for the Christian Day School are important.

1. Congregational Support. Lutheran schools traditionally rely heavily on the tithes and offerings of the congregation for funds. Such support expresses the commitment of the congregation to assist parents and sponsors in the Christian education of their children. It may, when unchurched families are included, express the congregation's commitment to carry the message of the gospel to families in its community. The financial support of the congregation is consistent with the congregation's commitment to nurture and educate children for life in time and in eternity.

At Trinity we regard the Christian Day School as a ministry of the entire congregation. To maintain the long term health and vitality of both the school and the congregation which supports it, care must be exercised to insure that the portion of congregational resources required to maintain a quality school does not jeopardize or curtail other important ministries of the congregation.

The portion of funding allocated from the general treasury of the congregation to the Christian Day School should be high enough to express congregational ownership and low enough to allow for an overall balanced ministry. That portion may vary at different times in the life of the congregation.

2. Tuition and Fees. Tuition has been regarded as a secondary source of support for Trinity's Christian Day School. Historically, 25% to 30% of the children attending Trinity's Day School have been non-members whose parents were charged a tuition which is less than the average cost of educating a child. Since Trinity's members have not been charged tuition, tuition students have provided an important portion of funding that has helped support the school.

In recent years all school families have been assessed a programmatic fee to help defray educational expenses. Full tuition has been charged both member and non-member families for pre-school programs. Concern for providing a quality educational program in the elementary school dictates that partial tuition for members should be given serious consideration.

The Church and School Funding Committee and the Ministry of Christian Learning and Development recommend that member tuition should be initiated for the next school year and that non-member tuition be raised to more nearly meet the cost of educating those students. The tuition rates will include the $350 programmatic fee being charged each child in the previous school year.

The proposed rates are as follows:

Member Tuition

Year	Number of Children		
	1	2	3
1	$500	$900	$1200
2	650	1200	1650
3	800	1500	2100
4	950	1800	2550

Non-Member Tuition

Year	Number of Children		
	1	2	3
1	$2050	$3600	$4950
2	2150	3800	5250
3	2250	4000	5550
4	2300	4100	5700

Tuition fees will be projected four years in advance and may be adjusted in two year increments.

Member tuition rates shall apply to those students who have at least one parent or legal guardian who is an active communicant member of Trinity Lutheran Church as defined by Article 1 of the By-Laws of Trinity Evangelical Lutheran Church and who has signed a declaration of intent to support the Christian education of their child(ren) as required by the Ministry of Christian Learning and Development.

3. Third Source Funding. Efforts to maintain a quality Christian school can be greatly enhanced by expanding fund raising and special gift income. Congregations are finding it increasingly difficult to maintain or advance their schools on the basis of congregational funds and student tuition alone. In years past Trinity's Christian Day School has sponsored special fund raising efforts such as candy sales, walk-a-thons and the like to provide for school improvements and equipment over and above those included in the congregational budget.

Greater attention to solicitations for third source funds will become increasingly important to maintain quality educational programs in the school. Annual alumni/ae appeals, grants, matching funds, bequests, and the like can be valuable sources of funds for school improvement projects.

4. Fourth Source Funding. A sincere effort must be made to eliminate fourth source funding (inadequate compensation for professional staff) as an option. The goal should be to bring teacher's compensation into compliance with the District guidelines within 5 years or match the compensation received by their counterparts in our local school district within five years.

Recognizing the financial sacrifice already being made, full time called members of Trinity's staff who enroll children in the school will not be charged member tuition. This policy may be reconsidered when compensation is at a level equal to that of the local school district scale.

The Student Assistance Fund

Trinity Lutheran Church has established a Student Assistance Fund to meet the needs of a growing number of families who want their children to attend Trinity school but cannot meet financial responsibilities. A portion of the monies received is used directly for student aid and a portion is placed in an endowment to provide funds for the future.

Each year a portion of funds received and the interest earned by the Student Aid Endowment is made available to families with demonstrated need. Student Assistance Funds will be applied primarily toward tuition costs. A portion of the fund's proceeds may be made available each year to be applied at the principal's discretion for field trips or class trips in cases of need. Applications for tuition support through the Student Assistance Fund are available in the school office. All applications will be processed by an outside agency which will recommend a level of support appropriate for each applicant. That recommendation will serve as a guideline for an internal committee of the Board of Christian Learning and Development to determine the actual amount of assistance assigned. Major gifts will need to be solicited from the congregation, alumnae and friend of the school to bring the Student Assistance Fund to an adequate level. It is recommended that an appeal for support of the Student Assistance Fund take place every year.

Additional Resources

Martin F. Wessler, **Funding Lutheran Schools: How Lutheran Schools Are Funded** (St. Louis: Concordia Publishing House, ©1993): 17

LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Marketing

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Foreword

Leaders in Lutheran education use many resources to assist them in their ministry. These have included the Planning for Lutheran Elementary Schools Series and Operations Manual. This booklet is part of the Lutheran Schools Administrators Handbook and was designed to replace those resources.

The manual is designed to assist Lutheran school leaders with a variety of needs:

- Starting a new school
- Planning
- Problem solving
- Board inservice
- Staff inservice
- Preparing for National Lutheran School Accreditation
- Administrative training

While written for Lutheran elementary school administrators, other leaders in Lutheran education will find the booklet helpful. The entire series provides a beginning guide for new administrators or those preparing for an administrative role in a Lutheran school.

The following served on the consultation team to develop the plans for this handbook: Bill Cochran, Eastern District; Ruth Colross, Glen Burnie, Maryland; Dr. Jon Laabs, Concordia, Ann Arbor; Dr. Carl Moser, LCMS; Rodney Rathmann, CPH; Bob Rogalski, Phoenix, Arizona; Pete Woodward, Lakewood, Colorado; Bob Ziegler, Peoria, Illinois; and Dr. R. Allan Zimmer, Concordia, River Forest. We thank and praise God for their leadership and vision.

We are grateful for a partnership with the Lutheran Education Administrator Department (LEAD), a department of the Lutheran Education Association (LEA). LEAD provided additional funding for the production of this resource through a grant from Aid Association for Lutherans (AAL). Without the financial assistance of AAL and the partnership with LEAD, this project could not have been completed.

Special thanks to Veronica Brown and Jan Kassing for the many hours in arranging for the production of this publication.

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Marketing

"Marketing is a planned process for building, strengthening, and expanding support for a Lutheran school." LCMS Marketing Consultation, 1991.

Why?

Matthew 28: 18-20 "Then Jesus came to them and said, 'All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.'"

If your Lutheran school is to be in mission, people must know about your ministry so that, when school choices are made, your Lutheran school is an option.

Traditionally, the focus of Lutheran schools marketing has been on service, rather than profit or growth. However, these latter two are also possible as you serve families in your community.

Some potential benefits of marketing are:

- Marketing can create a positive image.
- Marketing can increase the likelihood for success.
- Marketing can create an awareness of your ministry.
- Marketing can increase numerical growth.
- Marketing can attract resources to your school.
- Marketing can increase the likelihood of fulfilling your schools's mission.
- Marketing can present your mission to the community.
- Marketing can strengthen the commitment of your families, friends, and congregation to your mission.

Marketing includes:

1. Clarifying the school's mission and developing programs for accomplishing the mission.
2. Analyzing the school's publics and their needs.
3. Developing strategies to communicate the school's mission to its publics.
4. Developing and delivering appropriate programs, products, and services based on information from the school's publics.

How?

Every other section in this Administrator's Manual can be viewed as a component of marketing. Each task, skill, or procedure is a marketing opportunity for the administrator. Each day provides numerous opportunities for you, the administrator, to market yourself and your school ministry.

Your markets are the individuals and groups with whom you interact or wish to interact. Your staff must also identify their specific markets. Christian education does not occur in a vacuum - it is accomplished with and for people. They will be influenced either positively or negatively by all that you say and do.

Marketing will be successful only if you have effective, quality programs of Christian education. It will not make up for poor quality! A positive reputation will attract and keep families, while a negative reputation will repel them. People want to be associated with a winner.

Marketing in this manual includes:

- Mission Statement
- Demographics
- Recruitment and Admissions
- Advertising
- Orientation
- Communications
- Retention vs. Attrition
- A Sample Marketing Plan
- Resources

Mission Statement

Why?

A mission statement describes the reason for your school to exist. It communicates what your school is actually doing and emphasizing. The statement is congruent with your school's values, beliefs, and culture.

A mission statement answers 3 questions.

- ▼ What? (What your mission is.)
- ▼ Who? (For whom this mission is performed.)
- ▼ How? (How the mission is executed.)

A Mission Statement is...

- ▼ an indication of the scope of your mission.
- ▼ an indication of the direction of your mission.
- ▼ a brief statement describing the specific goal of your ministry.
- ▼ developed locally.
- ▼ a focal point for both long-range plans and your daily ministry.
- ▼ a focal point against which all ideas and activities can be judged for merit.
- ▼ an accurate reflection of your ability to perform.
- ▼ congruent with the mission statement of your congregation(s).
- ▼ put in writing.
- ▼ displayed prominently in your facility.
- ▼ communicated often to your constituent groups.
- ▼ a symbol of your school's credibility.
- ▼ a beginning step in your marketing.
- ▼ reviewed annually and revised as necessary.

A Mission Statement is not...

- ▼ developed by outsiders.
- ▼ a lengthy philosophy or statement of beliefs.
- ▼ engraved in stone for eternity.
- ▼ developed and forgotten.

How?

The following eleven steps are a suggested process for development of a mission statement.

1. Decide to develop a mission statement.
2. Select mission statement committee representatives from your various constituent groups and authorize them to develop your mission statement.
3. Select a facilitator for the committee whose responsibilities are to help the committee stay on task and assist in clarification of the committee's ideas.
4. At the first committee meeting, divide your committee into smaller groups with each group writing (on paper large enough to be displayed for reference) a mission statement for your school.
5. Each group shares its mission statement with the committee.
6. The committee develops one proposed mission statement (suggested length of 25 words or less).
7. Schedule a second meeting for the final preparation of the proposed mission statement. Before this second meeting, committee members share the proposed mission statement with their respective constituent groups to gather feedback.
8. At the second meeting, the feedback is shared and a final draft of the proposed mission statement is developed for adoption by your governing body(bodies). As the final draft is prepared, refer to the preceding section on a mission statement (A Mission Statement is...; A Mission Statement is not...).
9. Following its adoption, your mission statement is displayed prominently, professionally, and attractively throughout your facilities. Communicate the mission statement effectively, consistently, and frequently to your constituent groups.
10. Thank the committee members for their work - public recognition is important.
11. Review your mission statement annually and revise as appropriate

Samples

Listed below are examples of mission statements from business and educational/religious organizations.

Business:

"We create happiness by providing the finest in family entertainment."

—The Walt Disney Company—

"K-Mart will be a symbol to Americans - the place which helps them attain the Quality of Life guaranteed in the American Dream - sooner, better, and more conveniently than anyone else."

—K-Mart Inc.—

"To consistently demonstrate to America that Pizza Hut is the best choice for every pizza occasion."

—Pizza Hut—

"Provide Value and Service to The Customer."

—Sears—

Educational/Religious:

"The purpose of Trinity Lutheran School is to glorify God by sharing the Good News of salvation through His Son, Jesus Christ, and by 'making disciples' of children and adults through Christian training and nurturing."

—Trinity Lutheran School—
Delray Beach, FL

"Snively Elementary School believes that the education of children is our reason for being. We expect each child to learn all skills needed for promotion to the next grade."

—Snively Elementary School—
Winter Haven, FL

"Concordia offers Christian education at the collegiate level as its way of sharing the Gospel of Jesus Christ, aiding students to develop a sense of vocation and preparing them for leadership in a variety of fields and endeavors."

—Concordia University—
River Forest, IL

"Lutheran High School South exists to help young people lead active Christian lives, to excel academically, to be socially acclimated and to be physically fit."

—Lutheran High School South—
St. Louis, MO

"The mission of Lutheran School is to share the Christian faith by assisting parents in providing opportunities for spiritual, intellectual, physical, emotional, and social growth in a Christ-centered environment."

—Lutheran School—
Chattanooga, TN

NOTE THE SIMILARITIES AND DIFFERENCES OF THE PRECEDING MISSION STATEMENTS. EACH ONE COMMUNICATES ITS UNIQUE MISSION.

Demographics

Why?

Demographic information provides statistical data on both your present school population and those whom you intend to serve in the future. This information is essential in the development of an effective marketing plan as you target your prospective families (markets). The more specific the information, the more effective you will be in targeting and marketing.

Some of the questions which can be answered through the use of demographic information are listed below? You can add to this list for your specific ministry.

Your Present School Family:

- Where do they live?
- What are the ages of our parents?
- What are the educational levels of our parents?
- What are the occupations of our parents?
- What are the income ranges of our parents?
- Which religious denominations do we serve?
- Which other characteristics are significant for us?

Your Prospective School Families:

- Where do/will families live whom we might serve?
- Is our location convenient for them?
- Should we look at transportation concerns?
- Can they afford our tuition?
- What are the ages and numbers of children and parents?
- Should we expand the range (up or down) of children whom we serve?
- What are the demographic projections for the next 5-10 years?
- Should we consider some adult education program(s)?
- Should we access seniors for cross-generational ministry?

How?

Securing demographic information is not complicated or expensive, but it does involve organization and time. Gathering information on your present families can be done by using survey forms which you develop. (Sample questions are provided in this section on demographics.) Demographic information on your community may be available through some of the sources listed below.

- Colleges
- County & city planners
- Realtors
- Print media
- Radio & television stations
- Census information
- Libraries
- Utility hookup lists
- Other local schools (public & private)
- Hospital planners
- Shopping mall planners

The Lutheran Church Extension Fund (LCEF) is able to supply demographic information to churches and schools of the Lutheran Church-Missouri Synod. Schools or congregations can obtain this information through district offices. If your district office is unable to provide a report, contact the Demographic Services division of LCEF. The telephone number is 1-800-THE-LCEF, ext. 1804.

Reports available at a very reasonable cost contain information from the last national census, the previous year's statistics, and a five-year projection.

Reports can be generated by census tract, zip code, city, county, and state, providing information from one, three, and five mile distances from your school.

The LCEF report will contain information about 50 defined population segments. Each segment is defined according to age, education, occupation, and other descriptive factors. These descriptors will help determine which markets are appropriate to target.

Your school may elect to have the report include a profile on a specific attendance area with exact streets or roads establishing the boundaries of zip code areas, census tracts, or other definable areas.

These reports supply the following information:

- Population
- Number of households
- Population by race
- Household income
- Average and median income
- Population by sex
- Population by age at 5-year intervals

Identical information can be provided from previous census reports and current projections. This will allow you to view population trends over the past several decades.

The type and characteristics of a report are nearly limitless. It is important to know which specific information you need. This will allow the person preparing the report to ask questions about your community and make suggestions concerning information that may be needed.

(Note: Some sources can provide you with "daytime population demographics" data. This will permit you to consider parents' transportation routes to and from work. You can compare this data to your location in terms of commuting convenience.)

In-House Demographics

Securing demographic information on your present school families can be accomplished by school staff or the school board. It is inexpensive and the benefits outweigh your time and effort.

- ▼ You can plot your present population information on a map or develop a chart listing households by neighborhoods, zip codes, or communities.
- ▼ Your annual statistics form, National Lutheran School Accreditation data, and student records can provide accurate statistical information. (e.g. race, ages, grade levels, marital status, religious denomination, gender)
- ▼ You can develop one or more surveys to answer these or other questions.
- ▼ What are our parents' ages?
- ▼ What are our parents' education levels?
- ▼ What are our families' income levels?
- ▼ What influences their decisions to enroll & remain?
- ▼ What goals do they have for their children?
- ▼ Which receiving schools will they attend next?

Recruitment and Admissions

Why?

The flow and overlap of marketing components often make it difficult to neatly separate or compartmentalize them. Such is the case with recruitment and admissions.

Both recruitment and admissions programs are dependent upon your mission statement. The mission statement is to include a reference to whom you intend to serve (target markets) through your school ministry. Your recruitment and admissions procedures are directed toward your target markets.

Recruitment may be viewed as a rather recent development in Lutheran school ministry. Some reasons for Lutheran school recruitment are listed below.

- New school families mean new opportunities to share the Gospel.
- The increased mobility of society, which includes our church and school families, results in an increased number of transfers both in and out of our congregations and schools.
- A smaller number of siblings in families results in more space for other families.
- As our member families age, there are other families.
- The increasing options for school choices allow us the opportunity to communicate our school as an educational choice.
- Operating at or near capacity is good for personnel, facilities, and finances.
- Recruitment is necessary even when operating at capacity to fill classrooms for the succeeding years.
- Recruitment can be viewed as a ministry in which the Spirit of God calls, gathers, and enlightens His people for His purposes.
- The Great Commission is carried out when God's children are nurtured in Lutheran schools.
- As children age, they have an increasing amount of influence regarding their school choice.

How?

Responsibility for recruitment and admissions may be assigned to the administrator, another individual, or a group. Regardless of the person(s) responsible, Certain areas need to be addressed for both recruitment and admissions.

- Is our mission statement inclusive or exclusive?
- At what age do we begin recruitment efforts?
  - Birth?
  - Age 2?
  - Age 5?
  - Age 12?
- At what time of year will we emphasize recruitment and admissions?
  - Summer?
  - Fall?
  - Winter?
  - Spring?
- When are our competitors recruiting and enrolling?
- Who will develop recruitment and admissions plans/procedures?
- Who will implement recruitment and admissions plans/procedures?
- What is the cutoff date for enrollment of present pupils and church members to permit enrollment of additional new students?
- What do our present member and nonmember tuition and financial assistance policies communicate to our various constituents? Are our policies inclusive or exclusive?
- What role do these people have in our recruitment efforts?
  - Administrator
  - Teachers
  - Pastor
  - Secretary
  - Development Office Staff
  - Other Staff
  - Board Members
  - Parents
  - Students
  - Alumni
  - Congregational Members
  - Others

The availability of prospect lists is an initial step in recruitment. Listed below are some suggestions for prospect lists. Which others can you identify for your particular ministry?

- Siblings of present students
- Congregational children younger than school
- Non-member children baptized by your pastor
- Neighborhood children
- Children who attend your VBS or Sunday school
- People who have requested information on your school
- New community residents
- Friends and relatives of church and school families
- Others????

Admission policies should be adopted by the responsible board prior to recruitment and admissions efforts. They should be written clearly to avoid misunderstanding later. Listed below are some areas to include. Add others which would be helpful in your ministry.

Order of Admissions - Siblings, congregational members, sister congregation members, mission prospects (unchurched), members of other denominations, etc. Be certain that your order of admissions complies with your mission statement.

Class Size Limits - How many will be accepted in each classroom at each grade level? Do you follow state guidelines? Do you have your own guidelines? Do you make exceptions based on need, church affiliation, etc.? What number on a waiting list will trigger efforts for an additional class?

Nondiscrimination - The Internal Revenue Service requires a Lutheran school to state that it admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded students at the school. Your school's should appear in handbooks, brochures, or other materials used in recruiting students. The statement should also appear once annually in your local news media.

Tuition, Fees, & Financial Aid - Determine the tuition and fees for next year as soon as possible during the present school year. Parents appreciate having this information available when they call. Determine any discounts or reduced fees at this time also. Have a formalized procedure for determining financial need and awarding assistance.

Ages for Admission - Your school should have a policy regarding minimum ages for enrollment either following state guidelines or establishing your own.

Testing - What is the purpose - admission or level determination? Who makes decisions regarding the testing materials and procedures? Who makes decisions based on the testing results? Who communicates with the prospective family?

Admissions policies and procedures should be reveiwed annually. Providing applicants with an orderly list of admissions procedures is helpful. Avoid having applicants "jump through unnecessary hoops." Some suggestions to make the admissions process a positive experience for personnel and applicants are provided below.

- people who respond on the telephone should:
  - know admissions procedures
  - have good telephone etiquette
  - smile while on the telephone
  - have admissions telephone procedures by the phones
- make the interview process comfortable and somewhat informal (don't make it a process that is intimidating to the applicant and family)
- talk with people who have recently enrolled about the process
  - strengths
  - weaknesses
  - suggestions for improvement
- make admissions decisions in a timely manner and communicate them professionally and cordially
- MOVE SMOOTHLY FROM ADMISSIONS TO ORIENTATION
- decide which student needs you can meet, and which you cannot

Samples

Two samples are provided for your consideration. The first lists suggested procedures for enrollment inquiries. The second is an inquiry tracking sheet.

Follow-Up Procedures on Enrollment Inquiries

1) Record the inquiry on the "Enrollment Inquiry" form developed by the school.
2) Mail the school brochure, enrollment form and other items used by the school for this purpose. Mail them the same day the inquiry is received.
3) After 5 calendar days, but within 15 calendar days of the information packet being mailed, phone the person making the inquiry.

- The immediate goal is to have the parent come to the school for an interview.
- The ultimate goal is to enroll the student.

4) Telephone Procedures:

- Follow this sequence:
  - Try to talk with the mother of the student.
  - Ask if she has received the information packet.
  - List any questions that were answered. Record details of the conversation for future review. Always date the notes placed in the file.
  - Ask the parent if there are any concerns.
  - Ask how the parent heard about the school.
- Review school registrations to determine if an application has been received.
- Phone the prospect each month until:
  - Enrolled in the Lutheran school
  - Enrolled in another school
  - Expresses no interest in your school

5) After each call:

- Record any appointments made or promises to send any items requested.
- If the student is not interested or has enrolled in another school, write a short thank you note for considering the school.
- If the student enrolls, inform the parent of follow-up procedures for the completion of enrollment.
- After the student has been accepted and has completed all enrollment procedures, keep the parent informed of school start-up procedures.

Inquiry Tracking Sheet

Parent Name: _____

Address: _____

Mother's _____

Home Phone #: _____ Work Phone #: _____

Employer's Name and Address: _____

Father's _____

Home Phone #: _____ Work Phone #: _____

Employer's Name and Address: _____

Date of Inquiry: _____ Who took the Inquiry: _____

Prospective Students:
Names: _____ Age: _____ Grade: _____

Special information shared by parents: _____

_____

_____

Date information sent: _____

First follow up call: _____

Second follow up call: _____

Questions and concerns expressed by the parents: _____

_____

Other information requested and sent: _____

_____

Appointment for interview and campus tour: _____

Date of enrollment: _____

If not enrolled, were there reasons? _____

_____

Advertising

Why?

The purpose of advertising is to attract public attention to someone or something with the intent that the public will purchase or become aware of your product or service. In Lutheran school ministry, your purpose is to attract people to a Christian education for their children and families. If people don't know about you, you can't serve them.

Advertising, **promotion**, and **publicity** are similar. Their definitions as developed for the **Marketing Lutheran Schools** project are listed below.

Advertising

is the specific method used in promotion and publicity. It can include notices through newspapers, newsletters, signs, posters, radio, TV, periodicals, mass mail and any other vehicle of communication.

Promotion

is the benefits of a particular program or project. An activity taken to attract attention to and sell includes efforts which precede the actual event (promotion of plays, athletic events, PTL meetings, summer camp, new building projects). Promotion usually includes the basic what, where, when, and why of an activity. It seeks to sell a member of the public on the benefits to be received from the program and generate a response that leads the buyer to "buy-into" the program, event or project.

Publicity

is distributing information about an event after it has happened. Its purpose is to inform or call attention to the event. Publicity should have immediate news value to the general public or the public you wish to serve.

In summary, advertising is used to promote something before it occurs, and advertising is used to publicize something after it has occurred. The remainder of this advertising section will discuss advertising options with brief information on each. The options are a sampling of ones available at the time of this printing. New technology will provide expanding options for you.

How?

Included here are advertising options and guidelines for consideration in your ministry. Add others as they come to your attention.

Audiotapes

Audiotapes are an inexpensive means of telling your school's story. Once produced, copies can be made locally at a reasonable cost. Some questions to consider are:

- Who will produce the script?
- What should be included about our ministry?
- What response do we want from the listeners?
- Who will do the speaking on the tape?
- How long should it be?
- What about background music?
- To whom will it be distributed(target)?
- Who is responsible for distribution?

Brochures

A brochure is designed to tell your school's story in a condensed format. You may want to develop different brochures for different purposes. A brochure should be brief and to the point.

Brochures used for prospective families should be prepared professionally, using high quality paper and professional printing in color. It is said, "You never have a second chance to make a first impression." (Note: Producing brochures professionally does not prevent you from producing them yourselves. With high quality word processors, printers, and copiers, it is now possible to get professional results in your office. Whatever option you choose, be certain it reflects professionalism in your ministry.)

Questions to Guide Brochure Development

Who?

- Who makes up the intended market?
- Who will write the text?
- Who will do the design and layout?
- Who will approve the design and layout?
- Who will do the printing?

What?

- What is the purpose?
- What are our marketable features?
- What will be highlighted?

- What will be included in the brochure?
  - Mission statement?
  - History?
  - Academics?
  - Christian thrust?
  - Programs?
  - Photographs? (Keep them simple - show a few students and teachers enjoying school activities.)
  - What will be included to meet the needs and desires of the target market?
  - What is the plan for distribution?

How Much?

- How many will be produced?
- How much will they cost?
- How much color is affordable?

Where?

- Where will they be placed?
  - Realtors' offices?
  - Doctors' and dentists' offices?
  - Other churches?
  - Community centers?
  - Grocery stores?
  - Welcome Wagon?
- Where will they be sent?
  - Which zip codes?
  - Feeder schools?
  - Congregation members?
  - Parents of present students to share?
- Where will they be inserted?
  - Church bulletins or newsletters?
  - Utility or cable TV bills?

As you move from one printing to the next, evaluate before you reprint. Not changing an outdated brochure is much more expensive in marketing than providing an updated, attractive piece.

Billboards (Outdoor Advertising)

Outdoor advertising may be used by one school or a group of schools. If the billboard is well located, it will have a high exposure rate. Your outdoor advertising representatives can provide statistics on billboard readership in different traffic areas. Combine this information with your demographic data on your target market areas. This will assist you in making an informed decision on location(s). Larger signs are more expensive as are higher traffic areas. (Note: Do not include your telephone number. This takes up space which can be used for your message, and the number probably won't be remembered.)

Outdoor Advertising Features

The following features of outdoor advertising make it an attractive marketing option.

Repetition - It helps keep the recall level high.

Color - A colorful display is eye catching.

Out of Home - It is the only major media that works outside the home. It gets attention without asking the viewer to expend any effort.

Rapid Penetration - It communicates quickly.

Outdoor is Local - Small advertisers can compete equally with large firms.

Readership - According to readership studies conducted for outdoor advertising in a single 30-day period, outdoor advertising creates memorable impressions on 85% of all men and 79% of all women in the urban markets of the United States.

Information Folders

Information folders are not used for mass mailing or mass distribution purposes, that is the purpose of brochures. Information folders are distributed in response to requests for information about your school ministry. If you have a school audiotape or video tape, distribute it with the brochure or information folder.

Information folders should be of high quality with your school name and logo printed on the front cover. They should have both left and right pockets when opened. In one pocket, include an application, a listing of tuition and fees, and possibly materials produced on Lutheran school ministry by the Lutheran Church-Missouri Synod. In the second pocket, include a set of information sheets on the school in graduated sizes with the title of each sheet visible. This saves money as you can change and insert new sheets as necessary without reprinting all of the information. Some possible topics for the sheets are listed below. Make yours appropriate for your ministry.

- History
- Philosophy
- Extra-Curricular Activities
- Admission Procedures
- Accreditation
- State Approval/Recognition
- Mission Statement
- Curriculum
- Faculty
- Administration
- Breakfast/Lunch Programs
- Extended Care

Add any other areas which make your school ministry different than other educational options in your community. This is your "differential advantage."

Mail it in an attractive envelope with your school name and logo.

Logo

This is an important visual tool to communicate the school message. A specific logo should be designed to reflect a specific message. This visual message should be on everything possible that represents the school. (Note: Some schools and congregations have adopted the LCMS logo for their local use. This can provide good recognition in an extremely large geographical area.)

- School vans and buses
- School athletic uniforms
- School uniforms
- Stationery and envelopes
- All printed materials - fliers, brochures, newsletters, special occasion cards, certificates, posters, etc.
- School building signs and outdoor signs
- Bumper stickers
- License plates/frames
- Bulletin boards
- News articles in church bulletins and newsletters
- Display ads in newspapers and magazines
- Awards, plaques, diplomas, trophies, etc.

Each time the logo is seen by someone, the message is tied to the school.

Magzines

Magazine advertising on a national level is probably cost prohibitive. However, many geographical areas or larger cities have a readership which is more localized. This may be an option for some individual schools or groups of schools.

News (Press) Releases

News releases are not lengthy articles. They provide the who, what, where, and when of an activity or event. Develop a format for your use which provides the following information:

- Name of school
- Date
- Name of person submitting news release
- Telephone number
- Activity or project
- Date of activity or project
- Photographs
- Brief description of activity or project including names

(Note: Develop local contacts with print, television, and radio media to assist in communicating your messages.)

Newspaper Advertising

Newspaper publishers provide much assistance in layout, timing, and market penetration. Use their expertise while focusing on your purpose and market(s). Some suggestions are listed below:

- Use your logo
- Use a photograph, especially with happy, smiling children's faces
- Get a release from the families in any of your media advertising - print, radio or TV
- Place it in a section most likely to be read by women
- Insist on proofing it before it goes to publication
- Include your non-discriminatory policy as required

Marquees or Electronic Message Boards

Banks, shopping malls, or other businesses often provide free announcements for community organizations. Contact their marketing directors for assistance.

Radio and Television

Contact radio and television stations(individual stations and cable) and request a meeting with a sales representative. Become knowledgeable about the ratings and demographics information they provide. They can be very helpful as they attempt to sell you air time. They will often produce your advertisement at a very reasonable cost as part of an advertising package. You can then use your ad on other stations also without having to produce a new ad. Listed below are some suggestions.

- Develop a good working relationship with at least one radio sales representative and one TV sales representative.
- Secure demographics and ratings information from each company and ask questions until you understand these numbers. Ask for viewing reports from November and February as these are the prime viewing months. Your comparisons between stations will be more accurate.
- Match the media with your target markets.
- Be certain that you are aware of what type of programming you are sponsoring. There are obviously some programs which you will not sponsor.

- Ask about the availability of free public service announcements.
- Use testimonials by your students and parents to give greater credibility to your advertising.

Signs

Be certain that your school sign is attractive and prominently displayed with your school name and logo. Signs directing people to and around your facility should be appropriately placed, attractive, and accurate.

Video

An excellent recruiting and advertising tool is a brief video tape on your school ministry. The major cost is the initial production cost. The cost per year can be substantially reduced by producing a video which can be used for several years. The cost of reproducing and mailing individual tapes is generally about $5.00. A professional quality video will more than pay for itself in additional tuition revenue. Some tips on the use of videos are provided here:

- View videos produced by other schools or organizations
- Write your script first - be certain of what you wish to communicate
- Select someone to produce your video
  - A television station
  - A professional in this field
  - A college video department (a student might do this at no charge as a class project)
- Make it a "studio quality" production and you can use excerpts from the video for TV ads
- Use background music or a musical interlude as appropriate
- Use a "professional" voice to do your script
- Include many smiling, happy faces - children and adults
- Attach labels to tapes and place in sleeves
- Update the video as necessary

Yellow Pages

Yellow pages advertising can give you an advantage over other schools if you use color and additional size to highlight your advertisement. Include your logo in your ad. Proof the ad before the book goes to print.

Summary:

These are some suggestions for advertising options. Don't attempt to do everything at once, but do get started and add to your advertising efforts as needed.

Do Something and Do It Well

Orientation

Why?

Because I'm lost! Because I'm afraid! Because I don't know anyone here! Because no one seems to like me! Because I can't find the restroom! Because I don't know my teacher!

It's frightening, frustrating, and depressing to be the "new kid on the block" in your school. This is true for many of your constituent groups, not merely your new students and new parents. Perhaps that congregational alumnus of forty years ago visits your school for the first time in many years. He will be in a "new" environment ORIENTATION IS A PLAN OR PROCESS FOR INTRODUCING PEOPLE TO A NEW ENVIRONMENT. This means an environment new to them.

People will leave a place quickly if they are uncomfortable. Orientation is your means of making them feel comfortable.

How?

STEP #1:

Begin by listing any of your constituent groups which might have individuals needing orientation.

- ▼ Students
- ▼ Parents
- ▼ Faculty
- ▼ Staff
- ▼ Pastor(s)
- ▼ Congregational members
- ▼ Alumni
- ▼ Grandparents
- ▼ Visitors
- ▼ Siblings

STEP #2:

For each group you list, work on answers to these questions:

- ▼ What do they need to know about our facility?
- ▼ What do they need to know about our curriculum?
- ▼ What do they need to know about our faculty & staff?
- ▼ What do they need to know about our procedures?
- ▼ What do they need to know about our policies?
- ▼ What do they need to know about our financing?
- ▼ What do they need to know about our administration?
- ▼ What do they need to know about our church(es)?

STEP #3:

For each answer in STEP #2, answer these questions:

- ▼ How should it be done?
  - ▼ Orally
  - ▼ In writing
  - ▼ By tour
  - ▼ Audio tape
  - ▼ Video tape
- ▼ Who should communicate the orientation information to each group?
  - ▼ Students
  - ▼ Teachers
  - ▼ Parents
  - ▼ Secretary
  - ▼ Principal
  - ▼ Pastor
  - ▼ Grandparent
  - ▼ Development Staff
- ▼ When should each part of the orientation be scheduled?

STEP #4:

- ▼ Formalize the plan by:
  - ▼ Writing it out
  - ▼ Producing/purchasing necessary materials
  - ▼ Informing and training those responsible for orientation

STEP # 5:

- ▼ Put your orientation plan to work. (Note: It is not necessary to complete all plans before orientation commences. As one plan is ready, implement it.)

STEP # 6:

- ▼ Get feedback on the effectiveness of your orientation from both your constituents and those conducting specific areas of orientation.

STEP # 7:

- ▼ Revise if necessary, and repeat your orientation cycle.

Communication

Why?

Communication by the principal is an integral marketing component. Improper communication or absence of communication seriously hinders other marketing efforts. Even with good communication, problems can affect dissemination of information. Your best strategy is an organized plan to communicate with your constituent groups.

Who communicates, when is it communicated, why is it communicated, how is it communicated, where is it communicated, and what is communicated to your constituent groups?

- Students
- Parents
- Faculty
- Staff
- Pastor(s)
- Congregational members
- Boards
- Feeder schools
- Receiving schools
- Grandparents
- Alumni
- Public officials
- Media
- Civic groups
- Prospective parents
- Prospective students
- Neighbors
- Vendors
- Others?

Additionally, consider who communicates it, when it is communicated, why it is communicated, how it is communicated, where it is communicated, and what is communicated about your school by each of these groups. If you do not assist them with positive, accurate communication, they will make their own communication decisions.

Information is communicated in a variety of means. Some of these are listed below. Can you think of others?

- Physical facilities
- Curriculum and instruction
- Athletic events
- Academic quality
- Fine arts presentations
- Media reports
- Your written communications
- Your oral communications
- School climate/spirit(staff, students, & parents)
- Christian distinctiveness

COMMUNICATION PLANS MUST ADDRESS:

WHO?
WHEN?
WHY?
HOW?
WHERE?
WHAT?

Marketing Eyes Checklist

This Marketing Eyes Checklist was developed for the "Marketing Lutheran Schools" project of the LCMS, School Services Unit. It is designed to help you look at your entire school from a marketing perspective. "Marketing Eyes" are the eyes of a potential enrollee's family. Put yourself in a visitor's place and look at your school through his or her eyes. It would be advantageous to have several different people complete this checklist. You could use teachers, board members, or parents—even parents with children at different schools.

Rate each area using the following 5-point scale as a guideline. The second column is to identify changes that will require significant expense.

1—Terrific
2—Good
3—OK
4—Could be improved
5—Needs attention ASAP
$—Significant cost to make changes

This Marketing Eyes Checklist was designed to help you identify strengths and areas needing improvement. Revise the checklist to make it functional and appropriate for your ministry.

- ▼ Build on your strengths!
- ▼ Make plans now for improvement as needed!

Marketing Eyes Checklist

Rating Cost

Atmosphere
- ____ ____ Child-Centered
- ____ ____ Christian
- ____ ____ Friendly
- ____ ____ Open(Parents Welcome in Classrooms)

Communications
- ____ ____ Newsletters
- ____ ____ Memos
- ____ ____ Thank-You Letters
- ____ ____ School's Congregational Report
- ____ ____ Memos From Teachers
- ____ ____ School's Mission Statement

Costs
- ____ ____ Fees
- ____ ____ Tuition
- ____ ____ Financial Aid

Events
- ____ ____ Grandparents' Day
- ____ ____ Plays or Concerts
- ____ ____ Graduation
- ____ ____ Parents' Day

Extracurricular Activities
- ____ ____ Balance of Offerings
- ____ ____ Participation/Competition

Facilities
- ____ ____ Restrooms
- ____ ____ Classrooms
- ____ ____ Office
- ____ ____ Cafeteria
- ____ ____ Gymnasium
- ____ ____ Chapel/Church
- ____ ____ Parking
- ____ ____ Traffic Patterns
- ____ ____ Playground Areas
- ____ ____ Computer Room
- ____ ____ Library
- ____ ____ Hallways
- ____ ____ Cleanliness
- ____ ____ Paint

Materials
- ____ ____ Brochures
- ____ ____ Fax Cover Sheet
- ____ ____ Video on the School
- ____ ____ Slide/Tape Presentation
- ____ ____ Ads
- ____ ____ Letterhead
- ____ ____ Logo

Rating Cost
- ____ ____ Print Quality
- ____ ____ Readability
- ____ ____ Attractiveness
- ____ ____ Target Audience

Program
- ____ ____ Curricular Offerings
- ____ ____ Special Education Programs
- ____ ____ Gifted/Accelerated Programs
- ____ ____ Guidance/Counseling/Careers
- ____ ____ Fine Arts
- ____ ____ Athletics
- ____ ____ Accreditation

Cordiality of Staff & Students
- ____ ____ For Students
- ____ ____ For Parents
- ____ ____ For Prospects
- ____ ____ For Visitors
- ____ ____ On Telephone

Parent Organizations
- ____ ____ PTL
- ____ ____ Mothers' Club
- ____ ____ Boosters
- ____ ____ Fellowship
- ____ ____ Other_____

School/Church Organization
- ____ ____ Christian Education Committee/School Board
- ____ ____ Church Council
- ____ ____ Church Staff

Signage
- ____ ____ Christian Symbols
- ____ ____ Directional Signs
- ____ ____ Exterior School Sign
- ____ ____ Words of Welcome

Staff
- ____ ____ Credentials
- ____ ____ Friendliness
- ____ ____ Community Visibility
- ____ ____ Congregational Visibility
- ____ ____ Availability of Teachers/Administration

Students
- ____ ____ Achievement
- ____ ____ Self-Discipline
- ____ ____ Dress
- ____ ____ Witness
- ____ ____ Attitude

Retention VS. Attrition

The introduction of this marketing section indicated that every other section in this Administrator's Manual can be viewed as a component of marketing. Each task, skill, or procedure is a marketing opportunity for the administrator. Each day provides numerous opportunities for you and your staff to market yourselves and your school ministry.

Few people remove their children from a school over one incident or comment provoking resentment or anger. Rather, it is usually a slower, subtle process which might be avoided if internal marketing is utilized in your school ministry. Retention of present families can be enhanced through effective internal marketing. Never forget that your families came in and they can also go out. Some attrition is normal. You want to avoid unnecessary attrition.

The questions below can help you plan for internal marketing. Add to these questions.

- ▼ Which of our individuals or groups need immediate and/or ongoing marketing efforts?
- ▼ Why do we need and/or want to target them?
- ▼ What message(s) should we send?
- ▼ How will the message(s) be communicated?
- ▼ When will the message(s) be communicated?
- ▼ Where will the message(s) be communicated?
- ▼ WHO WILL COMMUNICATE THE MESSAGE? (This is very important. Each staff member should be encouraged to consider this set of questions for his/her ministry.)

A Sample Marketing Plan

This final marketing aid is a sample marketing plan which was published in the Marketing Lutheran Schools bulletin. It is reproduced here for easy reference.

Eleven Components of a Marketing Plan

A marketing plan for Lutheran schools should consist of three distinct sections: activities done to prepare for the planning process, the plan itself, and implementation and evaluation.

Before	1. Pray 2. Gain Support 3. Develop the School's Mission Statement 4. Develop Your Vision for the School 5. Assess Past marketing efforts Community needs Demographics of your community Resources
Plan	1. Set Goals and Out comes 2. Identify and Target Markets 3. Develop Strategies and Personnel 4. Set Timetable and a Budget
Implement Evaluate	1. Just Do It 2. Evaluate and Revise the Plan

1. Pray

Prayer should be central to the whole process. Pray daily for specific students and specific needs. Pray for your congregation and the effectiveness of your outreach through marketing. Ask your congregation to pray with you and for your school.

2. Gain Support from the School Board

Without the support and assistance of the Board of Christian Education a marketing plan will fail.

3. Develop the School's Mission Statement

The process of developing a mission statement may cultivate the board's support. A mission statement presents in a simple manner the school's reason for existing. The mission statement drives the objectives, the objectives are accomplished through activities, and the activities are measured so the school can record accomplishment. The accomplishments are reported to the Board of Education. It is hoped the board will acknowledge the school's accomplishments and continue to view the school as an exciting service to the congregation and the community.

4. Develop Your Vision for the School

Effective leaders have goals for their organizations. Leaders need to translate their goals into activities that will accomplish the goals. This vision of the school's future needs to be developed and implemented. Does your administrator have a vision for the school's future? What are the plans for staff development, facilities, academic improvements, extra-curricular activities, and the spiritual aspects of the school?

5. Assess

A marketing plan is the tool that translates marketing ideas into marketing action. It is the plan that presents the mission of the school to its publics and encourages them to participate. Presenting the mission effectively and asking for participation require information about your target markets, particularly their needs and desires.

Assess past marketing efforts

Develop a list of every conceivable thing done to market the school. Start with the school's office. What statement is made by the appearance?

Second, review all the printed matter produced by the school. Which media carried the printed materials? Is there an item in the church's newsletter? Does the school have a weekly or monthly newsletter? Are information letters sent to parents?

Have ads been run in the print media? Does the school use television or radio spots? When? How many? Are they good?

Assess community needs

What do the various publics need? Why are the parents of the present students sending their children? What are the needs of the congregation(s) being served by the school? Draw up a list of publics you serve and the needs the school fulfills. Use interviews, surveys, or other types of information.

Assess demographics of your community

The Lutheran school is part of the community. What are the area's demographics? You may find this information in the offices of the city or county planners, mall developers, subdivision developers, or through the LCEF service described earlier.

Assess resources

Resources are also an important aspect of the marketing plan. The first and most important resource is the school's administrator. Leadership for marketing must come from that position. Congregational leadership, especially the pastor and board of education members, are vital partners in school marketing efforts.

The budget controls the marketing plan. If money is not budgeted, the marketing plan cannot be implemented.

Facilities can either support or hinder marketing efforts. What is a visitor's first impression of the grounds and facilities? Use a housekeeping checklist or have an individual not associated with the school come on campus and evaluate the facilities as well as the treatment they receive as they tour the campus.

6. Set Goals and Outcomes

Measurable goals must be set and shared by a variety of groups and individuals so support for the goals is as broad as possible.

7. Identify and Target Markets

Marketing plans should be specific in all aspects. Be specific concerning which publics the marketing is to address. Be precise with the approach that is planned for each market and for each purpose.

Within the congregation, target families with children, then those without children. The school's operation depends on support from the entire congregation.

Be specific in targeting external markets that may want or need your services.

8. Develop Strategies and Personnel

On the basis of your goals, assessments, and target markets' needs and desires, specify what you want to communicate. Outline and prioritize the elements of your message to each target. Then determine how you want to communicate that message. Select your media. Prepare for sharing that message effectively. The keys to sharing the message are your faculty members. Involve, inform, and equip them to communicate the selected message(s) to all their contacts, particularly their students.

9. Set a Timetable and a Budget

With all the information in place, establish a timetable for the implementation and develop a specific budget that will allow the school to carry out its marketing plan.

10. Just Do It

Implement your plan.

11. Evaluate and Revise the Plan

As the plan is developed and implemented, evaluate each step. Change or revise the plan as needed. Successful marketing plans are dynamic.

Resources

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Moser, Carl. "The Principal - Key to Public Image," Lutheran Education, September, 1970.

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Organizations

CASE (Council for Advancement and Support of Education), Suite 400, 11 Dupont Circle, Washington, DC 20036.

This organization offers a variety of resources for public relations, recruitment, and development efforts.

DISNEY UNIVERSITY, Walt Disney World Co., P.O. Box 10,000, Lake Buena Vista, FL 32830-1000.

Walt Disney World Seminar Productions offers a variety of educational and administrative seminars designed to help improve and market educational institutions.

HUNTER SYSTEMS, 100 Century Park South, Suite 206, Birmingham, AL 35226 (1-800-326-0527).

This organization provides a variety of resources and services for Christian schools. A "satisfasction survey" of parents, students, and faculty members is especially useful. Anonymity in objective responses and subjective comments is preserved. A comprehensive report is provided promptly. The survey data are useful for both short-term and long-range improvement. The Lutheran School in Chattanooga, TN, used the survey in 1994. The principal, Mr. Gordon Stuckert, recommends it highly. Contact him for further information.

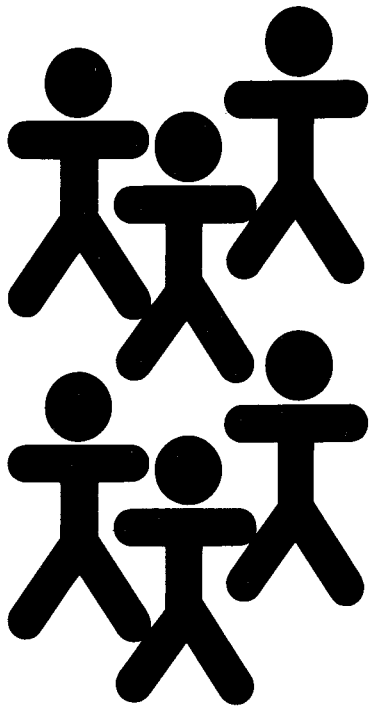
NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS, 1615 Duke Street, Alexandria, VA 22314.

THE INSTITUTE FOR CHRISTIAN SCHOOL DEVELOPMENT, Development Marketing Associates, Inc., P.O. Box 9059, Woodland Park, CO 80866 (1-800-888-2DMA).

This organization publishes materials for board members, administrators, and development personnel of Christian schools.

LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Human Resources



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Foreword

Leaders in Lutheran education use many resources to assist them in their ministry. These have included the Planning for Lutheran Elementary Schools Series and Operations Manual. This booklet is part of the Lutheran Schools Administrators Handbook and was designed to replace those resources.

The manual is designed to assist Lutheran school leaders with a variety of needs:

- Starting a new school
- Planning
- Problem solving
- Board inservice
- Staff inservice
- Preparing for National Lutheran School Accreditation
- Administrative training

While written for Lutheran elementary school administrators, other leaders in Lutheran education will find the booklet helpful. The entire series provides a beginning guide for new administrators or those preparing for an administrative role in a Lutheran school.

The following served on the consultation team to develop the plans for this handbook: Bill Cochran, Eastern District; Ruth Colross, Glen Burnie, Maryland; Dr. Jon Laabs, Concordia, Ann Arbor; Dr. Carl Moser, LCMS; Rodney Rathmann, CPH; Bob Rogalski, Phoenix, Arizona; Pete Woodward, Lakewood, Colorado; Bob Ziegler, Peoria, Illinois; and Dr. R. Allan Zimmer, Concordia, River Forest. We thank and praise God for their leadership and vision.

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Special thanks to Veronica Brown and Jan Kassing for the many hours in arranging for the production of this publication.

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Introduction

Principal Jones was just back from a day-long workshop on personnel. Her reflections on the day caused her to realize what a blessing God had given her in the school faculty. She called to mind their many and varied talents and attributes and thanked God for...Mary, the tireless curriculum expert; Sam, the coach who teaches more than basketball; Roberta, who loves children with Jesus' love (and wow, can she sing!);...and the list went on.

Principal Jones was overwhelmed with appreciation and decided to find ways to express it. The first thing she did was a little unusual, but she felt it important to express her gratitude to the people who were the most significant in her teachers' lives—their parents and/or their spouses. She wrote each one a letter. It started like this:

Dear Mr. and Mrs. Barth,

I am writing to express my deep appreciation for the ministry that your son Sam performs for us here at Bethany Lutheran School. His gifts of teaching and his maturity in Christ are real assets to our mission. The nurture that you provided him as he was growing up has really paid off, and I am proud to be associated with him. Just last week, he and his class were...

Across the state and in completely unrelated situation, Principal Tom Schmid just finished dinner with his family. A piece of apple pie was warming in the oven. The phone rang.

"Hello Mr. Schmid. This is Millie White. I'm sorry to bother you at home but our daughter Lillie just got home from their out of town game. She said that the coach stopped the bus halfway home to let the kids stretch and he went into a restaurant and had a beer. The kids got home OK but I don't think that's a very good example for one of your teachers to set..."

So much for his quiet evening with the family. The report, if substantiated, and any subsequent action, will most certainly involve Mr. Schmid's understanding of the Call, the congregations's expectations, and various legal issues.

Both of the situations mentioned above deal with **Human Resources**, a subject filled with joys and challenges. With God's help, and with principles and policies clearly in mind, principals can confidently and successfully administrate their schools.

Personal Life/Professional Life

Theory: Personal/Professional Life

Human resources in the Lutheran school begin with a clear understanding of educators' personal and professional lives. No more exacting personal/professional descriptions can be found than the words St. Paul wrote to Timothy and Titus. While the following passages are traditionally interpreted as applying to the office of parish pastor they are easily adapted to the roles of school principal and/or classroom teacher.

"This is a trustworthy saying: If anyone sets his heart on being an overseer, he desires a noble task. Now the overseer must be above reproach, the husband of one wife, temperate, self-controlled, respectable, hospitable, able to teach, not given to drunkenness, not violent but gentle, not quarrelsome, not a lover of money. He must manage his own family well and see that his children obey him with proper respect. (If anyone does not know how to manage his own family, how can he take care of God's church?) He must not be a recent convert, or he may become conceited and fall under the same judgement as the devil. He must also have a good reputation with outsiders, so that he will not fall into disgrace and into the devil's trap." 1 Timothy 3:1-7 (NIV)

"An elder must be blameless, the husband of but one wife, a man whose children believe and are not open to the charge of being wild and disobedient. Since an overseer is entrusted with God's work, he must be blameless—not overbearing, not quick-tempered, not given to drunkenness, not violent, not pursuing dishonest gain. Rather he must be hospitable, one who loves what is good, who is self-controlled, upright,holy and disciplined. He must hold firmly to the trustworthy message as it has been taught, so that he can encourage others by sound doctrine and refute those who oppose it." Titus 1:6-9 (NIV)

Look closely at the descriptors in these passages (temperate, hospitable, etc.). These are exactly the characteristics God desires for those who teach and care for His little ones. Note how closely Paul ties personal characteristics to the success of the profession.

More principles of the ministry can be found in such passages as Proverbs 2:1-9; Proverbs 22:4; Matthew 5-7; Matthew 18:1-6; Luke 16:10; Romans 14:19-21; I Corinthians 8:9-13; Ephesians 2:19-22; Phillipians 4:13; Colossians 3; Hebrews 12:1-3; James 1:6-8, 26; James 3:13-18. Take some time to study these passages.

There are also times when it is important to recognize some distinctions between the personal and the professional. Those distinction are best summed up in the terms balance and priority. Balance refers to a worker's ability to stabilize such areas as recreation and stress so that neither takes over. Priority relates to one's established commitments to God, to family, and to work. Disruptions in a worker's balance and/or priorities will show up in that individual's personal and professional life.

Process: Personal/Professional Life

Consider the following statements and questions to guide your understanding in this area.

1. Most principals "inherit" their teaching staff. After reading the Bible passages listed above, what can you discern about your staff and their personal/professional commitments to ministry? What can you discern about yourself?

2. Clever phrases such as "Make your walk match your talk" and "What you are is so loud I can't hear what you are saying" have been coined over the years. How would you communicate your expectations in this area? How would you go about building the character qualities of the Timothy and Titus passages into your life and the lives of your staff?

3. What sort of questions would you ask a prospective candidate seeking a position in your school to discern their personal/professional understandings?

4. What factors i.e. economic, relational, etc. exist in your parish that could cause workers to lose their sense of balance or priority? What sort of help exists to guide you and/or the parish leadership if a worker is losing his/her sense of balance?

Samples and Examples
The Call of the Principal

Scriptural Foundation

Scripture indicates that workers in the public ministry have their office from God and are His special gifts to the Church (Eph. 4:8, 11). Scripture also establishes that these special gifts have different areas of responsibility (1 Cor. 12:28, 29). As God has provided different parts of the body to work harmoniously for its efficient operation, so He has provided workers with different gifts and different responsibilities for an efficient ministry for His Church.

Paul's words in 1 Cor. 12 and Eph. 4 teach that there are various offices within the public ministry, e.g., pastor, principal, teacher or synodical executive. In keeping with the diversity of gifts, the principal has the particular responsibility for the supervision of the school as an instrument of the congregation to "prepare God's people for works of service."

In carrying out the responsibility, the principal must emphasize the ministerial aspects of his office. The central tasks of his calling are those in which he ministers directly with teachers, pupils, and parents and in which he directly seeks to improve the instructional process of the school and the content of its curriculum. The principal is also a teacher in virtually all of our schools. As such he has a daily opportunity to teach the Word of God to his pupils.

Personal Characteristics

Paul's epistles, especially to Timothy and Titus, contain many references which describe the personal characteristics of a public minister. 1 Timothy and Titus provide this description:

"Here is a trustworthy saying: If anyone sets his heart on being an overseer, he desires a noble task. Now the overseer must be above reproach, the husband of one wife, temperate, self-controlled, respectable, hospitable, able to teach, not given too much wine, not violent but gentle, not quarrelsome, not a lover of money. He must manage his own family well and see that his children obey him with proper respect. (If anyone does not know how to manage his own family, how can he take care of God's church?) He must not be a recent convert, or he many become conceited and fall under the same judgment as the devil. He must also have a good reputation with outsiders, so that he will not fall into disgrace and into the devil's trap." (1 Tim. 3:1-7)

"An elder must be blameless, the husband of one wife, the man whose children believe and are not open to the charge of being wild and disobedient. Since an overseer is entrusted with God's work, he must be blameless—not overbearing, not quick-tempered, not given too much wine, not violent, not pursuing dishonest gain. Rather he must be hospital, one who loves what is good, who is self-controlled, upright, holy and disciplined. He must hold firmly to the trustworthy message as it has been taught, so that he can encourage others by sound doctrine and refute those who oppose it." (Tit. 1:6-9)

Blameless

Paul defines blameless as "[putting] no stumbling block in anyone's path, so that our ministry will not be discredited" (2 Cor. 6:3). No one could fill the office of principal if blameless meant being without sin or being above criticism. The cause of Christ and His Gospel, however, must never suffer because of the principal's attitudes or behavior.

The Husband and Wife

Sexual immorality, adultery, and fornication are sins which bring shame to the ministry. The principal observes Paul's admonition, "Treat...older women as mothers, and younger women as sisters, with absolute purity" (1 Tim. 5:2)

Temperate

The principal must be spiritually temperate—alert to the soul-destroying dangers that can bring harm to the staff, school, or himself. These dangers can be found in the curriculum materials (humanism, materialism), in the attitudes of the staff (lovelessness, pride), in parents (unconcern over children), in children (disrespect), or in the community in general.

Self-Controlled

Paul told Timothy not to be influenced by the fads of his time. Timothy was to judge all things carefully. Today's principal must also be able to judge what is good, bad, or indifferent in the abundance of educational fads.

Respectable

This phrase describes such things as appearance, personal habits, manner of speech and mode of dress. The behavior and attitude of the principal should invite and compel respect.

Hospitable

A principal's hospitality reflects the love which he has for all people. The absence of this characteristic will have a negative effect on his work. "If I speak in the tongues of men and of angels, but have not love, I am only a resounding gong or a clanging cymbal." (1 Cor. 13:1)

Able To Teach

The principal must first be a capable teacher of children. His teaching must be able to serve as a model to the staff. Secondly, he must be able to guide and direct the improvement of the teaching skills of the staff. This occurs when he conducts meetings, in-service and curriculum study programs, and when he provides encouragement, time, and resources for teachers to pursue professional activities.

Not Given Too Much Wine

The meaning of this characteristic is obvious. There is also an admonition to moderation in all things. The principal should practice a moderation that preserves his body and health and that serves as an example of Christian conduct to others.

Not Violent, But Gentle, Not Quarrelsome

These two negative characteristics are practically synonymous and are the opposite of the quality of gentleness. Untold harm is done in the relationship the principal has with the staff, parents, and pupils when he returns harshness for harshness. Rather, he will be a servant of the Lord of whom it is written: "It always protects, always trusts, always hopes, always perseveres." (1 Cor. 13:7)

Not A Lover Of Money

The principal will do well to remember Paul's words to Timothy: "But godliness with contentment is great gain. For we brought nothing into the world, and we can take nothing out of it. But if we have food and clothing, we will be content with that. People who want to get rich fall into temptation and a trap and into many foolish and harmful desires that plunge men into ruin and destruction." (1 Tim. 6:6-9) These words show us that when we have enough to eat, drink, and wear we have all that the Lord promises us in this world. It is important that concerns about material goods not rob the principal of joy and contentment in his work of teaching the Word.

Manage His Family Well

The principal should be an exemplary father and husband. The principal will have and show the same love for his wife as Christ has for His church (Eph. 5:25). He will rule his household well and command the respect and obedience of his children. God forbid that the judgment that was laid upon Eli (1 Sam. 3:13) would ever be said of a principal.

Not a Recent Convert

A recent convert lacks the training and spiritual maturity for the ministry and lacks the personal experience of trials and tribulations, of love and forgiveness which moderate his actions.

Faithful To The Word

The principal must, above all else, be a humble, diligent student of God's Word. He must hold fast to that Word, never doubting the validity of its power to move the thoughts and lives of those who hear it. The principal must adhere to that Word, not departing form it in his teaching. He must lead the staff in the study of that Word. He must rely on that Word for comfort and strength. May the Lord keep each principal faithful to the Word, so that he receives eternal life (1 Cor. 9:27).

Paul refers to additional characteristics descriptive of the principal in other portions of his epistles. These characteristics (love, humility, peacefulness) describe every Christian; however, they specifically apply to the principal.

Love

The supreme Christian virtue is love. Paul describes Christian love most beautifully in 1 Corinthians 13: "Love is patient, love is kind. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres" (1 Cor. 13:4-7). A principal will show love in dealing with the staff, the congregation, the parents, and pupils.

One of the great blessings of serving a Christian congregation is the special love that develops between pastor, principal, teachers, parents, and pupils. A sincere devotion to and love of the Savior will move Christians to such loving relationships within the school environment. He will have an eye for the needs of his fellow-Christians, sharing their burdens, strengthening their faith, and doing all that is possible in keeping with Christ's admonition: "Serve one another in love" (Gal. 5:13).

Humility

The Lord desires humility in all of His followers. The principal holds a respected and honored place in the congregation; therefore, he needs to guard against sinful pride. The principal will keep in mind the words of the apostle Paul: "For by the grace given me I say to every one of you: Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment, in accordance with the measure of faith God has given you" (Rom. 12:3).

Peacefulness

The ministry of the Gospel is a ministry of peace. Thus Paul wrote to the Romans: "If it is possible, as far as it depends on you, live at peace with everyone" (Rom. 12:18). The principal will cultivate peace

within the faculty, school, and congregation. "How good and pleasant it is when brothers live together in unity" (Ps. 133:1).

The previously mentioned qualifications for the principalship tend to become a series of encouragements to a life of sanctification. They should fill one with awe and a feeling of unworthiness. Paul's words are the words of every minister: "I thank Christ Jesus our Lord, who has given me strength, that he considers me faithful appointing me to his service" (1 Tim. 1:12).

This same Lord who requires much of us has done much more for us. He has redeemed us and bought us with a great price, given us new hope and faith. He graciously sanctifies our deeds of love. He has called us to His service. Will He now do less? Will He not also now give us those gifts and qualities which He requires of us? Indeed, He will and He does.

Additional Resources

Stephen R. Covey, The Seven Habits of Highly Effective People: Restoring the Character Ethic, New York: Simon & Schuster, 1990.

Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior: Utilizing Human Resources, Third Ed., Englewood Cliffs, N.J.: Prentice Hall, 1977.

Staff Qualifications

Theory: Staff Qualifications

Understanding and identifying staff qualifications is essential to the success of the Lutheran School. Qualifications are the virtues, accomplishments, and/or credentials of those who serve in the educational ministry of the parish. Qualification statements, however general, are prerequisite to such important areas as job descriptions, engaging staff, and staff development.

Staff qualifications are like the specifications of building materials for a structure. To be of use,steel must be of an unfailing thickness; pre-stressed concrete must pass certain tensile strength tests; doors and wallboard must meet predetermined fire-protection ratings. Likewise, those who desire to teach in Christian schools must meet certain provisions of character and training to be considered for a position.

Process: Staff Qualifications

Having a clear idea of staff qualifications will assist in the process of writing job descriptions and acquiring staff. Qualifications should be determined by the school board with the principal and communicated to the parish. The following questions will guide the process.

- What personal characteristics are desirable for an educator in our school?
- What professional characteristics are desirable for an educator in our school?
- How might the qualifications differ for a teacher vs. a principal vs. other school related staff i.e., secretary, cook, librarian, bus driver, music teacher, coach?
- Under what circumstances might a Board of Education waive one or more of its stated qualifications?
- Do the qualification statements fit the mission statement of the church/school?
- Leadership theorists Hersey and Blanchard have constructed a useful model for understanding and guiding supervisory leadership. It is inserted here to understand differences in staff members and consequent approaches to various personnel issues. The theorists' so-called Maturity Model suggests that the best leadership style is the one that matches the maturity level of the followers. They define maturity as "the capacity to set high but attainable goals, willingness **and** ability to take responsibility, and the education and/or experience of an individual or group." The essentials of their theory are described below and shown in figure 1.

- When the maturity level of followers is very low, they recommend that the supervisor use a direct and structured style characterized by high task orientation and low relationship orientation.
- As the maturity level increases in a particular individual or group, supervisors should use a more integrated blend of task and relationship in their styles.
- A more participatory approach characterized by high relationship-orientation is recommended as maturity in followers continues to increase.
- And finally, for very mature followers who possess a great deal of self-responsibility or a great deal of knowledge about a particular event, a less directive and unobtrusive style is recommended.

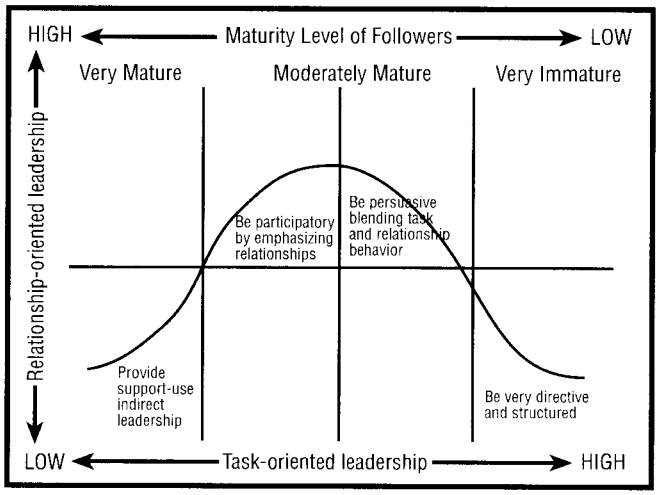


FIGURE 1. The Hersey and Blanchard Maturity Model. The emphasis in leadership shifts from telling to selling, to participating to delegating as maturity in followers increases.

Thomas J. Sergiovanni and Robert J. Starratt, Supervision: Human Perspectives, Third Ed., New York, NY: McGraw-Hill, Inc. 1983, pp. 92-93.

Samples And Examples

As expected, staff qualifications can be categorized under two major headings: the Personal and the Professional. Parish education boards in conjunction with the pastor and principal will want to review the following lists and additional considerations in formulating their own staff qualifications. The Christian Educator:

Personal Qualifications

Reflects a dynamic relationship with Christ through prayer, Bible study, and regular church and communion attendance.

Is able to articulate a personal faith in Christ.

Shows Christian concern for all and is sensitive to the needs of others.

Maintains confidences and is respectful.

Is physically and emotionally healthy.

Professional Qualifications

Holds a Lutheran Teacher's Diploma or intends to meet such requirements.

Holds at least a bachelor's degree in education. (teacher)

Has experience in Lutheran school classrooms.

Hold state certification or will soon qualify for the same.

Aspires to higher training or educational degrees.

Is able to articulate the objectives of a Lutheran school.

Additional areas for consideration would include: use of language both spoken and written; poise; punctuality; enthusiasm; appearance; involvement in church and community activities; team spirit; tact; effective listening; interest in the total educational program of the congregation; and membership in professional organizations and participation in their activities.

Additional Resources

Board Manual for Lutheran Elementary Schools, St. Louis: Concordia Publishing House, 1987. (Phone 1-800-325-3040 Order #SO8493)

Job Descriptions/Responsibilities

Theory: Job Description/ Responsibilities

A clear job description is needed for all to understand the function and responsibilities of the staff members. A job description serves as a guide for the governing board to carry out its responsibilities and for engaging staff.

Job descriptions are essential policy statements of the governing board. Through job descriptions, the board identifies the purpose of the school, the role and function of the board, the role and function of the administrator, the role and function of the teachers, the role and function of support staff, and lists the responsibilities of each worker.

The functional job description makes clear what is expected. Conflict can be avoided when mutual agreement about expectations is provided in a job description.

Process: Job Description/ Responsibilities

The process of developing a job description may have even greater value than the final product. For the board and the administrator, it becomes an orderly and systematic way to identify the important expectations and organizes them in such a way that both board and staff can experience joy and success in fulfilling their roles.

Step One: Gather samples of similar job descriptions from other schools and administrators.

Step Two: Review and update the Mission Statement of your school.

Step Three: Outline the basic parts of your job description. For example:

A. Mission Statement of the school
B. Role and Function of the board
C. Role and Function of the worker
D. Qualifications
    1. Personal
    2. Professional
E. Accountability
    1. Person(s) this individual reports to
    2. Person(s) this individual directly supervises
F. Responsibilities

Step Four: Put in writing the statements which describe each section of your outline.

Step Five: The administrator should review his/her job description with the board for clarity and mutual agreement. Additionally, the administrator should review his/her job description with the board for clarity and mutual agreement. Additionally, the administrator should review each staff member's job description with that individual before presenting it to the board.

Samples And Examples Parish School

(The following sample illustrates a job description for a principal and assistant principal of a parish school with an enrollment of 300 students.)

Job Description: Principal and Assistant Principal

The Board of Education delegates to the principal and the assistant principal the responsibility for the daily operation of the school. The school program should be administered and supervised in accord with the polices adopted by the board.

I. Qualifications
    A. A master's degree or higher, with an emphasis in elementary education administration.
    B. A valid state certificate to practice as an elementary principal.
    C. At least four years of successful experience as a classroom teacher.
    D. Membership in this congregation.
    E. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

II. Accountability

The principal and assistant principal are accountable to the congregation through its Board of Education.

III. Supervision
    A. All personnel Serving in the school.
    B. Other resource and service personnel while they are functioning in the school,

including secretary, kitchen workers, bus drivers, and custodian.

IV. Responsibilities

A. Principal

1. Participants in parish leadership by working cooperatively with pastors and Board of Directors.
2. Works with pastors to maintain the integral role of the school in the mission and ministry of the church.
3. Meets regularly with the pastors to participate in unified parish planning.
4. Meets regularly with the pastors to plan their participation in school activities.
5. Prepares reports required by local, state, national, and District officials and keeps current files of reports.
6. Promotes the school and encourages parents to enroll their children in the school through a program of soul accounting.
7. Sends school news to parents regularly. Prepares annual school handbook, faculty handbook, etc.
8. Enrolls students in accordance with policies established by the Board of Education.
9. Orders and purchases all school materials and equipment and keeps a complete inventory of these materials and equipment.
10. Collects all monies and maintains an accurate financial record.
11. Prepares the board agenda in consultation with the chairperson and communicates the decisions of the board to teachers, students, and parents.
12. Advises the congregation on school finance and the school calendar.
13. Arranges regular and purposeful meetings of teachers and, as needed, of the nonteaching staff.
14. Uses the available media to provide publicity about the school to the community.
15. Advises and coordinates the activities of the parent-teacher association through the faculty representative.
16. Appoints delegates or representatives to organizations and committees.
17. Works with the superintendent of our denomination's schools in this city in carrying out busing, special education, music, and other cooperative programs.
18. Meets monthly with the superintendent and principals of sister schools of this city.
19. Coordinates public school services available to our students andstaff.

B. Assistant Principal

1. Develops and improves the curriculum and provides for teacher and parent involvement in curriculum study, construction, and revision.
2. Promotes the professional growth of the staff.
3. Supervises the instructional program of the school so that the philosophy and curricular objectives are fulfilled.
4. Develops and carries out a program of evaluation of the teaching personnel.
5. Maintains the standard of behavior established for the school and works with the teachers and staff to provide for uniform application of regulations.
6. Provides an effective guidance program.
7. Supervises custodians in the safety, cleaning, and good maintenance of all facilities and reports any personnel problems to the Board of Properties.

C. Principal and Assistant Principal Jointly

1. Help the board develop policies and implement the adopted policies.
2. Represent the needs of the staff before the board.
3. Play a leading role in securing qualified personnel for the school and orient new staff members.
4. Assign extra duties and orient new personnel to those special duties.
5. Are concerned about the progress of each child and seeks to establish good rapport with the students through openness with them and fair treatment in handling problems that arise.
6. Supervise school time schedules for coordination and smooth operation of the instructional program.
7. Have released time from teaching responsibility, the amount to be determined each year mutually among the principals and the board.
8. Work with the Board of Properties for the safety and good maintenance of all facilities.

V. Terms of Employment

The principal and assistant principal have continuous employment with four weeks of annual vacation.

IV. Salary

The Board of Directors through its appointed committee annually evaluates salaries and recommends changes.

VII. Evaluation

The performance of these offices will be evaluated annually by the Board of Education.

(The following sample illustrates the job description of a teacher in a parish school with an enrollment of 250 students.)

Job Description: Elementary School Teacher

A. Accountability

The teacher is a minister of our congregation. S/he works cooperatively as a team member with all other personnel of the school and church. The teacher's supervisor is the principal of the school, who receives the teacher's school-related reports, questions, and concerns. The teacher will meet with the principal and senior pastor each June in order to review the nonschool assignments in the congregation's ministry and to recommend changes to the boards responsible for those ministries for the year ahead. Accountability is to the chairperson of those boards.

B. Personal Qualifications

The teacher associates closely with God through prayer, study of the Scriptures, and regular church and Communion attendance. S/he gives ample evidence of a life-style that reflects a dynamic relationship with Christ. The teacher is open-minded and tolerant and has a happy and positive outlook on life. S/he is sensitive to the needs of others, cares about the feelings of others, shows Christian concern for all, maintains confidence, and is respectful of others. S/he uses correct language and written forms. S/he is tactful, warm, and courteous and is an effective listener. The physical and emotional health of the teacher is good, and s/he is poised, punctual, and enthusiastic. The teacher is able to articulate clearly the objectives of our Christian school and evidences a love for teaching children. S/he makes a good appearance in terms of dress and style and attends and participates in church and community activities.

C. Professional Qualifications

The teacher holds teaching ministry certification from our national church body or has indicated intent to meet the requirements to do so. S/he holds the minimum of a bachelor's degree in education. The teacher ha been certified by the state department of education or will soon be able to receive such certification. S/he understands and supports the congregation's program of education for all grade levels.

D. The Teaching Position

The position assigns the teacher to instruct the fourth grade, which will have approximately 25 students in a self-contained classroom. The teacher will be responsible for teaching all the fourth grade subjects except physical education, which will be taught four days a week by the fifth grade teacher. The fourth grade teacher will in turn instruct two periods of fifth grade art and two of fifth grade music each week.

E. Classroom Responsibilities

The following are the general daily expectations for the operation and climate of the teacher's classroom:

1. Brief, meaningful worship opens and closes each day.
2. Instruction is related to the school's Christian objectives.
3. The children are effectively and fairly controlled. Discipline is applied according to Christian methods that use the Law and Gospel appropriately and well.
4. The room is neat and clean. It presents an enjoyable, learning-oriented environment for children.
5. Basic planning is done in each subject for the year, and goals are set each quarter in order to cover the material in the school's curriculum for the year.
6. A daily schedule is used that meets the school's time allotments and ties in smoothly with the other classrooms.
7. A lesson plan book is used to briefly describe and organize daily instruction, and written lesson outlines are prepared daily for all subjects.
8. Communication is clear and effective. Children are being constantly reinforced, both verbally and nonverbally, in positive ways.
9. Various teaching procedures, audio-visual aids, and motivational techniques are in regular use.
10. Children's desks are arranged for effective learning and behavior, and a seating chart is kept.
11. Children's learning progress is monitored through effective evaluation and testing. Learning activities and assignments are adjusted as much as possible in order to provide for individual differences. Both enrichment and remedial activities are in regular use. The school's standardized tests are administered and used.
12. Records of attendance and achievement are kept for each student.

F. Other School Responsibilities

In order to maintain an effective overall school program, the teaching position involves the following additional items:

1. Visiting the homes of all the fourth graders' parents in August before school begins.

2. Attending all faculty meetings, which will include a preschool workshop in August and postschool meetings in June.

3. Arriving at school by 7:50 a.m., attending daily faculty devotions at 7:55 a.m., and leaving school no earlier than 3:55 p.m.

4. Preparing quarterly report cards for parents and meetings with all parents on the two designated annual conference days.

5. Attending all teacher conferences.

6. Serving as the coach of the girls' volleyball team for 10 weeks each fall. This includes three time periods each week—generally two practices and one game.

7. Directing the annual Kindergarten-Grade 4 musical/operetta, which is held in May.

8. Visiting all the congregation's nonschool parents of fourth graders during June in order to discuss their program of Christian nurture and potential use of the school.

G. Other Parish Responsibilities

1. Present a children's message for Sunday worship services once each half year.

2. Serve as a member of the Board for Adult Nurture.

3. Teach the sixth grade Sunday school class from September through January.

4. Conduct a six-week Sunday school teachers course in March and April in even-numbered years.

5. Teach the third grade of the annual two-week vacation church school.

H. Terms of Service

As a member of our congregation's professional ministry staff, the teacher receives a call into our service. Every April a thorough evaluation of the teacher's ministry will be made by the principal in order to assist the teacher in maintaining a high caliber of service. Personal integrity, job satisfaction, and job performance will be the basic elements of this evaluation.

Teacher Job Description
Mission Statement of School

Role and Function of the Board

The Board of Education is the duly elected (or appointed) agent of the congregation. It is the Board's responsibility to provide for the management of the school and its programs on behalf of the congregation(s). To that end the congregation has established the position of school administrator and with this job description delegates to him or her the day-by-day management of the school's operation.

The board's primary functions include establishing policy, evaluating achievement of school goals, providing for financial support and providing counsel and assistance to the administrator. The board carries out these functions when in meeting. When individual board members assume other functions, they do so as workers or volunteers under the direction and supervision of the administrator.

The board asks the administrator to assist the board in fulfilling its responsibility. On the other hand, the board pledges to assist the administrator in carrying out the assignments given him or her.

Role and Function of the Teacher

The teacher will serve as an instructional leader in the school. The teacher will fulfill this responsibility in accord with the school's mission and in harmony with established policies. The teacher will develop and carry out plans and programs to achieve the responsibilities assigned. He/She will consult and confer with the school administrator in developing plans and carrying out responsibilities. The teacher will report to the school administrator regarding the progress and effectiveness of those plans and programs.

Qualifications

Professional

The teacher

1. Is certified by the state or is able to meet the standards for such certification.

2. Has a bachelor's degree.

3. Is a member of a Lutheran church.

4. Holds membership in professional organizations and associations and actively participates in their activities.

5. Has a wholesome parish viewpoint, exhibiting interest in the total educational effort of the congregation.

6. Is certified by the synod or is able and willing to meet the standards for such certification.

Personal

The teacher

1. Associates closely with God through prayer, study of the Bible, and regular communion and church attendance.

2. Evidences a lifestyle that reflects a dynamic relationship with Christ.

3. Is open-minded, tolerant and happy in outlook on life.

4. Makes a good appearance—dress and style appropriate.

5. Is sensitive to the needs of others, cares about the feelings of others, shows Christian concern for all, maintains confidences, and is respectful of others.

6. Uses correct language, is tactful, is courteous, is an effective listener, is warm, and uses correct written forms.

7. Is physically and emotionally helpful, poised, punctual, and enthusiastic.

8. Is able to clearly articulate the objectives of the Lutheran school; evidences love for teaching children; attends, participates and is visible in church and community activities.

Accountability

The teacher is accountable to the principal and will report regularly to the principal.

The teacher will work as a team member with all other personnel of the school and church. Relationships will be characterized by loyalty and cooperation in a common cause and ministry for Christ.

Accountability of the teacher for special assignments in the ministry of the congregation is to the board responsible for that ministry.

Responsibilities

Administrative

The teacher

1. Is responsible for implementing policies adopted by the congregation and the board of education.

2. Is responsible for assisting with the special school programs, religious services, projects, and co-curricular activities which are assigned as duties.

3. Will provide budgetary information to the principal in preparation for the annual budget.

Educational

The teacher

1. Communicates effectively with pupils, commending and reinforcing good conduct and achievement on the part of the pupils.

2. Is effective and fair in classroom control.

3. Uses wholesome motivational techniques.

4. Uses effective diagnostic and remedial procedures.

5. Uses adequate procedures to evaluate pupil achievement.

6. Counsels with pupils individually as necessary.

7. Uses planned visual aids.

8. Varies teaching procedures.

9. Has written lesson plans available at all times.

10. Plans annually, semi-annually, and quarterly.

11. Uses Christian disciplinary methods, using Gospel and Law appropriately.

12. Keeps the classroom appearance interesting, stimulating, neat, clean and pleasant.

13. Relates instruction to the Christian objectives of the school.

14. Arranges the classroom so that optimum instruction can take place.

15. Maintains adequate records of student attendance and achievement.

16. Executes the standardized testing program, records, studies and utilizes the results.

17. Handles clerical work involved in scheduling trips and visits by pupils.

Other School Responsibilities

The teacher

1. Is responsible for playground, corridor, lunchroom, and other supervision, as it is assigned.

2. Arrives at school by ___ a.m. and leaves no earlier than ___ p.m.

3. Is responsible for making reports to parents, written and oral.

4. Attends all faculty meetings.

5. Attends all teachers' conferences.

6. Attends all Parent-Teacher meetings.

7. Will serve as head coach for the girls' basketball team.

Other Duties in the Congregation

The teacher is to serve as

1. Sunday school department leader for Grades.

2. Teacher trainer for the teachers of that department.

3. Superintendent of the vacation church school.

4. Assistant organist.

Additional Resources

Lutheran School Administrator's Handbook—Management The Lutheran Church—Missouri Synod, 1333 S. Kirkwood Road, St. Louis, MO 63122 (314)965-9000. #SO8334

Board Manual for Lutheran Elementary Schools, St. Louis: Concordia Publishing House, 1987. Pages 26-32. (Phone 1-800-325-3040 Order #SO8493)

Martin F. Wessler, Governance and Management,
Martin F. Wessler, Christian Distinctiveness: How a Lutheran School is Different,
Norbert C. Oesch, The Church Worker Team,
all from Lutheran Schools: 21st Century, St. Louis: Concordia Publishing House, 1993.

In His Hands, St. Louis: Concordia Publishing House, 1992. (Order #SO8669)

Engaging Staff

Theory: Engaging Staff

The process of engaging staff is one of the most challenging tasks of an administrator. It is also one of the most rewarding. The process is expensive in time, energy, and sometimes money, but seeing your labors come to full fruit more than justifies the investment.

Prayer is on **absolute** pre-requisite to the process of engaging staff. Scripture teaches, "Commit to the Lord whatever you do, and your plans will succeed." Proverbs 16:3. Proverbs 3:5-6 commands, "Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him and he will make your paths straight." When it comes to accomplishing His will through the educational ministries of local parishes, God wants plans to succeed. Psalms 20:1-5 identifies an incredible set of blessings! "May the Lord answer you when you are in distress; may the name of the God of Jacob protect you. May he send you help from the sanctuary and grant you support from Zion. May he remember all your sacrifices and accept your burnt offerings. May he give you the desire of your heart and make all your plans succeed. We will shout for joy when you are victorious and will lift up our banners in the name of our God. May the Lord grant all your requests."

There are five steps to engaging staff:

- ▼ Formulate a Candidate List
- ▼ Interview
- ▼ Call/Contract
- ▼ Orientation
- ▼ Evaluation

Formulating A Candidate List

The most common way to formulate a candidate list is to request members of the congregation and church staff to submit names of qualified individuals that they think would be able to fill an open position. Most congregations have in their By-Laws a method and time period for requesting and receiving such referrals. Both the request for candidates and the submission of such candidates should be in writing.

A written request for nominations tells everybody that the process is open. It serves notice that all names will be given due consideration, there are no hidden agendas, and no candidate has been pre-selected.

Written submission of candidates legitimatizes the request for consideration and removes any suggestion that some people have more influence than others with the administration. It also makes the submitting individual responsible for getting the name(s) of candidates to the personnel committee or calling body instead of the one collecting the names.

Another source of qualified candidates is the Synodical Personnel System which can be activated through your District Office. Every minister of Religion-Commissioned has access to putting his/her name out for a call through this process. Additionally, any of the names of the persons submitted from the congregation who are Commissioned Ministers can be referenced through this system. The document available from the system is called a Lutheran Educator's Biographical Record (LEBR).

A third method of gathering names for a candidate list is to send out a "feeler" letter to a selected number of persons who might fill such a position. This letter typically contains a brief questionnaire and a request for return if the party is interested. See SAMPLES AND EXAMPLES in this section for such a letter. A variation of this action is to send such a letter to all the individuals who have been submitted by the congregation as a pre-screening for their aptitude and interest in the position.

Formulating A Candidate List

The process of formulating a candidate list always includes prayer as a necessary element of each step. These steps are enumerated as follows:

Step One: Secure agreement and approval from the Board of Education, Church Council and/or Voters Assembly to add or replace staff.

Step Two: Put a notice in the church bulletin or newsletter for a minimum of two weeks requesting the submission (in writing) of nominees. Be careful in identifying the available position. A Parish Nomination Form is in SAMPLES AND EXAMPLES.

Step Three: Collect all submitted names. Identify the candidates who are CommissionedMinisters (listed in the current Lutheran Annual) to your District Office and request forwarding of current Lutheran Educator's Biographical Records. Nominees who are not Commissioned Ministers should be requested to

submit a resume that includes their Background, Education, Degree(s), Relevant Experience, and References.

Step Four: Contact the District Office and request names of candidates who have requested the Synod to circulate their names. (This step should be concurrent with Step Two and Step Three.) The District Office may have a special form or procedure to use.

Step Five: Determine with your Board of Education any priorities for candidate selection, i.e. Commissioned or Lay Teacher, first-year teacher or experienced, specific training or talents, or other priorities specific to your needs.

Step Six: Use the priorities of Step Five as criteria to assist the process of narrowing down the candidate list to about five individuals.

Step Seven: Check with the references of your short list. State the reason for your inquiry and ask for general statements of character and competence of each candidate. State that you may be calling back for more information at a later date.

Step Eight: Contact the individuals and ask them if there is any reason for their not being able to give full consideration to a position should one be offered to them.

Interviewing

Interviewing is one technique used by a congregation to learn more about each candidate. They believe that God will direct a congregation to select the right person by weighing the pros and cons of candidates as learned from interview questions. Interviewing candidates can be most beneficial especially as the interview process does not supersede the guidance of the Holy Spirit.

If the Board of Education decides to interview candidates, the school's mission statement and the job description should guide the selection of questions. These documents uphold the philosophy of the school thus giving guidance to the types of questions that are asked. A candidate's answer can lend Godly discernment to the selection process.

Interviewing

The interview process will provide the specific information necessary to discern which candidates are best suited to the position that is available. It becomes an orderly and systematic way to identify the important qualities, abilities, and gifts of the candidates. Prayer for Godly discernment should precede all interview sessions. The following steps will be helpful in the interview process:

Step One: Review the Mission Statement and Job Description that have been developed.

Step Two: Formulate the interview questions. See Samples And Examples.

Step Three: Contact each of the prospective candidates and set up a time for the Board of Education or the Call Committee to interview each of them. Pre-arrange this time with the Board so that a maximum number can be present. Budget at least one hour per candidate. Spend at least 15 minutes after each interview debriefing and composing notes.

Step Four: Initial Interviews can be by telephone. Have a speaker phone or other conferencing device available so that all can hear the questions and answers. Remember to consider time zone differences.

On site interviews involve more costs. The calling body is responsible for travel and lodging costs of a candidate. Be sure to set up these interviews in a comfortable setting with adequate space for each attendee in a room that can be made private.

Step Five: Open the interview with greetings, introductions, and prayer. Then indicate that a series of questions will be asked to assist the board in understanding the candidate's views, beliefs, values and behaviors as a teacher.

Step Six: The same questions should be asked of each candidate. All board members can be involved in the questioning.

- ▼ Use a predetermined set of questions.
- ▼ Be accepting of what the interviewee expresses.
- ▼ Do not express personal views or give opinions of the interviewee's responses to each item.
- ▼ Do not cross examine. If a response is too brief to understand, simply say, "Please tell us more."
- ▼ Take notes.

Step Seven: Allow the interviewee to ask questions.

Step Eight: Conclude the interview by asking the candidate if there is anything else s/he would like to add to assist the Board in understanding their basic views as a teacher. Thank and dismiss the prospective candidate.

Step Nine: Debrief after each interview. Recontact references if needed.

Step Ten: Plan a special meeting to narrow down the list of candidates that you will recommend to engage.

Calling/Contracting

The Lutheran Church—Missouri Synod operates the largest protestant school system in the United States of America. Maintaining such a system requires

the effective utilization and constant supply of capable educators knowledgeable in their profession, committed to discipleship, and dedicated to the cause of Christian Education ministries. The Synod operates colleges and universities to provide personnel for its congregations and schools. Individuals trained and certified by these institutions are eligible for Calls. There are also many non-synodically trained individuals who can meet the criteria for positions in our schools. These individuals, referred to as Lay Teachers, are not eligible for Calls.

Congregations of the LCMS operate their educational ministries autonomously and are therefore solely responsible for the Calling of Commissioned Ministers or engaging Lay Teachers. It is important to note that **both** categories of personnel are to be contracted; Commissioned Ministers through their Call Document and Lay Teachers through a written contract.

Sample Teacher Aide Contract

In the name of the Father, the Son, and the Holy Spirit. Amen.

This contractual agreement is made and entered into by and between Lutheran Congregation through the Board of Parish Education, specifically the School Committee, hereinafter referred to as the "Contractor", and, hereinafter referred to as the "Contractee".

In consideration of the mutual covenants and agreements herein set forth, the following is agreed to—unconditionally—by both parties as follows:

- That_____**Lutheran Congregation** does hereby employ the Contractee as a teacher aide in its school for the 19___ academic school year beginning as of _____ and ending _____, at the salary of _____ payable in semi-monthly installments over a period of _____ months.

  Other allowances and congregation's share: - Concordia Plan: _____ Social Security: _____
  Congregational payments for worker enrollment in any and all benefits are covered through the same period as the payment of salary (H - Health Plan D - Disability R - Retirement)

- That this contract is for such services as may be assigned by the Board of Parish Education, specifically the School Committee through the Office of the Principal or its constituted administrative officer.

- That by signing this contract, the Contractee' agrees to perform faithfully the services specified in the accompanying document which is to be considered a part of this contract. These services are to be performed according to the Word of God and the confessional standards of the Evangelical Lutheran Church as drawn from the Sacred Scriptures and found in the Book of Concord, particularly in Dr. Martin Luther's Small Catechism. The Contractee also expresses the determination to work toward greater competence in Christian teaching; to maintain Christian discipline in love; to work in Christian harmony with principal, fellow teachers, pastors, and Board of Parish Education, specifically the School Committee, and to set a Christian example.

- It is expected in the best interest of_____ **Lutheran School** and its students, that this contract not be terminated during the academic school year. That if the Contractee resigns during the term of this contractual agreement, the balance of the salary due under this agreement shall be forfeited. That this agreement may be terminated by either party with two (2) weeks notice for violation of any terms and/or conditions by either party contained herein.

- That this contract shall be signed and returned to the Office of the Principal within ten (10) calendar days of its issuance. Upon written agreement of the Principal, this return date may be extended. Failure to do so within ten (10) calendar days of issuance will render this contractual agreement null and void.

- That all rules and regulations as set forth in the_____ Lutheran School Handbook and/or proceedings of the School Committee shall be in full force and effect as an integral part of this contractual agreement.

We pray God, the Father of our Lord Jesus Christ, to bless this teacher aide's service in our church and school to the glory of God's holy name, the building of His church, the temporal and eternal welfare of many people, and the teacher's own great joy and blessing.

This contract becomes effective for the designated school term when signed by both parties.

This contract is executed in duplicate this _____ day of _____ A.D. _____ on behalf of **Lutheran Congregation** by the following individuals and each party has received a copy hereof.

_____ _____

_____ _____

_____ _____

_____ _____

Signature of contracted teacher's aide Signature of Principal

Supplement To Teacher Aide Contract

To be attached to the document titled "Teacher Aide Contract" issued to teachers' aides other than graduates of the Synod's teachers college or colloquy graduates.

Name of teacher aide _____

Street and number _____ City _____ State _____ Zip _____

Congregation: _____

Street and number _____ City _____ State _____ Zip _____

Congregation And School

Congregation: _____

Year organized: Baptized members: Communicant members:

School: _____

Year established: Building erected: Remodeled: Enlarged:

Classrooms in building: Enrollment: Teachers: Men Women

Teaching Service

This appointment is for grade _____ Approximate no. of pupils _____

Serve in departmental teaching program _____ Subjects: _____

Compelling needs and circumstances: _____

Music Service - if required

Organ service _____ Choir service _____

School music responsibilities _____

Other Services

Type of Sunday school or Bible class work *Involvement as teacher or participant* _____

Type of youth work _____

Physical education or athletics _____

Foreign language _____

Other services *Involvement in tasks, duties, activities of school operation* _____

The Community And Its Operation

School growth opportunities *Accreditation maintenance and curriculum development* _____

Mission work *Teaching children to know, love and trust Jesus as Savior and Lord* _____

Type of community *Urban, rural, small town, size, cultural opportunities* _____

Sample Support Staff Agreement Of Employment

This agreement is made and entered into by and between through the Board of Directors and (name)

In consideration of the mutual covenants and agreements herein set forth, it is agreed as follows:

1. That the Board of Directors does hereby employ (name) as (job) for the academic year 199 -9 commencing on (date) through (date) at a salary of (amount) payable in semi-monthly installments of (how much) and that in such event as dismissal, the employed shall be paid the fractional part of the salary earned.

2. That this contract is for such services as may be assigned by the Board of Directors through the Executive Director or its constituted administrative officer.

3. That the employed hereby agrees to faithfully perform and discharge all duties as assigned and directed to the satisfaction of the Board of Directors or its duly constituted administrative officer.

4. It is expected in the best interest of the school and its students, that this contract not be terminated during the academic school year. This contract shall be signed and returned to the Executive Director within ten days of issuance. Upon written agreement of the Executive Director, this return date may be extended. Failure to do so within the ten days of issuance will render this document null and void.

5. That if the employed resigns during the term of this agreement, the balance of the salary due under this agreement shall be forfeited.

6. That this agreement may be terminated by either party with two weeks notice for violation of any terms and conditions contained herein.

7. This agreement shall be construed for the term set out and not be considered renewed or extended. All agreements are subject to a thirty (30) day termination if the position is discontinued due to budget constraints.

8. That the rules and regulations as set forth in Policies of the Board of Directors of The and/or Proceedings of the Board of Directors shall be in full force and effect as an integral part of this agreement.

This agreement is executed in duplicate this (date), and each party has a copy thereof.

_____
Chairman, Board of Directors

_____
Executive Director

_____
Secretary, Board of Directors

_____
Employee

Orientation

After securing new staff members, the next task is to orient them to other staff, the congregation, the facilities, equipment, policies, and day-to-day operations. Depending upon the size and make-up of the parish, this taskcan be handled as simply as an informal staff meeting or with the complexity of developing and using a staff orientation manual.

The important thing is to assist new staff to know their way around and feel a sense of belonging as soon as possible. Some states require that a more experienced teacher mentor a teacher. Being available for assistance and dropping in on a new staff member after school frequently in the early months of service can cement a long and harmonious relationship.

Important

The principal and/or the Calling body (herein referred to as Administration) have some important obligations and responsibilities as follows:

1. The administration receives all information on candidates including:
   - ▼ Lutheran Educator's Biographical Record (LEBR)
   - ▼ Resume if provided by the candidate
   - ▼ Correspondence regarding candidate
   - ▼ Recommendations from sources deemed to be reliable by the administration

2. The administration should establish further background by:
   - ▼ Checking candidate's references
   - ▼ Checking with candidate's present principal
   - ▼ Checking with candidate's previous principal
   - ▼ Recommending a personal interview
   - ▼ Requesting additional information from the District Executive

3. The administration members are solely responsible for the following:
   - ▼ Security checks required by some states for employees.
   - ▼ The decision of whether to personally recommend any candidate. Calling bodies and screening entities must be cognizant of the following LCMS policy:

"The evaluative comments written on page 4 of the Lutheran Educator's Biographical Record (LEBR), along with the three previous pages, will be duplicated and may be shared with the District, school administrators, and local congregations. Those having access to this information need to keep in mind that the content, while not confidential, is **personal** and must be utilized judiciously. Receiving the name of an educator via this form does not mean that person is applying nor being recommended for the specific position. The name of the educator is being provided merely for possible consideration. The decision of whether an educator is truly capable and possesses the proper credentials for a specific educational ministry is solely that of the group responsible for extending a Call or contract. LEBR information should be destroyed after a calling body fills its vacancy."

Orientation

Listed below are suggestions or objectives which will effectively orient the new staff member. They provide an outline for a staff orientation manual.

Other Staff
- ▼ Plan social events with existing staff. Inform the new staff member(s).
- ▼ Appoint a Mentor Teacher to each new staff member.
- ▼ Develop an Orientation schedule. Inform new staff and their mentor(s).

The Congregation
- ▼ Identify the Christian distinctiveness of the school.
- ▼ Identify the Congregation's role in the school.
- ▼ Identify the school's relationship to the Synod and District.
- ▼ Arrange for new staff to attend the District New Workers' Orientation.
- ▼ Identify the role of the teacher in providing Christian nurture and outreach to unchurched families.
- ▼ Identify referral procedures for families in crisis situations.
- ▼ Identify regular communication pieces, i.e. bulletins and newsletters, their editors, and their deadlines.
- ▼ Provide a pictorial directory for new staff.
- ▼ Plan the Commissioning/Installation of new staff.

The Facilities
- ▼ Provide a floor plan or map of the facilities.
- ▼ Provide keys to the facilities as appropriate.
- ▼ Take all new staff on a walking tour of the plant, both inside and outside.
- ▼ Familiarize new staff with ALL custodial storage areas and supplies.

Equipment
- ▼ Identify the location, use, and check-out procedures for library resources or audio-visual equipment.
- ▼ Identify the location of supplies, i.e. chalk, erasers, tacks, clips, art materials, pens, school stationery, projection bulbs, school enrollment materials, and the like.
- ▼ Purchase and provide new staff with a desk, chair, four drawer file cabinet (a locking one), and a form to request other items as needed.

Sample Formulating A Candidate List

Nomination Form

For the position of: _____

Name, address, and current position of the candidate you wish to nominate for consideration:

_____
Name

_____
Address

_____
City State Zip

_____
Current Position

Number of years you have known this candidate?_____

Circumstances through which you have know this nominee that provides the basis on which you name him/her for consideration:_____

_____

_____

Is there a family relationship between this nominee and you? _____Yes/No

If Yes, please explain the relationship:_____

_____

_____

_____

Please explain the qualities and qualifications of the candidate that you specifically wish the congregation to consideration: _____

_____

_____

_____

My name is: _____

I can be reached at: _____Phone number

Sample "Feeler" Letter

St. John Lutheran Church and School
Lutheran Church—Missouri Synod

One Opportunity Lane
Heavenbound, OR 38147

Date

Prospective Candidate
Street Address
City, State, Zip Code

Dear _____,

Greetings in the blessed name of our resurrected and ascended Savior, Jesus Christ!

Your name was submitted to us as a candidate for the position of Teacher in our Lutheran School. Are you at this present time in a position to consider a Call to another position of service to Almighty God? If so, we respectfully request that you respond to the _____ (#) _____ items on the enclosed form and return it to us with a cover letter so that we receive it no later than _____ (date) _____.

If, however, you are not in a position to consider a Call to another position at this time, please return the information Survey Form to us with a letter to that effect at your earliest convenience.

We pray God's richest blessings upon you and your ministry in His Kingdom here on earth.

In His Service,

the Call Committee

(The type of questions that may accompany such a letter should be general in nature and give the Call Committee a feel for the theological and educational philosophies of the candidate. Some possible areas could include law/gospel distinction and application, discipline, the meaning of Christian education, role of the Lutheran school, understanding of curriculum, and personal devotional life.)

Sample Interview Questions for Teacher

1. _____ Greetings, introductions, and prayer.
2. _____ Briefly review your academic background, teaching experience, family, and professional involvement.
3. _____ Describe the "ministry" of the Lutheran teacher as you see it. Why teach in a Lutheran school? Why should parents send their children to a Lutheran school?
4. _____ What are your strengths?
5. _____ Describe a lesson that went well.
6. _____ Describe one that flopped.
7. _____ What is your view of discipline in a Lutheran school?
8. _____ How would you describe and serve a typical (grade level) student today?...a special needs student?
9. _____ What contributions can you make to a Lutheran school beyond the role of teacher?
10. _____ Why are you the best candidate for this position?
11. _____ Summarize your congregational involvement.
12. _____ What hobbies or other interests do you enjoy?
13. _____ What are your plans for the future in Lutheran education?
14. _____ Do you have any questions or comments for the committee?
15. _____ Thank you for sharing.

- Identify all available Music and Physical Education equipment.

Policies

- Provide a copy of the Staff Handbook or Policy Manual, the congregational Constitution and By-Laws, and Parent/Student Handbook.
- Review specific classroom operation policies including attendance, discipline, grading scale, late work, school hours for students/teachers, substitute teachers, leave of absence, and supervision of instruction, with all teachers present.

Day-To-Day Operations

The following basic themes should be covered with all new teaching staff. Some items may apply only to beginning teachers but include veteran teachers as a way to relate expectations and enhance communication.

- **Getting Started:** Set up the grade book, establish classroom rules and routines, organize the classroom physically, use of bulletin board, writing of letters to parents, prepare informational packets, plan and execute home visits or other orientation of parents/students.
- **Classroom Management:** Discuss various styles of managing groups, materials, instruction, and time. Introduce such practitioners as Harry Wong (see Additional Resources).
- **Instruction:** Identify and discuss instructional models. Explain the school's expectations of staff for such areas as long-range planning, unit planning, lesson planning, and goals and objectives. Identify resources for questioning strategies, motivation of students, problem solving techniques, and guided inquiry.

Instruct new teachers in the procedures for observation/evaluation of instruction.

- **Diagnosis and Assessment:** Discuss formative and summative evaluation. Identify the standardized tests used by the school, the purpose of the testing, and process of item analysis. Discuss test construction, including objective and essay tests, and administering, analyzing, and improving tests.
- **Parental Involvement:** Discuss parent-teacher conferences, parents as resources, parents as volunteers, and parents as home tutors.

Resources

Interviewing

Keith Loomans, *School Purpose: Why Congregations Operate Lutheran Schools,*

Dwayne H. Mau, *Our Changing World: A Journey to the Next Century,*

Martin F. Wessler, *Focus on Christian Families: How Lutheran Schools Serve Parents of Students,* all three from Lutheran Schools: 21st Century, St. Louis: Concordia Publishing House, 1993.

Ventures for Excellence Workshop, designed to help school leaders across America refine their skills in the selection of outstanding teachers. For more information, write or call:

Ventures for Excellence, Inc.
1422 Kingston Road
Lincoln, NE 68506-1520
(402)483-2844
Fax (402)483-2138

Calling/Contracting

The Call of A Lutheran School Educator #SO8700
The Lutheran Church—Missouri Synod
School Ministry Department
1333 S. Kirkwood Road
St. Louis, MO 63122
(314)965-9000

Management, Lutheran School Administrator's Handbook
The Lutheran Church—Missouri Synod
School Ministry Department
1333 S. Kirkwood Road
St. Louis, MO 63122
(314)965-9000

Orientation

Kevin M. Dunning, *First Steps: A Handbook for New Teachers in Lutheran Schools,* Lutheran Education Association, 7400 Augusta Street, River Forest, Illinois 60305, 1992.

Harry K. Wong, *The First Days of School: How to Start Successfully,* Harry K. Wong Publications, 1536 Queens Town Court, Sunnyvale, CA 94087, 1991.

Personnel Files

Theory: Personnel Files

Personnel files are an essential element to any school administration. They provide a place for keeping documentation of work-related information on all staff associated with the school.

The personnel file of each worker in a parish or association school becomes the immediate location of important employment documents such as accepted Call or contract agreements. Vital emergency information and other data specific to each individual ought to be secured and kept on each member of the staff. The personnel file provides a sort of "track record" or employment history for such areas as start dates, salary status and increases, evaluations, commendations, reprimands, and termination dates. Besides the legal documentation provided, the files create a history useful for any staff member who retires from service within your local parish.

Process: Personnel Files

The process of creating personnel files is as simple as opening a file folder for each worker represented on the staff. Be sure to include everyone: secretary, cook, bus driver, custodian, instructional aide, teacher, and principal.

The information that should be contained within each file includes but is not limited to:

- The application for employment
- The Lutheran Educator's Biographical Record
- A copy of the Call/Contract
- Current and previous addresses
- Education and/or special training and skills
- Emergency notification and any special instructions
- Annual declarations of Salary Benefits
- Previous employment record
- Years of service
- Insurance coverage information
- Accident reports
- Transcripts and certifications
- Observations/evaluations
- Commendations/reprimands
- News releases related to the individual
- Required security information, i.e. fingerprint reports, etc.

Some of the documents identified below contain information that is also listed separately. What is important is to form as complete a file as possible on each staff person. When a person terminates employment at a given school, for whatever reason, a brief, objectively written statement of the reason for the termination should be included in the file.

Finally, all files should be kept alphabetically in a lockable (consider also fireproof) file cabinet, and secure from individuals viewing others' files. Each worker has a right to their own file to review its contents and/or add information.

Staff Assignments/Parish Responsibilities

Theory: Staff Assignments/Parish Responsibilities

Lutheran schools are blessed with an abundance of multi-talented people. A quick summary of any staff will identify teachers who double as coaches, musicians, editors, photographers, writers, preachers, administrators, and other specialties too numerous to mention. As an added gift of God's Spirit, these people are willing, often eager, to share and exercise their special abilities.

Generally speaking, the larger the parish and/or school, the more people are found who have specialized and highly-defined job descriptions. As parishes grow, they tend to bring on additional staff with specific assignments outlined in the Call or contractual agreement. Conversely, smaller schools with limited staff tendto call upon individuals to serve a variety of diverse functions and needs. Regardless of the circumstances, however, some balance should guide the placement of individuals into additional ministries or other authorized service.

First, **all** staff should be assigned additional responsibilities equitably.

Second, additional responsibilities should match a person's gifts and talents. Discovery of such talents can be as simple as asking people to voice areas of interest or as elaborate and informative as completing spiritual gift inventories on each staffer such as the Modified Houts Spiritual Gifts Assessment. If you decide to go with the elaborate approach, be sure that the entire parish or association is fully on board with the **total** program expectations such surveys and assessments recommend.

Third, there should be an annual opportunity to take on, trade or renew additional duties. While this may seem to overstate the obvious, sometimes an individual will become entrenched in an area like the Christmas service, for example, disallowing genuinely interested and able staff member from bringing fresh ideas into such a service.

Fourth, if there is remuneration for additional duty, it should be clearly stated to all, and equitably distributed according to such factors as degree of responsibility (supervisory of other), length of time such service is performed (part or all of the school year or year-round expectations), and the number of people (students or adults) involved. Differentiation and appropriate consideration should be accorded any additional responsibility that carries a twelve-month versus ten-month expectation.

Process: Staff Assignments/ Parish Responsibilities

The parish and/or school **mission statement** should guide additional staff assignments and responsibilities. All additional responsibilities, activities, or duties should fit the stated purposes of the organization. The process then should begin with forming a list of additional work needs. The staff should have input into the formulation of such a list. The next part of the process becomes assigning such areas to staff or volunteer individuals. Such assignments can be formed through volunteering or more formalized delegation or a combination of the two depending upon the needs of the specific assignment. If staff members are to volunteer for some if not all of the areas, it is suggested to have such volunteering in an open meeting where discussion is encouraged. This builds unity and purpose for the objectives of the school and church and often engenders affirmation from peers for jobs well done.

Samples And Examples

Samples and examples in this section consists of a list of possible additional staff assignments and responsibilities. The point of this is to spark thought and care for all the tasks, large or small, that combine to make a school and church operate smoothly.

- Youth Counselor
- PTL Representative
- Chaplain
- Textbook Orderer
- Yearbook Chairperson
- Physical Education Equipment
- Audio-Visual Equipment
- Christmas Service
- Spring Musicale
- Faculty Meeting Chair.
- Faculty Meeting Secretary
- Art Supplies

- Science Equipment
- Athletic Director
- Coach (incl. Cheerleading)
- Speech Meet
- Choir Director
- Field Day Coordinator
- Lounge/Workroom Cleaning
- Social Committee
- Playground Supervision
- Parking Lot Supervision
- Detention Duty
- Game Supervision
- Liturgist
- Communion Assistant
- Lectionary
- Librarian
- Computer Specialist
- Music Director
- Fund Raising Chair.
- Before-School Supervision
- After-School Supervision
- Evangelism
- Sunday School Teacher
- Sunday School Trainer
- Bible Class Teacher
- Vacation Bible School
- Publicity/News Writer

The list could be lengthened or shortened. Also, many of the items are most logically performed by the same person provided that the individual does not become overloaded. While not every school has need of every duty listed above, it should be noted that school operations need everybody.

Additional Resources

Norbert C. Oesch, The Church Worker Team, and Martin F. Wessler, Governance and Management, from Lutheran Schools: 21st Century, St. Louis: Concordia Publishing House, 1993.

Modified Houts Questionnaire (Spiritual Gifts Survey) as printed in the Spiritual Gifts and Church Growth Workshop, available from Dept. of Church Growth, Fuller Evangelistic Association, Box 989, Pasadena, CA 91102. Copyright 1978.

Supervision of Instruction

Theory: Supervision of Instruction

John is a beginning third-grade teacher. He is having problems with the students who are interrupting his reading-group instruction with questions or behavior problems. He has spent time developing learning centers and seatwork exercises, and he just cannot understand why he's experiencing these difficulties. He comes to you, his principal, and asks for help. His request begins the process of supervision of instruction; you and John begin exploring ways to improve the student's use of time.

Not every episode of supervision is as inviting or complimentary. Supervision can be an uncomfortable experience. Its purpose isn't to make friends or cause tension, although it can do both. Supervision calls up feelings of inadequacy, judgement, and conformity to the standards of others, in supervisors and teachers alike. But supervision can also be rewarding as instruction improves and student learning increases.

The basic goal of supervision is to improve the teaching/learning processes so that the students can develop to their fullest spiritual, academic, and social/emotional potential. To achieve improvement, the principal provides leadership through orientation, in-service training, and regular classroom observations.

Supervision of instruction is a significant part of managing human resources. Successful supervision is possible and highly productive if principals take professional responsibility for their supervisory role, if they know what to look for, and if they can manage conflict. Recognizing the discomfort is the important first step toward improving supervisory practice.

Establishing regular routines of the observation and evaluation of instruction within your school will have the effect of saying "I care. How can I help?" Supervision holds teachers accountable to the education children deserve and their parents expect. The process sets the stage for the improvement of the master teacher, the support of the struggling, and the removal of incompetent practices. Successful supervision of instruction assures that the little children are brought to Jesus.

Process: Supervision of Instruction

Supervision in education usually consists of three roles; the supervisor (typically the principal); the teacher; and the students. For our purposes, the supervisor is defined as the person who has the formal authority to evaluate a teacher's performance, or as someone who has input into such evaluations. It is the supervisor who has the major responsibility for communicating and refining the school's intentions, such as improved student achievement, to those who are evaluated (Etzioni, 1964).

The supervisor's role links the school's goals to the role of the teacher and to improved services to the students. The teacher's role is to help students learn, which implies providing students with time to learn and appropriate content to learn in ways that promote student success. The students help the teacher and supervisor keep score. The supervisor and teacher use students' behaviors to determine whether the planned improvements have been successful (Squires, Huitt, and Segars, 1984).

Supervision of instruction, then, is a process centered on improving professional performance and necessarily takes place throughout the year: At the beginning of each school year establishing the observation instrument in your faculty workshops; during the school year making and processing observations; at the end of the school year reviewing the instrument and evaluating the teachers' strengths and areas for improvement. The process sequences for each part of the year will be discussed separately.

Beginning Of The School Year

1. Review your school's mission statement and goals with the faculty.

2. Make sure every teacher can articulate how school goals relate to the students' spiritual, academic, physical, and social/emotional growth. Do this by having each teacher (and yourself) complete the Platform Exercise (See Samples and Examples) and then discuss their responses with each other.

3. Identify your expectations for lesson plans both in frequency and content. It is recommended that

teachers submit lesson plans to the office on a weekly basis. Such plans may be as simple or complex, as desired, but minimally should include:

- ▼ an objective or goal statement for each period or lesson, which identifies the purpose of the lesson.

- ▼ a method or means statement for each period or lesson, which identifies the manner, model, or procedure to be used to communicate the lesson objective.

- ▼ an activity or assignment statement for each period or lesson, which identifies the means by which the lesson materials will be reinforced.

4. Identify an observation instrument, the tool used for classroom observation.

According to research, what a teacher does is the most significant measure of teacher competence. This is not to say that teacher characteristics or student achievement should be totally ignored, but these factors are just not good measures of teacher competence (Deever, Demeke, and Wochner, 1969).

Typically, there are two styles of observation instruments; the Norm-Referenced style and the Criterion-Referenced style. The Norm-Referenced measure is used to identify an individual's performance in relation to the performance of others. Criterion-Referenced measurements, on the other hand, are used to identify an individual's performance with respect to some established criteria or standards. Norm-Referencing tends to be more subjective; Criterion-Referencing tends to be more objective.

Because people have a tendency to judge what they see by personal standards and beliefs about what is good teaching, and because people must be able to trace the path of their judgements back to the data, the Criterion-Referenced approach may be preferred by some. While it is not possible to stop all of our leaps from data to judgement, we must be able to state explicitly the criteria that are being used to make such evaluations.

The good news is that there are a number of good Criterion-Referenced instruments available. The bad news is that they typically require training by qualified instructors for authorized use. Two highly recommended ones are: The Instrument for the Observation of Teaching Activities (IOTA); and Another Set of Eyes: Techniques for Classroom Observation. Both are referenced in Additional Resources (page 41).

The remaining observation tools in Samples and Examples represent a mixture of Norm- and Criterion-Referenced measurements. It is recommended that the faculty review the instruments with the principal's direction and select or develop their own in a fashion that will focus on teacher competence to the end of student gain. Better yet, request the Board to send the principal for training in a quality observation instrument.

5. Identify the schedule and routing for classroom observation. Consider the following suggestions for each:

Schedule two observations per year for each teacher. You might allow the teacher to select the lesson to be observed for the first visit and make the second one a surprise visit.

The routine for each observation should include:

- ▼ A Pre-Observation Conference which will assist the supervisor with information that will render more accurate observation. Specific classroom objectives, unusual circumstances, or student difficulties should be identified.
- ▼ The Classroom Observation in which verifiable and acceptable data are recorded. Such data are objective and capable of being verified by the teacher at a later time. Verifiable data include exact quotes of the teacher and students, names and numbers of students responding, and other data "seen" and "heard" by the observer.

- ▼ An Analysis and Reflection in which both the teacher and the supervisor study, analyze, and reflect upon the data generated by the observation. Questions of school related goals or areas for improvement could be noted for discussion.

- ▼ The Post-Observation Conference in which the teacher and supervisor share their understandings of the behavioral patterns observed, identify strengths, and generate areas to improve professional performance. A copy of the verified observation should be signed by both parties and filed.

During The School Year

- ▼ Check Lesson Plans regularly.
- ▼ Budget time and make appointments for observations.
- ▼ Observe classrooms and teachers. Don't forget the Pre- and Post-Observation conferences.

- Obtain both teacher and supervisor signatures on the observation instrument and file it.

End Of The School Year

- Review the observation instrument with the staff. Clarify, improve, add, and/or remove objectives.
- Utilize an End Of The Year evaluation instrument (see the next section on Evaluation).
- Set goals for the new school year.

One last thought—Review the Hersey/Blanchard Maturity Model on page 7 of this Human Resources manual. It suggests that the best leadership style to use with people is the one that matches their level of maturity. Study the definition of maturity and the accompanying graph. The model is instructive for the supervision of instruction.

The Maturity Model does not suggest that those with high maturity need LESS supervision than those with low maturity, but that the style of supervisory leadership must be altered to meet individual needs. The amount of supervision from individual to individual should be the same. Also, remember that a person's maturity level can vary across the areas he or she has been called to serve.

The best supervisory process is one so designed as to open up topics for discussion and improvement, and enable effective communication of the Gospel. In this way we lead people to be disciples of Jesus Christ, taking the view of St. Paul in Philippians 3:10-16.

"I want to know Christ and the power of his resurrection and the fellowship of sharing in his sufferings, becoming like him in his death, and so somehow, to attain to the resurrection from the dead. Not that I have already obtained all this, or have already been made perfect, but I press on to take hold of that for which Christ Jesus took hold of me. Brothers, I do not consider myself yet to have taken hold of it. But one thing I do: Forgetting what is behind and straining toward what is ahead, I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus. All of us who are mature should take such a view of things. And if on some point you think differently, that too God will make clear to you. Only let us live up to what we have already attained."

Samples And Examples

The agenda that a teacher brings to teaching will fall into three major categories: what one believes is possible; what one believes is true; and what one believes is desirable. Together the three are the essential ingredients of one's educational platform. A platform implies something that supports one's actions and by which one justifies or validates one's own actions. The following platform exercise will enable you to state basic values and key positions. After completing your responses, be prepared to discuss them with your fellow educators.

Additional Resources

Tips for Principals from NASSP April 1989
(reproduced with permission)

How To Get The Most From Teacher Observations

Classroom observation represents a vital link among the student, teacher, and principal. It brings the principal closer to the real action, to the point of exchange, to instruction and learning. It is usually enjoyable, and informative and places the principal in a resource role in which his or her ideas can really affect teachers, students, and learning.

Teacher observation also improves administrators' delegation skills because it forces the principal to allow administrative tasks to be performed by other staff members while he or she is observing.

Teacher Observation Strategies

- Give every staff member the option of a pre-observation conference, although the new staff members might be the only ones who show interest. The conference provides these new members with insight into the complex process and thus relieves tension. It also enables the principal to lay a groundwork of expectations for the teacher.

  The pre-observation format can be as simple or complex as needed. The format used in Elizabethtown (Pa.) includes several topics of discussion: Characteristics of student/class; unit objectives; background from previous lessons; lesson objectives; materials and strategies to be used; measure for student learning; the lesson's relationships to future objectives; possible alternatives for improvement; and any other pertinent topics.

  Use the pre-observation conference to set the stage for the teacher and observer to share ideas about teaching and learning. Make it a positive and supportive climate. From these planned and focused beginnings can spring a tremendous opportunity for teacher growth and improvement.

Educational Platform Exercise

Please respond to each of the nine elements of this educational platform in specific, concrete terms. We are not interested in volume; clear, concise statements are preferable.

1. List the three most important aims of education. *Answer in terms of education for the students in our school.*

2. List the major achievements of your students this past school year (19__-19__). *What specific achievements of students do you desire in your class by the end of this coming school year? List at least three.*

3. Identify the social significance of the student's learning. *Comment on this area as you view the student leaving the school and entering society in general.*

4. What is your image of "the learner?" *How do you perceive students in your classes?*

5. What value is there in our curriculum? *Examine our school offerings in terms of their "value." Isthere a difference as you see the academic and "real" worlds?*

6. What is your image of "the teacher?" *How do you perceive your role as a teacher? Are there a multitude of roles which you perform?*

7. Identify your preferred kind of pedagogy. *What is the way you teach? Is there a best way of teaching?*

8. Diagnose your preferred kind of teacher/student relationship. *What type of interpersonal relationships do you perceive between yourself and the students in our school?*

9. Examine your preferred kind of school climate. *What makes the school work? Consider such factors as discipline, student pride, faculty morale, parental lifestyles, and ways of thinking and behaving.*

(Adapted from Thomas J. Sergiovanni and Robert J. Starratt, Supervision: Human Perspectives, 3rd ed., New York McGraw-Hill, Inc., 1983, pp. 233-235, 304.)

▼ Include the assistant principals in the process by assigning them observations and asking them to provide intensive assistance for teachers in need of extra help.

▼ Spend a day observing a particular department, rotating each period. in some cases, you might observe a teacher twice. By the end of the day you will have completed several observations, improved your knowledge of that department, and formulated specific ideas for improvement in the department as a whole.

Provide each teacher with your usual observation report and write a one or two-page draft of your total day,describing what happened period by period, and including general comments particular to the department staff members. Include four or five suggestions, ideas, questions, or considerations for the department as a whole.

You have now established a better link with this instructional area and can offer yourself as a well-informed resource. Keep in touch with the staff members' reactions to your observations/comments. Schedule a day or half-day week for this kind of observation.

▼ Make your post-observation report count. Take some time to carefully prepare your suggestions for improvement. It is better not to write down any suggestions than to come up with ones that are not meaningful and helpful.

In your post-observation conference with teachers, keep the atmosphere positive. Avoid distractions during the meeting and open the lines of communication. Remind teachers to invite you into the classroom when they think you would find a particular lesson interesting. When you do receive an invitation, be there.

But observation need not be limited to the classroom. Effective observation involves everyone in every school setting.

General Observation Strategies

▼ Follow a student around the building for an entire day and interview him or her at the end of the day. In addition to observing the student, you will have the opportunity to observe six or seven teachers. Write teacher observation reports and a one or two-page report about the student, the student interview, and what happened in each class.

This strategy is also an excellent way for several teachers to do a climate study of the school. One teacher per day can shadow a student throughout the daily schedule, interview the student at the end of the day, summarize instructional strategies and patterns, and then meet with the other teachers to discuss the findings.

▼ Spend the first 30 to 40 minutes each morning wandering around the building. Meet the substitutes, visit teachers, check out the library, lobby, or other areas that students congregate. By being out and about, you can take care of problems that might have been brought to your attention later in the day when someone "just dropped in" to discuss a situation with you.

This "walking around" concept is good at any time. Visit a few classrooms during the day, and include art, shop, physical education, library, or home economics classes.

▼ Find other ways and times to make observation reports. Write one about the play rehearsal, band concert, math convention, career day, or the special effort by the counselor at parent night. Use any meaningful situation to observe, record, reinforce, and feed back. Use your time effectively and generate a positive response and some new ideas.

Observation can be one of the more pleasant aspects of principals' roles. It allows them to spend more time with students—which should be a priority—and to have positive, constructive contact with teachers. Observation also improves classroom activity and instruction. And, for those occasions when you need to be critical, your new observation approach will provide you with more background information, time-on-task, and, ultimately, better documentation.

Instructional leadership is an important responsibility. Accept it. Enjoy it. Your time will be better spent and you will soon be far more knowledgeable about what's going on in the building and in the classroom. What's more, you will spend more time with your teachers and your students and you will gain a new perspective on your school—one beyond your office walls.

Written by Dustin A. Peters, principal at Elizabethtown (Pa.) Area High School.

Preobservation Conference Information

Name of Teacher_____ Name of Principal_____

Date of Preobservation Conference_____, 19_____

Complete this by the time of the preobservation conference. Answers to the questions will help orient the principal to the lessons to be visited.

1. Subject_____ Time_____
   a. Where are you in the course, i.e., page number, lessons?_____
   _____
   b. What is the objective of the lesson?_____
   _____
   c. What method(s) will be used to attain the objective?_____
   _____
   d. What teaching and learning materials will be used?_____
   _____
   e. How will you know if the students have learned?_____
   f. What special characteristics in students should be noted?_____
   g. Does this lesson give opportunity to permeate the lesson with Scripture? If so, how?_____
   _____

2. Subject_____ Time_____
   a. Where are you in the course, i.e., page number, lessons?_____
   _____
   b. What is the objective of the lesson?_____
   _____
   c. What method(s) will be used to attain the objective?_____
   _____
   d. What teaching and learning materials will be used?_____
   _____
   e. How will you know if the students have learned?_____
   f. What special characteristics in students should be noted?_____
   g. Does this lesson give opportunity to permeate the lesson with Scripture? If so, how?_____
   _____

Wisconsin Synod Administration Handbook (Reproduced with permission)

Administrative Visitation Survey Form
Winter - Spring,

To the Teacher

Administrative classroom visits will take place during the second semester of this school year in the following manner:

1. Each teacher will be visited sometime during the semester by either

2. Each teacher will list below some specific teachers skills that he/she wishes the administrator to give special attention during the visit. These skills may relate to teaching skills, organizational skills, classroom management techniques, inter-personal relations, and the like.

3. The administrator will visit at a time that is most convenient for the teacher and the administrator wherever possible.

4. This hand-out should be returned to my mailbox by

Name of teacher:_____

Preferred visitation period_____ Second choice_____

In the visitation, please pay special attention to the following skills which I believe are some of my strengths:

1.

2.

3.

4.

Please give attention to the following skills which may need some special attention and improvement:

1.

2.

3.

4.

Classroom Observation Summary

Teacher:_____ Date:_____

Subject:_____ Period:_____ Length of Observation_____

Number in class:_____Number that arrived late:_____Number absent:_____ Grade levels:_____

What were the objectives of the lesson?

1.

2.

3.

4.

Did the teacher reveal those objectives to the students at the beginning of the lesson?_____

Items/Comments + *Indicates exceptional qualities* - *Indicates this was not*

Instruction
_Knowledge of subject
_Teaches to objectives
_Maximizes time on task
_Teaches for mastery
_Teaches for success
_Monitors students learning
_Adjusts instruction as necessary for individual differences
_Gives clear and precise directions
_Gives students feedback
_Lessons are meaningful, interesting
_Students participate
_Gives meaningful homework
_Students/teacher close, summarize
_Shows evidence of critical thinking

Environment
_Inviting classroom appearance
_Attractive physical arrangements
_Positive climate for learning
_Pleasant demeanor of teacher
_Christ-centered
_Teacher has high expectations

Management/Logistics
_Assignments are posted
_Class begins promptly
_Students arrive on time, ready
_Rapport is business-like and supportive
_Students are well prepared
_Teacher has an inviting personality
_Has procedures for each activity

General Comments:

Observer:_____ Observed:_____ Date:_____

Classroom Observation Report

Name_____ Observer_____ Date_____

Class_____ Minutes Spent

1. What is the purpose of the lesson? What is the teacher trying to accomplish?

2. Teaching Techniques: What is the teacher doing to accomplish lesson objectives?

    a. What evidences are there of organization and planning?

    b. What materials, aids, or resources, if any, are being used?

    c. What is the attitude of the teacher toward pupils?

3. Pupil Participation: In what specific ways are pupils involved?

    a. To what extent are pupils participating or not participating in the lesson?

    b. What is the student reaction or behavior during instruction?

4. Results of the Lesson: What evidence is there that learning is taking place of that results are being achieved?

5. Favorable Comment or Conditions Observed:

6. Suggestions:

Evaluator_____ Evaluatee_____

Classroom Observation Checklist

Name of teacher:_____ Date:_____ Period:_____

Observer:_____ Class:_____ Number:_____

Setting the Stage

Y N 1. Students enter room and are engaged in pre-class activities. Procedures well established.
Y N 2. Reveals the objectives. (What)
Y N 3. Gives the purpose of the lesson. (Why)
Y N 4. Shares the plan. (How)
Y N 5. Has the attention of the students.
Y N 6. Reviews previous concepts or previous day's work or checks homework.

Comments:

Pre-Teaching

Y N 7. Shares the main idea of the lesson.
Y N 8. Prepares students for new vocabulary and difficult concepts.

Comments:

Teaching the Lesson

Y N 9. The lesson is relevant to the stated objectives.
Y N 10. Examples are given.
Y N 11. Vocabulary is at students' level.
Y N 12. Checks for comprehension, mastery.
Y N 13. Students/teacher summarizes lesson.
Y N 14. Student note-taking or other activity is evident.

Comments:

Activities/Practice

Y N 15. Provides guided practice.
Y N 16. Gives clear directions.
Y N 17. Gives independent practice appropriate to the lesson and maturity level of students.
Y N 18. The material is at an appropriate level of difficulty.
Y N 19. Materials and equipment were ready.
Y N 20. Involves group practice as appropriate.

Comments:

Questioning

Y N 21. Avoids group responses.
Y N 22. Uses volunteers sparingly.
Y N 23. Random pattern selection of students (high-low).
Y N 24. Questions, pauses, calls name.
Y N 25. Questions require thoughtful answers, critical thinking.
Y N 26. Gives students time to think. Uses wait time appropriately.
Y N 27. Uses follow-up questioning when appropriate.

Comments:

Monitoring

Y N 28. Moves around classroom during guided practice.
Y N 29. Gives feedback to students.
Y N 30. Avoids interrupting students on task.

Comments:

Relational

Y N 31. Relationship between teacher and student is cordial and business-like.
Y N 32. Shows evidence of loving students and enjoying his/her class.
Y N 33. Shows evidence of being a team player with staff and administration.
Y N 34. Applies God's Word to classroom situations.
Y N 35. Gives students opportunities for self-discipline, responsibility.

Comments:

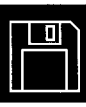
Overall

Y N 36. Classroom time was well utilized.
Y N 37. Students were attentive, alert.
Y N 38. Classroom decorum is attractive, Christ-centered, educationally stimulating
39. __% of students were prepared for the day.
40. __% of students were in classroom time.

Comments:

Teacher_____ Observer_____ Date:_____

Observation Report



Name:_____ Observer:_____

School Year:_____ Date:_____

Purpose:

1. To observe (as suggested by the teacher)

2. To give feedback on the following teacher behaviors:

a. Teaching to the objectives

b. Time on task

c. Monitoring the students' learning

Adjusting the teaching as necessary

d. Use of motivational techniques

- ▼ feelings of success
- ▼ correct level of difficulty
- ▼ giving clear and precise directions
- ▼ knowledge of results—feedback
- ▼ level of interest (meaningful, interesting)
- ▼ correct level of concern

e. Student participation (When I hear, I forget; when I see, I remember; when I do, I learn)

3. Summary statement, comments.

Signature_____ Teacher Signature_____ Administrator

Classroom Observation Summary

Name of Teacher:_____

Date:_____ Period:_____ Subject:_____

Write here the objective(s) of the lesson which the teacher revealed to the students:
1.
2.
3.

Did the students appear to be ready for the lesson?
How did the teacher prepare them for the lesson?

How did the teacher gain and maintain the students' attention?

To what extent did the lesson include the following: *(Knowledge, Understanding, Application, Analysis, Synthesis, Evaluation)*

What behaviors of the teacher clearly showed his/her efforts to <u>assist</u> the students in learning? *(explain, question, give directions, student activities)*

How did the teacher monitor the students's learning and understanding during the course of the lesson?

What behaviors of the students reflect their understanding of the concepts?

Who provided the lesson summary *(closure statements)*—students or teacher?

To what extent were the closure statements related to the objectives stated by the teacher at the beginning of the lesson?

List some of the principals of motivation that were used by the teacher. *(Knowledge of results, interest, level of concern, feelings of success.)*

Describe the relationship between the students and the teacher.

Comments/Suggestions

Signature of observer:_____ Signature of the observed:_____

Observation Report

Directions: In the right column are some items to check (if you observe them). In the left column, write comments, impressions, and recommendations (related to the items in the right column).

Teacher:_____ Class:_____

Date/Observation:_____ Length/Observation:_____

Comments/Recommendations	Items
I. Instruction:	I. Instruction: __Evidence of in-depth knowledge of subject __ Teaching to objectives __ Relating activities to objectives __Observance of individual difference of students __ Keeping students on task __ Evidence that students understand what is being taught __ Asking provocative questions __ Other (specify)
II. Environment:	II. Environment: __ Appearance of room __ Physical arrangements __ Climate for learning __ Organization of class period __ Other (specify)
III. Management/Logistics:	III. Management/Logistics: __ Class Management __ Handling behavior problems __ Rapport with students __ Coping with unforeseen events __ Opening of lesson __ Closing lesson __ Making assignment __ Other (specify)

Comments:

Observer:_____ Teacher:_____

Teacher Comments on Back (Optional)

Classroom Observation Report

Instructor_____Course_____Date_____Period_____

No. of Students Enrolled_____Present_____Tardy_____

Rate each item according to the following scale:

Excellent	Good	Average	Poor	Missing	No Judgment
4	3	2	1	0	X

A. The Instructor:

1. __Presents a professional appearance and demeanor
2. __Shows adequate enthusiasm for the subject matter
3. __Is considerate of individual differences
4. __Puts "life" into the learning situation

B. Instructional Skills:

5. __Shows skill in presenting content
6. __Uses appropriate aids and techniques
7. __Relates new material effectively to preceding instruction
8. __Makes effective spiritual applications where appropriate

C. Classroom Administration:

9. __Class begins promptly
10. __Student participation is frequent and orderly
11. __Classroom activities relate to course objectives
12. __Assignments are not just "busy work" but meaningful

D. Student Participation:

13. __Student attention shows good rapport
14. __Instructor attempts to involve all students
15. __Students help maintain a good working environment
16. __Most students appeared to be well prepared

E. Miscellaneous Items:

17. __The level of instruction was appropriate and challenging
18. __Evidences of critical thinking and analysis
19. __Overall instructor rating
20. __Overall course rating

Did you have a conference with the instructor after the visit?

Comments:_____

_____

_____

_____

_____

Visitor_____

BPES/RCB 6/86

Another Set of Eyes: Techniques for Classroom Observation, available from the Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA 22314-2798, Phone: 703-549-9110.

Instrument for the Observation of Teaching Activities (IOTA): Assessment of Teaching Competence for Improvement of Instruction, available form the National IOTA Program, 949 East Gemini Drive, Tempe, AZ 85283.

R. Merwin Deever, Howard J. Demeke, and Raymond E. Wachner. The Assessment of Teaching Competence, Tempe, Arizona: National IOTA Council, 1977.

Amati Etzioni. Modern Organizations, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

James W. Popham, and T. R. Husek, "Implications of Criterion-Referenced Measurement," Journal of Educational Measurement, Spring, 1969.

Thomas J. Sergiovanni and Robert J. Starratt, Supervision: Human Perspectives, 3rd ed., New York: McGraw-Hill, Inc., 1983.

David A. Squires, William G. Huitt, and John K. Segars. Effective Schools and Classrooms: A Research-Based Perspective. Alexandria, VA: Association for Supervision and Curriculum Development, 1984.

Evaluation

Theory: Evaluation

Supervision of instruction (classroom observation) is formative in nature, or providing of feedback on the effectiveness of short-term segments of the program. **Evaluation**, on the other hand, is summative in nature, or summing up the cumulative impact of a year of teaching. It provides end-of-year feedback to staff members on a whole range of teaching, service, and ministry related items. Formative and summative evaluation complement each other.

Anyone with supervisory responsibilities understands that teacher evaluation, for a variety of purposes, is part of the job (See Samples And Examples for "Competing Rationales For Evaluating Teacher Performance.") As such, Sergiovanni and Starratt (1983) posed two basic questions that attend everyone who holds such responsibility:

- How can I evaluate a teacher responsibly and professionally?
- How can I evaluate a teacher's performance (with the assumption that it will inevitably result in some critical judgements) and at the same time retain my role as facilitator of teacher growth?

For many supervisors, the second question poses the real dilemma. If one assumes that the purpose of supervision is to help teachers grow and improve their classroom effectiveness, an objective that requires trust and a collegial relationship, then to evaluate a teacher's performance will undermine that trust and cancel one's ability to facilitate teacher growth. This part of a supervisor's job seems to place him or her in an adversarial, judgmental relationship with a teacher. The teacher will feel threatened and thus will not trust the supervisor, and s/he will tend to be defensive, closed, and legalistic in their relationship.

The first question poses serious difficulty as well. Anyone who has experienced the pain of telling a teacher that his or her performance does not measure up and that it would be best to seek employment elsewhere knows how difficult it is to document in a clear and unambiguous analysis the reasons why an unfavorable decision was rendered.

One solution to the dilemmas posed above would be to develop evaluation for teacher improvement through a shared quest. Teacher defensiveness to the evaluation process can be diffused if such evaluation takes place in a clearly understood, mutually agreed-upon plan. The outcomes of evaluation ought to reflect a teacher's own thinking about effectiveness. Taken together, successful summative evaluation happens when the teacher and the supervisor **together** assess strengths and weaknesses. Just such an approach is proposed in the following section.

Process: Evaluation

Take a few minutes and survey the Staff Evaluation Form presented in Samples And Examples of this section. Its design is congruent with the theory mentioned above. Its use is described in the steps below. (The initial use of the Staff Evaluation Form by any given school will be described first. Usage of this form in all subsequent years will be identified at the end of this description.)

1. Read through the entire Staff Evaluation Form with your staff. Answer any questions, define terms, and discuss descriptors together. Indicate that evaluation of some of the areas can only be made by direct communication about the specific topic (for example area II, G "...has an active prayer life"), and that honesty and regard for individual perceptions will be of paramount importance.

2. Identify that the instrument is to be used in May of each school year. If you are initially reviewing it in the fall of the year, one practice would be to simply have each faculty member design some short and long range goals for the year (no more than two or three of each) and ignore the evaluation scales until evaluation time in May. Have the faculty submit their goals for the year and keep them in a special filefor review at the evaluation time.

3. In early May, hand out the complete evaluation form to each faculty member. Instruct the staff to complete all parts of the evaluation **except** the short and long range goals. The goal is to enable teachers to assess strengths and weaknesses and encourage them to generate needed growth targets. Self-assessment allows the teacher to set the initial agenda

and to retain a sense of dignity since judgement has been made initially by himself or herself.

4. The principal will complete the evaluation on each individual in preparation for a conference with each teacher.

5. During the month of May, plan a conference with each staff member. Allow adequate time for each conference so that all areas of importance can be discussed.

6. In the conference, begin by discussing the short and long range goals that were prepared at the beginning of the year. Don't spend a lot of time on these unless they were developed in connection with the whole evaluation form. Next, discuss the comparisons and contrasts between the teacher's assessment of Area I and Area II Characteristics and your own assessment. Your evaluation can then support the teacher's own conclusions and the two of you can begin work on ways to build on strengths and improve on some weak areas.

- ▼ You may have additional points to raise but should hold off on them initially to discuss those areas that seem most significant to the teacher.

- ▼ Be prepared to justify with explanation or example any area that is an apparent difference between the two evaluations. It is also fair to ask for explanation or example when differences occur.

Important

One feature of the Staff Evaluation Form is that the Area I Personal Ministry Characteristics A through G have been designed to correlate with Area II Professional Ministry Characteristics A through G. This feature enables you to check if attitudes (Area I) and actions (Area II) are congruent. It also lets you see if perceptions of behaviors or performances (yours or the teachers's) are accurate. It is not recommended that this correlation information be shared because of possible second guessing of one's self or because some might use such knowledge to modify the results before the conference ever occurs.

7. After Area I and Area II have been compared and discussed, and after the General Strengths and Areas Where Improvements May Be Made have been identified and agreed upon, then is the time to write Short Range Goals and Long Range Goals. Ultimately, both evaluation forms should be signed and filed. Copies of the evaluations and goals should also be given to the teacher. Notice also the space provided for comments. This is provided for any comment but its most probable use would be where disagreements of areas for improvement occur. Such disagreements should be documented and this is a logical place to do so.

8. The goals that have been written are goals for the next school year. The whole process begins again with step three above. The second and all subsequent times through the process, the review of the goals that were set for the year are of primary importance to the conference. These goals were set as action items for the year being reviewed and all progress (or lack of progress) should be noted. It is also possible that goals could be renewed, or moved from the long range area to the short range area.

Sergiovanni and Starratt (1983, p. 323) state a most fitting conclusion to this section. Quote:

"Some supervisors have high affiliation needs and hence are very reluctant to deal with anything potentially damaging to their relationships with teachers. Other supervisors have low affiliation needs and are insensitive to the feelings of teachers when expressing their evaluations. Both kinds of supervisors need to recognize that making judgments about the performance of others can be painful, but that it is a necessary part of the enterprise of maintaining and improving the learning environment for students. It is better to get those feelings out in the open, to deal with them in a professional manner and to get on with the task. Tiptoeing around the sensitivities involved will not make them go away. Making believe that no one is responsible for assessing the quality of instruction is irresponsible. Pointing only to the growth and development side of evaluation and not admitting that teachers also receive grades or performance ratings every year is not facing the realities of the school setting.

These realities can be faced honestly and rationally and can even be the source of improved performance and growth. If the supervisor and the teacher work more and more as a team, then the summative evaluation that emerges can be more and more a team assessment."

Additional Resources

Thomas J. Sergiovanni and Robert J. Starratt, Supervision: Human Perspectives, 3rd ed., New York: McGraw-Hill, Inc., 1983.

Discernment Vs. Judgment

At what point does a sincere concern for another person become a judgement of him? How does judgment differ from discernment? Consider the following comparison:

Discernment asks questions until all important factors are understood. "...to search out a matter is the glory of kings." Proverbs 25:2

Judgment accepts hearsay at face value and forms opinions of motives on a few known factors. A simple man believes anything, but a prudent man gives thought to his steps. Proverbs 14:15

Discernment studies all important factors in order to discover root causes for the present problem. "...he will not judge by what he sees with his eyes, or decide by what he hears with his ears. Isaiah 11:3

Judgment openly shares conclusions with those not related to the solution of the problem. "He who answers before listening—that is his folly and shame." Proverbs 18:13

Discernment looks for a comparable problem in personal experience. II Corinthians 1:4

Judgment avoids personal self-evaluation by projecting hostility toward the offender and his offense.

Discernment carefully reviews the steps taken to overcome a similar problem.

Judgment has not yet overcome the same personal problem.

Discernment accepts the offender as he is and waits for the right opportunity to approach the problem.

Judgment fails to differentiate between the sin and the sinner, and therefore, reflects a rejection of both.

Discernment gains the confidence of the one in need and then shares the steps taken to overcome a similar problem.

Judgment tells a person where he has been wrong without providing direction for a solution.

Discernment assumes the responsibility for restoration.

Galatians 6:1

Judgment reminds God of the shortcomings of the offender.

Adapted from Genuine Friendships, Institute in Basic Youth Conflicts, 1975, p. 10.

Competing Rationales for Evaluating Teacher Performance

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The Evaluation Center, Western Michigan University

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In this election year, several presidential candidates have been criticized for lacking a clear, consistent rationale for their political ambitions, and their views are said to shift to satisfy the particular group being addressed. There is an analogous situation in U.S. school districts' evaluations of teacher performance. while most districts do evaluate teacher performance in some way, the rationales for those evaluations are often unclear or bound by political or procedural expediency.

This article reviews six rationales that schools might use to evaluate their teachers' job performances. By rationale I refer both to the fundamental aims that a school district hopes to achieve by evaluating teacher qualifications and performances a well as to the principles guiding the evaluation. Clearly, depending on which rationale is chosen, districts would select quite different evaluation approaches. Table 1 on page 46 summarizes the six rationales and their associated evaluation models and approaches.

1. Improvement of Classroom Teaching

This rationale's heavy constructive orientation views teaching as a theory-based profession and sees teachers developing along a novice-expert continuum. Regular staff development is stressed; there is a focus on classroom teaching behavior. Evaluations are conducted by trained observers who provide teachers with feedback for improving teaching skills and performance so that they can comply with what is thought to be theoretically sound teaching performance. Such evaluations are mainly formative, but this approach sometimes includes summative evaluation. The clinical supervision models advanced by Madeline Hunter and Richard Manatt are characteristic of this rationale.

2. Professional Accountability and Development

This rationale has more emphasis on accountability and improvement and on the removal of poor teachers. Teaching is regarded as a profession requiring teachers to maintain and present evidence of the extent and quality of their service. Teachers or their unions or professional societies compile relevant information and present it to education authorities. Teachers should police their own ranks and strive to improve service to students. The most characteristic example of this rationale is the Toledo Peer Evaluation Model.

3. Administrative Control

Here teaching is viewed as a job that must be regularly supervised and monitored. School principals or headmasters are responsible for evaluating their teachers' performances to assure that institutional assignments are reasonably and properly implemented. Evaluations are keyed to annual accountabilities, based on more or less systematic observation, and reported in teacher-administrator conferences. Such evaluations minimally provide regular checks to ensure that teachers are not grossly neglecting their responsibilities. Optimally, such evaluations provide opportunities for skillful principals to assist teachers to strengthen their performance. They can also definitely help schools and districts to terminate poor teachers.

4. Research-Based Indicators for Improving Student Outcomes

Evaluators using this rationale seek to obtain teaching services that maximally impact on student learning. The underlying ideas is that some teaching behaviors correlate better than others with student achievement and that, in identifying and promoting the high correlates, schools can direct teachers to perform teaching behaviors that pay off in higher student test scores and other indicators of school achievement. Prominent users of this rationale include the state education department in Georgia, Louisiana, and Florida.

5. Consumer Protection and Community Responsiveness

This rationale emphasizes consumer advocacy, views teaching as a vital public service, and advocates the delivery of effective teaching to students, the protection of their welfare, and responsiveness to community and societal needs. Teachers should be evaluated by student advocates and protectors, including local school boards, school administrators, and state education departments. Of prime importance is the assessment of student achievement to ensure that graduates will be employable, competitive in the world economy, and well qualified for further education. Such evaluation approaches include Scriven's Duties-Based Evaluation, Sanders and McLean's student characteristics, and the St. Louis School District's uncorrected use of test scores.

6. Merit Pay

This age-old rationale claims that teachers want to be recognized for their efforts and achievements and that if they are paid extra for exemplary performance, they will teach better. The rationale also assumes that competition among teachers will motivate them and obtain better teaching for students. Merit assessments are based on student achievement, student ratings of instruction, and supervisor judgments and recommendations. The most popular merit pay approach today is the "career ladder."

The Rationales Appraised

Having studied numerous teacher performance evaluation systems, I believe that many schools need to improve their teacher evaluation rationales. A clear rationale provides a basis for evaluating the effectiveness of the school's teacher evaluation activities and for assuring consistent implementation of the evaluation. Analysis of rationales also may help us to integrate different evaluations into a "best practice" approach.

All districts could probably benefit by adopting Rationales 1 and 5. The former provides constructive development of professionals while the latter upholds the interests of students and communities. The clinical supervision work of Manatt and Stowe (1984) has moved in this direction since their approach includes summative evaluation that might permit termination of an ineffective teacher. There is also some merit to Rationales 2 and 3. It is desirable that teachers demonstrate professional accountability. In addition, administrators should use evaluation to secure compliance with job requirements and as a basis for terminating ineffective teachers. However, I believe that both of these rationales slight the development of positive and effective learning environments. Rationale 2 concentrates, in practice, on probationary teachers to the near exclusion of tenured teachers; and Rationale 3 evaluations are often done by administrators whose knowledge of teaching and subject matter is quite insufficient.

Finally, I think that Rationales 4 and 6 provide poor bases for developing a new best practice approach to evaluation. The research-based indicators approach has cost inordinate sums of money, produced

Table 1: Rationales for Teacher Performance Evaluation Systems

Aspects of Rationales	RATIONALES					
	Improvement of Classroom Teaching	**Professional Accountability & Development**	**Administrative Control**	**Research-based Indicators for Improving Student Outcomes**	**Consumer Protection & Community Responsiveness**	**Merit Pay**
Description of the Rationale	Views teaching as a craft or profession with a theory base. The practice continuum ranges from novice to expert. The evaluation focuses on teaching behavior in the classroom. Trained observers provide teachers with feedback for improving teaching skills and performance. Regular staff development is stressed. Evaluations are mainly formative, but sometimes summative.	Views teaching as a profession that requires teachers to present evidence of the extent and quality of their service and to engage in ongoing self-assessment for improvement. The teachers or their professional societies compile relevant evidence and present it to education authorities. The emphasis is on both accountability and improvement. Under this rationale, teachers police their own ranks and strive continually to improve their service to students.	Views teaching as a job in a bureaucracy that must be regularly supervised and monitored. Principals assess teacher performance to assure that annual accountabilities are fulfilled. Evaluations often are based on classroom visits and informal observation. The emphasis is on assuring that the teacher is not negligent. Evaluations subscribing to the rationale can provide a legally viable basis for terminating poor teachers.	Views teaching as a set of independent variables that impact on student achievement. Evaluations are focused on promoting and assessing those teaching behaviors that research shows to correlate with student achievement. Tends to identify and emphasize style variables over job responsibilities. Teaching correlates of student learning are often assessed by means of low Inference observations.	Views teaching as a vital public service and advocates effective teaching plus protection of students' welfare. Requires independent evaluations. Focuses on student achievement and teaching responsibility. Emphasizes employability and college readiness. Obtains feedback from students and parents and expects teachers to maintain evidence of effective execution of teaching responsibilities. Emphasizes the importance of setting high standards for teacher performance.	Views teachers as needing recognition and rewards. Posits that pay for performance will beget better teaching. Assessments are based on student achievement and supervisors' judgments. Teacher may be required to provide a portfolio of evidence on performance and achievement. Some writers advocate merit schools instead of merit teachers as a means of reducing unproductive competition.
Main Proponents	Instructional leaders and curriculum and instruction specialists.	Teachers and their professional societies	School administrators	University-based educational researchers	The public, business, higher education	The public plus state and local officials who must maintain credibility with the public
Models and Approaches Used to Implement the Rationale	• Hunter's ITIP Model • Manatt's "Clinical Supervision", Model • Iwanicki's Professional Growth Oriented Model • McGreal's Professional Development Approach • Flanders' Classroom Interaction Model • EPIC Model with videotape feedback • Assessment centers • Micro teaching • Deming's team problem solving	• Good's Teacher Self-Evaluation Approach • Higher education-type portfolio evaluations • Toledo Peer Evaluation Model • Resume updates and reviews • Professional specialty boards, e.g., National Board for Professional Teaching Standards	• Andrews' comprehensive administrative summative evaluation • Job description-based performance review by principal/ supervisor • Unstructured classroom visits by principal • Interview/discussion by principal/ supervisor or evaluation team • Redfern's management by objectives.	• Medley, Coker, and Soar-measurement-based teacher performance evaluations • Georgia Teacher Evaluation System • Many state systems are derivatives of the above two approaches.	• Scriven's duties based evaluation • Student ratings of instruction • Student test scores/ work products • Inspector visits • Team visits managed by school, school district, or other authority • Survey of parents and/or students	• Career ladder • Merit Increments only, added to base • Merit Increment added to annual regular increment • Merit 1-year bonus • Merit schools

Stufflebeam 3/9/92

little of value, and, according to Scriven (1987), has probably led to invalid, unfair teacher evaluation. Meanwhile,merit pay schemes quickly become corrupted and can engender much unproductive competition that does not serve students well.

Conclusion

Create's project on teacher evaluation theory has started a systematic study of actual teacher evaluation systems as well as reviews of pertinent literature. Our work indicates that analysis of schools' rationales to choose and implement their evaluations can foster better understanding of the current teacher evaluation scene. The bottom line is to seek evaluation approaches that ensure effective service to students.

Staff Evaluation Form

Name of Teacher_____ Date_____

This instrument is designed to allow each teacher and the evaluator an opportunity to share with each other specific insights into their perceptions of performance in a number of key areas of ministry, with the ultimate goals being improvement and growth.

Listed below are a number of descriptors of qualifications, traits, and characteristics. Evaluate yourself by placing an "x" along the continuum near the word that most accurately describes your performance. The evaluator will do the same from her/his perspective. Space is provided for you to cite specific examples that demonstrate the descriptors, or you may underline descriptor phrases to highlight specific strengths in this area. Please also respond to the statements on the final page of this document.

I. Personal Ministry Characteristics

Attitude Toward Children: (loves and enjoys children; sensitive to personal needs; respects worth and dignity of the individual; concerned about maintaining a caring community; balances freedom and responsibility)

Marginal Developing Commendable Exceptional

Attitude Toward Fellow Staff Members: (has a positive view of others; can see others' points of view; can accept professional criticism; helps to build community on staff; carries own weight; has a team ministry view)

Marginal Developing Commendable Exceptional

Attitude Toward Parents/Families of Students: (has an interest in family activities; is concerned about family problems; communicates regularly with parents; helps to educate and enrich families; gives faith messages)

Marginal Developing Commendable Exceptional

Attitude Toward Total Parish Program: (concerned about total program of parish; supportiveof total parish ministry; willing to become involved in total parish ministry)

Marginal Developing Commendable Exceptional

Attitude Toward Professional Growth: (identifies personal needs for professional growth; reads professional materials; belongs to educational organizations; continues education)

Marginal Developing Commendable Exceptional

Attitude Toward the Classroom: (warm, supportive, enthusiastic, confident, patient, adaptable, flexible, innovative; communicates well; has respect of students; dependable and punctual; cares about accuracy)

Marginal Developing Commendable Exceptional

Attitude Toward Spiritual Growth: (desires to know Jesus better through His Word; looks for opportunities to apply God's Word to everyday living; seeks to live life as a model of Christ; selects and uses materials that present distinctive Christian character; identifies with the need for making disciples)

Marginal Developing Commendable Exceptional

II. Professional Ministry Characteristics

Classroom Environment: (establishes thoughtful classroom routines; arranges work areas conducive to learning; takes time with individual as well as group concerns; uses touch and eye contact appropriately)

Never Occasionally Usually Always

Team Participation: (demonstrates leadership abilities; is a good planner; actively participates in task forces and committee work for school improvements; sees self as part of the overall ministry of our Lutheran school; builds up fellow workers)

Never Occasionally Usually Always

Student Discipline: (uses God's Word, law and gospel, in disciplining; develops mutual respect between self and students; helps students set Christian standards of conduct; is proactive with policies and procedures relating to control and proper management of students)

Never Occasionally Usually Always

Staff Evaluation Form

Parish Activity: (demonstrates involvement in the overall parish ministry; has adequateexpertise in areas of involvement; has respect of co-workers; motivates both other staff and laypersons to participate)

Never Occasionally Usually Always

Pedagogy: (shows knowledge of the subject matter; demonstrates mastery of the curriculum; conversant in educational trends; continues course or inservice work; upgrades the profession)

Never Occasionally Usually Always

Teaching Techniques: (uses relevant teaching methods; uses varied models and materials; develops higher order thinking skills; makes short and long term plans; makes clear assignments; strives for pupils' achievement commensurate with their abilities; maintains accurate records; communicates expectations)

Never Occasionally Usually Always

Discipleship: (knows God's Word; attends Bible class regularly; articulates a personal faith; has an active prayer life; reads and studies God's Word; knows, follows, and teaches Scripture's view of human nature; cares for the spiritual growth of each individual)

Never Occasionally Usually Always

General Strengths

Area I: Personal Ministry Characteristics **Area II: Professional Ministry Characteristics**

Areas Where Improvements May Be Made

Area I: Personal Ministry Characteristics **Area II: Professional Ministry Characteristics**

Short Range Goals For Next School Year
(include classroom, professional, personal, and/or parish-related goals)

My Planned Priorities for 19__-__ are: Review of 19__-__ Goals:

Long Range Goals
(include classroom, professional, personal, and/or parish-related goals)

My Planned Priorities for 19__-__ are: Review of 19__-__ Goals:

Teacher Comments:

Evaluator Comments:

Signed: *(following meeting)* Teacher_____Date_____ Evaluator_____Date_____

Assessment Form

To Be Used By Teachers To Evaluate Principal

This form is to be completed by faculty members. You must return this form by , in the envelope provided, to the school secretary. These completed forms will be used in evaluating the principal by the Day School Board.

The rating scale is: 1-Excellent 2-Above Average 3-Average 4-Needs Improvement 5-Poor 6-Not Applicable
If you make a 1 or 5 please comment. Please feel free to comment on any statement.

Personal Responsibilities

1. Understands and uses democratic leadership abilities in making decisions and exercising good judgment. **1 2 3 4 5 6**
Comments:

2. Uses time effectively, organizes work systematically and follows through on plans. **1 2 3 4 5 6**
Comments:

3. Has good communication skills; writing, speaking, listening. **1 2 3 4 5 6**
Comments:

Administration of Facilities

1. Provides for the hygienic and safety conditions of the school per the policy manual. **1 2 3 4 5 6**
Comments:

2. Provides for school building and equipment maintenance within a reasonable time frame. **1 2 3 4 5 6**
Comments:

3. Provides for the optimum development and use of the school plant for purposes of the total educational program. **1 2 3 4 5 6**
Comments:

Supervision of Staff

1. Prior to the opening of each school year, orientation and planning sessions are held for staff members (teaching and non-teaching with extra time for new staff members. **1 2 3 4 5 6**
Comments:

2. Plans and conducts regular meetings of teachers and schedules professional in-service demonstrations and presentations to promote professional growth. **1 2 3 4 5 6**
Comments:

3. Makes visits for evaluation purposes to classes regularly and discusses the visit with teachers. **1 2 3 4 5 6**
Comments:

4. Uses teacher evaluation conferences to help teachers establish goals for improvement. **1 2 3 4 5 6**
Comments:

5. Acknowledges good teacher performance. **1 2 3 4 5 6**
Comments:

6. Establishes a Christian atmosphere in the school which is conducive to good teaching/learning situations by a total commitment to supporting the staff, particularly by supporting teachers in their classroom leadership roles. **1 2 3 4 5 6**
Comments:

7. Helps to create a cooperative spirit among staff members. **1 2 3 4 5 6**
Comments:

Assessment Form

8. Represents the needs of the staff before the Board and communicates Board actions to the staff. **1 2 3 4 5 6**
Comments:

Supervision of Curriculum
1. Helps teachers plan and execute a quality educational program by keeping abreast of current educational methods, trends, and materials. **1 2 3 4 5 6**
Comments:

2. Recognizes the professional judgment of teachers in the selection of teaching methods and materials. **1 2 3 4 5 6**
Comments:

3. Provides for the systematic study of all of the curriculum through curriculum development, revision and improvement as outlined in the policy manual. **1 2 3 4 5 6**
Comments:

4. Provides achievement and intelligence testing for all students and uses the results to help meet individual needs. **1 2 3 4 5 6**
Comments:

Supervision of Children
1. Shows concern for the wholistic (physical, social, academic, emotional and spiritual) development of each child. **1 2 3 4 5 6**
Comments:

2. Communicates effectively with children and parents. **1 2 3 4 5 6**
Comments:

3. Provides for the consistent standards of behavior which have been adopted by the School Board. **1 2 3 4 5 6**
Comments:

4. Is effective and fair in handling pupil discipline problems. **1 2 3 4 5 6**
Comments:

5. Provides complete pre-enrollment evaluation. **1 2 3 4 5 6**
Comments:

6. Handles the admission, transfer, promotion, acceleration, demotion, suspension or expulsion of students from the school using policies adopted by the Day School Board. **1 2 3 4 5 6**
Comments:

7. Coordinates playground, corridor, gymnasium, lunch room, and other supervision, and delegates (in a fair manner) the actual responsibility. **1 2 3 4 5 6**
Comments:

8. Provides consultation and guidance with classroom teacher when enrolling a potential problem student. **1 2 3 4 5 6**
Comments:

I have read this evaluation and have been afforded the opportunity to discuss it with the Evaluation Committee. I have received a copy of this evaluation, but my signature does not necessarily indicate my agreement. I understand that I may submit a written statement for my file.

Principal's Signature_____Date_____

Administrative Information Survey

Lutheran School Administrators and faculty support personnel are interested in knowing how successfully they are meeting the expectations of the faculty and staff. Therefore we are asking you to complete the questionnaire for each of the following persons. Place a check mark at the position for which this questionnaire applies. When completed, place it in the person's mail box.

____ Principal

____ Assistant Principal

____ Admin. Asst. Activities

____ Guidance Dir

____ Chaplain

____ Librarian

____ Registrar

____ Scheduler

Name:_____ Date:_____

This person serves me best when

This person is especially good at

How can this person improve his/her communication, interaction, and service to the staff and students?

Staff Development

Theory: Staff Development

"Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth." II Timothy 2:15

Staff Development is the natural "next step" to the supervision and evaluation process previously described. Thorough observation and evaluation of instruction raises our awareness of the need to improve the quality of the profession. Since it is possible to identify teachers' espoused theories through conversation and the platform exercise, it is also possible to discern and remedy the difference between espoused theory and actual practice.

We live in a rapidly changing world. Knowledge in the form of technology has exploded in the Twentieth Century. Futurists and historians agree that 50% of what we learn today will be unusable in 10 years, and that 90% of our kindergartners will have jobs that don't exist today. Add to this the deterioration of the moral and social fabric of our society and the need for staff development becomes even clearer.

Staff development can be best understood as the relationship between *substance* and *competence.*

Substance

Substance identifies those factors in teaching that can be improved through appropriate staff development activities. They are:

- ▼ The teacher's sense of purpose
- ▼ The teacher's knowledge of subject matter
- ▼ The teacher's perception of students
- ▼ The teacher's mastery of technique

Competence

Competence is best defined as a continuum of demonstrated ability and willingness in the profession. By their actions, teachers demonstrate that they:

<——Won't do<——Can't do<——I——>Can do·····>Will do——>Will grow——>

"Can't do" is incompetence for which remediation should always be offered. However, if "Can't do" is accompanied by "Won't do" the process of steering that individual into another occupation should be started. "Can do", which is demonstrated know-how, is usually observable if-and-only-if the supervisor is present. "Will do" is competence sustained by self-motivation. Finally, "Will grow" is sustained competence with a professional commitment to self-improvement.

The goal of staff development is to help each staff member progress to the "Will grow" competency level in every substance area. Theoretically, the information generated by the observation/evaluation instruments should indicate each teacher's level of competence as it applies to every area of substance.

The function of staff development, then, is to meet the identified needs for growth with well prepared and presented educational services. Staff development should reflect a priority for student growth and should never be grafted onto the school in the form of isolated or unconnected projects, but instead relate to theoverall needs of the school as a whole.

Process: Staff Development

There are a variety of formats to accomplish staff development. Typical opportunities include faculty workshops, visitation and observation of other schools, institute days with special presenters, and individual (credited) coursework. Content areas can be jointly identified by part or all of the staff, individually generated according to need, or administratively specified. The direction of the development can be set by the principal, the teachers, or collaboratively.

Staff development episodes should be developed according to the following steps:

Step One: Establish specific goals related to one or more of the substance areas listed above. An example might be utilization of Cooperative Learning in every classroom.

Step Two: Identify the objectives to accomplish the goals. Use the S.M.A.R.T. method. Develop objectives that are Specific, Measurable, Attainable, Realistic in a given period of Time. Example: "Our teachers will utilize the Cooperative Learning model of instruction in two lessons per week beginning with the second quarter of the school year."

Step Three: Provide necessary resources. In the example—printed resources, workshop presenters, time off to observe classrooms successfully using the model, and/or budgeted money for coursework reimbursement are all possibilities.

Step Four: Monitor the process and progress. Requesting formal written reports or informal discussions can be utilized according to the competence level of the teacher(s).

Step Five: Review the results of the development and the implementation.

Step Six: Develop a routine that assures continued practice (compliance) of the newly developed skills. For example, request that the staff highlight those lessons in their weekly plans in which they incorporate Cooperative Learning.

Samples And Examples

Steps In Developing In-Service Programs

The steps below will help the administrator fulfill his or her responsibility as director of the school's educational programs. The administrator will seek to involve the faculty step-by-step. An important function for the principal will be to coordinate curriculum development tasks and supervision activities with the annual in service programs.

Step One: Select the Needs to be Filled Through In Service Programming.

In service is designed to fill needs. Each in service session should be designed to fill a specific need. In service sessions attempting to fill many needs probably will fill none. Select needs on the basis of:

- Formal and informal classroom visits *(note the section on Supervision of Instruction).*
- The school's scheduled curriculum evaluation/ development *(note the section on School Curriculum Development).*
- Formal and informal expressions of dissatisfaction or need for help by the faculty.
- Personal study or reading.
- Comments of parents, students, the board of education and congregational members.
- Standardized test results.
- Information and ideas from workshop, conference or convention sessions.
- Accreditation requirements.
- Needs identified by An Instrument for Planning and Decision Making.
- Needs identified by teacher evaluations.

When needs have been identified, they should be ranked in priority order for current and future in service programs. Be sure to coordinate with needs of curriculum and supervision program development.

Step Two: Organize the Program for the year. First, select topics (needs) for the entire year. From the list developed in the previous step, select and organize the topics that can be covered in one year's in-service program. Attempt to group and sequence topics to avoid the hit-and-miss process. Some topics may have to be held over for future years or special assignments.

The sample diagram will help develop the in service program for the entire year.

Topic/Need

Program Type

Materials

Presenter/Facilitator

Review School

Product Development

Sample Statements

Faculty Committee

Purpose Statement

Ms , Chp

Develop Objectives

Info. Acquisition

To be prepared

Science Coordinator
for Science

Product Development
by Presenter

(Public Schools)

Second, select for each topic, its purpose and emphasis. Consider the four types described below. Which type or combination of types seems best suited for the topic at hand?

Type One - Skill Development

- ▼ Modeling or demonstrating the skill.
- ▼ Simulation activities, role-playing, practice.
- ▼ Corrective feedback and reinforcement.
- ▼ Evaluation and coaching after actual classroom application.
- ▼ Work sessions related to skill topics.
- ▼ Video teaching and playback.

Type Two - Information Acquisition

- ▼ Presentations by speakers or presenters followed by discussion.
- ▼ Review of books and periodicals with observations and recommendations.
- ▼ Reports of individuals or committees (faculty or otherwise).
- ▼ Media presentations.
- ▼ Research reports.
- ▼ Follow-up on conference topics.

Type Three - Spiritual Renewal

- ▼ Faculty devotions.
- ▼ Devotional Bible study.
- ▼ Sharing/caring sessions (Use an Instrument for Planning and Decision Making).
- ▼ Retreats.
- ▼ Social events.
- ▼ Singing and witnessing.
- ▼ Breaks in school day and school year.
- ▼ Personal days

Type Four- Product Development

- ▼ Product is related to assignments and activities or other key needs of school (curriculum, accreditation,standards, etc.) .
- ▼ Product is developed by faculty as a whole (under coordinator or steering committee) with assignments given to individual teams and groups; also, consider working with other faculties.
- ▼ Product is developed over span of time following and adhering strictly to a preset schedule.
- ▼ End product should be endorsed, if at all possible, by entire faculty.
- ▼ Process and product are twin goals of faculty in-service and professional growth.

Third, select program material and facilitator (presenter) or both. Consider the following resources and add your own.

Printed material: Holy Bible, Lutheran Confessions, professional magazines and books, devotional books, proposed textbooks, curriculum guides, accreditation instruments, school handbooks, materials from professional organizations, congregational and other libraries. ERIC microfiche, hymnals and songbooks and sample material from other schools.

Facilitators or Presenters: Teachers, pastors, parents, professionals in other fields, professors, theologians; community leaders and workers; "speaker's bureau" personnel from public school districts, professional organizations, and church bodies; teacher specialists or administrators from other school systems; consultants or advocates.

Media: Movies, videotapes, audiotapes, filmstrips from TV agencies, Catholic schools, public schools and districts, federal programs, teacher centers public libraries, community service agencies, colleges, businesses.

Step Three: Determine Time Schedule and Facilities

The partial sample diagram will help develop time, schedule and facilities.

Month	Day	Facility	Morning	Afternoon	Evening
Aug.	24	Smith Cottage	Worship, School Objectives	Lunch, Free Time, Supervision	BBQ Dinner Supervision
Aug.	25	Smith Cottage	Worship,Science Objectives	Lunch, Free Time	Math Objectives
Aug.	26	Board Room	Faculty Business	Lunch, Free Time	School Philosophy
Sept.	20	Home of Bd. Chp.		Lunch, Free Time Supervision	Dinner
Sept.	29	Board Room		Lunch, Free Time	

Time

Teachers need time if they are to grow professionally, spiritually and personally. How much time will be needed and can be made available during the school year?

First, consider:

- How many days before the opening of school in fall?
- How many days after the closing of school?
- How many weekends during the year?
- How many days or half days during the year?
- How many "mini" sessions before, during or after school?

Second, when the number of in service days has been determined and approved, plot out month-by-month the time slot available for in service.

Third, now assign topics into time slots for entire year, estimating time required for each topic. Larger time blocks can handle several topics. Other topics may require a number of sessions over a period of several months. Be flexible allowing for time and topic adjustments.

Facilities

First, identify and select various potential sites and facilities. Consider the following suggestions and check those that are most appropriate and potentially available.

- The most ideal space in school or church facility—indoor/outdoor.
- Conference rooms in public library, colleges, public buildings.
- Homes of teachers, members or friends.
- Cottages of teachers, members or friends.
- Retreat centers.
- Motel or hotel conference facilities.

In considering the above, look for settings and facilities that are physically comfortable and attractive, that are emotionally and spiritually open and uplifting, that permit hospitality and camaraderie.

Second, investigate and then schedule facilities for the entire year.

Third, make note of arrangements that need to be provided now or prior to the meeting the date regarding physical arrangements, materials and equipment needed and arrangements with the presenter or facilitator. Also, make note of informing and involving faculty in preparation for each meeting.

When Steps Two and Three and planning forms are complete, present them to the faculty for final approval. Keep completed forms updated and posted. Prior to each session, help teachers prepare for and anticipate each in-service program.

Step Four: Plan In-Service Follow-Up

New information and skills are worthless if not implemented. Implementation involves putting the in service information to use in the school. Implementing a new skill/method/technique requires faculty members to risk criticism, failure, disappointment and the unknown. It also provides new opportunities and challenges. Daily opportunities to share are helpful. Teachers usually abandon and forget new practices/ideas that are not immediately and completely successful for them.

To ensure success:

- Inquire formally and informally about successful applications and modifications.
- Reinforce small and partial successes.
- Suggest modifications to attempts that failed.
- Request sharing of personal successes at faculty gatherings.
- Try some of the ideas in your own classroom or as a substitute teacher.
- Report and demonstrate successful approaches at parent gatherings.
- Report progress in school and church publications.
- Ask a successful teacher to make a presentation at the next board of education meeting.
- Encourage, inquire, encourage, encourage.

Session follow-up for spirit renewal usually relates to interpersonal relationships. The Gospel, when effectively shared, induces forgiveness, kind words and warm responses. Reference to the session in word and deed afterwards is most effective. Attempt to put the Word into personal action.

Follow-up for product development sessions inevitably results in planning for the next session and in putting the product into final print.

Step Five: Evaluate the In-Service and Plan for the Future

Evaluation is a continuous process and should occur at all in-service steps and at the end of the year. The effect or worth of the in service must be determined to justify the expenditure of time, money, and personal resources.

Evaluation can be done by the administrator, an outsider, or the faculty as a whole, but is most helpful if done by each teacher.

Appoint someone to be responsible for session evaluations. Provide an evaluation form. The evaluation form should seek responses to questions such as:

- ▼ Did the in-service occur as planned? Why or why not?
- ▼ Was the purpose achieved?
- ▼ What changes resulted from the in service programs? In what way? To what degree? For how long?
- ▼ How can the results of the in service best be reported?
- ▼ Is more in-service on the same topic needed?
- ▼ Was enough time given to in. service so teachers could learn the new skill so well that they could try them in class confidently?
- ▼ What new needs, if any, were identified for future in service?

Encourage evaluation forms to be completed at the end of each in service session and at the end of each school year.

Providing for the professional and personal well being of its teachers is the indispensable investment a school must make to assure excellence in education and the achievement of its distinctive purpose.

The following worksheet is designed for use with teachers to maximize the effectiveness of an inservice day. Proposals are to be completed in advance of the in-service day with enough lead time the principal can review them. The principal can approve each proposal as written, ask for minor revisions, or reject the proposal and ask for a new proposal for the use of the day. Approval by the principal and return to each teacher should be handled in a timely fashion.

Additional Resources

Assisting Educators in Their Ministry, WELS Parish Schools Pamphlet.

Bruce Joyce, ed. Changing School Culture Through Staff Development, Alexandria, Virginia: ASCD, 1990 Yearbook.

Proposal Worksheet For The Professional Inservice Day

1. Identify your proposed activity or activities for the in-service day (i.e. observe classrooms/curricula in another school, develop curricular objectives for my classroom, build activities to meet curricular objectives, attend a specific conference, etc.) Write your proposal in the form of an objective—Specific, Measurable, Attainable, Realistic, with a Time frame.

2. Identify specifically how your proposed activity(ies) will improve you in the teaching profession and/or benefit the students of _____ Lutheran School.

3. Identify the time frame needed to accomplish the objective(s) listed above.

4. Identify the resources (human, financial, technical, or organizational) needed to attain the desired results.

5. Identify the standard by which you will be able to evaluate the effectiveness of your plan for the day.

Please complete this form and submit it to the school office by_____for approval.

Teacher signature_____date_____ Principal signature_____date_____

Mentors and Support Staff

Theory: Mentors and Support Staff

Teaching is a complex task because of the wide variety of needs and expectations that present themselves on a daily basis. The subjects in this section identify various forms of help for teachers. They are: Mentors, Teacher Aids, and Volunteers.

Mentors

Mentors are experienced teachers who are purposely brought into relationship with first-year teachers, teachers new to a building, or struggling teachers. Mentors are not intended to replace the principal or his/her responsibility for supervision. They do, however, provide immediate help for the multitude of new situations that new teachers encounter. The mentor can provide anything from words of encouragement to art projects, classroom management hints to grading techniques.

Instructional Aides

Instructional aides are typically paid staff and are assigned to assist teachers whose classrooms have unusually high enrollment, where the students need a high degree of one-on-one attention, and/or where regulatory agencies mandate such assistance, i.e. mandated teacher-pupil ratios for pre-school or day-care operations. The principal is ultimately responsible for supervision of these staff though there may be intermediate staff immediately in charge of such aides.

Volunteers

Volunteers are those very special gifts to our schools. Without volunteers, educational operations would all but cease. Because of the willingness of people to get involved in assisting school projects and operations, volunteers ought to be recognized and their activities affirmed on a regular basis. One cannot express appreciation for their assistance too much. Exemplary schools make use of high volunteer involvement in the school programs.

Process: Mentors and Support Staff

Mentors

Often times, mentoring happens all by itself. Experienced teachers will automatically take new teachers "under their wings." But mentor teachers can also be intentionally assigned. This "assigning" can (should) be handled as simply as the principal asking one of the veteran staff members to take on the first-year teacher, the teacher new to the building, or a struggling teacher.

Typical areas mentors might assist would include: Resourcing lessons, field trip suggestions, discipline suggestions, alternative instructional models, room parent utilization ideas, efficient grading techniques, organizational hints, integrating the faith, time management, and problem solving.

Mentors should also be expected to refer their charge to the principal for such areas as: School policies, liability, child neglect/abuse, serving at-risk students, salary and benefits, and other matters of administration.

Instructional Aides

Acquisition of instructional aides is a process similar to that described in Engaging Staff (Pages 8 and following). Briefly stated, the process ought to include written qualification and job description statements, securing potential candidate lists, interviewing, engagement of staff (contacting), and orientation. Though often assumed, instructional aides ought to have the ability to articulate their Christian faith, and have the same commitment to the Scriptures and Lutheran Confessions as is expected of the teaching staff.

Utilization of hired instructional aides can be highly varied. Some typical ways that aides are employed are: Tutors, office assistants, and playground supervisors. The advantages of such additional help are: It affords congregation members the opportunity to display their love for Christ; It frees time for the teacher to give more individual attention to each student or work on tasks directly related to teaching; it tends to create a feeling of unity among

those who work together in the program of Christian Education.

In the classroom, typical activities performed by aides would include: Attendance, fund collection, making learning centers, help with remedial work, creation and/or assembly of bulletin boards, typing, duplicating, general housekeeping, listening to individual students read, work in the library, labeling, and filing. Certainly more could be added. If given the freedom, people generally will demonstrate their talents, and fill-in where ever they see a need.

Volunteers

Volunteers cannot be secured in quite so structured a fashion as was described for instructional aides. Still, clear job descriptions should be communicated to volunteers so they know that what they are doing is beneficial to the school.

Some administrators expect parents to give a specific number of volunteer hours to a school in each school year. Others indicate needs in the newsletter and the help always seems to be there. The variable seems to be the busy-ness of the community and/or the climate of the school. Either system, and many combinations in-between can be equally effective provided that there is plenty of communication about school goals, and that there is general parental "buy-in" to those goals.

The value of volunteers and the types of activities that they perform are similar, if not identical, to those of the instructional aides. Though mentioned earlier, it bears repeating that the key to successful volunteer programs is plenty of acknowledgement and appreciation for the tireless efforts of volunteers.

Samples and Examples

Biblical Perspectives On Mentors, Aides, and Volunteers

You, my brothers, were called to be free. But do not use your freedom to indulge the sinful nature; rather, serve one another in love. Galatians 5:13

The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ.

Biblical Perspective On Mentors, Aides, and Volunteers

You, my brothers, were called to be free. But do not use your freedom to indulge the sinful nature, rather, serve one another in love. Galatians 5:13.

The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ. For we were all baptized by one Spirit into one body—whether Jews or Greeks, slave or free—and we were all given the one Spirit to drink. I Corinthians 12:12-13.

Each one should use whatever gift he has received to serve others....1 Peter 4:10.

Ways to Support and Recognize Mentors, Aides and Volunteers

- Publish a list of persons who volunteer in your school.
- Plan a worship service around the theme of volunteer ministry.
- Plan a support staff recognition party or dinner, invite the individuals who serve in such capacities, and honor them with speeches, skits, certificates, awards, gifts.
- Reimburse support staffs' out-of-pocket expenses.
- Ask for a report.
- Send birthday, anniversary, or Christmas cards.
- Provide orientation, on-the-job training, and continuing education opportunities.
- Create pleasant surroundings.
- Express appreciation for support staffs' efforts.
- Share the positive comments you hear about them with them.
- Write thank you notes.
- Celebrate outstanding achievements and projects.
- Provide good equipment and resources.
- Say "Thank you!"
- Smile!

Additional Resources

Marlene Wilson, Mobilizing Church Volunteers, Volunteer Management Associates, 1113 Spruce Street, Suite 406, Boulder, Colorado 80302, 1991. Phone: 303-447-0558.

Appendix

Glossary Of Terms Related To The Lutheran School Teacher's Call

Appointment: A term sometimes used as part of the title of a Call document.

Auxiliary/Facilitating: A ministry which is limited to one or more specific functions of "The Office of the Public Ministry" (pastoral office) and is under the supervision of the pastor in matters of ministry of Word and sacrament (spiritual supervision.)

Call (divine call or solemn call): A request for service extended by a legitimate LCMS calling body to an LCMS certified minister (ordained or commissioned) in the name of and with the help of Almighty God. (A command by God to service in a specific ministry.)

Call: A general call to faith or service which all Christians receive.

Calling Body: May be a single congregation, a group of congregations, a recognized service agency, a synodical board, district board, or any other entity that has the authority to extend a solemn call or otherwise engage a person by virtue of its representing (a) congregation(s) of the Synod.

Certification/Certified: The process used by an LCMS university, college, or seminary faculty to indicate that a candidate has completed the requirements to become a minister of religion.

Contract: A legal written employment agreement used for staff members ineligible for a Call (not on the LCMS roster).

Diploma of Vocation: The title of a Call document.

Divine Call: A Call which embraces a function of the public ministry, is issued by the congregation, and concerns the teaching of God's Word.

Facilitating Office: Previously termed an "auxiliary" office of the church; a function of "The Office of Public Ministry" served by a minister who is not a pastor.

Functions of "The Office of the Public Ministry": Administer the sacraments (communion and baptism), teach God's Word, and administer the Office of the Keys on behalf of the congregation.

Lutheran Teacher Diploma: A document awarded to students who have completed the course of study at an LCMS college or university to be certified as a Minister of Religion, Commissioned.

Members of Synod: There are two types of members: congregations and rostered ministers of religion.

Minister: A congregational professional staff member employed to perform one or more specific functions of "The Office of the Public Ministry" (usually synodically certified and Called.)

Minister of Religion, Commissioned: A minister who:

1. has graduated from an LCMS college or university with a Lutheran Teacher Diploma.
2. was certified for ministry by the college/university faculty.
3. was commissioned and installed.
4. accepted a Call assigned by the LCMS Board of Assignments.

Ministry: A general term when it stands alone, may be used in the most general sense of the service (diakonia) of all Christians. For the sake of clarity it is preferably used to indicate the special service of those who are called to function publicity in the church.

Office of the Christian Teacher: An office of public ministry specifically to teach God's Word for a congregation (One of the functions of "The Office of the Public Ministry.")

Office of the Public Ministry ("full office", "pastoral office"): The office referred to in Scripture as "shepherd," "elder" or "overseer." This term is equivalent to "the pastoral office," which has responsibility for all the functions of the ministry of Word and sacrament in a congregation and its agencies.

Pastor: The spiritual leader of a congregation and all its agencies and staff; one who holds the "Office of the Public Ministry."

Pastoral Ministry: A Minister of Religion, Ordained who serves as pastor of a congregation; (sometimes referred to as a minister.)

Public Ministry: The service of a minister (ordained or commissioned) who as been called by and serves acongregation in one or more specific functions of "The Office of the Public Ministry."

Roster of Synod: The list of ministers (ordained and commissioned) who have been certified by an LCMS college, university or seminary, signed the Constitution of Synod, and been recognized by the LCMS District President who has ecclesiastical supervision over him or her.

Teaching Ministry: That function of "The Office of the Public Ministry" filled by Ministers of Religion, Commissioned who teach or administer in a Lutheran

school and are on the roster of Synod. (Includes others in addition to teachers.)

Tenure: A secular term referring to on-going employment which is guaranteed by law or contract unless the employer legally proves incompetence, insubordination, malfeasance, negligence, immorality, or a necessity for a reduction in force.

When A Problem Develops

Special Love For Christian Educators

Sometimes educators do not perform effectively or err in their teaching or living and thus become a stumbling block. For these workers a special kind of ministry is necessary. Out of love for them and for those who may be affected by them, these people must be helped to overcome their deficiencies or be aided to find another way of serving the Lord in His vast Kingdom. When educator living and/or performance problems arise, people and a witness to the community are affected. Therefore something has to be done immediately.

They need to be served evangelically, fairly, and responsibly. What follows is not a legal document or opinion. It is a possible process which may guide supervisors and Boards of Christian Education as they deal with personnel problems.

A. Serve Notice

1. Put in writing exactly what the problem is. State it in terms of what is adversely affecting people: Children, other workers, parents, etc.
2. Deal in facts, not opinions and have them documented.

B. Clearly Explain

1. Explain the seriousness of the problem effectively. Explain, explain, explain!
2. Use documentation and approaches form several different perspectives until there is understanding.
3. Allow the teacher to speak to the problem. Listen carefully!

C. Offer Assistance

1. Have a variety of helpful suggestions ready: People to consult, similar situations and their solutions, possible graduate courses, professional counseling people, resource books, periodicals and references, budgeting and time management suggestions, task planning assistance, and the like. Also consider brainstorming with the educator.
2. Have ideas in writing.
3. Explain all reasons for help (I.e., what, how, and why).
4. Zero in on acceptable strategies with the educator.

D. Specify A Time Frame

1. Set an exact date or time by which specific improvement(s) are to occur.
2. Arrive at as much agreement as possible, but remember the time frame is set by the governing body.
3. Make certain that the time frame is reasonable.
4. Explain clearly the consequences if the deadlines are not met.

Remember you are dealing with people redeemed by God. You will always want to function as a minister of the Lord Jesus. Your perspective is always one of serving others.

After each meeting a written summary of the meeting, including documentation, should be developed. All people present should sign the copy. It should be dated and all participants should receive a copy. Having information in written form can be helpful for the following reasons:

1. Helps convince the person of the problem in love (Matthew 18:15).
2. Maintains objectivity.
3. Protects all involved.
4. Allows for accurate evaluation.

The Board as well as the educator should know that the District Education Counselor is available to help.

The educator involved in a termination or disciplinary action has the constitutional rights of reconciliation, adjudication and appeal according to the Handbook of The Lutheran Church—Missouri Synod. For procedures involving reconciliation, adjudication, and appeal see bylaws 8.01 through 8.75.

Resource

How to Help: Guidelines for Dealing with Problem Teachers or Administrators,#SO8514. Order from The Lutheran Church—Missouri Synod, School Ministry Department, 1333 S. Kirkwood Road, St. Louis, MO 63122. (314)965-9000.

LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Programs and Services

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Program and Services

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Introduction

Principal Jones sits at her desk pondering the day's events. Teachers sent four children to see her. Two of the children had never been sent to her before, and their fight seemed out of place. One girl had fallen asleep during class, and this wasn't the first time. And finally, there was Fred. Fred repeatedly fails to complete his homework

At least there were no surprise telephone calls today. Last week she had to confront the Miller family with news that their fourth grade boy was not doing well. He is very smart, but he is inattentive in class. He always fiddles with things. He never understands the assignment, and he blurts out in class. His teacher is getting impatient with him.

"Why do so many children have so many problems in this school?" she questioned herself. "This is a good community. These children face no more problems than any other group of children. We are a good school. The teachers are good disciplinarians and provide excellent models to the children. So why? I surely wish that we could afford the programs and services that public schools offer."

If this monologue sounds familiar, then you are acquainted with the common Lutheran school. So many problems to solve! Often, there are too few resources and little expertise to solve them. Education has taken a new view of students and their problems. Schools are beginning to understand that good classroom experiences are no longer sufficient to educate children. Many complex problems complicate the lives of children. Schools must now feed them. They must provide health programs. Before- and after-school child care is essential. The institution of the family presents some children with additional stress rather than traditional support.

Each child is a unique gift from God. Each child has a unique set of circumstances and developmental needs that make the child a particular individual. This set of needs manifests itself in emotions and actions. Teachers must nurture each child to develop and grow. Sometimes, neither family nor classrooms properly nurture children in ways that meet their special needs.

The programs and services that Lutheran schools provide to children and their families are ministries. This component of Lutheran schools contributes to an effective curriculum. It also provides support for those who are truly in need. Do you remember how often Christ healed the sick or fed the hungry before He taught? Essentially, that is what Lutheran schools do through their programs and services.

This document contains important guidelines and principles to consider in the area of services, but it is not comprehensive; books have been written about each of these components. This handbook does allow you to consider the best use of limited resources to effectively serve each child in your school. Read and consider each component individually. This will allow you to reflect on each area of your school program to make it more effective and efficient.

Early Childhood Programs

"This is how we know that we love the children of God: by loving God and carrying out His commands" (1 John 5:2).

Rationale

It is 6:00 a.m. in Pennsylvania. Two alarms ring at precisely the same time. Jonathan hits the button on the radio alarm and picks up two-year-old Jared who tells him plainly, "Daddy, up, eat!" Lori, already showered and dressed for work, is in the kitchen preparing breakfast for Jonathan, Jared and four-year-old Nathan who is sitting at the table demanding food. Lori will soon leave for a 45 minute drive to work. Jonathan will drop the boys at the early childhood center on his way to work.

In Oregon, Tim is feeding two-year-old Kasey his favorite breakfast, "oats." Carol applies her makeup while giving ten-year-old Josh strict instructions concerning his 45 minutes home alone after school. Today is Tuesday, and Carol will work late according to the flex hours that her office allows. If it were Wednesday, she would be home with Kasey. The school bus will pick up Josh, and Carol will take Kasey to a home childcare provider. Tim will stop for Kasey on his way home from work.

It's 6:00 a.m. in Arizona and single mom, Rhonda, carries four-year-old Jake in pajamas to the car. She will drive Jake to the family caregiver's home where he will sleep for another hour, be dressed, fed and taken to preschool for the morning. The caregiver will pick him up at preschool and care for him for the rest of the day. Rhonda drives an hour across town to work in Phoenix.

As the scenarios suggest, family life has changed over the last 20 years. There are more single parent families then ever in our country's history, and even in the more traditional two parent families, both mother and father are in the work force. *The State of America's Children Yearbook 1997* published by Children's Defense Fund, reports that 7.7 million children younger than five are cared for by someone other than their parents while their parents work. Fifty-nine percent are in childcare centers and childcare homes. These statistics underline the opportunities for Lutheran schools to touch the lives of young children and their families with the Gospel and Christ-centered care.

"...from infancy you have known the holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus" (2 Timothy 3:15).

Early childhood educators know the first three years of life are most crucial in both human development and faith nurture. During these important years children learn to use language and to explore God's world. They grow and develop social, emotional, cognitive and motor skills. The spiritual growth that daily takes place within young children begins at birth and is nurtured through Baptism and daily exposure to the Good News of God's love. Family and Work Institute, in a study entitled *"Rethinking the Brain,"* reports that 85% of the brain's development occurs from birth through age three. Scientists now realize how experiences after birth, rather than something innate, determine the actual "wiring" of the brain. People interacting with young children provide the experiences, environments and opportunities for optimal growth and development. In all this research and modern day living, one truth still stands out: Children are a gift of God to their parents who are their first and most important educators.

God has opened the doors of ministry to Lutheran schools to assist not only in nurturing young children, but also to help parents. Because of media exposure to new research, today's parents know more about child development. They worry about the impact that all-day child care will have on their children. They are concerned about their children's safety while they are in the care of someone else. Lutheran early childhood programs may offer an answer to all of the concerns and research addressed thus far.

Lutheran early childhood programs make up the fastest growing segment of Lutheran education. Reflecting the research above, traditional secular preschools provide opportunities and experiences for young children to grow and develop intellectually, emotionally, socially and physically. Lutheran early childhood programs provide additional elements:

- a safe and friendly Christ-centered environment;
- warm, loving Christian teachers qualified to teach young children;
- experiences of feeling loved, accepted and affirmed unconditionally as a child of God;
- a fostering of faith foundations for faith nurturing;
- ministry outreach to families;
- Christ-centered parent education and assistance.

Jesus said, *"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit..."* (Matthew 28:19).

Early Childhood Program Models

A variety of early childhood programs exist with a variety of names and functions. The following list serves as a basis for choosing a type of early childhood program that suits the needs of your Lutheran school. For more specific and detailed models, refer to the resources listed at the end of this chapter.

Child Care—Full Day

Some childcare programs serve children whose parents are in the work force and need full or part-time care. Child care may be provided for infants six weeks old to children who are five years old, but generally the children range in age from two to four years. The center operates five days a week on a year-round schedule. Hours of attendance vary according to the needs of the community. However, most centers are open at least eight or nine hours per day.

Preschool—Half Day

Preschool programs usually serve two, three, and four year old children with sessions 2-1/2 hours in length, conducted during the school term only. This program operates two, three or five days per week depending on the needs of families and space available. Morning and afternoon sessions can be provided.

Study the needs of young children and their families in the community, and then select and develop a program that best meets those needs. All early childhood programs include both an appropriate environment and a well developed curriculum for children to grow spiritually, emotionally, socially, physically and cognitively. They strictly comply with health and safety regulations. Programs differ only in the amount of time spent in attendance. All programs should include spiritual nurture for children and their parents. The programs share the mission of the congregation and Lutheran school and have high standards of quality and care.

Before- and After-School Care

Although this program is not specifically or exclusively for early childhood, it is addressed here as another option to help meet the needs of working parents. Children attend the program before and after school hours.

Other Options

The programs listed below include other options that offer a service through the school apart from full- or part-time early childhood programs. These programs involve young children and their families. More detailed information about these programs appears in the resources listed at the end of this chapter, especially: *"Hand in Hand,"* and *"In His Hands."* Other programs are also described in these publications.

Mommy and Me

A program for moms (sometimes dads) and toddlers aged 18 months to age 3. It is usually a two hour program in which both child and parent participate.

Parent Day Out

Usually offered one or two days per week for preschool age children so that parents can have some personal time and the children can play in a group.

Child Care for Congregational Meetings and Bible Study

This short term childcare program is targeted for parents who attend congregational meetings or Bible study. It is both a ministry and an opportunity for good public relations.

Parents and Infants/Toddlers

This class is designed for parents with very young children and is intended to help nurture a child's faith from infancy through two years of age. Information about this type of program may be obtained from the Department of Child Ministry, The Lutheran Church-Missouri Synod.

The climate of early childhood programs needs to closely approximate the family home. A good program provides the following:

- guided homework time;
- games that allow children to be active after a day of sitting in desks;

- crafts;
- free play;
- a time and place to rest or be alone;
- a nutritious snack;
- a good listener with which to share the "day's happenings".

So that children may *"...grow in the grace and knowledge of our Lord and Savior Jesus Christ..."* (2 Peter 3:18).

Getting Started

1. Pray. Seek the Lord's guidance and thank Him for the ministry opportunity He has given you.

2. Create an action team that, through the power of the Holy Spirit, plans for growth, develops vision, and works through a process that enables your school to better share the Gospel with young children and their families.

3. Assess the needs of the congregation, school and community. Several detailed methods and questionnaires appear in the resources listed at the end of this chapter. Obtain a demographic study of a five mile radius of the school. This study will indicate the type of families and the age and number of children that live near your school.

4. Initiate a process that helps the action team create a vision, and develop strategies that will put the new ministry into action. A complete process is described in the *"Hand in Hand"* manual listed in the Resource section at the end of this chapter.

5. Ask for help. Contact your District office and request information on beginning an early childhood program. Your District may have an early childhood consultant available to assist in program planning. You may also contact the Department of School ministry or Department of Child Ministry, The Lutheran Church-Missouri Synod. An address and phone number are listed in the Resource section.

Conclusion

The three families and their lifestyles cited at the beginning of this piece are real. Many Lutheran schools in their cities will reach out to them with a Christ-centered ministry!

"When Jesus saw this, he was indignant. He said to them, 'Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.' And he took the children in his arms, put his hands on them and blessed them" (Mark 10: 14, 16).

Resources

In His Hands: A Manual for Beginning and Operating Lutheran Early Childhood Programs by Marilynn Beccue and Jane Wilke; Department of Child Ministry, The Lutheran Church-Missouri Synod, 1333 S. Kirkwood Road, St. Louis, MO 63122.

Hand in Hand: Strengthening a Congregation's Early Childhood Ministry through Effective Partnerships, by Marti Beuschlein, Janet G. Kennington, Carolyn Sims, Diane Tinker; Department of Child Ministry, The Lutheran Church-Missouri Synod, 1333 S. Kirkwood Rd. St. Louis, MO 63122.

National Association for the Education of Young Children, (NAEYC) 1509 16th Street, Washington, D.C., 20036-1426.

National Network for Child Care (NNCC); Department Human Development and Family Studies, Richard 102, Iowa State University, Ames, IA 50011.

Department of Child Ministry, Board for Congregational Services, The Lutheran Church-Missouri Synod, 1333 S. Kirkwood Road, St. Louis, MO 63122; 314-965-9000.

Department of School Ministry, Board for Congregational Services, The Lutheran Church-Missouri Synod, 1333 S. Kirkwood Road, St. Louis, MO 63122; 314-965-9917-9000.

Leadership, Lutheran School Administrator's Handbook, by Bill Cochran, Department of School Ministry, The Lutheran Church-Missouri Synod, 1333 S. Kirkwood Road, St. Louis, MO 631322; 314-965-9917-9000.

Guidance and Counseling

Guidance

Guidance is systematic assistance offered by qualified people to help students manage their affairs. Whether personal guidance or educational guidance, services are designed to help people make decisions based on their personalities, interests, strengths, and weaknesses. Guidance is not confined to high school, nor is it limited to colleges and careers.

In Lutheran schools, guidance can and should be part of the classroom effort. Guidance includes programs to help children solve social problems through conflict management and peer mediation. Career education, drug education, sex education and programs to develop interests are considered guidance, too. Guidance includes early identification of children who may be at risk of dropping out of school. Each of these programs help children develop a set of knowledge and attitudes that will help them make decisions in the future. Christian educators usually identify and address situations as they occur in daily classroom activities. However, planned programs of guidance are usually more effective than spontaneous efforts.

Each school should evaluate the usefulness of various programs to meet the needs of the school population. However, Lutheran schools may also adapt extant programs such as Peer Mediation, Conflict Resolution, DARE (contact your local law enforcement agency), Safe Schools, Character Education Program, Career Fairs, and PREP (Personal Responsibility Education). Contact your public school district or the state school department for locally available resources. See the following resources for national programs.

Resources

Fight-Free Schools, Inc. Dr. Peggy Dolan, McNair School, 585 Coachway Lane, Hazelwood, MO 63042. Contact Rising Sun Publications, 4829 Fjord Pass, Marietta, Georgia, 30068; 800-524-2813.

Educational Resources Information Center, a resource of Educational Research, is found at any college library or on the Internet. On any search engine like Webcrawler type "askeric." Or, you can find it directly at AskEric@EricIR.syc.edu.

National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091; 703-860-0200.

Concordia Publishing House, 3558 S. Jefferson Avenue, St. Louis, MO 63118; 800-325-3040.

NASSP "Gold Files" are collections of articles and ideas organized by topic; 800-253-7746.

National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314.

D.A.R.E. Curricula, PO Box 512090, Los Angeles, CA 90051-0090. Information may also be available for this drug education program from your local law enforcement agency.

Counseling

A counseling program may seem unattainable for many Lutheran schools, yet children who have problems often make poor progress. Counseling has become an important tool to help children. Children who have particular problems must be identified so the classroom teacher or the school counselor can assist them. Commonly, where school counselors are not available, schools may engage community agencies for help.

While counseling pervades the entire educational process, it also focuses on a connected series of services designed for the following:

- Help students clarify their needs and problems;
- Help students become aware of information that can aid their development and also foster solutions to their problems;
- Offer services such as individual and group counseling.

Five tasks will help schools practice a proper approach to identifying children with personal problems.

1. Professional development is important. Teachers must learn how to identify individual concerns, document patterns of behavior, and react properly to these concerns. Contact a local college or a local Christian counselor for help in planning a development program for your faculty.

2. Continuing communication must be established among all individuals interested in the welfare of each child. A team approach to faculty meetings is helpful. If the faculty meets as a team to discuss concerns, they will better define problems. Be sure to include all professionals who are involved with the child. Create teacher advisors for some children. This could be a teacher who does not teach the child. In this way, the child has a person with whom to consult when in need.

3. Include parents as soon as possible. Persuade parents that you are concerned about their child. You are not including them as a disciplinary measure.

4. Freely acknowledge when a problem is too large for the faculty to handle. Encourage students and parents to seek help at a community agency if a school counselor is not available. Maintain an accurate and complete listing of agencies in your community. Provide parents with telephone numbers and names of individuals to contact. Be sensitive to the economic condition of the family.

5. Annually review school efforts in this area. Investigate the availability of counseling for the school. Local programs may offer at least part-time counseling. Many states demand a lengthy internship for counselors; therefore, it may be possible to obtain an intern from a local college or university if they have a counseling department. Share a counselor with another Lutheran or nonpublic school in your area.

Resources

Resources for school counseling tend to be localized according to states and state requirements. Contact the following agencies in your area for more information:

- Family counseling agencies such as Lutheran Family Services;
- Local universities with counseling departments;
- Public school district counselors.

"Praise be to the God and Father of our Lord Jesus Christ, the Father of compassion and the God of all comfort who comforts us in all our troubles, so that we can comfort those who are in any trouble with comfort we ourselves have received from God" (2 Corinthians 1:3-4).

Crisis Intervention

A crisis is any situation that threatens the safety and well-being of the school, students, or staff, either physically or emotionally. Crises can be precipitated by an event in the school or outside of the school. All crises have one element in common: They cause concern among parents as well as teachers and students. They may involve the assistance of health or law enforcement agencies and, as a result, tend to attract attention from the media.

The best way to manage a crisis is to plan for the event. This takes time, but there are no "convenient" crises. They are unexpected and emotional. The time to think them through is before anything happens.

The Crisis Planning Committee

Begin by forming a committee. Recruit volunteers so that you will be working with people who have a genuine interest. This committee studies potential crises and develops action plans. Action plans should be specific and include resources that may be necessary during various situations. The committee should be composed of key staff people, parents, board members, and local emergency authorities like the police and the fire department.

Before writing a plan, the crisis planning committee needs to analyze your school's crisis needs and gather supporting data and reference material. The committee should brainstorm possible crises. These include medical emergencies like broken legs and natural disasters such as tornadoes. The committee should also include what may seem remote possibilities like a child bringing a gun to school or the need for police to quell a disturbance. The goal is to be ready to act in a rational manner that first protects the students, then informs the parents, and finally presents the best image of the school to any media involved. Tasks of the planning committee include the following:

1. Conduct an open-ended survey of staff members to determine their areas of concern. They may identify an emerging concern or something the planning team overlooked.

2. Collect sample crisis plans from other schools and districts and from local businesses. Institutions such as hospitals often have plans that are excellent references for schools. Public schools usually have written action plans that may serve as guides for your school.

3. Assemble all pertinent information about your campus. Include accurate diagrams of the building and extended campus, staff lists, special programs housed on site (disabled, preschool, self-contained, detention, etc.), building blueprints, location of fire hydrants, power boxes, circuit breakers, gas and plumbing controls, telephones, and anything else that might be needed in a crisis.

4. Gather historical data about crises in your community and at other schools in your area. What happened? How was it handled? What was the outcome?

5. Review state laws, regulations, and applicable policies that may apply to your emergency plan.

6. Conduct a security audit of your campus. You may want to invite community agency representatives to assist. Be sure to check all areas for safety and security and report any needed modifications to those responsible for physical property.

7. Consider crises that do not occur at school, but that affect students. A death of a parent or sibling can also cause an emotional crisis.

Once you have anticipated various crises, divide your team into subcommittees and assign specific crisis topics to each. Be sure to cover all concerns. Schools are generally prepared for events like fires and tornadoes. However, planning for less common events like an unwelcome stranger entering the school, suspected food poisoning from a lunch program, or common illnesses among children will be valuable.

Select an appropriate format that each subcommittee will follow so that the action plan is presented consistently. A standardized three-ring notebook is the most flexible format because it allows you to update and make changes easily.

How to Develop a Crisis Plan

1. Create a list of individuals who will act authoritatively in a crisis, their specific tasks, and a chain of command. Designate someone to be in charge. Develop clear procedures for each task.

2. Instruct classroom teachers to remain with their students throughout the crisis.

3. Train individuals for their tasks. People are less likely to panic and will function more efficiently if they have a clear, advance understanding of the role they will play during a crisis. Use case studies to allow each individual to make realistic decisions.

4. Identify a school area that can be used as a crisis center. It should have access to a phone or radio, and it is the area where crisis team members will gather.

5. Develop a list of crisis codes. Establish a system of codes with which all employees are familiar so that students are not unduly alarmed and appropriate action can be taken in a calm, orderly fashion.

6. Develop, post and practice evacuation procedures. You will need alternate evacuation plans in case some exits are blocked. You will also need to determine an off-campus site to which students and staff can be evacuated.

7. Write communication procedures. The school's first responsibility is to assure the safety of students. However, the school's second responsibility is to inform parents of the safety of their children. Designate an area to direct the parents. Inform them of the safety of their children. If you know that the children are safe, say so. However, be sure to designate someone to speak for the school. This person must be able to communicate in a calm but assertive manner with parents, the community, and the press. (If parents are unable to speak with a representative of the school, they will speak to others like the press.) The press can wait; however, do not ignore them. Promise them facts when the situation is under control. Replace the term "no comment" with "We will share the facts with you once we meet with the parents."

8. Make sure staff members have a copy of their responsibilities and are completely familiar with the crisis plan. Conduct a training session at the beginning of the year and conduct refresher sessions periodically, much like you do fire drills.

9. Update the crisis plan at regular intervals.

10. Be ready to cancel plans and help students work through the situation. Inform the faculty that their responsibility is to help the children for the day.

11. Call in a pastor or counselor to help children work through grief or anxiety.

12. Include the students in rumor control. Set up a rumor control center staffed by faculty and student leaders.

13. Provide tangible ways for students to express their grief or worries. Also, pray together as a school. Listen to one another, and share God's love with one another.

14. Return to a normal schedule as soon as possible.

Resources

The Family Ministry of Lutheran Schools resource notebook, especially the section on crisis intervention. From the Department of School Ministry, Board for Congregational Services, The Lutheran Church-Missouri Synod, 1333 S. Kirkwood Road, St. Louis, MO 63122; 314-965-9000.

National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091; 703-860-0200.

NASSP "Gold Files" are collections of articles and ideas organized by topic; 800-253-7746.

National Association of Elementary School Principals, 1615 Duke Street, Alexandria VA 22314.

"God is our refuge and strength, an ever-present help in trouble" (Psalm 46:1).

The Family

Family Ministry: A Must

The last several decades have brought tremendous change in society as a whole, and families in particular. There is great diversity in types of families and their corresponding needs.

Researchers across the country, both secular and religious, agree. "Family" is, and will remain, the basic building block of society. Therefore, if the family is weak, the country will be weak. As parents are, so will be the children. If your school families are in trouble, your school will notice the effects too.

Family ministry should not be perceived as an extra program or another committee addition. Rather, family ministry is an attitude. It is an all pervading philosophy that should be the touchstone of everything you do. Family ministry is rooted in Jesus Christ. It strives to assist families in building their homes on Him. Ministry to families offers forgiveness, healing, and strength for families of all descriptions by guiding them to the cross and empty tomb of Christ the Crucified.

Congregations and schools need to recognize that responsibility for nurturing the faith of children rightly belongs to the children's parents, and not substitutes—no matter how well-educated or professional those substitutes may be. Sometimes, however, schools are the sole Christian educators of children, and parents have willingly abdicated their responsibility to church professionals.

In addition to the important mission of providing a quality Christian education, Lutheran schools must also endeavor to equip, strengthen, and form a partnership with their unique families. The school exists in partnership with families for the Christian education of children in the Word of God. If either of the partners ignores the other or fails to carry out their part of this vital covenant, the mission will be more difficult to accomplish. But together, as partners, the home and the school can see the child grow and succeed by God's grace in Christ Jesus.

Ministry to the whole family is essential!

The World We Live In

3,000 kids a day see their parents divorce.

In 1993, two-parent families accounted for only 36% of all family households.

40% of kids will go to bed tonight in a home where their father is not present.

Approximately 4.7 million children lived with a grandparent in 1991.

The average child will see 23,000 hours of TV by the time they leave high school.

There were 3.5 million unmarried couple households in 1993. This is seven times larger than the number of unmarried couple households in 1970.

60% of US citizens believe that "absolute truth" cannot be known.

The Importance of the Family

"These are the commands, laws, and rules the Lord your God commanded me to teach you. Obey them after you enter the land and take possession of it. As long as you live, you, your children, and your grandchildren must fear the Lord your God... Listen, Israel: The Lord is our God. The Lord is the only God. Love the Lord your God with all your heart, with all your soul, and with all your strength. Take to heart these words that I give you today. Repeat them to your children. Talk about them when you're at home or away, when you lie down or when you get up. Write them down, and tie them around your wrist, and wear them as headbands as a reminder. Write them on the door frames of your house and on your gates."

Moses

Deuteronomy 6: 1-9 (*GOD'S WORD*)

"Most certainly father and mother are apostles, bishops, and priests to their children, for it is they who make them acquainted with the Gospel. In short, there is no greater or nobler authority on earth than that of parents over their children, for this authority is both spiritual and temporal. Whoever teaches the Gospel is truly a bishop or apostle."

Martin Luther

Estate of Marriage, *Luther's Works*, 45:46

"The American family is the rock on which a solid education can be built . . . We believe that strengthening the connection between families and schools is so important that we have made it one of America's National Education Goals. The Goal declares that by the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children."

Richard W. Riley

U.S. Secretary of Education

"Parents who know their children's teachers and help with the homework and teach their kids right from wrong—these parents can make all the difference."

President Bill Clinton

State of the Union Address

When the School and the Family are Partners

The research is in. When families are involved with your school . . .

- students are more motivated in school and more committed to continuing education beyond high school.
- students are less likely to experience various problems in school.
- students' alcohol use, violence, and antisocial behaviors decrease.
- students will be more involved in extracurricular and non-school activities.
- students get better grades and test scores.
- students graduate from high school at higher rates.
- teacher morale and job satisfaction are increased.

What is a Family Centered School?

1. Family centered schools support the connection between children and their families. The school recognizes that children draw their identities from their family. Family centered schools include all family members and treat them with respect and warmth. A basic belief in the value of families permeates school policies and practices. Such schools welcome the varieties of families, and all staff are available to assist family members.
2. Family centered schools support and train their teachers. It is important to provide training for staff on the basic principles of family ministry. Opportunities such as inservice training, mentoring, and continuing education should be provided on a continuous basis. School administrators set the tone and lead by example in their relationships with families and routinely assess their communications with them. Staff and families receive joint family training.
3. Family centered schools forge true partnerships with families. Parents are not in passive roles of being informed or educated in this partnership, but instead are in a creative role of establishing goals and making decisions. In family centered schools, families know that their feedback will effect change.

What are the Guiding Principles of Family Centered Schools?

1. Families are the primary influence in the lives of their children. Schools should create an environment that reflects the culture, strengths, and desires of families for their children, assuming they do not conflict with Christian living.

2. It is impossible to accurately generalize about families. Teachers need time to get to know family members individually and to support them in their goals for their children.

3. Families have strengths. Families and teachers are partners who have the shared responsibility of doing the best for the children in their care. Teachers need to know families and build upon their strengths.

4. Families have something to offer teachers. Traditionally, exchanges between parents and teachers are viewed as a means of informing families about their child. However, family centered schools recognize that while the teachers bring information to parents about child development and about their experiences with many children, families provide information about the individual child, across time and in a variety of settings.

5. Contemporary families experience multiple demands on their time. Employment, housing, health care, and transportation are some issues facing families. Lack of contact with the school should not always be interpreted as lack of concern for the child.

6. There are many ways for a family to be involved. It is important to provide a range of options for families to participate in the education of their children. Allow families to choose the type and level of participation that suits them.

Tips to Foster Partnerships with School Families

- Keep the focus on Jesus Christ. Keep the Main Thing the Main Thing!
- Pray for your families regularly in school, church, and privately.
- Ministry to families means getting involved beyond the security of your facility.
- Ministry to families requires passion and hard work.
- Begin with one family first: Yours! You can't give what you don't have.
- Strive to strengthen your colleague's families as well.
- Remember that the "typical" family isn't typical anymore.
- You will not be able to meet every family's needs.
- The home is the primary agency for faith formation.
- Be alert for the cries of families in your school.
- Cultivate personal relationships with your students' families.
- Communicate often using a variety of methods. You can never communicate too much.
- Demonstrate Christ-care to all students and families.
- Strive to be intentional, not accidental in ministry to families. Strategically plan your ministry. Collect data, assess needs, and assemble resources.
- Use your existing programs as platforms to conduct family ministry, e.g., parent-teacher meetings; home visits; conferences.
- Capitalize on family milestones. (Birth, Baptism, Graduation, Confirmation, etc.)
- Determine if your school's programming is unintentionally detrimental to family life. If it is, change it.
- Remember that family ministry is more attitude than it is program. Family ministry doesn't meet in Room 201 on Tuesday nights at 7:00 p.m.
- Offer the support mechanism of small groups around the Word of God and prayer.
- Grant teacher inservice opportunities in family ministry.
- Find a need and fill it.
- Invite the community to participate in family-friendly events in your school.
- Establish a diverse network of family ministry people, products, and programs.
- Customize! No single model will work in every school.

- Assist homes to become grace places.
- Make parents feel at home in your school. Create a family climate for them.
- Involve families in decisions and policy. Grant them ownership.
- Expect disappointment, but don't give up.
- Help families use family devotions as an integral part of their lives.
- Practical ideas for family ministry are limited only by your imagination.

Resources

The Family Ministry of Lutheran Schools resource notebook; Department of School Ministry, Board for Congregational Services, The Lutheran Church-Missouri Synod, 1333 S. Kirkwood Road, St. Louis, MO 63122; 314-965-9000.

For further assistance, contact:

The Department of Family Ministry
LCMS Board for Congregational Services
1333 S. Kirkwood Road
St. Louis, Missouri 63122-7295
800-248-1930

The Department of School Ministry
LCMS Board for Congregational Services
1333 S. Kirkwood Road
St. Louis, MO 63122-7295
314-965-9000

Lutheran Family Association
(A Recognized Service Organization of the LCMS)
1333 S. Kirkwood Road
St. Louis, Missouri 63122-7295
800-248-1930

Family Shield Communications
(A Recognized Service Organization of the LCMS)
7045 Parkwood Street
St. Louis, Missouri 63116
314-352-2253

Good Shepherd Center for the Christian Family
Concordia College-Bronxville
171 White Plains Road
Bronxville, New York 10708
914-337-5172

Lutheran Institute on Aging and Family
Concordia College-Seward
800 North Columbia Avenue
Seward, Nebraska 68434
402-643-7432

Concordia Publishing House
3558 South Jefferson Avenue
St. Louis, Missouri 63118-3968
800-325-3040

Food Services

A healthy, well-nourished child is able to learn, and a service that some parents expect from a school is some kind of lunch and/or breakfast program. While providing a service to parents, the school can provide each child with one or two balanced, nutritious meals each school day. These meals may be provided, over the long run, at cost.

Types of programs

One of the oldest federal programs for schools is the Federal Breakfast and Lunch Program. For many years this program has assisted schools in providing meals to children. The government pays a subsidy for each student meal served. There are essentially three ways that the government subsidizes the program.

1. Surplus food is distributed regularly to each school. This food is given to the schools in quantities commensurate with the size of the program.
2. The school is reimbursed for each meal served.
3. The school is reimbursed for meals served to children who qualify for free and reduced priced meals.

You should address several concerns before embarking on this program. First, you will need to store the food. Surplus food is delivered in large quantities. Proper storage is necessary to avoid wastage. Also, proper storage of food is a prime concern of most local health departments.

Second, there will be initial expenses to set up the kitchen area. Again, local health departments have various requirements. It may take an initial investment to meet these requirements. Additional labor will be needed to cook, serve, properly account for meals served, and report to the government for reimbursement. The state authority responsible for the administration of the food program will conduct audits to verify the proper use of funds and food. It will also audit the menu for properly balanced meals.

Despite obstacles, a school would do well to investigate this program due to its low cost to students. To get started, call the state department of education for information and forms. Contact your local health department for additional requirements.

If a school does not have the facilities to serve a full meal, it may want to investigate the Federal Free and Reduced Milk Program. This program reimburses the school for each half pint of milk purchased by students. Some children may be eligible for further price reductions or even free milk. Contact your state department of education for further information and requirements.

Some schools find it convenient and profitable to forgo subsidized programs and to operate their own lunch programs. These programs provide a variety from which the children can choose. Items are separately priced. Once again, comply with local health department requirements.

Suggestion

Small children handling money at school may be a problem no matter what type of food program a school conducts. It is important to keep accurate records if a school uses government food programs. However, it is equally important that the exchange of cash be kept to a minimum for all programs. Therefore, check with local public schools about how they handle lunch money. There are several good ways to do so. These include the use of computers and a type of debit card that is relatively inexpensive and provides accurate records while allowing for minimal handling of cash.

Health Services

Health services have increasingly become a significant issue for schools. The healthy child is a child who is able to learn. The healthy child is a child with good attendance, good attitude, and proper development. However, with the current emphasis on preventive health measures, schools have become a focal point for enforcement of such measures. Each school must concentrate on two basic areas in the domain of health.

Safety and Health Conditions

The first major area of good heath is safety. Risk factors for injuries suffered at school can be reduced by careful forethought and detailed examination of the facilities. Administrators are familiar with regular inspections for fire safety, asbestos containment, and kitchen sanitation. However, other dangers also lead to injury and illness:

- Playground equipment needs regular maintenance;
- Surfaces of these playgrounds must be made of pliable material to soften falls;
- Rocks on play areas should be removed;
- Excessive dust or mold in a school can aggravate allergies and asthma;
- The content of paint should be examined;
- Sidewalks should be repaired;
- Every element of buildings and grounds should be checked for the safest possible environment.

It is impossible for one person to find all possible hazards. Therefore, it is important to organize a group effort for safety. Organize several individuals who will work with your building committee. Include individuals with different perspectives, such as teachers, parents, board members, and an administrator. This group's focus should be identifying possible hazards and recommending remedies for the hazards. Be sure to provide funds in the budget specifically for safety. Safety and health issues and tasks include the following:

1. The committee should meet with community safety agencies. Include the fire department, police officials, and health department workers. These individuals will help by lending their expertise to avoid problems.

2. Create and implement an inspection schedule for the building, and record all of the findings. Keep a record of the last time the swing set was inspected, etc.

3. Design an appropriate accident report form. Include information from all witnesses. Be sure to include all first aid performed. Not only is this a legal protection for the school, but it also may help emergency medical personnel. Check the form with an attorney. Demand that these forms be filled out immediately after all incidents.

4. Provide each faculty member with a complete list of emergency numbers for the children. Although, in most areas, emergency personnel can proceed in life threatening situations, parents must usually consent for any medical procedure. Some schools have parental consent forms that allow school personnel to act in the stead of the parents in an emergency. Check with a lawyer for the validity of such forms in your area.

5. Write a specific emergency procedure for accidents. Regularly review this procedure with your faculty and staff. Train your faculty and staff in first aid and CPR procedures. Be sure they understand regulations for dealing with blood-borne pathogens. Provide training and materials like surgical gloves for handling injuries.

6. If anyone dispenses medication, they must do so within good and lawful procedures. In some areas dispensing any medication to any child is prohibited with or without parental permission. A doctor's written permission, including potential side effects, is now mandatory in other areas. In any case, keep medicine in a secure, clean area. Record all medicines given, including first aid cream, etc. For more information, contact the local health department.

7. One precaution, now a regular practice at most schools, is a background check of all school personnel, including teachers, substitutes and volunteers. A background check for a history of child abuse can be obtained through the local child and family services department or the local law enforcement agency.

Health Services

A second major area of concern is health services provided by the school. Health services have become an expected function of the school, legally mandated in some areas.

Each state has a specific set of requirements for school records. Begin any evaluation of school records by speaking with state and county health officials. Most states require schools to collect and record proof of immunization for all students at all ages. Requirements have changed regularly from year to year, so be sure to check for the most recent stipulations. Use or modify forms provided by the state health department or the state department of education.

Areas to evaluate for any school include the following:

1. Maintain complete medical records on all students. These records should be readily available for review by appropriate school personnel such as nurses and teachers. Check with your local or state health department to obtain forms appropriate for your school.

2. Require regular physical examinations for all children. Many states mandate examinations annually or at regular intervals. Schools may demand physical examinations before enrollment or prior to participation in athletic programs.

3. Require regular physical examinations for faculty and staff. Again, many states require them. Check with local health authorities to determine which tests are mandatory for childcare workers. Many states require at least TB tests and blood tests before employment. Require that results be submitted to the school for continued employment.

4. Check with your local or state health departments for proper procedures when dealing with highly contagious diseases. Some states have definitive policies regarding which illnesses must be reported by schools as well as how long a child must be kept out of school.

5. Inform parents very early of mandated health practices like immunizations. Most states now require schools to exclude children who have not completed these preventive measures.

6. Although a school nurse can be an expensive proposition for most Lutheran schools, investigate options that exist in your community. Some Lutheran schools share the cost of a nurse with other nonpublic schools. In some states, the public school districts or the local health departments are required to provide health services to local nonpublic school students.

Resources

Support Center for School-Based or School Linked Services, Suite 210, 1025 Vermont, NW, Washington, DC 20005.

Comprehensive School Health Project, National School Boards Association; 1680 Duke Street, Alexandria, VA 22314.

"A cheerful heart is good medicine" (Proverbs 17:22a).

Home Schooling

More than a half million families practice home schooling. Some parents decide to home school their children because they see advantages for more varied learning experiences and daily contact with a learning environment at home. Another reason parents may decide to home school is their perception of the local school climate. This perspective may also extend to the local Lutheran school. Since all states allow for home instruction within attendance laws, educators should be prepared to collaborate with parents who home school their children.

The idea of assisting home school families may be contrary to traditional thought. However, such assistance presents another opportunity to minister to congregational families and to the community. Ninety-five percent of home schooling parents say they want support and encouragement from family, friends, church, the local school and community. A Lutheran principal can, indeed, be part of that support. There are several ways to provide such support.

1. The principal should identify congregational members who home school their children, and take the initiative to meet with those parents and offer support and help.

2. Offer to help families develop educational plans. Suggest textbooks and activities. Suggest the content of each subject and help them to develop assessment tools to chart their children's progress. Refer them to *Integrating the Faith* (CPH, 1997) for appropriate learning objectives.

3. Help families recognize the importance of Christian education. Help them with ideas and plans for family Bible study. Identify sources for learning materials.

4. Help families understand their rights and their responsibilities according to state laws. States allow home schooling; however, educational authorities may require various reports. They may also require tests to check on learning progress.

One group of Lutheran school administrators recommends eight ways Lutheran schools might offer to help parents who home school their children.

1. Standardized testing. Provide private testing opportunities for home school students. Keep the scores separate from the class and the school average. On rare occasions allow parents to borrow the tests and administer them at home. Provide scoring services for the test at school.

2. Instructional support. Invite home school parents to Lutheran school inservice opportunities that are appropriate for home schoolers and ask them to observe rather than participate. Invite them to District and regional teachers conferences conducted by local Lutheran schools. If the number of home schooling parents is large, arrange specific sectionals for them. Allow home schooling parents to visit classrooms. Provide seminars on the teaching of religion at home.

3. Learning materials. Allow home schoolers to purchase books through the Lutheran school. Offer to sell them used books or allow them to rent learning materials not needed at school. Provide a resource center that includes textbooks, other curricular materials, and teacher "how to" books that home schoolers can check out or use at the library.

4. Child involvement. The administrators recommended that home schooled children not be allowed in classes, but that teachers may wish to provide tutoring, either for the students or for the parents. Invite them to school chapel services. Home schooling groups could use the school facilities as it is used by other groups who have activities related to the

congregation's mission. Home schooling students should be invited to organizations that meet at the school, except on school time. School teams or other groups that represent the school probably should be composed only of enrolled students because of insurance liability, the school's reputation, and control parameters.

5. Support group sponsorship. Schools could help to provide a network for home schooling people in their communities and assist them in sharing their goals and procedures.

6. Resource evaluation. Lutheran school educators can provide excellent assistance in evaluating the appropriateness of resource materials.

7. Graduation and transcripts should not be provided to home schooling parents unless the child had some kind of enrollment in the school itself.

8. Consultation. Teachers might be asked if they would provide services to home schooling parents in consultations, discussions, and presentations.

Provide these services at a reasonable fee, even as those who are enrolled in school provide contributions and/or tuition and other fees.

Another challenge that home schooling presents is that of transition to a school. Home school parents may realize their limitations to teach children who are approaching middle school or high school. Children of any age, about to enter new experiences, have particular needs. This is especially true of children who are entering the school environment for the first time. This transition will be easier for children and parents if the principal follows a few recommendations.

1. Help parents to develop trust in the school by clearly explaining rules and expectations. Allow them to ask questions of teachers and other staff members.

2. Welcome their visits in a friendly and warm manner. Help them see that the climate of the school is centered in Christ.

3. Encourage parents to explain their concerns and fears. Address these fears realistically. Caution them about common problems at school. However, invite them to discuss any problem with you. Assure them that it is the principal's job to deal with problems.

4. Invite parents to visit classrooms before enrolling their child. Have the child join them for a morning or afternoon visit.

5. Invite the child to become active in clubs, teams, etc. Introduce new students to peers who are open and accepting. These children will help to make the transition smooth through their social mentoring.

6. Encourage the parents to join school committees and parent groups. Get them involved.

7. Intentionally observe their child's interaction with other children.

8. Encourage teachers to show exceptional patience with the child, especially at first. Home school situations are often not as intense or as structured as the typical classroom.

9. Establish any needed remediation program for the child in cooperation with the parents. Operate it as much as possible in a way that is not obvious to other children. Do not use a special education teacher or resource room. In general, these children have made as much or more progress at home as they would have in school. However, some remediation in certain skills may be necessary for smooth transition into a new curriculum.

10. If there is one priority when working with home school families, it is to avoid even the hint of bias against them. Professional educators tend to see home school families as different. They tend to view home school education as inferior. Avoid reflecting this attitude in your interactions with these families.

Resources

American Homeschool Association (AHA), PO Box 1125, Republic WA 99166-1125; 509486-1351. The AHA is a trade association of business and organizations serving home school families. It provides materials, programs and services for home school families.

National Association of Elementary Principals, *"Streamlined Seminar"* Vol 15, Number 4; June, 1997.

Local state department of education.

"Submit to one another out of reverence for Christ" (Ephesians 5:21).

Parent Education

There are two goals that every school should strive to achieve with parental relations. First, each school needs to foster contacts with parents. Second, each school needs to become more influential with parents. Some parents seek help as they face everyday problems in raising children. A way to accomplish the goals of both the parents and the school is through parent education. Educational programs provide opportunities to share important information with parents while providing the opportunity for discussion and open communication.

Adult Education

The school can be a center for adult education beyond the traditional definition of parent education. Some schools provide information about parenting through parent-group programs or through print material. Other schools provide evening classes for parents. It is relatively easy to set up a program of classes, and it can be a welcome source of information for parents and community alike. Schools can offer evening classes by recruiting and organizing school, congregational, and community resources. Here are some suggestions for organizing evening classes:

1. Organize a committee consisting of parents and teachers. Ask them to identify the interests and concerns of parents in both the school and the community. The needs and interests of these groups are a good starting point. Do not organize your first classes around the agenda of the school or the teachers.

2. Find out what resources are in your community and congregation. There may be people who can teach courses in child rearing, financial matters, computer use, home repair, etc. Some individuals will teach courses for relatively small fees. Check with your local college for potential instructors.

3. Provide a program of courses that may be taken on a particular evening, and offer a variety of courses. Include courses on child care, but also provide courses on family finances, crafts, and Bible study. Base the courses on the needs that your committee discovered.

4. Design courses so that they are taught in no more than 8 to 10 week semesters.

5. If necessary, consider charging a small fee to defray costs.

6. Provide child care during the classes.

7. Make the climate as comfortable as possible. Can you provide simple refreshments?

8. Does the community need a good GED program for those without high school diplomas?

9. Don't forget the senior citizens in your congregation or community. Is there a space in the school to provide classes and activities during the day?

10. Remember that your school provides Christ-centered learning—even for adults.

Support Groups

Another option for parent education is interest groups. These groups, sometimes known as support groups, help parents work through their personal problems. They are generally organized by individuals who have experience in support group dynamics. They may help codependent individuals, single parents, individuals who need support to work with relatives who have terminal diseases, and individuals who are unemployed. If the need for such groups exist, contact an appropriate social agency for assistance in organizing them.

Parental Involvement

If parental involvement is a goal for your parent education program, use the involvement to educate the parents. Involving parents in activities such as home tutoring and volunteer work in school, gives them confidence to tackle problems at home while coming to a better understanding of the school program. Make any task enjoyable by providing training and guidelines. Help volunteers enjoy their work, and match the work with the volunteer. Finally, when you assign a volunteer, avoid unnecessary interference. Allow volunteers to contribute their personal touches.

Library for Parents

A library can be a helpful resource for parents. Include books on education, family life, spiritual life and child development.

No matter which strategies you choose to educate parents, be sure to set this goal: Commit to involving all parents. The better they are informed, the better it is for everyone.

Resources

ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University; 1900 Kenny Road, Columbus, OH 43210.

American Association for Adult and Continuing Education, 1200 19th Street, NW, Suite 300, Washington, DC 20036.

"I myself am convinced, my brothers, that you yourselves are full of goodness, complete in knowledge, and competent to instruct one another" (Romans 15:14).

Special Needs

Visionary educators accept the challenge to create programs of instruction that will help all children learn to their full potential. As Christians, we understand that good stewardship dictates that everyone develop their God-given talents to the fullest. Therefore, Christian educators find themselves particularly concerned for students who have special needs.

Lutheran schools sometimes sacrifice programs for special needs students due to lack of funds or to lack of expertise. Many Lutheran schools cannot provide programs for all children. However, there are new strategies that allow Lutheran schools to broaden the number of children they can educate. Classroom teachers can use various strategies to help children with special needs. Therefore, Lutheran schools can now address the diversity of the student population without a great amount of extra funding.

Children with Learning or Behavioral Disabilities

Lutheran school classrooms may have one or more students who have problems operating within a traditional classroom. These children are commonly classified as having a behavioral disability, a learning disability, or an attention deficit disorder. Whatever the label or classification, these children cannot function well within the context traditional classrooms. This does not mean that they are dysfunctional in all areas. Nor does it necessarily mean that a special classroom is needed.

Efforts in special education have changed from mainstreaming to inclusion. In mainstreaming, the child was placed in a special education classroom and placed in a "normal" setting whenever possible. However, special educators now believe it is advantageous to place children in a regular classroom and schedule special services outside the classroom. In other words, special needs children spend the greater part of each day in a regular classroom. Then, through various programs, they receive special services away from the classroom.

Lutheran schools with limited resources can still provide meaningful services to special needs children in several ways:

1. Each school must first determine which services are available to nonpublic school students through local public schools and through the state department of education. Generally, local school districts must provide testing services for resident students. Many states have mandated dual enrollment for special education children. The child can take advantage of special services through the public school for part of the day while attending a nonpublic school. Check with your state department of education for more information about state regulations.

2. Contact all social and educational agencies that provide services to special needs children. Find out which services are available and to whom they are available. Keep a file of the resources, and make it available to the parents during counseling.

3. Inclusive arrangements have been successful for many children with special needs. "Class within a Class" is such a program. With this program, a special education consultant provides training and guidance for classroom teachers and teacher aids. The teachers and aids then work together in the regular classroom to help children. Aids work directly with special needs children for regular classroom work. They also teach children social skills and/or learning compensation skills needed to function in the regular classroom. This program has been successful in meeting the needs of Lutheran school students who have mild to moderate disabilities.

4. Investigate opportunities for services to be provided in the local Lutheran school. Begin discussions with other nonpublic schools to share resource teachers and consultants. Sharing costs may be another way of meeting special needs.

Lutheran schools probably enroll more children with special needs than ever before. Therefore, it is important to create a professional development plan for classroom teachers. Teachers must know how to use intervention strategies. Agencies that test or provide services for special needs require classroom teachers

to complete a list of methods that they have tried in the classroom. Classroom teachers are expected to develop strategies for the child they are referring and to attempt several methods of instruction and management. Teachers should also be comfortable with the interpersonal communication skills necessary to include various parties in planning and evaluation. The Lutheran school teacher will be the central figure who can ensure that parents, special education teachers, the child, and the administration are directly involved with planning a strategy for the student. Finally, it is important that each teacher recognize the importance of what is commonly called an IEP, or an Individual Education Program.

An IEP is developed after the child is diagnosed. It includes a set of objectives and methods that are written by a team consisting of the parents, the special education teacher, the classroom teacher and the school administrator. It is a road map for the education of the child. However, it is also used to assess the child's progress. The IEP provides two very important functions. It allows the parents and the educators to work together. It also provides concrete pre-approved assessment.

Guidelines

As you work to diagnose individuals with special needs, consider these observations.

- What seems to be a disability may be due to a variation in development. This is more common in pre-kindergarten through the lower grades. Services necessary may be nothing more than a little extra help. In the same way, every child who cannot sit still is not ADD or ADHD. Don't over diagnose. Use a complete battery of tests.

- Attempt to find the least restrictive environment for each student. The choice of placements for a child ranges from the regular classroom to a complete program of special services at a special institution. The range may be seen like this:

    1. No special services required;
    2. Provide classroom interventions;
    3. Provide one or two special services;
    4. Assign to a special classroom;
    5. Commit to institutional care.

- Be aware that most parents are frightened when confronting the need for special services for their child. They may react as if the child has a terminal illness or that teachers do not understand the child. Assure them that diagnoses for special needs are common. Support them as they try to understand new terminology, and take time to explain details of testing procedures, the results of testing, and the rights of the child for special services through your school and the public school.

- Assure that parents are involved with all stages of placement as well as the creation of the IEP.

Physically Challenged Children

Legislation affects nonpublic schools regarding equal access. Therefore, it is well to plan for the eventuality that a child who is physically challenged will enroll. Generally, observe the following guidelines:

- Build doorways wide enough for a wheelchair;
- Build ramps to circumvent stairs whenever possible;
- Make washrooms accessible;
- Create contingency plans to move classrooms to accessible areas.

Gifted Students

The term "gifted" is difficult to define. For many years, gifted children were chosen solely on the results of achievement tests and intelligence tests. These children were placed in an accelerated track of learning based on the same curriculum and activities designed for other children. Gifted programs have changed. Children are selected more on performance. Children who exhibit a propensity for discovery, analysis, synthesis, problem-solving, and memorization now qualify. These children have an opportunity to develop thinking skills such as analysis, synthesis and evaluation. Instructional methods include more inductive styles such as discovery learning or inquiry learning. Generally, specially certified teachers staff gifted programs.

Educators have debated the appropriateness of separate gifted programs. Some suggest that academically advanced students can be challenged in regular classrooms. Teachers can provide opportunities for discovery learning and inquiry learning for all children. In this way, gifted children have the opportunity to advance at their own pace and still be socially active with children of various abilities.

Parents may request special programs for gifted children. Teachers are not always familiar with the various methods of instruction that foster the learning and use of higher thinking skills; therefore, it is important to evaluate your school's needs in this area.

Survey the student body to identify those children who are academically advanced. Use achievement test scores along with teacher observations of work habits. Do not use grades as a strict measure. Some gifted children do not function well within certain styles of instruction. For instance, they may not function well in a rote learning environment, but they may do better with discovery learning. Determine if there is a core group large enough to warrant a special program. One problem that you may have is that there are not enough children within one age group to operate a program.

Provide a professional development program that emphasizes various inductive instructional methods. Many teachers teach deductively when they introduce a concept. Inductive methods foster thinking skills through formation of concepts, introduction of examples, or discovery and experimentation.

Provide each child identified as gifted with an individual educational plan. This is similar to the IEP created for special needs students. However, plan a program that challenges children to use higher thinking skills. Invite parents to participate in creating the plan. Ask their opinions and help them understand the goals of the program. Provide them with educational activities that can be done at home.

No matter what model you adopt for the gifted, include activities for social development. Sometimes gifted children are considered socially advanced as well as academically advanced. This is often untrue. In any case, teachers should not place gifted students in special positions in the classroom. It is not unusual for gifted children to be placed in a position of classroom tutor. However, not all children find it comfortable to function in this role.

Resources

Developing the Mind Within Us Through the Study of Living Things Around Us by Edie Bernhardt; Department of School Ministry, Board for Congregational Services, The Lutheran Church–Missouri Synod, 1333 S. Kirkwood Road, St. Louis, MO 63122; 314-965-9000.

Educating Gifted Children: Classroom Teachers Can Do It! by Edythe Bernhardt; Department of School Ministry, Board for Congregational Services, The Lutheran Church–Missouri Synod, 1333 S. Kirkwood Road, St. Louis, MO 63122; 314-965-9000.

National Association for Gifted Children (NAGC), 1707 L Street NW, Suite 550, Washington DC 20036; 202-785-4268.

National Research Center on the Gifted and Talented, The University of Connecticut; 362 Fairfield Court. Storrs, CT 06269; 203-486-4826.

The Council for Exceptional Children (CEC), 1920 Association Dr. Reston, VA 20191-1589; 703-264-9946; http://www.cec.sped.org.

"But to each one of us grace has been given as Christ apportioned it. That is why it says, 'When he ascended on high he led captives in his train and gave gifts to men'" (Ephesians 4:7-8).

Student Council

One purpose of schools is to provide training in democratic decision-making. Schools also promote the democratic society in which we live. In a democratic social order, the educational process enables all involved to participate in the self-rule of society. Student Councils provide opportunities for children to practice democracy.

Lutheran schools prepare young people to enter the work force, interact with other people, and appreciate and transmit Christian values. They are a social institution whose core values are concerned with developing citizens who will support and reinforce civic, ethical, and spiritual values. It is through school organizations like a student council that students begin the process of "government by the people."

Six potential goals for a student council include the following:

1. Empower students to develop opinions and to rationally communicate those opinions to others;
2. Involve students in the planning, execution, and evaluation of school programs when possible;
3. Create an atmosphere for cooperative action in creating and executing programs;
4. Offer opportunities to interact as Christians who are responsible decision-makers and who are aware of the needs and feelings of others;
5. Offer opportunity for service to others;
6. Provide opportunities to display and develop leadership traits.

Students who do not win a place on a student council should have access to membership on planning committees. Planning committees can also involve children in the lower grades. Young children may not be able to form opinions of their own. Primary children generally make decisions to please those they see as models. Therefore, they may be unable to serve on a school-wide student council. However, they could participate on a planning committee with their own peers under close adult supervision.

Resources

National Association of Secondary School Principals, Office of Student Activities, 1904 Association Drive, Reston, VA 22091.

"For who is greater, the one who is at the table or the one who serves? Is it not the one who is at the table? But I am among you as one who serves" (Luke 22:27).

LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Why The Lutheran School

By
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As adapted from Planning for Lutheran School series

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Foreword

Leaders in Lutheran education use many resources to assist them in their ministry. These have included the Planning for Lutheran Elementary Schools Series and Operations Manual. This booklet is part of the Lutheran Schools Administrators Handbook and was designed to replace those resources.

The manual is designed to assist Lutheran school leaders with a variety of needs:

- Starting a new school
- Planning
- Problem solving
- Board inservice
- Staff inservice
- Preparing for National Lutheran School Accreditation
- Administrative training

While written for Lutheran elementary school administrators, other leaders in Lutheran education will find the booklet helpful. The entire series provides a beginning guide for new administrators or those preparing for an administrative role in a Lutheran school.

The following served on the consultation team to develop the plans for this handbook: Bill Cochran, Eastern District; Ruth Colross, Glen Burnie, Maryland; Dr. Jon Laabs, Concordia, Ann Arbor; Dr. Carl Moser, LCMS; Rodney Rathmann, CPH; Bob Rogalski, Phoenix, Arizona; Pete Woodward, Lakewood, Colorado; Bob Ziegler, Peoria, Illinois; and Dr. R. Allan Zimmer, Concordia, River Forest. We thank and praise God for their leadership and vision.

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Lutheranism and Education

"The close relationship of education and religion, of church and school, has been the dominant idea behind the schools that were established by the Lutheran Church from Luther's day to the present; and this ingrained principle is responsible for the unwavering tenacity with which the Church had held to its doctrinal position and polity during the past four hundred years and likewise explains why parochial schools are maintained up to the present time, though many forces and trends in modern education militate against the system. If the Church intended to educate its children in spiritual matters, it could do so only by undertaking also their general education and development; religion was not a subject to be added to the others, but was to pervade and permeate all; the teaching of all branches thus developed upon the Church to the same extent and degree and made the school a vital part of the program of each Church."

Dr. Walter H. Beck in
Lutheran Elementary Schools in the United States
Concordia Publishing House, St. Louis: 1939, pp. 7-8

Why the Lutheran School?

Celebrating God's Love
The Lutheran School

Now accepting enrollments. Quality Christian education. Complete educational agency. A strong tradition of proven results. Thousands of satisfied users. Acknowledged evangelism aid. Programs tailored to congregational needs. Inquire at local Lutheran church.

No such ad enticed the newly established colony of Swedes in Delaware into opening the first Lutheran school in North America in 1640. And the grand opening drew little notice. Reorus Torkillus, the colony's pastor and the school's only teacher, considered the establishment of a school a normal way to carry out his ministry of preaching and teaching God's word. So did his parishioners.

Today, more than three and one-half centuries later, Lutherans continue to see the need for integrating all learning with their faith in Jesus Christ. Many consider a full-time Christian school as the best way to accomplish this and maintain such a school for their children and others in the community. When one considers that "free" tax-supported public education has been offered in the U.S. since the 19th century, such support is, to say the least, noteworthy. Church schools call for financial sacrifice; not easy in a period of multiple ministry needs in a congregation.

Still, over 300,000 students are served in more than 2,200 schools. More than 60 of these are secondary schools operated by member congregations of The Lutheran Church—Missouri Synod. Almost 1,000 include grades K-8. Approximately 1,100 early childhood centers, primarily for children aged 3 and 4, serve more than 50,000 children.

Lutheran schools in the early days of America most often had one or two rooms and included the eight elementary grades. Today Lutheran schools are much more diverse. They come in a variety of forms—from half-day preschool classes to comprehensive programs from early childhood through grade 12. In between are early childhood centers, kindergartens,elementary education through grades four, six, or eight, middle schools, high schools, and various combinations of these.

In most cases a single congregation will operate its own school. In others two or more congregations conduct a school jointly. No one type of school is "right" for every situation. Each congregation determines which type can best meet its needs and opportunities, given its unique situation and the resources it has available.

Why Sponsor a School?

To Nuture Faith

The decision to open a school is not one a Lutheran congregation makes lightly. Opening a school requires financial sacrifice because unlike public schools, a church school does not receive tax support.

So why do so many Lutheran congregations have their own schools?

Reasons haven't always been the same. In early America many Lutheran church members were recent immigrants who wanted to preserve some of their ethnic culture for their children and to teach them to read and write the old-world languages. These desires grew out of a concern to serve their children and were tied up with the most important aspect of their culture—their faith.

Culture and language are less dominant factors for establishing Lutheran schools today. But the need to teach the life-giving and sustaining Word of God is as pressing as ever.

"The Lutheran church has always stood for two things," a noted U.S. Lutheran leader once told a gathering of parents of prospective college students, "missions and education." He did not mean that these were distinctly different things, nor that one is more important than the other. Missions and Christian education both proclaim the Good News of Jesus Christ. Missions refers to sharing the Gospel with those who have never heard it before, or who have heard but have not come to faith. Christian education is sharing the same Good News with those who have heard and believed it already—but continue to need to study it for growth and nurture. It is the ministry of nurturing. For those who have not heard or who have not accepted it, it is the ministry of outreach.

Why is this so? Once you've heard some good news, isn't that all there is to it?

Yes. And no.

Yes, because even a little Gospel can create faith. The amount isn't the important thing. What is important is the Holy Spirit, who performs His gracious work through the Gospel.

On the other hand, the need to repent (i.e., to turn back to God) is a daily matter. The only means—the power—for bringing repentance about comes from the Gospel of reconciliation and forgiveness in Christ (Romans 1:16). No wonder St. James told believers of his day to "receive the crown of life that God has promised to those who love him." (James 1:12), or that Peter urged them to "grow in the grace and knowledge of our Lord and Savior Jesus Christ" (2 Peter 3:18).

To Grow in Grace and Knowledge

That last exhortation is worth a second look. To "grow in the grace and knowledge" recalls Jesus' prayer the night before His crucifixion: "Now this is eternal life: that they may know you, the only true God, and Jesus Christ, whom you have sent." (John 17:3). How do we get to know someone? It is not by frequent, in-depth contact with him or her?

To see what all this has to do with Lutheran schools, let's compare the education one gets in a Lutheran school with what one might receive in a secular institution. Exactly what is the difference? A daily chapel service and a "religion" class?

Yes, but that is only a small part of the answer. The Lutheran school provides opportunities all day long to come to know Him who is the "way, the truth, and the life" in a closer and more personal way. That's the real secret.

The teacher makes sure this occurs in a Lutheran school. The teacher and principal set the tone for what happens in a school. Each staff member in a Lutheran school is convinced that the Bible is God's Word. They know Jesus Christ as their personal Savior and are committed to sharing that news each day with children. A Lutheran teacher is the most important difference between a Lutheran school and other schools.

The Gospel, since it really is good news, will permeate all of life. When St. Paul told Christian fathers to bring up their children "in the training and instruction of the Lord" (Ephesians 6:4), he was not talking about conducting a "religion class" for them. He was advising fathers to nurture their children in the

knowledge of (not about) the Lord. Such knowledge relates to everything in their lives. This nurturing is a good part of what it means to "feed Christ's sheep" and His "lambs" (John 21:15-18).

Of course, no external force can attain this goal. Only the Holy Spirit can accomplish it, working through the Word and sacraments. Through these means He works to change our wills to conform more and more closely to the will of Christ.

Parents take part in this process by communicating the Word of God's love to their children. The Lutheran school, as an extension of both the Christian home and the congregational family, also participates. And because both are involved, parents as well as congregational members have a strong voice in the operation of the Lutheran school.

To Saturate with the Word

Already in Old Testament times God directed His people to instruct children in the Word on an around-the-clock basis. They were to teach the words God had commanded them to "impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up." (Deuteronomy 6:7)

A careful study of this passage shows that this charge was given not just to parents. All Israel received it. Clearly, the leaders were to make every effort to let the Word of God permeate and saturate the entire life of God's people. Can God's will be anything less today?

The directive to "train a child in the way he should go" carries with it a precious promise: "And when he is old he will not turn from it" (Proverbs 22:6). But how adequately can the modern Christian parent train a child "in the way he should go" when such training is to be on a continual basis?

Think about it. The increase in the number of one-parent homes and the homes in which both parents work means that children are with their parents fewer hours each day. Even where a parent is at home when the children are not in school, both children and parents are involved in many more out-of-home activities than they were in past generations. Time available and priorities established for even informal parental instruction and interaction is severely limited.

To Communicate and Establish Christian Values

Some public schools do try to teach morality. But they face a major handicap in the process—they are prohibited by law from teaching how morality can be attained and from sharing the value base provided in God's Word! For example, they can teach that greed is wrong, but they are unable to direct students to the Gospel which frees from the tyrannical hold of the god of self. In this frustrating situation and with changing values and sharply divided opinions on ethical matters, many public schools find it easier to sidestep trying to teach morality altogether and settle for clarifying or ignoring values rather than establishing them.

Under such circumstances Christian parents find it more and more difficult to communicate Christian faith and values to their children. They know that such values cannot be forced. At the same time, they recognize that, like it or not, their children are developing values through the secular influences surrounding them daily. In contrast, the Lutheran school provides an environment where the Word of Truth can produce a reverence and love for God, knowledge of salvation, passion for justice, desire for peace, and concern for the poor and oppressed of this world.

To Equip for Christian Service

Christians see all of life as an opportunity for service to the Lord. Children and youth in Lutheran schools are helped to see how their life's work—whatever it may be—can be used in His service. As members of the body of Christ, each has a task to perform in building the body. Equipping saints for Christian service is a prime task of the Christian church, fulfilled at least in part through the Lutheran school it operates.

In fact, the Lutheran school is the church in action, not something separate from it. The Lutheran school is the body of Christ in that particular location, carrying out its work of mutual service and upbuilding. As Christ said, "Where two or three come together in My name, there am I with them." (Matthew 18:20). There the Word is being shared. There Christ's work is being carried on.

One of the common complaints about modern church life is that members do not feel the closeness and warmth toward fellow members they sense ought to be present. But can this really be surprising? Consider that most members see each other for only an hour or two a week at best and even then have little opportunity to get to know one another really

well. To say the least, under such circumstances, the church is severely hampered from functioning as a true fellowship and community.

For one Christian to witness to another or to a non-Christian most effectively, a personal relationship of some depth is needed. (If it were otherwise, we might convert the world by playing recordings of Bible passages!) Ask any number of adult Christians how they learned of Christ. Very few, if any, will point to a class they took or something they read. They will, in almost every case, point to another person—a beloved teacher, a friend or relative—through whom the Word came to them.

The Lutheran school gives a child a chance to learn in the presence of and with the guidance and support of a committed Christian teacher who daily shares personal faith in Christ. Such a person may be present in a secular school, of course. But the Lutheran school is designed to provide one and—unlike tax-supported schools—is free to interpret the subject at hand from a thoroughly Christian viewpoint. Put in another way, it isn't just what is taught in a Lutheran school that makes education there different. It is how. The Lutheran school uses the Gospel to make disciples of Christ who serve in love. It is the Lutheran teacher who is key to modeling this Christian service.

But it's even more than the presence of the teacher that makes the Lutheran school such a powerful agent for conveying God's Word. Lutherans hold that all believers are priests for one another, including young Christians of school age. The closeness of community in the Lutheran school can allow the church to function as a real fellowship and permit the Word of God to "grow and multiply" (Acts 12:24).

The Lutheran Confessions attest to the important role of teachers when they assert that one of several ways in which the Gospel is shared is "through the mutual conversation and consolation of brethren" (Smalcald Articles, Part III, Article IV).

From a psychological, as well as from a spiritual point of view, these associations are important. Psychologists assert that for adequate fulfillment as a human being, one needs to become a responsible, active participant in a group. Without doubt, most schools provide an opportunity for this. But a Lutheran school offers a Christian setting where young Christians can serve one another in love. They share the treasure of the Gospel in their interpersonal relationships and at both formal and informal worship experiences. This sharing of the Good News is at the heart of such fellowship and breaks down barriers of race, nationality, and economic privilege as no other agent can do.

To Reach Out

Missouri Synod Lutherans have always taken seriously the Lord's command, "Go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit and teaching them to obey everything I have commanded you and surely I am with you always, to the very end of the age." (Matthew 28:18-20)

Lutheran schools exist to share the love of Christ expressing their commitment to reach out to others. "All who have been brought to faith in Jesus Christ are commissioned by Him to preserve and extend the kingdom of God." (A philosophy of Lutheran schools by Carl Moser, as found in *Integrating the Faith: A Teacher's Guide for Curriculum in Lutheran Schools.*)

Early Lutheran schools usually did not emphasize sharing Christ with people who were not members of Lutheran congregations. In these early Lutheran school's pastors were also the teachers. They met with classes in their churches or in homes to teach Lutheran boys and girls to read and write so they could read God's word and write responses for their Catechism instruction.

The oldest Lutheran school in the United States, St. Matthew in New York City has been in continuous opration since 1752, except for a few years during the Revolutionary War. Originally the children in the school were all members. Today most of the children at St. Matthew are from non-Lutheran and unchurched families. There are a number of Lutheran schools with a similar, though shorter history. Though begun to serve member children, gradually they have begun to serve more and more non-member children.

Schools were gradually opened to join the Lutheran congregations. It became obvious to Lutherans that reaching families through educating their children in a Lutheran school was a valid, effective method for sharing Christ. In many cases the school was started first, followed by the congregation, and then the church building. The school became the agency for beginning new Lutheran congregations.

Many congregations have been effective in reaching out with the Gospel of Christ through their Lutheran school. Children and their families have been led to see Jesus as their Savior through their

Lutheran school. Every year approximately 4,000 children are baptized as a direct result of their Lutheran school experience.

Congregations who view their school as an evangelism agency of the congregation recognize that evangelism is a corporate responsibility of the whole congregation not just professional church workers or its Lutheran school. The evangelism potential of the Lutheran school is reached only when the congregation makes use of the communication skills learned at the school. Having a Lutheran school does not cover the congregations obligations to evangelism outreach. The school is only one arm the congregation uses to reach out to its community.

Research Says . . .

But do Lutheran schools really do for students what they say they can? In other words, does attending a Lutheran school really make a difference in terms of one's Christian commitment, faith, and life?

Researcher Milo Brekke, reported in *How Different Are People Who Attended Lutheran Schools?* some striking differences. Brekke found that alumni of Lutheran schools, when compared with Lutherans in general:

1. Report more frequent personal experiences with God;

2. Believe more consistently in the divinity of Jesus;

3. Exhibit more clarity regarding the way of salvation by grace through faith in Jesus Christ alone.

4. Have far more Bible knowledge;

5. Exercise a much fuller devotional life;

6. Witness to others verbally about Jesus and His church morefrequently.

7. Confess to a greater awareness of the presence of the Trinity in their lives.

8. Give a higher value to relationships with God and other persons;

9. Show stronger tendencies to be forgiving and personally forthright with other people;

10. Reveal less tendency to be anxious about their faith;

11. Are less likely to be overly swayed by their peers;

12. Avoid oversimplistic views of social issues merely as power struggles; and

13. Generously contribute a higher proportion of their income to church work.

Brekke, of course, does not suggest that these qualities are found only in those who have attended Lutheran schools, and neither would any other fair and rational person. The Spirit of God does not depend on our educational institutions. But it is noteworthy that the greater number of years one attends a Lutheran school (at least through age 18) the more significant the difference.

Impressive as these findings are, the Lutheran school makes no pretense to perfection. Lutheran schools are, after all, operated by saints who are at the same time sinners. Any success the Lutheran school can boast—and the listing above supplies some strong proof of it—rest wholly and squarely on the grace of God.

Challenges

Congregations thinking about a Lutheran school as a means of ministry must realistically consider potential challenges and difficulties:

1. A school calls for sacrifice on the part of all congregation members and parents of students. The cliches are still true: "Anything worth doing is worth doing well," and "most things that are worthwhile require some sacrifice." The Lutheran school is no exception to either of these maxims. But the thousands of congregations sponsoring schools right now attest to the fact that in most cases the obstacles can be surmounted.

2. The school can have difficulty meeting special needs. Separate classes for exceptional children, for example, are usually possible only in areas where several Lutheran schools are close to one another. But services to meet such special needs can often be purchased. Furthermore, as a demonstration of how members of the body of Christ serve one another in love, in some cases special children can be mainstreamed into normal classrooms.

3. The Lutheran school must always guard against the danger of becoming self-centered. It is part of the body of Christ, not the totality of it. Like all parts of the body, it exists to serve others within and without the body. Fortunately, the Gospel of Christ's self-giving love which the school proclaims is a consistent resource for overcoming temptations to become self-serving and spiritually

Questions

Not all Lutherans fully support church-operated schools. Some raise honest questions about them, which need to be considered. Here are some of the main ones, with an attempt to explain the philosophy of Lutheran schools and of our congregations and associations in establishing them. The answers are intended to help readers understand that Lutheran schools are not only possible but necessary today.

1. "Why should church members pay twice—once for public education and again for their own school?"

To a large extent this is true. What is not true is the assumption that this invalidates the Lutheran school. Christian (member and non-member) parents and most church members who are not parents believe the extra cost is well worth it. The reason: Lutheran school students receive education in a dimension the public school cannot supply, the Gospel. How can a dollar value be put on the Gospel?

2. "Do Lutheran schools compete with public education and therefore weaken it?"

This is not true. It is difficult to understand how maintaining a Lutheran school, using private funds, could weaken a public system financed by taxes. The only way would be if the community were completely dominated by the church, and church members selfishly withheld support of public education.

Actually, the case could easily be made that private schools save money for public education, thus making more funds available to it. Several years ago a U.S. Senator pointed out, "If the 7.7 million students now enrolled in private elementary, secondary schools, or institutions of higher education were enrolled in tax-supported schools, the bill would be an additional $17 billion every year."

Lutheran Christians support public education, recognizing it as their proper obligation and as a way of serving all people in their community. American Lutherans maintain that the American way of providing education is through public and private schools, not public vs. private schools.

3. "Isn't education in Lutheran schools limited, especially after the fifth or sixth grade when more expensive equipment is desirable?"

The quality of education cannot be measured by the value of the equipment available. That's thinking only in terms of "what" is being taught rather than "how" it is being taught. Even so, the statement is not necessarily true. Most Lutheran schools are very well equipped for teaching all age levels. There is no reason why completely adequate equipment cannot be provided. The real question that Christian parents should be asking, however, is: What values do you want your children to have? Which is more important, better sports and science equipment or a sense of one's place in the kingdom of God?

4. "Doesn't the school draw too much of the congregation's budget?"

What is "too much"? Historically, congregations which support schools, when taken as a whole, have contributed more to the work of the church at large than those which do not have a school. Perhaps this is because the school is training its students to be self-sacrificing in doing the Lord's work. (Cf. Brekke finding that Lutheran school alumni generally contribute more of their income to the work of the church than those who have never attended.) But, more important, since the church is built by the Holy Spirit through the Gospel, it is difficult to understand how "too much" of most congregations' budgets could be spent on Christian nurture and outreach through a school. The studies cited above demonstrate clearly that Lutheran schools produce desirable results.

5. "Aren't children who attend a Lutheran school deprived of the public school experience?"

Of course. Just as public school children are deprived of the Lutheran school experience.

6. "How can we, as Christians, influence the direction and policy of a public school system when we are busy running our own private schools?"

The only effective means available to Christians today to influence the policy of our public school

system is through political involvement, not through our children's attendance at them. The only way to bring back the public school system to a moral foundation based upon the Bible is to elect people to legislatures and to Boards of Education who are Christian and who believe in the moral imperatives of the Bible. Outside of the political arena the influence of parents and students is marginal at best. The power to effect real change lies in the Boards of Education and legislatures of our land.

Our schools are not "private schools" because they are open to all of the public, regardless of race, creed, color, or financial or social status. Thus our schools are not exclusive but inclusive, especially because of our outreach thrust to unbelievers. Our primary objective is to reach the unbelieving children and families and equally to provide the strengthening of Christian education from a Lutheran perspective to our member children and other Christians.

7. "Does establishing Lutheran schools mean that only those who can afford to pay will benefit from them? Will the poor be left in public schools where the values will surely disappear because those who could provide the proper influence have all gone to private schools?"

Every Lutheran School should establish a "Tuition Assistance Program" from the very beginning. Then no one is denied access to a Lutheran School because of financial need. In some cases, the entire tuition is covered by the congregation because desperate need has been demonstrated and documented by the caring parents. We are not in the business of providing an exclusive private education, but are open to all who want Jesus and God's Word central in the every day lives and learning of their children.

At the same time it should be noted that we are not in the business of subsidizing a lifestyle. In other words, when parents who are blessed with a large income but who squander it in the pursuit of the world's idea of "the good life" (stock piling the world's toys, etc.) and claim an inability to pay tuition for their children they are offered good Christian financial planning advice and led to better stewardship of the gifts with which they have been blessed by God. But they do not receive tuition assistance.

8. Is it not fundamental that we Christians integrate ourselves into our society and the world so we can spread the Good News? How do we reach the unchurched in our society when we are segregating ourselves in private institutions?

It has never been a principle of the Christian Church to integrate itself into the fabric of the society in which it finds itself. In fact, in countless cases in the Old Testament and through many statements of Christ and the Apostles in the New Testament, the exact opposite is true.

Christians must **LIVE** in their society. They are not to withdraw from the world entirely and so prevent the Gospel of Jesus Christ from being shared with the unbelieving world around them. But we Christians must always be on guard against being **ASSIMILATED** by the world around us so that we are no longer living and sharing with our neighbors in such a way that we are in the "salt" and "light of the world" that Jesus asks us and empowers us to be in the New Testament Scriptures.

In the public school system, generally speaking, Christian values and beliefs have been systematically eroded and replaced by a secular humanism that openly defies the Word of God. Many of our young people have had their minds branded by the anti-moral, anti-Christian teaching of secular teachers who know nothing of God or His plan of salvation for all people. Many non-Christian public school-teachers, boards and administrators have been openly hostile to the Christian message and have stripped our classrooms of every evidence of a loving, caring God who has saved the world through the suffering, death and resurrection of Jesus Christ.

In the Lutheran school teaching God's truth occurs in every classroom and is reinforced through the living example of teachers seeking to model the love of Christ every day in their classrooms, in the gym and on the playing fields. In such schools our students are taught how to think for themselves...are shown all the options, both Scriptural and worldly, in everything from science to health, and are prepared to make decisions based upon all the information that is clearly based upon the truths of God.

In our schools Christian and non-Christian lambs of God become able to more regularly look into the eyes of the Good Shepherd, Jesus, and then take His love in word and deed to their friends and

relatives. In the Lutheran school our children are prepared well for strong outreach and are blessed with the ability to defend and explain the faith they have been given by their God.

9. "Has anyone estimated the cost to replicate the services and facilities already in place in our public school system? Or has anyone considered the facilities the children will be deprived of by not being part of the regular school system?"

While the cost of education has risen considerably, it has still remained much lower in Lutheran schools than in public schools. In 1995 the average cost per pupil was $2,100 in Missouri Synod Lutheran schools. This is less than half the average cost of the public school. Many congregations provide financial assistance for families who need help. Some congregations have adopted policies which indicate no one will be refused admission to the school if they are unable to afford the costs.

It is the intent of The Lutheran Church—Missouri Synod and its congregations to offer an education in secular subjects second to none in facilities that are designed and built to be on the cutting edge of educational operations.

Computers, sports, libraries, and other services should be top-notch but must be put into their proper perspective in life. Buildings and computers are not what enable students to prosper, but rather the mindset of parents, teachers and administrators whose primary goal is to make certain that children are well equipped to handle life...not just jobs...not just sports...but life itself. This is accomplished as secular subjects are taught in the light of the gracious blessings of a personal God who will be with them always through the trials and troubles they may encounter in life.

On occasion it is true that we may not be able to match the facilities of the public school system. But every effort is made to utilize other facilities in the community so that important physical and mental growth experiences are still possible. But we continue to build facilities and improve them so that the education of our children, both secular and spiritual, takes place in a physical environment that will stimulate such development.

We readily admit that the cost to do all this is ENORMOUS! But we are reminded of the words of the great missionary J. Hudson Taylor who said: "Gods work done in God's way...will never lack God's supply!" In other words, if the true purpose of our schools is to lead children and families to Christ and a wonderful loving relationship with each other and God through Him, then there is no question that God will bless our people in such great measure that all the costs of such undertakings will be more than covered. When the great King David sought to honor God by building a Temple in Jerusalem, the people provided so much that David finally had to tell them to stop giving. God moved His people to do this and He never changes. It is not wise to believe that He will do the same today when the eternal welfare of blood-bought souls is at stake.

But there is a human side to all of this. In order for this great work of reaching children and families and strengthening them with the Gospel is to be accomplished in ever increasing ways it will be necessary for all of us to SACRIFICE. Most Lutherans believe that the eternal welfare of their children and countless lost souls in the world are worth some sacrifice. This becomes particularly poignant when one looks at the cross of Jesus Christ and His sacrifice for us and the world! Financial sacrifice is a small sacrifice when compared to what God sacrificed for us already through Jesus.

10. Do we not as parents see the value in having our children as participating members of our community? Why segregate them at such an early age?

Our children have innumerable ways in which to interact in their community and neighborhoods. It is not essential that this socialization take place in secular schools. Our children can still participate in the soccer, hockey, basketball, football and other programs in our communities. They can still play with their friends in the neighborhood. In fact, by providing a Lutheran School, the community is further served as children are taught the meaning of caring for the elderly when they visit nursing homes and are encouraged to write to residents, and are involved in other community enhancing events.

The reason to "segregate" the children, if that's how one wishes to refer to it, is so that children have an opportunity and have time to spend with Christian teachers who can model and share the faith as they teach secular subjects with distinction. That is how our children will become prepared to participate in their communities both

as children and later as adults. Where Lutheran Schools are run well there is no problem of integration of children and families into our communities.

11. "Is there any evidence that Lutheran schools turn out better kids?"

There is much evidence in the experience of those of us who have worked with Lutheran Schools for many years and also through a study completed a few years ago of graduates from Lutheran schools that would lead us to answer: "Yes, there is much evidence that Lutheran schools turn out more responsible, happier, more dedicated, more community minded people, and more full-time church workers than our secular schools."

The media today bombards our children and families with false teachings regarding life in general and God in particular. Secular schools bombard our children with false teaching regarding evolution, with weak and ineffective education regarding sexually transmitted diseases, with potential devastating teachings regarding abortion and euthanasia, and with blatantly prejudicial teaching regarding the sin of homosexuality. "I have personally watched the progression of irresponsible secular humanism from the musings of a few to the over-all philosophy of our society in just 30 years. Never did I or my parents or grandparents ever dream that our society could deteriorate to such degree in as far as morals and personal choices is concerned as it has today," noted Rev. William Ney, Education Executive for Alberta British Columbia District of the Lutheran Church of Canada.

As a minority in danger of being overwhelmed by the majority of godless citizens' opinions and philosophies, we need to develop Lutheran schools that will teach the truth according to God's own revelation in the Bible and who will arm our children and grandchildren with the information and faith necessary for The Lutheran Church—Missouri Synod to remain strongly Biblical and confessional in the future. With both parents in most families working, parents, pastors and Sunday school teachers do not have the resources of time, energy and expertise to counteract the negative teaching of our society, including the negative teaching that occurs in secular schools.

Given the state of our society and the history of such declination of societies in the history of our world, we have few options other than Lutheran Schools entering into partnership with Christian and non-Christian parents alike to prevent our sick society from self-destructing in the next century. I do not wish to suggest that Lutheran Schools are the ONLY means to affect our society and our church positively, but surely Lutheran Schools have to be one of the most effective ways to do this today and into the 21st Century.

Questions of a Different Kind

A Lutheran educator recently pointed out that all the evidence demonstrates that Lutheran congregations have every right to establish a school and support it "with top-priority dollars." Moreover, he asks some questions of congregations which do not now support a Lutheran school: "Why don't you have a school? How do you defend not having a school operated by your congregation? How can you allow so little of your budget to be utilized for the Christian education of your members?"

Thought-provoking and challenging questions, those. Worth thinking and acting upon.

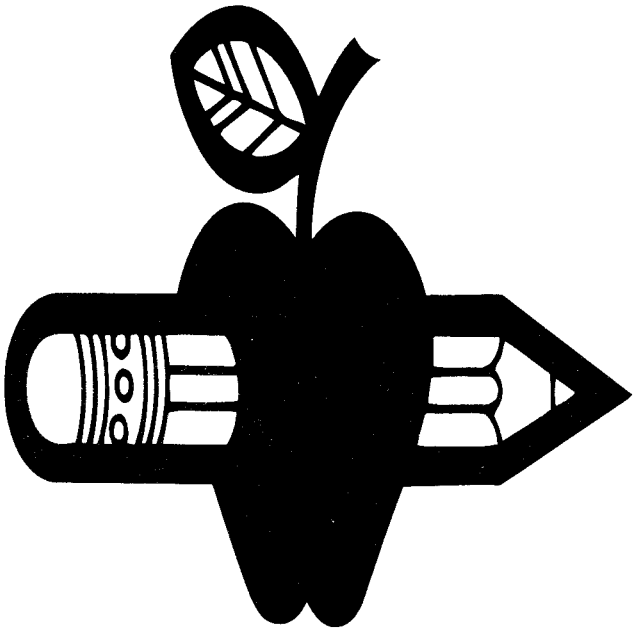
At the very least, the Lutheran school needs to be seen as a viable alternative—and an exciting one!

Resources

Lutheran Schools 21st Century
School Purpose 22-2415
Sharing Christ 22-2417
Available from Concordia Publishing House
3558 S. Jefferson Avenue
St. Louis, MO 63118
Phone number: 1-800-843-0687

LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Guidelines For Starting A School



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Foreword

Leaders in Lutheran education use many resources to assist them in their ministry. These have included the Planning for Lutheran Elementary Schools Series and Operations Manual. This booklet is part of the Lutheran Schools Administrators Handbook and was designed to replace those resources.

The manual is designed to assist Lutheran school leaders with a variety of needs:

- Starting a new school
- Planning
- Problem solving
- Board inservice
- Staff inservice
- Preparing for National Lutheran School Accreditation
- Administrative training

While written for Lutheran elementary school administrators, other leaders in Lutheran education will find the booklet helpful. The entire series provides a beginning guide for new administrators or those preparing for an administrative role in a Lutheran school.

The following served on the consultation team to develop the plans for this handbook: Bill Cochran, Eastern District; Ruth Colross, Glen Burnie, Maryland; Dr. Jon Laabs, Concordia, Ann Arbor; Dr. Carl Moser, LCMS; Rodney Rathmann, CPH; Bob Rogalski, Phoenix, Arizona; Pete Woodward, Lakewood, Colorado; Bob Ziegler, Peoria, Illinois; and Dr. R. Allan Zimmer, Concordia, River Forest. We thank and praise God for their leadership and vision.

We are grateful for a partnership with the Lutheran Education Administrator Department (LEAD), a department of the Lutheran Education Association (LEA). LEAD provided additional funding for the production of this resource through a grant from Aid Association for Lutherans (AAL). Without the financial assistance of AAL and the partnership with LEAD, this project could not have been completed.

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Exploration Stage

Why?

The **Exploration Stage** helps the congregation determine the feasibility of a Lutheran School and the role it can play in the total ministry of the congregation.

The **Exploration Phase** will enable the following questions to be answered:

- **Why a Lutheran School?**
- **Is there enough interest?**
- **What resources are needed?**

Note: This study should take a minimum of six months.

How?
Gather Like-Minded People

Join with others interested in starting a school. The congregation should convene an Exploration Study Committee.

The committee should include:

- Lay People
- Congregational Leaders
- The Pastor and/or other Professional Workers
- Members of the Community
- Others interested in starting a school

The members of the committee should be willing to commit their time, willingness to do necessary tasks to help the committee reach it goals, and be involved in prayer and Bible study seeking God's direction.

The committee needs to choose a chair person who is known to be an effective leader and has the respect of the group. It is important to have a secretary to keep accurate minutes and a treasurer to handle the finances of the Exploration Stage. Other officers can be chosen as needed to accomplish determined tasks.

Clarify the Purpose

It will be important for the committee to answer the question: **Why a Lutheran School?** It is extremely important to study the Mission Statement and Purpose Statement of the congregation. The school's purpose should reflect the purpose and ministry of the congregation. The following activities will help in determining the purpose of the school:

Activity 1. Ask the committee members to give their Vision for a school. Make a list of the ideas.

Activity 2. Incorporate the ideas into a **Mission Statement** that reflects the purpose of the congregation.

Activity 3. Compare the **Mission Statement** with statements from other schools.

Activity 4. Share the statement with others for input.

Activity 5. Revise the statement and adopt for use.

Key Question- Is the purpose to Nurture our own students? Is the purpose to be an Outreach to the community? Is the purpose to Make Money?

Gather Data

This is an important area for the Exploration Committee. Many questions will come up by congregation members and others interested in the school about the feasibility of such an endeavor. Keep in mind that this is preliminary data to determine if it is feasible to "Go" or "Not Go".

Note: A more detailed study will be done in the organizational stage.

Suggested Activities:

1. Congregation Profile

Key information- number of children available
**A sample profile form is available on page 22.*
Key Question-Is there a potential source of students from the congregation?

2. Community Information

Key Information- census projections

- Public school enrollment trends
- Social-economic trends
- Non-public enrollment trends

*Source-LCEF Demographic Study-Your District Lutheran Church Extension Fund.
Area Vice President can help you secure this study.
Key Question- Is there a need in the community for a Lutheran School?

3. Survey parents of potential students

Key information- potential students

- ▼ Suggested tuition range
- ▼ Initial support

Key Question:Is there sufficient support?

**A Sample Survey Form is available on page 24.*

4. Other Surveys

Local Congregation
Other Christian Churches
Community
Key Information-potential students

- ▼ Suggested tuition range
- ▼ Initial support

Key Question-Is there support from others outside the congregation?

5. Facility Evaluation

Key Information-space available

- ▼ Conflict with congregation activities
- ▼ Renovation needed
- ▼ Anticipated growth

Key Question-Is the facility adequate?

6. Financial Issues

Key Areas-potential costs

- ▼ Sources of funding

Key Question-Is a school financially feasible?

7. Key Leadership Support

Key Areas-pastor

- ▼ Other professional staff
- ▼ Influencers in the congregation
- ▼ District Education Executive

Key Question-Are the Pastor and Key Leaders supportive?

8. Gather Available Resources

- ▼ Board Manual for Lutheran Schools
- ▼ In His Hands
- ▼ Home Away from Home
- ▼ National Lutheran School Accreditation Standards
- ▼ Handbooks from other Lutheran Schools

Use of Consultants

This can be a very important and necessary part of the Exploration Stage. A committee that is serious about starting a school cannot afford to bypass this kind of help.

Consultant Sources

- ▼ LCMS School Department
- ▼ District Education Exectutive
- ▼ Area Lutheran School principals
- ▼ Schools that have started in the last five years
- ▼ Local public school administrators
- ▼ State Education Department

Key Questions

- ▼ What do we need to have in place to open?
- ▼ What help is available to us?
- ▼ What financial resources are available?
- ▼ Where can we find an administrator?
- ▼ What are the legal issues?
- ▼ What are the state requirements?

The Recommendation Report

Prepare a report to be delivered to the appropriate committees of the congregation including the following components:

- ▼ Results of the various surveys
- ▼ Potential projected enrollment
- ▼ Facility use and needs
- ▼ Preliminary Budget needs
- ▼ Projected opening date
- ▼ Mission and Philosophy Statements
- ▼ The Committee's Recommendation

The "Go or No Go" decision

If the decision is "No Go" — End the study
If the decision is "Go" — Proceed to Phase 2
The Organizational Stage
Use the form on page 26

Resources

Lutheran School Administrator's Handbook
S08333 Leadership
S08339 Building & Grounds
S08340 Funding
S08344 Why the Lutheran School
SO8691 The Role of the Lutheran School in a Changing Community

NLSA Standards for Lutheran Schools
These resources are available from:
School Services Department
1333 S. Kirkwood Road
St. Louis, MO 63122
1-800-248-1930 X1296

Lutheran Schools of the 21st Century
22-2414L Issues, Challenges & Opportunities
22-2423L Our Changing World

22-2415L School Purpose
22-2416L Christian Distinctiveness
22-2417L Sharing Christ
22-2418L Focus on Christian Families
22-2419L The Church-Worker Team
22-2420L Funding Lutheran Schools
22-2421L Governance and Management
22-2477L Complete Set (one each of the nine titles)

These resources are available from:
Concordia Publishing House
3558 S. Jefferson Avenue
St. Louis, MO 63118
1-800-325-3040

Organizational Stage/Steering Committee

Why?

Your congregation has completed the Exploration Stage of a feasibility study for a Lutheran school. On the basis of this initial study, your congregation resolved that a Steering Committee be established to conduct the Organizational Stage of the feasibility study.

The Steering Committee has responsibility for gathering information, expanding on the information from the Exploration Phase, and making recommendations which will affect the lives of young people and which will require commitment of parents and the congregation. This committee has responsibility for determining if there is sufficient study potential, financial strength and commitment to the establishment and maintenance of a school program. The Steering Committee must also insure that planning and decision making are done in a responsible manner and that resulting decisions represent the will and commitment of your congregation.

How?
Membership

There are several ways for a congregation to carry out this stage of the feasibility study. You may consider the following options:

The current board or committee with responsibility for education in your congregation could become the Steering Committee. It will probably need to augment itself with additional personnel to serve on subcommittees.

A special study group, responsible to an established governing board or council, could be assigned the responsibilities of the Steering Committee. Representatives of the board or council should be a part of this group.

A new board with members who are interested and able to continue the feasibility study be established by the congregation is a third option.

In selecting which option to use in forming your Steering Committee consider the following questions:

- Is your present board large enough to carry out the study assignments and, if a school is started, to supervise its operation?
- Do present board members have adequate interest and experience for conducting this study?
- Should all agencies of Christian education in your congregation be under the responsibility of a single board?
- Are there members of the congregation who, because of interest and experience, should be involved in this assignment?
- Does the present board have adequate representation to include a variety of views of congregation members?
- Does the present board have persons on it with strong leadership qualities who are capable of administering the assignments in the study and giving leadership to the congregation?

The following are key people to consider including in the work of the Steering Committee:

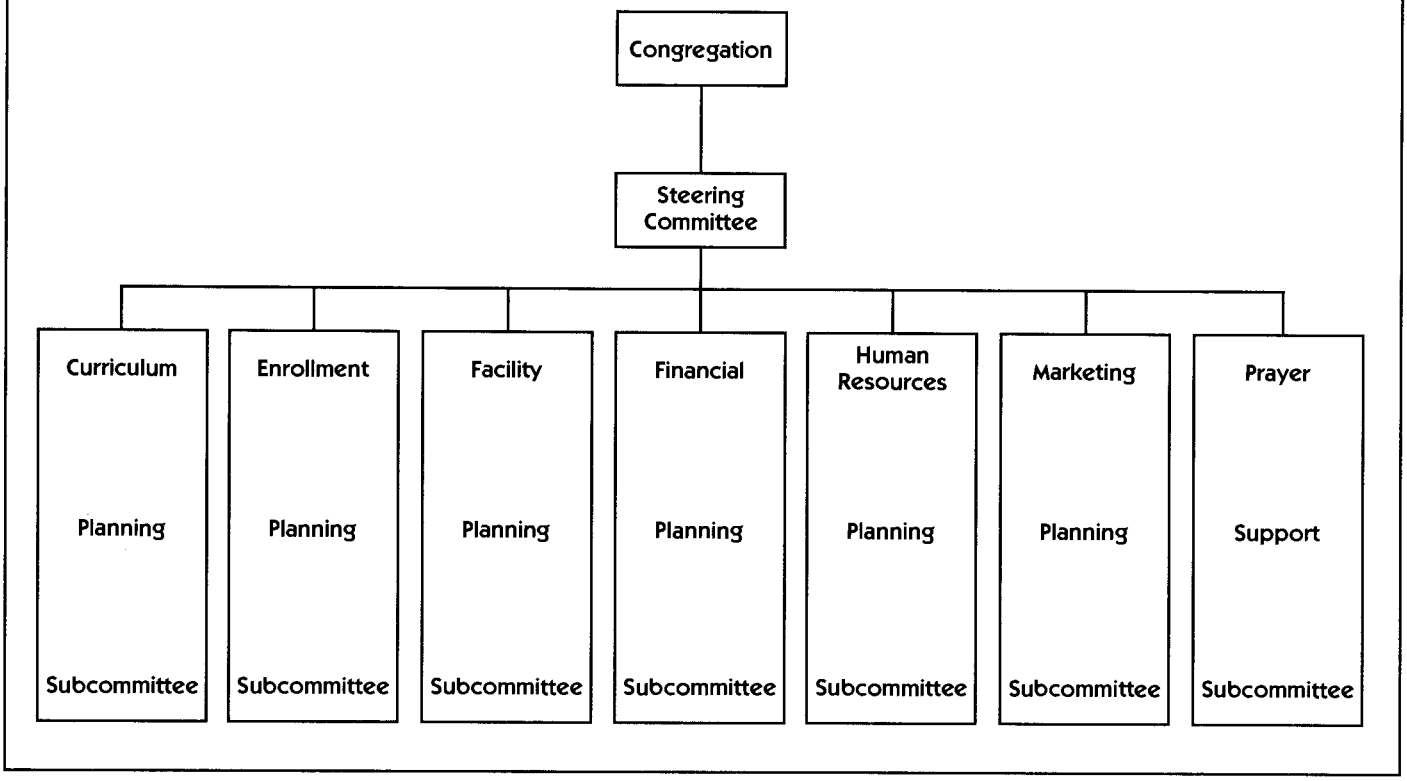
- Pastor
- Director of Christian education (if you have one on your current staff)
- Your District's Education Executive
- Representatives from the Exploration Committee
- Members with teacher training at our synodical colleges/universities
- Members with experience in education
- Someone with financial planning skills
- Someone with marketing experience

Structure

Membership of the Steering Committee should be from 7 to 9 people, either elected or appointed by the congregation. The committee should elect its own officers and appoint subcommittees to carry out the study assignments.

The organization chart which follows is recommended for the committee during the period of the study.

Organization Chart



Your congregations organizational structure may suggest another structure. The purpose of the structure is to insure that all of the functions are accomplished.

Tasks

The Steering Committee has a six-fold function in completing its tasks:

- ▼ Identify the markets for a Lutheran school in your congregation and community.
- ▼ Inform the congregation about all issues related to starting and operating a Lutheran school.
- ▼ Gather and report data regarding the number of students, financial strength, and commitment of the congregation.
- ▼ Involve others in the study process. Subcommittees should be appointed to involve the gifts and experiences of your members.
- ▼ Interest others in what you are doing. Report regularly to the congregation what your committee is doing. Use available media to keep your community and the District office informed about your study.
- ▼ Investment by your members in a Lutheran school is the ultimate goal. If you do an excellent job on the first 5 functions, investment will follow almost automatically.

First Steps

1. Select Committee officers: Chairperson and Secretary.

2. Select Chairpersons for each of the seven subcommittees. In most congregations these should be from the Steering Committee.

3. Order additional manuals from the Lutheran School Administrator's Handbook for all members of your committee and subcommittees. The Steering Committee members should each have a copy of Guidelines for starting a New School. A list of suggested manuals for members of the subcommittees are listed under each subcommittee's section of this manual.

4. Select and appoint persons from the congregation to subcommittees. Individuals should be handpicked based on their commitment and specific skills which they can bring to the assignment. Two or three persons should be assigned to each subcommittee. The following sections detail the skills expected from members of these committees.

5. Inform the district and synod educational leaders of your plans to conduct the feasibility study with the prospect of opening a school. Request their assistance and participation.

Activities

1. Develop the statement of purpose for the school.

- ▼ Determine what will identify your school as unique.
- ▼ Review the preliminary statement developed during the Exploration Stage.
- ▼ Solicit ideas from the Steering Committee, a consultant, pastor, other Lutheran school principals.
- ▼ Request one member of the committee to prepare a revised purpose statement.
- ▼ Repeat above two steps until unanimous approval by the committee.
- ▼ Present the proposed statement of purpose to groups and individuals in the congregation soliciting their reaction and helping them discover the purpose and advantages of a Lutheran school.

2. Examine the congregation's constitution and by-laws to determine if any changes or additions need to be made in the statement of purpose, organization structure, funding, or staffing.

- ▼ Study constitutions and by-laws of congregations with schools.
- ▼ Develop a list of suggested modifications for your congregation.
- ▼ Present your suggestions to the appropriate board or committee of the congregation.

3. Establish a realistic and optimistic target date for starting the potential school. Not less than one year is normally required to complete the feasibility study. This date is important as a point of reference for all other planning activities.

4. Establish target dates for reporting progress to the congregation. These target dates should be based on tentative schedules provided by each subcommittee, needs and wishes of the congregation, and the target date set for opening the school.

5. Establish a schedule for Steering Committee meetings.

6. Engage a consultant to assist the Steering Committee.

7. Begin to develop a policy manual.

- ▼ Use the Management manual from the Lutheran School Administrator's Handbook to identify policy statements needed in a Lutheran school.
- ▼ Collect Steering Committee decisions that establish policy.
- ▼ Review congregation minutes and board minutes for any possible decisions that establish policy.

8. Complete the **Go or No-Go Checklist**

9. Prepare a report with recommendations for the congregation. The final report and all previous reports of the Steering Committee should prepare the congregation to vote intelligently on the final recommendations. The final report should include information from all seven subcommittees. These reports should give a complete understanding of how the school will be established and maintained, and should answer the questions that members bring to the decision making group of the congregation. The better job you do of informing, involving and interesting your members the more they will be ready to invest themselves in a school.

10. Prepare a final draft of the statement of purpose for the congregation to approve and for official records of the congregation.

11. Announce the congregation's decision to **Go or No-Go**. If it is to **Go** prepare a news release for the congregation and the local media.

12. Determine when to hire the first staff member. Ideally an administrator should be on board one year in advance of the opening of the new school.

- ▼ Adopt the proposed job description presented by the Human Resources Subcommittee.
- ▼ Request approval from the congregation to engage an administrator.
- ▼ Request the assistance of the District Education Executive in identifying candidates for this position.

13. Finalize the policy manual for the operation of the school.

- ▼ Review and revise selected policies so that they will be appropriate for your school.
- ▼ Present the recommended policies to the Board of Education for ratification.
- ▼ Present the proposed policies to the Congregation for approval.

Officer Responsibilities

Chairperson:

- ▼ Preside over all Steering Committee meetings.
- ▼ Provide an agenda for all Steering Committee meetings.
- ▼ Motivate people.

- ▼ Organize the work of the committee.
- ▼ Provide for timely reports to the congregation.
- ▼ Keep the process moving toward targets.

Secretary:

- ▼ Prepare minutes of all Steering Committee meetings.
- ▼ Distribute copies of the minutes to appropriate people.
- ▼ Handle correspondence for the committee as directed by the committee.
- ▼ Maintain a complete set of files for all information compiled by the Steering Committee.

Resources

Lutheran School Administrator's Handbook
S08333 Leadership
S08334 Management
S08344 Why the Lutheran School
S08691 The Role of the Lutheran School in a Changing Community

Lutheran Elementary School Statistics Report

These resources are available from:
School Services Department
The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road
St. Louis, MO 63122
1-800-248-1930 X1296

Lutheran Schools of the 21st Century
Issues, Challenges & Opportunities
School Purpose
Governance and Management

These resources are available from:
Concordia Publishing House
3558 S. Jefferson Avenue
St. Louis, MO 63118
1-800-325-3040

Curriculum Subcommittee

Why?

The primary purposes of this subcommittee are to develop a preliminary curriculum and education program for the school and prepare related budget projections.

Key Tasks:

- ▼ Prepare a statement of the type of curriculum and program you want to develop for the school.
- ▼ Develop a description of curricular, extra-curricular and worship expectations for the school.
- ▼ Develop educational specifications for the school facility.
- ▼ Provide a preliminary cost estimate of needed instructional equipment and supplies.

How?

Membership

The subcommittee should have two or three members. These members could include the pastor, an elementary school educator, and a parent. Committee members must be capable of articulating the Christian dimension of the curriculum and be able to develop a quality educational program.

Activities

1. Review all materials prepared during the initial exploration phase of this study. Pay particular attention to the statement of purpose developed by the Board of Education for the elementary school.

2. Visit other Lutheran schools and selected public schools to obtain materials and study their educational programs.

3. Secure documents from the state office of education outlining minimum requirements of a school program. Study these documents to insure that the proposed school does not violate state law and that it meets all minimum requirements.

4. Obtain and read existing literature in the field of education. Seek information which will aid in planning a comprehensive and sound program. Dare to establish a school which is distinctively different from the public school system.

5. Secure input from parents through a questionnaire to determine the type of school desired for their children.

6. Obtain from other Lutheran schools, district office or synod office sample course listings, scheduling approaches, extracurricular activities, etc.

7. Prepare a statement outlining the program and activities for the school for presentation to the congregation. Point out the distinctly Lutheran features of the school. List the values that such a school would have for your congregation.

8. Identify an instructional program which is economically feasible during the first several years of operation. Economic feasibility must be balanced by the need for a good curriculum which will be attractive to potential students.

9. Draft a preliminary budget for the entire instructional program for submission to the Financial Planning Subcommittee. In order to prepare this budget you will need the following:

- ▼ Projected enrollment
- ▼ Projected need for instructional equipment, classroom supplies and other materials.

As your budget is modified at various planning stages, revisions should be submitted to the Financial Planning Subcommittee. Your initial budget along with those from other subcommittees will be presented to the congregation so that they can make a Go or No-Go decision.

10. When your first staff member arrives, continue to work with him or her to make course selections, write descriptions and prepare outlines. When course selections have been made, set daily class schedules and prepare an annual calendar.

11. Prepare a final list of all books, equipment and supplies needed with exact cost figures. Orders should be processed early to allow for delivery delays and to provide adequate set-up time. Careful planning will assure a good school opening experience, and establish credibility for the Board of Education and staff at the outset of the school program. Assign responsibility for placing orders, making

reviews and taking inventory of all equipment and supplies.

12. Throughout the study, confer with public school officials for assistance in course selection, scheduling, use of public school facilities and services, and cooperative programs.

Resources

Lutheran School Administrator's Handbook
S08337 Curriculum and Ideas
S08338 Instructional Resources
S08343 Program and Services

These resources are available from:
School Services Department
The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road
St. Louis, MO 63122
1-800-248-1930 X1296

Lutheran Schools of the 21st Century
Christian Distinctiveness

Integrating the Faith: A Teacher's Guide for Curriculum in Lutheran Schools
Volume 1: Preschool and Kindergarten Teachers
Volume 2: Grades 1 and 2
Volume 3: Grades 3 and 4
Volume 4: Grades 5 and 6
Volume 5: Grades 7 and 8
Volume 6: Administrator's Guide
The Complete Six Volume Set

These resources are available from:
Concordia Publishing House
3558 S. Jefferson Avenue
St. Louis, MO 63118
1-800-325-3040

Enrollment Subcommittee

Why?

The primary purposes of this subcommittee are to:

- ▼ Develop an enrollment projection.
- ▼ Recruit and register students.

Key Tasks:

- ▼ Develop an enrollment philosophy and policy.
- ▼ Assess the potential number of students who are available for school enrollment.
- ▼ Assess the need for transportation and its availability.
- ▼ Coordinate work with the Marketing Subcommittee.
- ▼ Survey all parents, seeking an initial expression of interest in enrollment of their children.
- ▼ Assess the number of students who may realistically attend during the first, second, and subsequent years. Develop a first year enrollment projection. Communicate the projection and its rationale to the other subcommittees.
- ▼ Develop a five year enrollment projection.
- ▼ Register students.

How?

Membership

The subcommittee should have two or three members. Individuals assigned to this subcommittee must be capable of gathering information and making realistic assessments. They must also be able to sense accurately the attitude of parents of prospective students. It would be helpful if some committee members were graduates of Lutheran schools or had experience with them because they would be able to tell the Lutheran school story. It would also be helpful to have a Lutheran elementary school teacher or some other professional resource person.

Activities

1. Determine next steps for working with parents who have expressed an initial interest in the school. Lead them to a commitment and registration of their children, obtain their input in planning the school facilities and program, and enlist their help in recruiting others.

2. Review all enrollment data compiled during the initial exploration phase of the study. Continue the planning of the initial group toward development of an accurate enrollment projection for the first year.

3. At an appropriate time, set an enrollment goal and make reports to indicate progress made toward the goal.

4. Work towards the establishment of initial enrollment policies appropriate for your school. Stress particularly those policies which will help answer initial questions of prospective students and parents.

Key policy areas include enrollment, legal requirements, and transportation.

- ▼ Your first important step is to determine the priorities of enrollment for your school. Your congregation may seek to serve primarily Lutheran students, students from the community, or both. Enrollment policies must seek to answer questions concerning the priority of recruitment activities. Be sure that the enrollment policy is responsive to the needs and objectives of your community as covered in the statement of purpose for your school.

Discuss which grade or grades will be offered during the first year, second year, and subsequent years.

Will the school open for preschool, kindergarten, first grade, or other options? A decision on this matter is needed at an early date. Also, develop a statement which project the long-range plans for your school in this area.

- ▼ At an early stage, obtain all available information about transportation for students. Review the availability of public transportation and existing bus routes for elementary schools. Availability of adequate transportation will be a key issue for parents as they consider enrollment.

- ▼ Identify those policies which need to be provided for your school to meet legal requirements. It is important that these policies be included in the literature which promotes your school program.

Bring recommendations regarding the above policies to the Board of Education for adoption and for final approval by the congregation.

5. At an early point, develop an enrollment projection for the first year. Revise this projection on a regular basis to reflect recruitment efforts and to help establish recruitment goals for the school. In projecting enrollment, avoid being too optimistic or too pessimistic, because this could be fatal to the project. The financial planning subcommittee is especially dependent on your enrollment projections to help them estimate the first-year operating budget.

6. Not only should first-year enrollment be projected, but a responsible projection should be made for the next five years. This projection should be made on the basis of data and with confidence that an increasing percentage of available students will enroll in subsequent years if the school program has been well planned and carried out.

7. Develop a registration procedure for all newly enrolled students. Early registration of students is important for the sake of promotion of the school. Plan activities for involvement of new students and parents to help confirm their decision and to solicit their goodwill and support.

Resources

Lutheran School Administrator's Handbook
SO8341 Marketing

This resource is available from:
School Services Department
The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road
St. Louis, MO 63122
1-800-248-1930 X1296

Facility Subcommittee

Why?

The primary purpose of this subcommittee is to:

- Determine where a school can be established and what provisions must be made to make the facility suitable for school use.

Key Tasks:

- Utilize educational specifications developed by the Curriculum Planning Subcommittee for selecting potential school sites.
- Identify all possible sites and evaluate each.
- Identify the best possible site and make recommendations for renovation and equipment which will ready the site for school use.
- Develop a tentative cost estimate for each prospective site. Estimates should include costs of repairing and equipping the site and maintaining the facility in future years.
- As appropriate, the subcommittee should contemplate long range site and facility needs which will accommodate expected growth and expansion of the school.

How?

Membership

The subcommittee should have two or three members. Committee members should be aware of real estate activity in the community or have contact with someone who has real estate skills. Members should be aware of what is happening in the public education sector and possible availability of space in other schools in the community. One committee member should be an educator who understands school needs for space and equipment. One committee member should be familiar with construction and renovation possibilities and costs.

Activities

1. Review all data that was compiled during the initial exploration phase of this project.

2. Work with the Curriculum Planning Subcommittee as they develop educational specifications for the facility. As much as possible, the educational program should affect the design of the facilities.

3. Secure information from the Enrollment Planning Subcommittee as a basis for determining approximate space and facilities requirement in the initial year and subsequent years.

4. Assess your congregation's present facility to determine if it has potential to serve as an initial site. Also, determine if it has potential as a long-term site.

5. If it is not obvious that your congregation's facility should serve as the school site, identify other potential sites.

6. Using the tentative list of educational specifications, determine which site can best serve as an initial school building. Also consider enrollment projections,transportation needs, initial construction costs and maintenance costs.

7. Using the educational specifications, prepare a list of facility changes and modifications necessary to ready the site for school use. Develop a list of all needed equipment and coordinate your activities with the Curriculum Planning Subcommittee. Develop cost estimates for facility modification and equipment. Faulty cost estimates could jeopardize the entire project. In this regard, it is suggested that qualified individuals be utilized in making these estimates so that all necessary expenditures are included. Seeking ways to secure, renovate and equip a facility at the lowest possible cost will be one of your principal challenges.

8. Present your findings to the Steering Committee with cost estimates. The Steering Committee will incorporate your findings, along with findings of other subcommittees into a report to the congregation so that they can make a Go or No-Go decision with respect to the proposed school.

Phase III: Planning and Implementing the Initial School Year

Activity 9: Secure bids for building, renovation and construction. Also secure bids for all equipment items. Determine the exact cost, description of the item or service, and completion dates for each. Provide a written copy of the cost estimate to the Financial Planning Committee.

Activity 10: Assume responsibility for construction activities, ordering, and installation of equipment.

Activity 11: Prepare recommendations for maintenance and custodial services during the initial year and subsequent years.

Activity 12: Provide the Financial Committee with an estimate of operating costs for the new school and ongoing maintenance of the facility.

Activity 13: Have the facilities ready for use well in advance of the opening date.

Resources

Lutheran School Administrator's Handbook
S08339 Building and Grounds

This resource is available from:
School Services Department
The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road
St. Louis, MO 63122
1-800-248-1930 X1296

Financial Subcommittee

Why?

The primary purposes of this subcommittee are to:

- Secure and interpret financial data
- Prepare budgets
- Develop a funding plan

Key tasks:

- Study how other Lutheran schools are funded and on the basis of this study, make an initial assessment of how a Lutheran school could be funded in your congregation.
- Secure and analyze financial data from your congregation to determine the potential support for a Lutheran school.
- Assess the potential for financial support from families with school age children.
- Assess the potential for financial support from other sources.
- Determine costs and obtain budget projections from other subcommittees to determine a first-year operating budget and the cost for subsequent years.
- Draft a preliminary operating and capital expenditures budget for the total operation.
- Develop a comprehensive cash-flow projection along with plans to cover capital needs, exploration costs, and first-year operating costs. The cash-flow projection will indicate when money is needed to pay for expenses.
- Determine fees and/or tuition rates so that they can be communicated at an early date to prospective students and parents.
- Establish a bookkeeping and accounting system which provides efficient procedures for recording and reporting all income and expenditures.

How?

Membership

The subcommittee should have two or three members. Membership should include an educator who is familiar with the cost of Lutheran schools and how they are funded; also include an individual who knows the financial situation in the local congregation and can prepare financial projections and cashflow statements. Committee members should be competent in money management and fiscal affairs.

Activities

1. Review all data that was compiled during the initial exploration phase of this study.

2. Draft a preliminary expenditures budget. Each subcommittee should be asked to prepare a budget for the first year of school operation in their respective areas. The financial planning subcommittee is responsible for reviewing these materials and preparing a composite budget.

The following components must be considered when preparing the preliminary school budget:

- Obtain enrollment projections from the Enrollment Planning Subcommittee for the first school year and subsequent years. Because most other cost estimates are tied to the enrollment projection, it is essential that the projection be as accurate and realistic as possible.

- Establish a tentative salary schedule for teachers, administrator, and non-teaching employees. Guidelines for salary schedules are available from your District office. Work in cooperation with the Curriculum Planning Subcommittee to develop cost estimates in this area.

- Working with the Facility Planning Subcommittee, determine the purchase or renovation costs for facilities and their annual cost of operation. If capital expenditures are required early in the program, it must be decided if these will be part of the school budget, or if they are to be financed in another way.

3. Using the Lutheran School Administrator's Handbook Funding manual, determine the most likely way an elementary school can be funded by your congregation. Determine the amount of congregation support that can be expected from the congregation in the initial year. If tuition is viewed as a possibility, determine the portion of tuition and fees that may be paid by parents. List the other sources of income anticipated by the school.

4. Present a preliminary budget to the Steering Committee for its presentation to the congregation.

The budget should reflect responsible estimates so that a Go or No-Go decision can be made at the conclusion of the Organizational Stage.

Resources

Lutheran School Administrator's Handbook
S08334 Management
S08340 Funding

This resource is available from:
School Services Department
The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road
St. Louis, MO 63122
1-800-248-1930 X1296

Lutheran Schools of the 21st Century
Funding Lutheran Schools

This resources are available from:
Concordia Publishing House
3558 S. Jefferson Avenue
St. Louis, MO 63118
1-800-325-3040

Human Resources Subcommittee

Why?

The primary purposes of this subcommittee are to:

- ▼ Identify staff needs.
- ▼ Identify candidates for staff positions.
- ▼ Prepare budget projections for staffing needs.

The primary tasks are to:

- ▼ Develop staffing policies, procedures and criteria of staff selection.
- ▼ Develop a first year staffing plan for the school.
- ▼ Provide a preliminary cost estimate for needed staff.
- ▼ Secure a list of available candidates for teaching positions.

How?

Membership

The subcommittee should have two or three members. These members could include the pastor, an elementary school educator, and a parent.

Activities

1. Determine staffing policies and the procedure and criteria for staff selection which will establish a sound precedent for the future. The staffing criteria should be consistent with the philosophy and objectives of the school.

2. Secure a list of available teachers. Teachers must be qualified to teach their subject and must be in agreement with the school philosophy; their qualifications and philosophies will say much about the school and its programs. Use your district's education executive to assist you in this activity.

3. Develop a staffing projection for the first year based on input from the Enrollment Planning Subcommittee. As the enrollment subcommittee revises their projection, be prepared to revise your staff projection. Because staff salaries comprise a major portion of the school budget, this projection must be reasonably accurate in order to prepare a valid budget.

4. Draft a preliminary budget for the entire staffing plan for submission to the Financial Planning Subcommittee. In order to prepare this budget you will need the following:

- ▼ Projected number of teaching staff.
- ▼ Projected number of paraprofessional and auxiliary staff.
- ▼ Projected salary schedules.
- ▼ Projected health and retirement benefit costs.

Resources

Lutheran School Administrator's Handbook
S08342 Human Resources

This resource is available from:
School Services Department
The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road
St. Louis, MO 63122
1-800-248-1930 X1296

Marketing Subcommittee

Why?

The primary purpose of this subcommittee is to:

- Communicate the Lutheran school story.

The primary tasks are to:

- Plan and execute a comprehensive recruitment effort including preparation of communications and registration materials directed to all potential students and/or parents. Follow up with a response survey.
- Conduct a communications program for potential students. Through a series of meetings and presentations, communicate the facts about the potential Lutheran school.
- Prepare a brochure for potential students describing the instructional program.

How?

Membership

The subcommittee should have two or three members. These members should include someone knowledgeable in marketing. Someone connected to a printing company would also be a help to the committee. Communication skills are needed for this committee. A graduate of a Lutheran school would be helpful to this committee.

Activities

1. Plan a recruitment program directed particularly to your congregation members who, as of yet, have not indicated their commitment to the school. See the Marketing Manual in the Lutheran School Administrator's Handbook for strategies for marketing a Lutheran school.

All of what you do is very basic to the recruitment program. You must be positive and speak accurately about what the school can do for students. Avoid making promises about the school which cannot be filled in the first year or subsequent years. You must also emphasize the Christian objectives and program of the school so that parents know that the school is to have a distinctively Christian curriculum and atmosphere. Be sure that records are maintained which reflect accurately those who are enrolled and the potential students for the school.

2. Communicate the school story.

Maintain regular contact and communicate with those parents and students who have indicated interest in first-year enrollment. The interest of these people must be maintained. They can be utilized in recruiting others.

Establish communication with prospective students and parents who have indicated interest, but still remain undecided. Through publicity and informational meetings, help them see the Lutheran school as their best possible choice.

Develop and mail an informational brochure which contains fees, program offerings, schedule information, registration dates and procedures, sports, music offerings, etc. All brochures should include a prospective student response form.

Provide well-planned informational meetings for prospective students and their parents.

3. Throughout the course of study, publish statements and brochures which describe the instructional program. Give the materials to the Enrollment Planning Subcommittee to be utilized in their public relations and recruitment efforts.

Resources

Lutheran School Administrator's Handbook
S08339 Building and Grounds

This resource is available from:
School Services Department
The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road
St. Louis, MO 63122
1-800-248-1930 X1296

Prayer Subcommittee

Why?

The primary purpose of this subcommittee is to:

- Provide prayer support for the committees.

The primary task is to:

- Pray for the committees.

How?

Membership

The subcommittee should have two or three members. These members could include members of your congregation's prayer chain or prayer partners group.

Activities

1. Prepare a set of prayer/devotions for the planning committees to use at each of their meetings.

2. Prepare a suggested set of prayers to be used by the pastor in the congregation's regular worship settings.

3. Daily include the work of the planning committees in your personal prayers. Provide a weekly list of specific items to include in prayers. Communicate regularly with the other committees to determine current needs and tasks completed.

4. Recruit others to join your prayer team.

5. Establish a set time for the committee members to join in prayer together.

Implementation Stage

Why?

Congratulations! God has led you to the decision to "**Open** the **Door**" and **Your Lutheran School** has been born. Many exciting days lie ahead for you and the members of **Your Congregation**. You will be making disciples! You will be sharing the Gospel! You are an extension of the home involved in developing the "whole child".

The steering committee has spent many hours studying and planning for this day. Now is the time to begin the **Implementation Stage**.

How?

The School Board

It is strongly recommended that a School Board be established to oversee the operation of the school. If the operation of a school is given to an existing Board or Committee, total focus on the operation of a school or operations of other areas of congregational ministry many be short changed.

The **Board Manual for Lutheran Schools** is an excellent resource for defining the role of the board, its make up, the role of the administrator and the pastor, and defines policy development.

The following activities begun in the Organizational Stage can begin to be implemented:

- If the Administrator is not in place, continue the calling process.
- Work with the administrator to finalize policies relative to the proposed policy manual.
- Begin implementation of the recommendations of each of the committees in the Organizational Stage.
- Provide for an on-going communication and public relations program.
- Incorporate policies into the appropriate handbooks.
- Annually update budget and cash-flow projections.
- Develop five year projections for enrollment and finances.

Resources

The Board Manual for Lutheran Schools
The Administrators Handbook-Management

School Climate

This is an important area that will be developed during the first year the school is in operation. All activities that take place during the first year will determine the climate of your school. It is suggested that you refer to the Standards for Lutheran Schools-School Climate. Areas that affect the Climate of the school include:

- School Publications
- Thematic focus for the school year
- School activities
- Open house events
- Teacher/student relationships
- Teacher/parent relationships

Resources

National Lutheran School Accreditation Standards for Lutheran Schools
he Administrators Handbook-Climate

Public Relations

Public Relations is very important and necessary during the first year of school operations. This will be a year of firsts. Good public relations can help to establish momentum that increase awareness and involvement in the school. Some suggestions for public relations include:

- Newspaper articles
- School newsletters
- School Paper
- Bulletin Boards
- Lunch with the Principal

Resources

The Administrators Handbook-Marketing

Sources of Help

Incidents will come up during the first year that may not have been anticipated or could have been planned for. It is important for the Administrator and the Board to have some sources of help. These sources include:

- The Department of School Ministry of the Lutheran Church—Missouri Synod
- The District Education Executive
- Area School Administrators
- An Attorney
- The Administrators Handbook
- The Board Manual for Lutheran School

Appendix

When doing a feasibility study for a Lutheran School

1. Determine what unique qualities and contributions this school will bring to the community.

2. Complete a demographic assessment and analysis of the community.

3. Develop a business plan for the school.
- ▼ A financial plan
- ▼ A marketing plan
- ▼ A demographic analysis

4. Obtain the commitment from key people and organizations.
- ▼ Influential lay people from area churches
- ▼ Pastors from area churches
- ▼ Principals of area Lutheran schools
- ▼ Church lay leaders and boards
- ▼ Your district's education executive

5. Consult with the LCMS Foundation staff for assistance with development work.

6. Engage leaders with expertise to serve as consultants
- ▼ An educational leader (a Lutheran school principal, retired principal, a Concordia University System professor with expertise in Lutheran education, your district education executive, etc.).
- ▼ Someone with time and expertise in developing a business plan.
- ▼ A consultant (someone who will continue to ask the tough questions in a timely manner)
- ▼ An Executive Director/Principal should be hired at least six months before opening the school for classes. Ideally it should be 12 months.

7. Determine who the owners will be. Is this to be an LCMS school? Is this to be a pan-Lutheran school? Will this be an association of congregations?

8. Examine carefully your competition.

9. Establish an outline of "To Do's" which must be completed prior to making the decision to "Go" or "Not Go" for opening the school.

Reasons a Lutheran School Succeeds

The following were generated by a group of experienced Lutheran School administrators. There was no attempt to identify which items were more important than others.

1. There is a clear focus on the school's Christ-centered mission.
2. A sound financial base (through tuition, church support, and 3rd sources) exists.
3. Sound financial management is maintained.
4. There is a strategic plan for the future.
5. There is strong administrative visionary leadership.
6. The staff is capable, caring, Christian, and relational.
7. A broad base of support is in evidence.
8. The facilities are attractive and in a location that is safe and give the school identity.
9. The school is able to identify a distinctive role in the community.
10. The school provides a nurturing, safe, and secure environment.
11. A positive, pro-active public relations program is in place.

Congregational Profile Sheet

Using your church records, compile the following information:

Congregation Name_____ Pastor_____

Beginning with the most recent year on the first line, list data in appropriate columns:

Last Five Years	No. of Baptized Members	No. of Confirmed Members	Average Church Attendance	Contributions At Home	At Large	Reserves	Indebtedness
19____	_____	_____	_____	$_____	$_____	$_____	$_____
19____	_____	_____	_____	$_____	$_____	$_____	$_____
19____	_____	_____	_____	$_____	$_____	$_____	$_____
19____	_____	_____	_____	$_____	$_____	$_____	$_____
19____	_____	_____	_____	$_____	$_____	$_____	$_____

Last Five Years	Average Sunday Sch. Attendance	Average Attendance in other Regualar Instruction Program for Children	No. of Children Already Attending Non-Public School	No. of Non-Member Children Being Served in the Church Program
19____	_____	_____	_____	_____
19____	_____	_____	_____	_____
19____	_____	_____	_____	_____
19____	_____	_____	_____	_____
19____	_____	_____	_____	_____

For the current year only: Baptized Membership/Age and Sex

Age	No. of Males	No. of Females
Less than 1		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14 to 17		
18 to 23		
24 to 35		
36 to 50		
51 to65		
Over 65		

Sample Transportation Survey Form

Dear Parent,

Greetings from your enrollment committee. We hope you will take a minute of your time to assist us in planning.

You have already been contacted about the possibility of having a transportation program as part of _____(name) school's operation. Many questions have been asked about transportation. To help us answer these questions, please complete the form below and return it, using the return envelope.

Many thanks,

The Enrollment Committee
_____, Chairman
_____
_____

1. If my children were to attend the new school, they would need transportation. _____Yes _____No

2. The method of transportation that would serve my needs best:

_____public school buses _____car pools

_____public transportation _____Lutheran school bus or van

_____other _____

_____

3. If a car pool system were to be formed, I would be available to take my turn driving. _____Yes _____No

4. If it were necessary to purchase and operate a bus (or van). I would be willing to pay a nominal monthly fee to have my child(ren) ride the bus. _____Yes _____No

5. I am interested in the idea of providing transportation and would be willing to assist the committee in some way. _____Yes _____No _____Maybe

6. At the present time we are considering sending our child(ren) to the Lutheran school.
_____Yes _____No _____Uncertain

Name of parent(s) _____

Address_____

Telephone_____Zip Code_____

Church Membership_____

School-aged children:

	Name	Present Grade Level
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Sample School Survey Letter & Questionaire

Dear Parent,

We are attempting to discover your feeling toward the (new) school and we need your help. It is our hope that your responses to the questions below will help us determine some important things about the future of our school.

If you have questions about the school or about this questionnaire, please call the chairman at_____. Return the questionnaire soon in the enclosed stamped, self-addressed envelope.

Thank you.

The Enrollment Committee

_____, Chairman

Name, age and grade level of all preschool and elementary children:

	Birth Date	Grade Level
1._____	_____	_____
2._____	_____	_____
3._____	_____	_____
4._____	_____	_____

Do you favor a Lutheran School in our parish? _____

Why or why not?_____

_____

_____

I would send my child(ren) to the school if_____

_____

_____

My children would not attend the Lutheran School because_____

_____

_____

Sample School Survey Letter & Questionaire

Please circle the response which most clearly represents your feelings concerning each statement below. Circle an answer to every question regardless of your position. Thank you.

A - Agree strongly
B - Agree
C -No opinion
D - Disagree
E -Strongly disagree

Some feelings I have about Lutheran school education in general and our Lutheran school in particular are:

A B C D E 1. ....the school significantly contributes to the growth of a child's religious knowledge.

A B C D E 2. ....the school significantly contributes to the child's religious faith.

A B C D E 3. ....the school significantly contributes to the child's future participation in the life and worship of the church.

A B C D E 4. ....the Lutheran school offers a superior education.

A B C D E 5. ....the school offers adequate extracurricular opportunities.

A B C D E 6. ....the teachers are generally highly competent.

A B C D E 7. ....the discipline is better and aids parents in raising children.

A B C D E 8. ....the school stresses proper moral and social values.

A B C D E 9. ....the school provides adequate contact with the knowledge of the outside world.

A B C D E 10. ....the basic curriculum is comprehensive and up-to-date.

A B C D E 11. ....the physical education program offers a wide variety of good activities.

A B C D E 12. ....the teacher-pupil relationship is stronger because of better home-school relationships.

A B C D E 13. ....the school building is modern and adequate.

A B C D E 14. ....the costs involved are excessive.

A B C D E 15. ....the pressures to contribute to the church are greater when children attend the school.

A B C D E 16. ....transportation services are generally inadequate.

A B C D E 17. ....the distances our children must travel are too great.

A B C D E 18. ....public schools are able to do a better job of educating children to live in today's world.

A B C D E 19. ....the information I receive about the school is positive, complete, helpful, and professionally done.

Comments:_____

_____

_____

Go or No-Go Check List

Each member of the Feasibility Study Committee, at the direction of the chairman, should complete the Check List individually without consultation. The secretary will tabulate all Check Lists. The results will be announced and discussed.

Place a check mark in one of the three columns for each item. Be prepared to discuss your choices.

	Yes	No	Not Certain
1. Do you sense that the Feasibility Study Committee is enthusiastic about the idea of a Lutheran school program?			
2. Do you feel that you personally have developed a clear understanding of the purpose of a Lutheran school?			
3. Are there adequate financial resources to establish and maintain a program in your congregation?			
4. Can adequate facilities be provided, at least for the first few years?			
5. Will the beginning and continuing enrollments warrant the establishment of school program?			
6. Has the pastor(s) demonstrated support for a Lutheran school program?			
7. Do parish leaders demonstrate support for the Lutheran school concept?			
8. Has the level of interest demonstrated by parents been sufficient to warrant further study of a school?			
9. Is your congregation generally supportive of the idea of a school?			

Your committee may find that this Check List should be used again during future meetings. If you do, expect fewer check marks in the "Not Certain" column as an indication of progress.

LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

The Role of the Lutheran School in a Changing Community

By
Ted Frank

Edited by
Ross E. Stueber

School Services Department
The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road
St. Louis, MO 63122

Foreword

Leaders in Lutheran education use many resources to assist them in their ministry. These have included the Planning for Lutheran Elementary Schools Series and Operations Manual. This booklet is part of the Lutheran Schools Administrators Handbook and was designed to replace those resources.

The manual is designed to assist Lutheran school leaders with a variety of needs:

- Starting a new school
- Planning
- Problem solving
- Board inservice
- Staff inservice
- Preparing for National Lutheran School Accreditation
- Administrative training

While written for Lutheran elementary school administrators, other leaders in Lutheran education will find the booklet helpful. The entire series provides a beginning guide for new administrators or those preparing for an administrative role in a Lutheran school.

The following served on the consultation team to develop the plans for this handbook: Bill Cochran, Eastern District; Ruth Colross, Glen Burnie, Maryland; Dr. Jon Laabs, Concordia, Ann Arbor; Dr. Carl Moser, LCMS; Rodney Rathmann, CPH; Bob Rogalski, Phoenix, Arizona; Pete Woodward, Lakewood, Colorado; Bob Ziegler, Peoria, Illinois; and Dr. R. Allan Zimmer, Concordia, River Forest. We thank and praise God for their leadership and vision.

We are grateful for a partnership with the Lutheran Education Administrator Department (LEAD), a department of the Lutheran Education Association (LEA). LEAD provided additional funding for the production of this resource through a grant from Aid Association for Lutherans (AAL). Without the financial assistance of AAL and the partnership with LEAD, this project could not have been completed.

Special thanks to Veronica Brown and Jan Kassing for the many hours in arranging for the production of this publication.

Ross E. Stueber
Associate Director of Schools
Elementary & Secondary

Fraternal Benefits
and Financial Security
For Lutherans

The Lutheran School Responds to Changing Communities

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The Lutheran School Responds to Changing Communities

Dietrich Bonhoeffer is said to have reminded us that, "When God created a person who is my brother, He in His wisdom, did not create my brother in my image, but in His own." The Apostle Paul writes in Galation 3:28 that, "There is neither Jew nor Greek, slave nor free, male nor female, for you are the one in Christ Jesus." To his words, Christians pronounce a loud, "Amen!" But, when the community changes out from under us and we are challenged by the unfamiliar, then the Great Commission is sometimes placed on the back burner. Our Lord asks that we be "doers of the Word and not hearers only." (James 1:22)

Communities change. Sometimes the change is rapid. When a military base closes, or a Walmart opens on the edge of a small town, many individuals are forced to make a rapid economic and personal adjustment. When in the early seventies young urban professionals discovered the old brownstone houses west of Lincoln Park in Chicago, real estate prices soared and the character of the community changed rapidly.

On the other hand, communities frequently change slowly. The older Germans in one New York City community can recall when the German housewives would sweep the streets in front of their homes. A few still do. Their relatively new southern European neighbors are not as compulsive. The casual observer wouldn't notice.

Schools in changing communities generally exhibit one or more of the following characteristics:

- The characteristics of the school population differ significantly from that of the church population.
- The school and church seem to be in a period of stunted growth or decline.
- A large percentage of the congregation is over fifty-five years old.
- Discipline is becoming increasingly problematic, and there is little consensus on curriculum or addressing student needs.
- Old time congregation members reminisce about the good old days, when their children attended school.
- Parent Association meetings often become forums where parents can make demands and air their grievances, real or imagined.
- The school is said to be a mission agency of the church, but there is little evidence that new members are being added to the local body through the school.
- The school is increasingly self-sufficient financially or church members complain about the cost of maintaining a school.

Obviously, all communities are continually changing. Significant change, however, alters the basic social identity of the community. These changes may be racial, ethnic, socioeconomic, lifestyle, or population density changes.

Racial Change

Racial change has, in the past, tended to refer to a change from white to black. During the 1960's and 1970's this was mainly a movement from rural areas to the central cities. More recently, however, the most significant racial transition areas have been the suburbs. In some major metropolitan areas, there have been a growing number of whites moving back to older, central-city, residential neighborhoods.

Asians are increasing in number in many communities. The Asian-American population is growing at a rate that is ten times that of the population overall, and 70% of all Asians in the United States today are either first or second generation immigrants.

Hispanics of various national backgrounds numbered 14.6 million in 1980; by 1995 they will total 26.8 million.

By about the year 2000, it is estimated that the majority of public school-age children in the United States will be non-white. During the 1990's roughly 45% of all net additions to the labor force will be non-white (half of them first generation immigrants, mostly from Asian and Latin countries.) This is a trend which will continue for quite some time. Because our present fertility rate is not great enough to replace the existing population, the growth of our labor force is dependent upon immigration.

California projects that whites will be a minority in the state by the year 2000. This is a sign of things to come across the nation.

Socioeconomic Change

Socioeconomic change may be upward or downward. When there is a change in socioeconomic status within a community the schools are affected in several ways:

- Some individuals will have a change in the perception of safety.
- There may be a change in the type and amount of support and encouragement that parents are able to give the learner.
- There is an affect on the amount of financial support available to the school.
- There is an affect upon the parental expectations placed on the educational enterprise.
- There may be a change in the way parents relate to the school professionals.

Lifestyle Change

Lifestyle is affected by ethnicity and economic class. One of the prime predictors of lifestyle is the age of the residents in the community.

We frequently hear references to the, "graying of America." During the 1990's the number in the 18-25 age group will decrease by 12%. The fastest-growing age group in America is the age group over 85. The majority of the wealth of Americans is controlled by persons over 50. While schools serve young families, the elderly will have the largest say in public policy and allocation of resources.

Americans born between 1946 and 1964 are known as the Baby Boom generation. Baby boomers are characterized by low loyalty and a trend toward church non-affiliation. Boomers have high expectations of institutions that serve them and they will respond well to institutions that have high expectations of them. Baby boomers have weaker relationships in general, and high divorce rates. Boomers tolerate diversity and are comfortable with change. They are searchers, seeking meaning to life.

Americans born after 1964 are frequently called the Baby Busters. The parents of baby busters have tried to give their children the best of everything, with the consequence that they grow up unacquainted with the realities of survival. They lack a sense of deferred gratification and they have a sense of entitlement to both jobs and things. Baby busters seem self-centered, self-absorbed, and isolated. They seem to lack responsibility. Their life is fast paced and unfocused. They are indecisive and comfortable with contradictions.

The life style characteristics of the graying, the boomers, and the busters have been well researched and well documented. We need to understand these characteristics in order to meet their ministry needs in our parishes and schools.

Density Changes

Changes in population density represent new opportunities and new frustrations for Lutheran schools. All things being equal, (and all things never are), an increase in density means higher enrollment and increased pressure on facilities and staff. A decrease in population means budgetary pressures, and adjustments to programming and staffing.

Lutheran schools differ vastly from one another even within the same region. Schools in rural areas might be expected to face different kinds of changes in their communities than schools in central cities. While this is certainly true, it is also true that America is becoming more monolithic in nature. A sociologist in the middle of Nebraska tells listeners that the character and concerns of New York City are rapidly reaching the heartland.

How shall Lutheran schools respond to the mission field that is being delivered to their doorstep?

Paradigms - Problems or Promises?

Joel Barker defines the word "paradigm" as, "a set of rules and regulations (written or unwritten) that does two things: (1) it establishes or defines boundaries; and (2) it tells you how to behave inside the boundaries in order to be successful." Paradigms give order and structure to our lives. Paradigms become problems when they keep us from seeing new ways of doing things. Paradigm shifts can be a blessing when they provide new ways of responding to the challenges that face us.

Apostolic Paradigm

In The Once and Future Church, Loren B. Mead states that the Church for the first three centuries operated under what he calls the "Apostolic Paradigm." The Apostolic Paradigm is characterized by a church that was itself a local community, a congregation "called out" of a hostile world. This community lived by the power and the values of Jesus. Although the community was set within a hostile environment it was also called to reach out to the environment, to "be in the world but not of it."

"Much of the congregation's life was defined by its sense of being on the mission frontier to a hostile world. But it also perceived that the meaning of its life was to build up its members with the courage, strength, and skill to communicate God's good news within that hostile world. Its internal task was to order its life, to establish roles and relationships that nurtured the members of the congregation in the mission that involved each member. Members perceived that the power to engage in that mission—the crossing of the missionary boundary—came from the Holy Spirit."

Christendom Paradigm

Beginning the fourth century, the Church lived under the "Christendom Paradigm." Under this paradigm the church was identified with the Empire.

"There was no boundary between people on the local scene, defining one group as "church" and another as "world." The missionary frontier disappeared from the doorstep of the congregation and became, in effect, the political boundary of the society itself, far away.

"...No longer is the ordinary participant in a congregation personally and intimately on the mission frontier. The individual is no longer called to "witness" in a hostile environment. No longer is she or he supposed to be different from any other citizen. Indeed, citizenship has become identical with one's religious responsibility.

"The missionary frontier on the edge of the Empire now becomes the responsibility of the professional."

The ordinary person joined the church as a matter of birth. He was taught to be a good citizen and loyal to his church. He was not expected to have much to say or do about mission, except to support it.

A New Paradigm?

There is some evidence that the church is on the verge of defining a new paradigm—one which fits an increasingly secularized age.

Most Americans were raised under the Christendom Paradigm. Functioning under this paradigm, even when the mission field is brought to our doorstep, as it is when communities change, we don't know how to respond. We continue in our old patterns of behavior. The Handbook of the Lutheran Church—Missouri Synod reflects the Christendom Paradigm when it states that the purpose of the Lutheran school is, "equipping...youth for ministry..., so that the Gospel of Jesus Christ may become ever more effective in the life of the individual Christian and of the congregation." Note the emphasis on nurture and opposed to evangelizing. There is a subtle presumption that the children served will be the children of the congregation.

Lutheran schools are generally more responsible to changing communities than the congregations which control them. This is at least superficially true as expressed in enrollment. There are reasons for this. Participation in school is mandatory, not elective, and Lutheran schools offer quality alternatives to public schools for many communities. Therefore, many parents will send their children to a Lutheran school on a purchase of services basis, without any desire for a deeper relationship with that particular parish community or with the Lord.

In most cases, the parish is pleased to have these "outsiders" enrolled in the school, because their presence helps them feel good about themselves. In some parishes, generations of members' children attended the school, and it is thought that it would be a shame to see it close. Many fond memories are attached to the school, and members view it as a bonus that the school "ministry" can be sustained with minimal use of parish funds. Also, the presence of a school serving a heterogeneous population is proof that the parish is indeed responding to the community. The school is said to be a "mission agency" of the church. But, little mission work is really done, and very few of the school parents are welcomed into the parish community. There is little or no effort to adapt parish programming or worship to these new people.

The school staff may be challenged or even threatened by different values than their own. They might point out, however, that the Word is spoken and prayers are prayed every day in every classroom. What they've done in the past has always worked, so they reason that they must simply try harder. "There is power in the Word," they might be heard to say, "and we were called to be teachers, not counselors or evangelists. The kids who are attending the school are there because the parents like the product. Let's not tamper with what we are doing."

Fortress Paradigm

Lutheran schools respond to their communities with one of two major paradigms. We may view our schools as either Fortress Schools or as Oasis Schools. Perhaps there is not much room for middle ground.

Those with a Fortress Paradigm view the schools as a place where our culture and values will be preserved and perpetuated. I recently visited a school that clearly exemplifies the fortress school. Each student was certified as active in the life of a congregation. The students shared a common worship style. Teachers viewed themselves as academic instructors, equipping the saints for life on the outside at some time in the future. The school aimed to protect students from certain temptations until they are prepared to leave the fortress and confront the world. Their goals were extremely clear in their literature, and I judged them to be quite successful.

The fortress school is for "our own" children, and children of parents who wish to profit from our culture and values.

Oasis Paradigm

Those with an Oasis Paradigm view the school as a place of safety, refreshment, and restoration for the multitudes, set in what is often a hostile living environment. Students at these schools include our children, but also any others in need of the Living Water. Teachers view themselves as evangelists and ministers of God's grace. They do this within the context of their teaching and through many informal interactions during the day. Cultural differences are affirmed and valued. The worship at these schools is more likely to be spontaneous and creative.

Lutheran schools can tend to take on a life of their own. They are designed, however, to be inexorably linked to the life of a congregation. Children and families that are reached through the mission of the school need the nurture, sense of community, and opportunities for celebration that only a healthy congregation can provide.

Someone once said that managing a school under the best of circumstances is like driving a wagon with a twelve horse hitch—only without the traces that keep the horses pulling in the same direction. When churches and schools lack a common vision, there are also boulders in the roadway.

Managing Response to Changing Communities

Responding to change is almost always, at some point, painful. Our paradigms cloud our sense of vision. Tradition, fear, stereotypical thinking, fatigue, and short-term thinking work against us.

Wherever there is a meaningful response to change, there is also a person with transformational leadership skills, and a strong sense of what the school and parish could be by God's grace. Leith Anderson in his book, Dying for Change, notes that transformational leaders have four characteristics.

1. Transformational leaders stay close to the action.
2. Transformational leaders get authority from followers—not office.
3. Transformational leaders excel amidst adversity.
4. Transformational leaders are proactive.

An excellent book which cultivates skills related to transformational leadership is Stephen R. Covey's, The Seven Habits of Highly Effective People.

As leaders in schools plan a response to changing communities, they go through several steps. This first step is ongoing. It speaks of personal growth, and dialog, and the visioning process. It involves continual cultivating of an attitude which expects and creates reasoned change. The other steps are: assessing change in the community, adjusting the vision, developing strategies for improvement in ministry, and implementing programs which meet the changing needs.

Ready to Respond

Transformational leaders are willing to have their paradigms challenged. They are in a continual state of growth and exploration, always exploring new ways of communicating Gospel within the context of the Christian school. They do this through several means.

Lutheran schools thrive when the Lord's blessing upon them is actively sought in prayer. In addition to personal prayer, consider faculty prayer meetings, breakfast prayer meetings including congregation members, parents' prayer and praise gatherings, prayer gatherings hosted by school parents in their homes. Groups gathered in prayer support are likely to be small at first, but it only takes "two or three." Ask God for direction, and expect an answer.

While praying, acknowledge that it is the Holy Spirit that blesses and empowers the Word. We confess this regularly in the Third Article, but in our pride we often see the ministry of the Word as our job, not His. The verb in Paul's exhortation to, "be filled with the Spirit," in Ephesians 5:18, carries with it the sense of continual filling. Seek it.

Those who seek to be transformational learners will themselves be students. They will read materials on leadership and change agent skills. They will read about changes in society and pray about how this affects their ministry. They give thought to books and articles that reflect upon the direction of the church in America. They read about church growth. Leaders read, digest, sift, evaluate, and synthesize.

Transformational leaders in Lutheran schools explore models of ministry that seem to work—even those of other denominations. They are open to adopt what is useful, taking care to preserve Lutheran doctrine and substance, while exercising freedom in ministry and worship style. See David Lueck's book, Evangelical Style and Lutheran Substance.

Finally they share the insights they glean as they partner with their pastors and others in the process. They begin to communicate a vision for something new. The process can become contagious.

Assessing Change in the Community

Change in most cases is sufficiently gradual to go relatively unnoticed. Although we may pride ourselves in remaining knowledgeable about trends in society and trends in our communities, sometimes change can creep up on us with devastating effect. Perhaps the parable of the frog is appropriate. A frog when placed in hot water senses that his environment has suddenly changed. He will jump out of the water. If, however, the frog is placed in cool water and the water temperature is increased gradually, the frog, unable to sense the gradual change, will remain in the water and die.

We live in the information age. There is an abundance of marketing information available. Three steps are therefore necessary before beginning to gather data.

1.Decide what it is that you wish to know.
2.Develop a system for cataloging the information gathered. This system can be as simple as note cards, or as complex as a database created for this purpose. It should, however, be accessible and usable by anyone involved in the study.
3.Identify and use only the most fruitful sources of information. There are thousands of sources of information. These range from the widow Schmidt who attended the school fifty years ago, to complex databases available at significant cost. The public library has a list of resources available for those interested.

Primary data sources are those sources which are derived by the school itself. These sources would include but not be limited to the following:

1.Questionnaires prepared by the school staff.
2.Interviews with the local elite—politicians, editor of the community newspaper, officials at other schools, police officials, and civic group leaders.
3.Interviews with members of the Women's Guild about changes they have seen in the parish community.
4.Mapping student residences at ten year intervals to determine geographic shifts of school clientele.

Secondary data sources provide information gathered by another person or organization. These sources include, but would not be limited to the following:

1.Demographic reports developed by the Bureau of the Census.
2.Attitude and lifestyle information reported in the newspaper.
3.Population forecasts prepared by the research department of a university or denomination.
4.Retrieval of specific information from a databank.

The census is generally regarded as the most prolific and convenient source of demographic data. To demonstrate how sophisticated the Bureau of the Census has become, the major innovation for marketing researchers in the 1990 census is TIGER (Topographical Integrated Encoding and Referencing) a cross-referencing of basic demographics with computerized maps of every city block across the nation. Give TIGER a definition of the type of people you are looking for, and it will map the locations of those fitting the description.

More practical to most of us are the services provided by the Center for Social Research in the Church (CenSRCH), located at Concordia University, River Forest, Illinois. CenSRCH can provide any data available from the Bureau of Census from 1960 through 1990, in a format tailored to your school's needs. By comparing data from several census years, trends begin to emerge.

Below is a sample of the types of data available by census tract in the 1990 census.

- Race
- Hispanic nation of origin
- Age structure of area residents
- Types of households (i.e. male head w/ children, married no children...)
- Marital status
- Location of residence five years earlier
- Travel time to work
- School enrollment by type of school
- Educational attainment of residents
- Number of females with children, ages of children, work status of mother
- Occupations of residents
- Household income
- Year housing was built
- Housing or rental value
- Rent or housing costs as a percent of household income

CenSRCH also serves as the Data Repository for the Missouri Synod, and prepares data bases for access through LutherNet.

These demographic reports are available from The Lutheran Church Extension Fund, St. Louis, Missouri for a fee.

Cost free, but also time consuming and less thorough, is the process of gleaning census data personally from publications available in your locality. The public library carries a number of census publications. Another good source of information is local planning agencies. The Bureau of the Census itself maintains a Data User's Service that answers general questions and is willing to provide local sources.

Adjust the Vision

Vision and mission are not synonyms. All Christian churches and all Lutheran schools share the same mission as encapsulated in the Great Commission.

One's vision, on the other hand, is a picture held in your mind's eye of the way things could be or

should be in the days ahead. Vision is always a stretching of reality beyond the existing state. Vision gives focus to mission.

A part of the visioning process is acknowledging and understanding the paradigms under which we operate. If the church is struggling to shape a paradigm different from the Christendom Paradigm, what would it look like? Is your school a Fortress school or an Oasis school? What would the Lord like it to be?

Transformational leaders develop a sense of vision as they interact with others, with the environment, and with the Lord in prayer. They are able to articulate the vision clearly and they do so consistently.

Identify Strategies

At least three types of considerations must be made while planning to give wings to vision. These considerations involve structure, policies, and program.

The organizational structure of a congregation can facilitate or hinder the development of a shared vision. Are the various ministries of the church seen as various "divisions" of the congregation, or is there a sense of cooperating in a shared vision? Are there regular opportunities for the principal to interact with the pastor and other leaders in ways that challenge one another toward growth? Is the elderly widow in the front row who seems to hear so well from the Lord encouraged and free to speak what the Lord is showing her? Are there structural linkages between the various committees of the church? These are the types of questions that must be asked when dealing with structure.

Secondly, there are a whole series of questions that can be asked relative to school policy. Policies differ from practice in that they are approved by a governing body, and they are preserved in writing. They provide an anchor, and they help shape the school's identity. If you desire to have teachers who can lead children and families to Jesus, is that reflected in your staffing policy? Does your tuition policy provide for the families with unique needs to whom you wish to minister? Is it important that staff members be members of your church? Are policies which govern discipline shaped in accordance with the Word? Is it important that the faculty be ethnically representative of the community? Policies have to be consistent with the paradigm you adopt.

Finally, there are hundreds of options to be considered in terms of programming to meet the needs of changing constituencies. Each school is challenged to come up with its own creative list. Among the considerations might be some of the following:

- Provide before and after school care programs. Implement the concepts of multicultural education
- Develop "care groups" or home Bible study groups.
- Adapt the school marketing program to reflect changing constituencies.
- Provide counseling or special education services for students.
- Differentiate religious instruction based upon need and experience.
- Adapt worship to a contemporary style.
- Cultivate a classroom atmosphere which encourages prayer.
- Provide Christ-centered programs for substance abusers.
- Study the three uses of the Law and know how they are applied in relation to the Gospel.
- Make the Parent Teacher League overly Christ-centered.
- Provide various types of training to meet the unique needs of various constituencies. Plan to visit every home to share the school's story; your story; Jesus' story.
- Plan events which celebrate diversity.
- Provide for structured opportunities to listen to your various clientele.
- Help teachers develop classroom atmospheres which foster resiliency and independence.
- Use parents on various types of task forces and ad hoc groups which focus on school improvement.

Program Implementation

It may be important to deal with only a few change strategies at a time. At first deal only with those where there is a strong likelihood of success. Once a particular strategy has been identified, there are four steps to be taken before implementation. These steps should be placed in writing.

1. Specify the desired results—what do you expect to get done?
2. Specify the parameters within which the results are to be accomplished. This includes principles and policies under which those implementing the change must function. Does the School Climate Committee get to select the color of the gymna-

sium, or must they receive approval first?
3.Identify all of the resources necessary in order to accomplish these results. Include money, time, people, and space.
4.Finally, establish a standard of performance and a time for evaluation. This step asks the question, how will you know if you have been successful?

"Successful" Lutheran schools are responsible. When Lutheran schools close because a community has changed, it is always a tragedy. It has happened repeatedly.

There is an interesting verse in the first chapter of James. "Every good and perfect gift is from above, coming down from the Father of the heavenly lights, who does not change like shifting shadows. He chose to give us birth through the Word of Truth, that we might be a kind of first fruits of all He created."

This text affirms that we have a loving, heavenly Father who does not change. It then goes on to acknowledge the change in us that has taken place as a consequence of new birth by God's Spirit. This change in us has set us apart from the world, consecrated to God (a kind of first fruits) for all time.

We serve a God who does not change.

We are a changed and consecrated people in His grace.

We are ministers of change in a changing world.

May God grant us His grace to fulfill His commands to disciple the nations, and to be light in a world of increasing darkness.

For Further Reading

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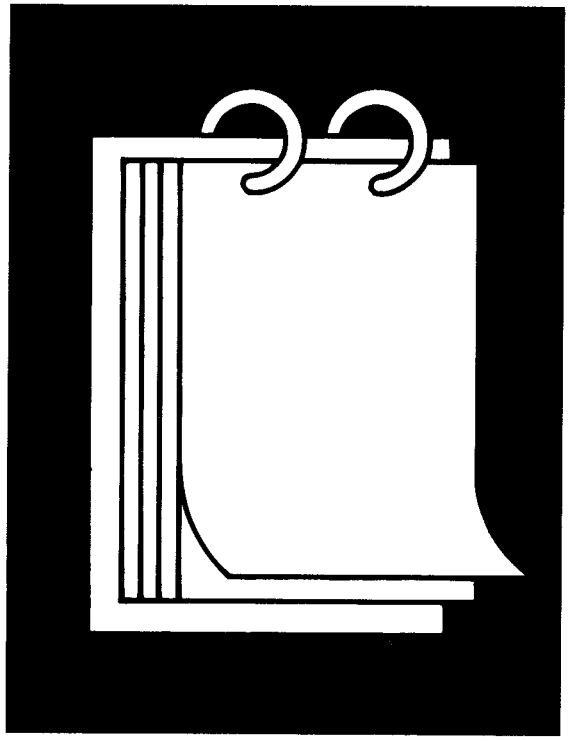
LUTHERAN SCHOOL ADMINISTRATOR'S HANDBOOK

Annual Planning Calendar



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Foreword

Leaders in Lutheran education use many resources to assist them in their ministry. These have included the Planning for Lutheran Elementary Schools Series and Operations Manual. This booklet is part of the Lutheran Schools Administrator's Handbook and was designed to replace those resources.

The manual is designed to assist Lutheran school leaders with a variety of needs:

- Starting a new school
- Planning
- Problem solving
- Board inservice
- Staff inservice
- Preparing for National Lutheran School Accreditation
- Administrative training

While written for Lutheran elementary school administrators, other leaders in Lutheran education will find the booklet helpful. The entire series provides a beginning guide for new administrators or those preparing for an administrative role in a Lutheran school.

The following served on the consultation team to develop the plans for this handbook: Bill Cochran, Eastern District; Ruth Colross, Glen Burnie, Maryland; Dr. Jon Laabs, Concordia, Ann Arbor; Dr. Carl Moser, LCMS; Rodney Rathmann, CPH; Bob Rogalski, Phoenix, Arizona; Pete Woodward, Lakewood, Colorado; Bob Ziegler, Peoria, Illinois; and Dr. R. Allan Zimmer, Concordia, River Forest. We thank and praise God for their leadership and vision.

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Monthly Checklist for Principals

June

_____ Present curriculum proposals to board

_____ Complete inventories

_____ Prepare purchase orders for textbooks, workbooks, equipment, etc.

_____ Conduct end of year faculty meetings

_____ Process transcripts for transfer students

_____ Check all accounts receivable in preparation for close of fiscal year

_____ Prepare all accounts for an audit

_____ Tour building and grounds. Look for:

- _____ needed repairs
- _____ changes
- _____ additions
- _____ improvements
- _____ painting needed
- _____ cleaning needed
- _____ service fire extinguishers
- _____

_____ Make revisions to handbooks

_____ Finalize plans for your vacation this summer

_____ Meet with prospective students and families

_____ Plan for August staff inservice/pre-school meetings

_____ Complete recording and filing of all school records and grades

_____ Arrange for refurbishing school equipment

_____ Make final adjustments to calendar of events for next school year

_____ Generate goals for coming school year

Monthly Checklist for Principals

July

_____ Complete staffing

_____ Make revisions to handbooks

_____ Print handbooks

_____ Prepare for August Home Visits

_____ Send monthly mailing to families

_____ Process student aid grants

_____ Order maintenance supplies

_____ Update equipment inventory

_____ Open financial books for new fiscal year

_____ Send school calendar to:
- _____ All school families
- _____ Superintendents
- _____ Bus personnel
- _____

_____ Meet with Student Council to plan:
- _____ Social events for the year
- _____ Special projects
- _____ Chapel committee
- _____

_____ Follow up on all Vacation Bible School prospects for enrollment

_____ Meet with prospective students and families

_____ Organize parent orientation programs

Monthly Checklist for Principals

August

_____ Arrange for the opening Chapel service

_____ Set the Chapel date schedule

_____ Meet with the parent organization leaders to cover plans for the year

_____ Arrange for Installation of new teachers

- _____ Request approval for Installation from District President
- _____ Coordinate with your pastor arrangements
- _____ Provide publicity to the congregation and school families
- _____

_____ Notify the District Education Office of all changes in teaching personnel

_____ Finalize student aid grants

_____ Visit with the local public school official

_____ Contact local public school district to coordinate all federal grant procedures that apply to your school

_____ Request transcripts for transfer students

_____ Conduct faculty orientation sessions

_____ Meet with new teachers to acquaint them with their surroundings, buildings, and to discuss with them their duties, the educational policies for the school, course of study, curriculum, texts, arrange for faculty assignments, etc.

_____ Plan and conduct a series of faculty meetings to put into effect all plans for the new school year

_____ Provide CPR and First Aid training for staff

_____ Prepare Hot Lunch application forms

_____ Complete building cleanup for start of school

_____ Move student desks to appropriate classrooms

_____ Update all school files

_____ Unpack, inventory, and stamp all new books, equipment, and supplies. Number all text books. Compare all invoices to purchase orders.

August

_____ Arrange for bus transportation needs. Consult with local authorities concerning bus routes. Issue lists of eligible riders to respective authorities.

_____ Inspect buildings and grounds for readiness

_____ Gather information from staff to update personnel files:

- _____ teaching license
- _____ certification
- _____ personal goals
- _____ medical information
- _____ social security #
- _____ biographical forms
- _____

_____ Form faculty committees for annual projects

- _____ Chapel
- _____ National Lutheran School's Week
- _____ School Musical
- _____ Science Fair
- _____ Learning Fair
- _____ Curriculum Committee
- _____

_____ Complete Home Visits

_____ Arrange for a faculty, board, and staff social event

_____ Prepare lists:

- _____ parent list with phone numbers
- _____ class/grade lists
- _____ school directory
- _____ insurance lists
- _____ birthday lists
- _____ baptism birthday list
- _____ staff devotion schedule
- _____ substitute teachers
- _____

Monthly Checklist for Principals

September

_____ Prepare, file, and submit statistical reports
- _____ Lutheran Annual Personnel Form
- _____ LCMS Statistical Report
- _____ State required census report
- _____

_____ Check all student records:
- _____ biographical information
- _____ address
- _____ phone numbers
- _____ grades
- _____ test scores
- _____ baptism date
- _____

_____ Conduct a Board Orientation/Retreat

_____ Make reservations for the annual Teacher's Conference

_____ Attend monthly administrator's meeting

_____ Prepare to celebrate Grandparent's Day

_____ Have mid-quarter report forms ready for teachers to use

_____ Conduct Parent Open House

_____ Prepare for Fall Teacher's Conference
- _____ transportation
- _____ registrations processed
- _____ lodging reserved

_____ Begin annual curriculum review process

_____ Complete Title VI forms

Monthly Checklist for Principals

October

_____ Complete initial new teacher observations, evaluation, and conference

_____ Complete initial observation of all teachers

_____ Conduct a fire prevention week

_____ Provide Report Cards for teachers to use

_____ Prepare for Parent-teacher conferences

_____ Plan for standardized testing

_____ Provide report cards for faculty use

_____ Prepare Reformation celebration

Monthly Checklist for Principals

November

_____ Complete conferences with teachers

_____ Prepare materials for marketing school and enrolling students for next school year

_____ Remind Lutheran Brotherhood members of Primary Partners matching funds

_____ Provide guidelines for classroom decorations

December

_____ Prepare tuition and fee proposals for next school year to present to board

_____ Begin to gather information for budget preparation for next school year

_____ Wax skis

_____ Prepare annual report for congregation

Monthly Checklist for Principals

January

_____ Begin to assess staff needs for next school year

_____ Begin planning for summer programs
- _____ Camps
- _____ Summer school
- _____

_____ Prepare initial draft of budget

_____ Prepare information for enrollment application process for next school year

_____ Establish fees for next school year

_____ Begin enrolling for next school year

Monthly Checklist for Principals

February

_____ Complete teacher observations, evaluations, and conferences

_____ Complete plans for celebrating National Lutheran School's Week

_____ Present budget to board

_____ Plan for summer programs

Monthly Checklist for Principals

March

_____ Celebrate National Lutheran School's Week

_____ Present school calendar to board

_____ Update Board Policy Manual

_____ Prepare for graduation
- _____ diplomas
- _____ speaker
- _____ class motto, etc.
- _____

_____ Interview potential staff

_____ Continue curriculum work
- _____ Goals and objectives complete

Monthly Checklist for Principals

April

_____ Plan closing service

_____ Finalize staff for summer programs

_____ Prepare and file annual accreditation report for NLSA

_____ Survey parents

_____ Review handbooks for changes or additions

_____ Continue curriculum work

_____ Review of materials complete

Monthly Checklist for Principals

May

_____ Arrange for end of year inventories

_____ Finalize curriculum proposals for the board

_____ Plan for a staff appreciation social event

_____ Continue curriculum work

- _____ Finalize selection of materials
- _____ Prepare proposal for board

Task Planning Calendar

for _____ School Year

Major Responsibility _____

Specific Responsibility _____

Activity or Idea _____

Idea/Tasks/Events	Due Date											
	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May

Task Planning Worksheet

Name of Idea _____

Task (or Assignment)	Person(s) Responsible	Due Date	Cost
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

Use this section to make notes of ideas you want to remember.

Enter, from above, due dates on your time/task calendar and your Annual Planning Calendar.
Enter this sheet and other related material into your Operations Manual.

End of Year Checklist for Teacher

The following items are to be completed by each teacher before June 15, unless noted otherwise. Completion of these activities will assist in getting the next school term on its way with greater ease.

- ❑ 1. Inventory all textbooks and workbooks. List for order items that you know will be needed in your room next year. Use the inventory sheet for the former.
- ❑ 2. See that all library books are turned in.
- ❑ 3. Straighten all book shelves.
- ❑ 4. Have all desk copies placed in a group on a shelf near the teacher's desk or in the teacher's desk. Not on the teacher's desk.
- ❑ 5. Remove all items from your desk top.
- ❑ 6. Put away thumb tacks, and staff liners, chalk, etc.
- ❑ 7. Return maps to map racks, and display materials to the proper place.
- ❑ 8. Remove all materials from walls and bulletin boards except for permanent pictures.
- ❑ 9. Erase chalkboards. Dispose of all useless chalk, store the rest.
- ❑ 10. Clean completely all cabinets, lockers, and drawers.
- ❑ 11. Report any necessary room or furniture repairs.
- ❑ 12. Invite your principal for a tour of inspection which ought to be climaxed with the delivery of your check.
- ❑ 13. The classrooms are to be prepared for summer cleaning by June 30th. The cleaning crews will expect to find all countertops cleared and materials stored. Your classrooms should be organized so that all furniture can be moved to the hallway to allow for the floors to be stripped. Loose items should be boxed and labeled. The cleaning crews will clean only "exposed areas." We expect the "heavy cleaning" to be completed in July to allow for minimal disruption for Vacation Bible School.
- ❑ 14. Grade and attendance records are to be posted to the permanent files no later than June 14th. Permanent files are to be stored in the office. You may "check out" the files to bring them up to date, but they are to be stored in the office. Permanent files are not to be kept in classrooms overnight—please return them to the office at the end of each day.
- ❑ 15. As you post your permanent records, please check to see that each student's record is complete. Pay special attention to the presence of achievement test scores for this year.
- ❑ 16. Special notes, recommendations and other information that would be helpful to next year's teacher should be attached to the permanent file. Please remember that a child's file is available to parents upon request. Care should be taken to assure that all statements are written in a professional manner and that they address concerns in an objective way. If you have questions related to the wording, please feel free to check with me.
- ❑ 17. Teacher plan books and record books are the property of the school. They are our record of work accomplished or they serve as a duplicate source of grade information. Teachers who are returning may keep the books in their classroom for reference. Teachers not returning are to submit their plan and grade books to the office.
- ❑ 18. Teacher/Parish Leaders are to submit their summer plans and vacation schedule on the forms that will be distributed. Completed forms ares to be submitted by June 14th. Changes to the forms can be made at any time in the office.
- ❑ 19. All audio visual materials, filmstrips, tapes, transparencies and the like that you are using may be kept in your classroom. Please send a list of any audio visual materials that you are storing to the office.
- ❑ 20. Record players, tape recorders and/or overhead projectors in need of repair should be tagged with your classroom identification and a statement of the problem. The machines in need of repair should be sent to the office for repair. All equipment in good repair should remain in your classroom.

End of Year Checklist for Teacher

❑ 21. Computers are to be stored in your classroom this summer. Teachers interested in using a computer for the summer are welcome to check one out on a first come first serve basis. If you do not plan to use your computer for the summer, please be sure that it is unplugged and then cover with a plastic trash bag to keep excess dirt out. Networked computers should remain in place in the classroom. If one needs to be moved, simply unplug the telephone like jack on the back before moving. If your computer is in need of repair, please tag the machine and let the office know.

❑ 22. All classroom athletic equipment and supplies (except the Dare equipment) are to be returned to the gym for inventory, storage and repair. Please do not keep any other equipment in your classroom. Gathering the equipment will assist in repair, inventory and rotation. Teachers will be able to request recess materials again in the fall.

❑ 23. All student desks should be emptied and inspected. Teachers should take special care to assure that students clean the inside of the desk, removing all materials. This will save the cleaning crew a considerable amount of time. Please place a tag on the top of any desks that require repair. The tag should describe the problem.

❑ 24. Student lockers should be emptied and cleaned. Teachers should do the final inspection. Lockers that are in need of repair should be tagged with a note describing the problem.

❑ 25. As you plan your storage and classroom reorganization, please remember that the Sunday School needs to have a drawer or a box for storing the Sunday School materials. Please label the area so teachers who may not be familiar with your classroom will be able to find the materials. Thanks!

❑ 26. Writing samples are to be placed in student folders and turned in to the office. The notebooks will be sorted and given to next year's teacher. Please make sure that you have included a sample from each quarter. Please remember also that the folders are to be made available to parents upon request.

Textbook, Workbook, Test Inventory Form

Subject	Usable No.	Suggested No. to order*	Title	Copyright	Publisher
Christian Religion					
Reading (Including skill tests)					
Mathematics					
Language					
Literature					
Spelling					
Music					
Handwriting					
Science					
Social Studies					

*Please help by suggest the quantity that should be ordered to meet the needs of your class in the fall. Thanks.

Furniture Inventory

Date _____

Classroom/Grade _____ Teacher _____

Please list only items in your classroom.

Item	Number	Description	Need Repair	Comments
SAMPLE: Chair	22	Student	10 Need tabs on legs	

Supply Order Form

Teacher _____

Item	Quantity	Order Filled
pencil sharpener		
stapler		
chalkboard erasers		
scotch tape refills for dispensers		
refillable dispenser for tape		
masking tape rolls		
regular paper clips (box of 100)		
jumbo paper clips (box of 100)		
staples (box of 1000)		
rubber cement- small jars		
plan book		
record book		
yellow chalk		
white chalk		
straight pins		
safety pins		
thumbtacks		
paper fasteners (brads) (box of 100)		
pocket folders		
manilla file folders		
Elmer's glue- gallons		
Elmer's glue- 4 oz.		
Crayola markers		
permanent markers- wide or fine?		
vis-a-vis overhead markers		
E-Z up clips		

Supply Order Form

Teacher _____

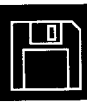
Item	Quantity	Order Filled
newsprint-12 x 18 (reams of 500 sh.)		
newsprint-9 x 12 (reams of 500 sh.)		
white drawing paper 12 x 18 (reams of 500 sh.)		
handwriting paper- 1/4" skip-a-line (reams of 500)		
rubber bands-size?		
teacher scissors		
packages of art tissue paper		
white out for copies		
white out for pen and ink		
white out (original)		
chart tablets		

Construction Paper Order Form

Each teacher may order 15 packages of construction paper (12 x 18).
These names and numbers are from the Tru-Ray sample book.

Tru-ray #	Color	Quantity	Order Filled
6SC	Chartreuse		
19SC	Light Green		
26SC	Spring Green		
7SC	Festive Green		
31SC	Dark Green		
10SC	Brilliant Lime		
17SC	Light Yellow		
5SC	Yellow		
27SC	Pumpkin		
3SC	Orange		
59SC	Red		
9SC	Scarlet		
83SC	Festive Red		
2SC	Red Orange		
15SC	Shocking Pink		
13SC	Light Red		
14SC	Pink		
24SC	Lilac		
1SC	Magenta		
11SC	Violet		
22SC	Royal Blue		
33SC	Blue		
8SC	Turquoise		
21SC	Sky Blue		
53SC	White		
12SC	Salmon		

Construction Paper Order Form



Each teacher may order 15 packages of construction paper (12 x 18).
These names and numbers are from the Tru-Ray sample book.

Tru-ray #	Color	Quantity	Order Filled
49SC	Tan		
51SC	Warm Brown		
50SC	Dark Brown		
55SC	Gray		
56SC	Slate		
57SC	Black		
	Assorted		

Tempera Paints

Color	Quantity	Order Filled
White		
Red		
Orange		
Brown		
Black		
Yellow		
Purple		
Green		
Blue		

Request for Maintenance

Name: _____

Grade: _____

Classroom maintenance or repair needed: