



Adventist Education

A JOURNEY TO EXCELLENCE

HANDBOOK FOR
Superintendents
OF SEVENTH-DAY
ADVENTIST SCHOOLS

NORTH AMERICAN DIVISION

NAD EDUCATION LEADERS HANDBOOK SERIES

A Guide for
Superintendents
and Supervisors



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A JOURNEY TO EXCELLENCE

HANDBOOK FOR Superintendents OF SEVENTH-DAY ADVENTIST SCHOOLS

2015

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

CALL TO LEADERSHIP MINISTRY

One's calling to leadership ministry in the role of local conference superintendent of schools/vice president for education is both sacred and unique, because its challenges are often considerable, yet richly rewarding. A superintendent's work, directly and/or indirectly, affects the institutional health of a wide range of learning communities, promotes the professional development of educators with intentionality, and indirectly facilitates what students experience in classrooms across the local conference. In short, there is no other leadership ministry quite like that of conference superintendent.

THIS HANDBOOK

Written for the purpose of providing a concise, user-friendly guide to superintendents of education, particularly to those new to the demands and expectations of the job, this handbook is not exhaustive in content. The chapters provide key information points that should guide the reader to broad topics of vital interest to superintendents. The reader is encouraged to engage in personal research to identify and make use of complementary information to better understand and appreciate all facets of a superintendent's work.

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

- Hamlet Canosa, Chair** *director, Columbia Union*
- Donald A. Dudley** *superintendent, Southeastern California Conference*
- Linda Fuchs** *superintendent, Michigan Conference*
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- Keith Waters** *secondary associate, North Pacific Union*
- Eunice Warfield** *superintendent, South Central Conference*

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

1. Philosophy and Goals

8. THE MISSION OF SEVENTH-DAY ADVENTIST EDUCATION

9. THE PHILOSOPHY OF SEVENTH-DAY ADVENTIST EDUCATION

1. PHILOSOPHY AND GOALS

THE MISSION OF SEVENTH-DAY ADVENTIST EDUCATION

The Seventh-day Adventist Church operates a system of schools across North America. Its unique philosophy of Christian education is based on Scripture and the writings of Ellen G. White.

“I have no greater joy than to hear that my children are walking in the truth” (3 *John* 1:4).

Thus, for Christian teachers, their “first effort and . . . constant aim” should be (1) to aid “the student in comprehending these principles,” and (2) to enter “into that relation with Christ which will make [these principles] a controlling power in the life” (*The Journal of Adventist Education*, Summer, 1994).

The “all-important thing” in education “should be the conversion” of students (*Fundamentals of Christian Education*, p. 436).

The primary purpose of Seventh-day Adventist education is to provide opportunities for students to:

- accept Jesus as their Savior.
- embrace a life of service to others.
- develop as a whole person.
- prepare academically to fulfill God’s calling.
- commit to the lifestyle and beliefs of the Seventh-day Adventist Church by becoming a member.
- achieve spiritual, mental, and physical balance.
- become workforce-ready.

1. PHILOSOPHY AND GOALS

THE PHILOSOPHY OF SEVENTH-DAY ADVENTIST EDUCATION

Each school should be guided by a statement of distinctively Seventh-day Adventist philosophy. Philosophies are benchmarks by which opinions are formed about schools. Unique philosophic positions in local schools should be guided by:

- Holy Bible
- *Education*, by Ellen G. White
- *Fundamentals of Christian Education*, by Ellen G. White
- Conference and union *Education Codes*
- North American Division *Working Policy*
- *NAD Certification Manual*
- School board manuals (conference, union, NAD)
- *The Evaluative Criteria for SDA Schools*

The superintendent of schools should encourage each school board to periodically review its philosophical position to ensure alignment with the desired spiritual, academic, social, and physical expectations of the conference and local constituency/community. A school's philosophy is a major component of school-wide evaluations.

2.

Vision: A Leadership Imperative

12. WHAT IS VISIONARY LEADERSHIP?

12. WHAT STRATEGIES DO VISIONARY LEADERS EMPLOY?

13. WHAT QUALITIES HALLMARK THE VISIONARY LEADER?

2. VISION: A LEADERSHIP IMPERATIVE

WHAT IS VISIONARY LEADERSHIP?

In the same manner that Solomon suggests that “where there is no vision, the people perish” (Prov. 29:18), organizations that suffer from a lack of visionary leadership also face significant risks. Organizations that embrace “tweak therapy” in an effort to mitigate such risks instead of identifying and implementing long-term transformational strategies will not, in the long-term, thrive.

Visionary leadership is where a leader plants the “seed of vision” for planned/intentional change that anticipates and facilitates future (and current) organizational growth. Like a contagion embraced by others, visionary leaders articulate, exemplify, and facilitate an organizational embrace of a compelling vision that prompts all within the organization to a cohesive and committed path for growth at all levels.

“Visionary leadership is based on a balanced expression of the spiritual, mental, emotional, and physical dimensions. It requires core values, clear vision, empowering relationships, and innovative action” (2001, C. McLaughlin).

Visionary leadership thrives where strategic thinking is encouraged, facilitating strategies that are a “roadmap” to the organization’s future. It realistically projects, secures, and aligns the necessary organizational resources to “arrive” at the outcomes of the vision.

WHAT STRATEGIES DO VISIONARY LEADERS EMPLOY?

A “future-ready” education superintendent who seeks to instill meaningful vision to his/her organization’s educational ministry routinely engages the following strategies:

- **Communication**—articulates simply, honestly, and confidently what the organization’s future will look like; securing empowerment to proceed through crafting support strategies that identify the paths (resources) to realize the vision.
- **Teambuilding**—secures associates and support staff who passionately embrace and can effectively articulate the vision, and who are empowered to make decisions to advance the vision.
- **Personnel**—anticipates the most effective, strategic use and distribution of human resources, projecting how those resources can be maximized in the organization’s ever-changing environment and structure. Decisions are prioritized on the basis of anticipated organizational direction and structure five to ten years into the future.

2. VISION: A LEADERSHIP IMPERATIVE

- **Innovation**—takes calculated risks based on intentional openness to new information, has a low degree of deference to constraints of traditional thinking, and works to realize creative “breakthroughs.”
- **Modeling Mentor**—embraces constructive, innovative organizational change; and models, nurtures, and collaborates with change leaders (i.e., superintendents, administrators, teachers) to envision and prepare for what the organization must become in order to assure a thriving future.

WHAT QUALITIES HALLMARK THE VISIONARY LEADER?

Research suggests common themes in the qualities that set apart the visionary leader from all others; such qualities as:

1. prays consistently and earnestly for divine guidance to lead the organization to a vital future, consistent with the highest ideals of the Scriptures.
2. possesses an optimistic “mental mind’s eye” for what the future holds.
3. invests in and inspires people within the organization, developing their strengths and capacities to envision constructive change.
4. understands and appreciates, as a change-leader, the importance of high-level accountability; masters and guides the process of change with aplomb.
5. imagines actively, openly, and creatively, envisioning outcomes that facilitate long-term organizational health and growth.
6. functions at all levels with personal and professional integrity beyond reproach, facilitating an organizational culture strong in honesty, transparency, adaptability, and perseverance.
7. celebrates organizational achievement while simultaneously refusing to become complacent; always striving to anticipate and achieve the organization’s “next step.”
8. pursues consistent balance in his/her personal and professional life through intentional and substantive engagement in the spiritual, mental, emotional, and physical dimensions of healthful living.

3. Governance

16. UNDERSTANDING CHURCH STRUCTURE AND GOVERNANCE

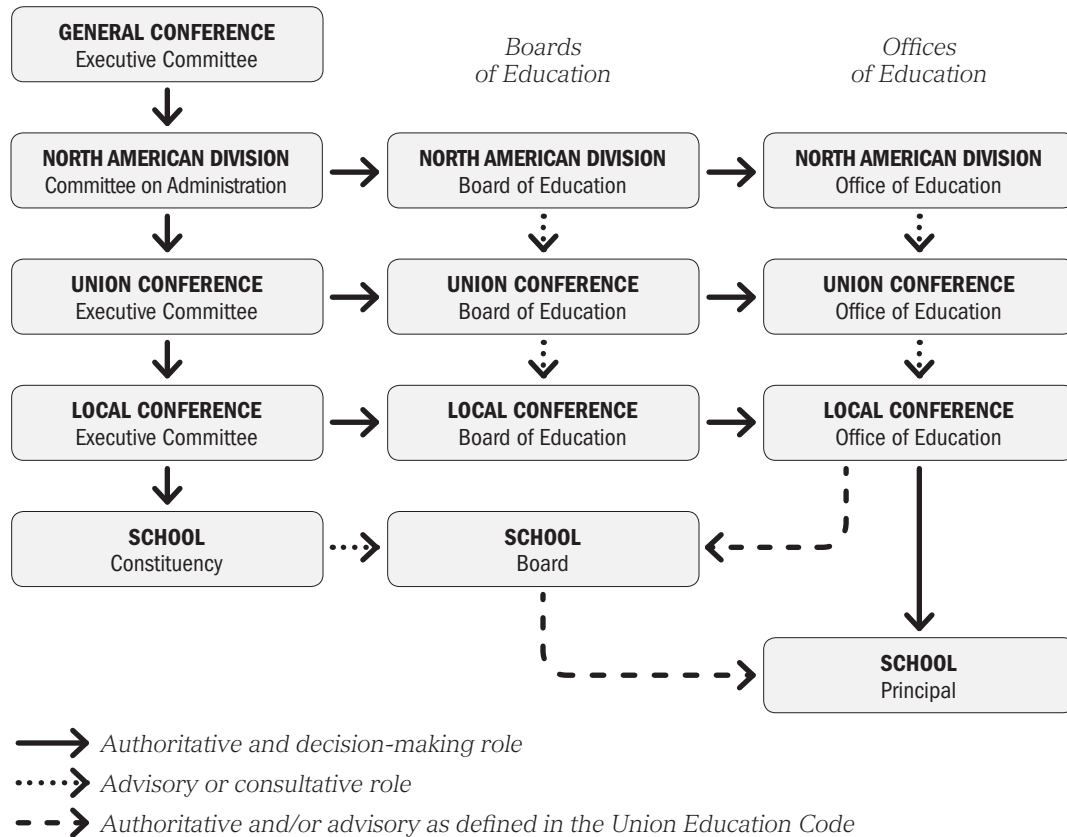
22. ROLES OF GOVERNANCE AND ADMINISTRATION

3. GOVERNANCE

UNDERSTANDING CHURCH STRUCTURE AND GOVERNANCE

It is important for conference superintendents to understand the organization of Adventist education across the North American Division. The governance structure is illustrated in the accompanying flowchart. Notice that some arrows indicate lines of authority and others indicate advisory functions. On the following pages are descriptive highlights of the relationships between entities of interest and local conference superintendents.

The organizational structure, governance roles, and leadership responsibilities of the entities below are recorded in the NAD *Working Policy* (sections: FEA, FEB, FEC, and FED). This information is usually replicated in the union *Education Code*, along with policies and guidelines that integrate appropriate state/provincial laws and regulations applicable to Adventist schools in the union territory. For each organizational entity a “sample” list of roles and responsibilities follows:



NORTH AMERICAN DIVISION (NAD)

NAD Board of Education (NADBOE)

- Authorize programs, projects, and research to support the ministry of Adventist education.
- Approve and fund curriculum development, including textbook production and adoption.
- Review and adopt educators' certification requirements.
- Authorize the establishment of new secondary schools.

NAD Office of Education (NADOE)

- Coordinate all major curriculum-development initiatives.
- Lead in planning and hosting NAD-wide teacher and administrator conventions.
- Direct the school accreditation process.
- Develop and supervise the educator certification program.
- Facilitate collaboration in education policy development.
- Create resources that acquaint church members with the ministry of Adventist education.

UNION CONFERENCES

Union Conference Board of Education (UCBOE)

- Approve policies for inclusion in the *Education Code*.
- Authorize, oversee, and accredit junior academy programs.
- Review and approve special projects, research, and innovative pilot programs.
- Adopt annual wage scales aligned with NAD and union executive committee actions.

Union Conference Office of Education (UCOE)

- Implement denominational certification for educators.
- Lead in developing and maintaining the *Education Code*.

3. GOVERNANCE

- Process applications for new junior and senior academies.
- Provide leadership for education councils considering a wide array of policies, programs, and professional practices.
- Lead and assist with on-campus school evaluations.
- Consult with superintendents on various issues of curriculum, instruction, and administration.

LOCAL CONFERENCES

Conference Board of Education (LCBOE)

The board of education is the body granted delegated authority by the local conference executive committee to oversee the K-12 school. The conference holds legal status as the owner of all schools within the conference and is the employer of all school personnel. The superintendent is the primary advisor to the board, serves as the executive secretary of the board, and is the spokesperson of the board to the conference educators and constituents. Board membership should be identified in the conference constitution and bylaws. The superintendent should exercise influence in making membership recommendations, where appropriate.

A complete description of the functions of the conference board of education is in the union *Education Code*. Boards of education are empowered to:

- exercise governing authority for planning and implementing effective programs and policies.
- act on recommendations in the employment, transfer, suspension, and dismissal of education personnel.
- make recommendations on an annual budget for the school system and office of education.
- review wages and benefits to ensure accountability to approved policies.
- ratify annual reports of elementary school evaluations and grant terms of accreditation.
- adopt a school calendar that meets union and state or provincial requirements.
- review and approve applications for establishing new schools and/or junior academy requests for secondary subject offerings.
- make provision for implementation of NAD/union-developed and approved curriculum initiatives.
- arbitrate school-related appeals and employee grievances.

CONFERENCE OFFICE OF EDUCATION (LCOE)

The local conference office of education is the administrative entity for the conference K-12 school system. It is the assignment of the educational personnel in this office to operate the educational program within the structure authorized by the conference executive committee and based on the policies, programs, and practices contained in the union *Education Code* and applicable NAD *Working Policy*.

The local conference office/department of education provides leadership and supervision through the superintendent of schools, associate and/or assistant superintendent(s), and administrative support staff. The superintendent is the chief executive officer of the conference school system with a wide array of responsibilities in many areas including:

- general administration
- financial management
- personnel functions
- curriculum leadership
- instructional supervision and evaluation
- professional development
- school evaluation and assessment
- system and facility planning

Within each of these areas are vital functions and practices to be accomplished regularly and consistently to ensure that Adventist schools are on a “journey to excellence.” For a full listing of the comprehensive responsibilities of the local conference office of education, please consult your union *Education Code*.

THE SCHOOL

Local School Constituency

The school constituency consists of the local church or churches that have joined together to operate the Adventist school together with conference representatives. The school constitution should set the requirements for meetings of the constituency, including the criteria for voting members, which are representative of the members of the constituent church(es), the local conference, and, possibly, the union conference.

3. GOVERNANCE

The functions of the school constituency are to:

- receive reports on the school's operation.
- review and approve an annual school operating budget.
- provide funds to meet the general operating expenses.
- approve and fund major capital improvements as recommended by the school board.
- adopt, review, and revise the school constitution in harmony with denominational policies and according to the provisions of the constitution.

Local School Board

Each school is to have a local school board to act on behalf of the constituency to oversee regular school operations. School boards are typically empowered to:

- adopt and regularly review the school's philosophy/mission.
- support the utilization of the approved denominational curriculum, textbooks, and instructional resources.
- implement policies and plans voted by the conference board.
- provide leadership in funding major projects and initiatives.
- develop local policies and practices for things such as:
 - budget development and regular financial review.
 - setting tuition/fees and collections practices.
 - administrative purchasing procedures.
 - student life (i.e., dress code, decorum, trips).
 - safety protocols and maintenance procedures.
 - school facility and equipment usage.
 - school improvement planning.
- review personnel assignments and teaching loads.
- support professional development of personnel.
- participate in the school evaluation process.
- authorize preparation of a school bulletin/handbook.
- consider appeals and respond to major proposals.

Members and officers of the school board shall be elected as specified by the school constitution. The principal is to be the executive secretary and act as agent and representative of the board. In addition, the school board is to identify conference officers, the superintendent, and the union director of education as ex officio voting board members. The conference superintendent and/or associates should regularly attend a reasonable number of board meetings each year at each school.

The school board is responsible for ensuring that the local school operates in accordance with the policies and guidelines found in the union *Education Code*, policies adopted by the conference board specific to that conference, the provisions of the school constitution, and other policies previously adopted by the local school board.

The superintendent plays a vital consultative role by providing information and responding to questions on current policy, best practices, and effective programs. Since the superintendent is the agent of the conference board of education, the employer of all educational personnel, no board personnel function should occur without conference office of education representation.

School Principal

Each school is to have a principal who is the organization's leader. The administrative services provided by the principal vary based on the type and size of the local school. In all cases the principal is the chief administrator. The importance of this position is highlighted in the NAD *Handbook for Principals*. This publication includes roles, responsibilities, best practices for school leaders, and helpful tips for successful school administration.

Among the principal's administrative functions are responsibilities to:

- provide spiritual leadership on campus.
- serve as executive secretary for the local school board.
- act as agent of the school board in administering the voted policies in a school program aligned with NAD, union, and conference policies.
- develop and organize the entire school program.
- serve as fiscal manager for sound financial operation.
- maintain effective record-keeping systems for all student, school, and board records.
- establish positive community and constituency relations.
- assume responsibility for marketing and recruitment.
- lead the instructional program and professional development opportunities.

3. GOVERNANCE

- maintain discipline in accordance with Christian principles.
- coordinate the school's evaluation Self-study Report and on-campus visit.
- ensure campus safety by applicable orientations/drills, and provide for regular inspection and maintenance of school facilities and equipment.

ROLES OF GOVERNANCE AND ADMINISTRATION

Orientation and training for board members and chairpersons should be organized and facilitated by the superintendent on a regular basis. Members' understanding of the role and function of the board and best practices for meetings and board member ethics are essential for effective board outcomes.

It is particularly important to help board members understand the difference between governance and administration to minimize misunderstandings and potential conflicts between the board and administrator. When the board acts to set the purpose and policies that will meet the current realities, fund the desired results, and establish accountability processes, they have fulfilled their responsibility to govern.

4. The Union Education Code

24. THE UNION EDUCATION CODE

25. PROFESSIONAL COMMITMENTS

4. THE UNION EDUCATION CODE

THE UNION EDUCATION CODE

The union *Education Code* clarifies and details the role and responsibilities of people, committees, school boards, local conferences, and unions. Superintendents of schools are expected to disseminate and/or make available the most current digital copy of the code.

Each union conference has an *Education Code* that is a compilation of policies and provisions that are related to the:

- establishment,
- organization,
- administration,
- operation, and
- maintenance of the Seventh-day Adventist church-school system.

Administrators of schools, conferences, and unions, along with boards of education, work cooperatively to develop and update the policies contained in the *Education Code*. In instances where the code is silent, conferences and schools may work collaboratively to:

- develop policies, procedures, or practices to meet local needs.
- recommend policy adoption to the union for inclusion in the *Education Code*.

Superintendents should have a working knowledge of:

- curriculum needs and requirements.
- Early Childhood Education and Care (ECEC).
- employment policies.
- establishing and closing of schools.
- financial information (understanding/developing budgets, audits, and financial statements).
- graduation requirements—elementary and secondary.
- Home and School Association—role and function.
- legal issues.
- organizational structure of junior and senior academies.
- personnel management.

4. THE UNION EDUCATION CODE

- promoting Adventist education—marketing and recruiting.
- relationship of church and school.
- school evaluations and accreditation.
- Seventh-day Adventist educational philosophy/objectives.
- superintendent's responsibilities.

PROFESSIONAL COMMITMENTS

The following are excerpts that pertain to major duties and responsibilities as listed in the Superintendent of Schools Job Description:

Spiritual Leadership

- Maintain a strong personal relationship with Christ.
- Seek to live a balanced life that honors God, family, and your ministry.
- Pray earnestly for the education ministry.
- Support the mission of the Seventh-day Adventist Church through education ministry.
- Encourage and nurture conference education personnel in their personal spiritual journey.

General Administration

- Administer and supervise the conference education program.
- Act as liaison between conference administration and school/church constituencies.
- Prepare the conference education calendar.
- Carry out school evaluations.
- Process applications for new schools.

Curriculum Leadership

- Implement union and NAD curriculum policies.
- Initiate and/or participate in pilot studies in cooperation with union and NAD offices of education.
- Initiate, encourage, and evaluate innovative, research-based programs.

4. THE UNION EDUCATION CODE

Supervision of Instruction

- Provide classroom supervision to ensure quality education.
- Provide professional growth opportunities.
- Promote circulation of *The Journal of Adventist Education*.

Marketing Christian Education

- Promote Adventist education throughout the conference.
- Compile data pertinent for promotion of Adventist education.
- Encourage and collaborate with schools in the creation of marketing and development plans.

Code Awareness

- Have a working knowledge of the union *Education Code*.
- Develop policies or practices that meet local educational needs where there is no union code provision.
- Actively participate in the recommendation, adoption, and inclusion of policy in the union *Education Code*.

Legal Issues

- Be acquainted with conference, state, federal and Adventist Risk Management (ARM) requirements dealing with health and safety.
- Immediately notify local administration, legal, and ARM when issues arise that may lead to legal action.
- Be acquainted with local and regional child abuse reporting requirements.

Personnel Recruitment and Employment

- Implement a plan for evaluation and supervision of educational personnel.
- Serve as chair or a member of the personnel committee of each school board.
- Consult with school boards to determine personnel needs.
- Make employment recommendations to the board of education.
- Distribute annual employment contracts/agreements.

4. THE UNION EDUCATION CODE

Financial Leadership

- Counsel with local school boards on annual budgets.
- Ensure that all schools are audited annually.
- Conduct annual audit of salaries of education personnel.
- Submit annual education budget to conference administration.

Teacher Certification

- Check with prospective employees about certification status before employment. (The union registrar will be very helpful with this process.)
- Work with union registrar to make sure transcripts and certification records are legitimate and up-to-date for each employee.

5. Performance Assessment

30. PERFORMANCE ASSESSMENT

30. LEADERSHIP SURVEY

5. PERFORMANCE ASSESSMENT

PERFORMANCE ASSESSMENT

A valuable exercise for facilitating growth of the superintendent's leadership skill level is a performance assessment. The importance of colleague, superior, and subordinate feedback is invaluable when combined with genuineness, transparency, and improvement.

A sample survey has been provided for consideration. Random sampling, confidentiality, and a desire for improvement are essential tools when implementing such an instrument.

LEADERSHIP SURVEY

1. How long have you worked with this individual?

- Less than 1 year
- 1-2 years
- 3-5 years
- 6+ years

2. What is your relationship with this individual?

- Teacher/Principal
- Pastor
- School Board Member
- Peer (Associates)

3. Sets goals and timelines based on priorities.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

5. PERFORMANCE ASSESSMENT

4. Promotes authentic, productive conversations in individual or group settings.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

5. Treats others with respect.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

6. Affirms meaningfully regarding strengths, character, or quality of work.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

5. PERFORMANCE ASSESSMENT

7. Brings appropriate humor into encounters.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

8. Follows through on assignments and responsibilities.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

9. Willing to make difficult decisions.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

5. PERFORMANCE ASSESSMENT

10. Communicates effectively.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

11. Willing to delegate responsibility to others.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

12. Appears to enjoy a relationship with God, trusting in Him.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

5. PERFORMANCE ASSESSMENT

13. Is committed to obeying and surrendering to God.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

14. Is calm and confident, comfortable with appropriate levels of risk.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

15. Appears self-aware, specifically of his or her faults, strengths, and weaknesses.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

5. PERFORMANCE ASSESSMENT

16. Pursues professional growth through reading, training, or conferences.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

17. Takes personal spiritual retreats for introspection, growth, and renewal.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

18. Engages in a balance of recreation and play; takes regular vacations.

- Don't Know
- Strongly Disagree
- Moderately Disagree
- Mildly Agree
- Moderately Agree
- Strongly Agree

Comments _____

5. PERFORMANCE ASSESSMENT

19. Where do you see the superintendent's opportunities for growth?

20. Where do you see opportunities for growth in the NAD Office of Education?

Supplemental Materials

38. CHECKLIST FOR VETTING POTENTIAL HIRES

39. CALENDAR OF RECURRING RESPONSIBILITIES

45. SCHOOL FORMS

CHECKLIST FOR VETTING POTENTIAL HIRES

“In selecting teachers we should use every precaution, knowing that this is as solemn a matter as the selecting of persons for the ministry” (*Testimonies for the Church*, vol. 6, p. 200). The superintendent is responsible for ensuring that the process of teacher selection meets this divine directive and other personal and professional requirements. The following checklist, although not exhaustive, will help the superintendent in the important process of employing personnel.

Be sure all of the following steps have been completed before proceeding with the hiring process:

- Confirm the opening by a Letter of Resignation or Teacher Intent Form.
- Notify Human Resources of opening.
- Post opening on appropriate site.

Before interviewing candidates the following are essential:

- Receipt of completed local conference employment application and resume.
- Respond to all applicants; proposed timeline helpful.
- Verify work eligibility.
- Verify church membership.
- Verify certification(s), licensure(s), and degree(s).
- Check references (i.e., previous employer, union registrar, pastor).
- Verify move authorization with administration, if required.
- Check on any possible unamortized expenses from previous Seventh-day Adventist employer.

Interviewing Process and Follow-up:

- Be sure expenses involved with the interview have been approved, if required.
- Principal or superintendent conducts the interview.
- Personnel committee reviews principal’s/superintendent’s recommendations and interviews, if needed.
- School board confirms the personnel committee’s recommendation and presents it to the conference board of education.”
- Submit all pertinent forms to Human Resources Department (HR).
- Contact interviewees to inform them of the decision.
- Communicate the decision of the candidate(s) to the school board.

CALENDAR OF RECURRING RESPONSIBILITIES

Organization is essential to successful educational leadership. Scripture admonishes that “everything should be done in a fitting and orderly way” (I Cor. 14:40). Admirable intentions mean little in utter chaos. By planning well in advance, the superintendent can avoid a leadership based on doing the urgent rather than the essential.

Many of the responsibilities of the superintendent are recurring, and over time become relatively routine. By developing a working calendar, the superintendent may address recurring duties while leaving time to meet the challenges that may come.

The normal operational responsibilities have been listed by monthly occurrence and can be used as a guide to create a conference office/department of education working calendar. The lists as provided are not exhaustive, and the superintendent may complete some responsibilities earlier or later than shown.

JULY

- Become acquainted with the union *Education Code*, especially sections that detail the functions of the conference office of education and board of education.
- Review teacher assignments for the upcoming school year to determine that each position is filled.
- Prepare packets of materials to send to appropriate individuals for the new school year. Include the following:
 - Student accident insurance information.
 - Directory information forms.
 - Professional growth information.
 - Other materials as determined by the conference.
- Complete planning for convention or in-service meetings.
- Send reminder letter to employees regarding:
 - Report-to-work date.
 - Conference school-year calendar revisions.
 - Information regarding pre-planning events and in-service.
 - School evaluations and projected dates for visiting committees.
- Prepare a yearly plan for attendance at school board meetings and classroom visitation.
- Update employment files. Move files for persons no longer employed and initiate a file for newly employed personnel.

SUPPLEMENTAL MATERIALS

- Update order for *The Journal of Adventist Education*, if applicable.
- Review the course offerings for each junior academy to determine that each course has been approved by the appropriate review committee.
- Update payroll information (late hires) for treasurer's office.
- Update employee lists and rosters.
- Check evaluation progress reports of all schools for progress on recommendations.

AUGUST

- Notify teachers whose medical records are not up-to-date.
- Conduct pre-service meetings for support personnel.
- Conduct a pre-service orientation for all new principals and teachers to acquaint them with policies and procedures such as, but not limited to, the following:
 - Philosophy and goals of Seventh-day Adventist education
 - Student health and safety/supervision
 - SIS program and requirements
 - Instructional expectations
 - Conference-wide programming
 - Union code and other legal requirements
 - Conference payroll and benefits/policies and procedures
 - First aid/CPR certification
- Review the list of schools to be evaluated during the next school year. The union office of education supplies the list.
- Complete the schedule for the schools to be evaluated in cooperation with the union office of education. Notify visiting team members.
- Distribute teacher packets.
- Request that a proposed daily class schedule for each teacher be forwarded to the office of education.
- Distribute the standardized achievement test books and supplies.
- Encourage principals and teachers to plan for Weeks of Spiritual Emphasis (fall and spring).
- Correct employment contracts/work agreements where applicable. Submit revised salary information to the treasurer's office and send corrected contracts/work agreements to the employees involved (i.e., certification status change).

- Conduct orientation/review sessions for principals on teacher evaluations.
- Develop tentative schedule for those teachers who are to be evaluated by the conference office of education personnel.
- Periodically review the electronic data-management system to ensure accuracy of data submissions.

SEPTEMBER

- Review data on opening enrollments from each school.
- Conduct in-service meetings, if requested, for schools to be evaluated during the current school year.
- Continue plans for in-service meetings to be held during the school year.
- Process and send the standardized achievement test forms to the scoring service when all testing has been completed.
- Sign and submit Statement of Non-Discrimination of Employment to the union office of education. Be sure it contains the names and addresses of all schools.
- Give priority to visiting new principals and teachers.
- Process student incident forms (every month).
- Select the visiting committee members for the elementary schools and junior academy evaluations to be conducted during the school year. Verify the list of schools with the union office of education.
- Do periodic surveillance for asbestos/compliance form (every six months).
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

OCTOBER

- Review the policies, procedures, and instruments to be used for evaluation of certificated and classified personnel.
- Verify that physical examinations and TB tests have been completed for all employees as required.
- Participate in the College Education Day activities and interview prospective teachers.
- Make sure schools are responding to evaluation recommendations.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

SUPPLEMENTAL MATERIALS

NOVEMBER

- Conduct teacher evaluations of non-regular status teachers (teachers within the first three years in the profession).
- Verify that each teacher not on regular employment status has been evaluated based on the provisions of the *Education Code*.
- Prepare a Christmas letter/card to be sent to all administrative and certificated personnel.
- Prepare the conference school calendar for the coming school year.
- Make sure schools are responding to evaluation recommendations.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

DECEMBER

- Distribute teacher employment intent forms to determine each teacher's interest in employment for the next school year. Set a January return.
- Distribute student aid scholarships (if applicable), based on committee approval.
- Distribute the annual junior academy review forms to principals. Be sure to show the date you want them returned to the conference office.

JANUARY

- Notify school boards of teachers on provisional (intern) appointment who are eligible for regular appointment the next school year.
- Complete plans for remaining in-service meetings.
- Begin meeting with school boards about personnel needs for the next school year.
- Begin planning for the next teachers convention.
- Begin plans to promote Adventist education at camp meeting.
- Encourage schools to prepare tentative school budgets and projected enrollments for the coming school year.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.
- Complete and distribute the conference school calendar for the upcoming school year.

FEBRUARY

- Check employee certification records and notify those whose certificates will expire in August. Determine plans for renewal.
- Order diplomas and diploma covers from the North American Division Office of Education.
- Continue recruitment and placement of employees for the next school year.
- Meet with school boards to assist in the recruitment and selection of school personnel to fill vacancies for the next school year.
- Request and receive tentative school budgets and projected enrollments for the coming school year.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

MARCH

- Remind teachers and principals interested in attending summer school that requests must be submitted in writing on authorization forms.
- Prepare employment contracts/agreements for the next year.
- Conduct in-service meetings, if requested, for schools to be evaluated during the current school year.
- Begin planning for teacher bulletin/newsletters for the next year.
- Continue recruitment of prospective employees.
- Notify, in writing, those who will not be issued a contract/work agreement for the next year as union code requires.
- Distribute the standardized achievement test books and supplies if spring testing is scheduled.
- Complete the second formal evaluation for those on provisional (intern) employment.
- Send copies of completed visiting committee evaluation reports for the current school year to the union office of education.
- Notify the principals and school board chairs of each school to be evaluated during the next school year.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

SUPPLEMENTAL MATERIALS

APRIL

- Mail contracts/employment agreements.
- Order standardized achievement-testing materials.
- Prepare, sign, and distribute the eighth-grade diplomas to principals and head teachers.
- Complete the annual teacher evaluations.
- Continue recruitment and placement of employees.
- Plan teacher commissioning services.
- Do periodic surveillance for asbestos/compliance form (every six months).
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

MAY

- Send letters of appreciation to employees who are leaving/recognize retirees.
- Continue recruitment of prospective employees.
- Obtain summer contact information from each teacher.
- Forward summer school authorization forms to colleges/universities.
- Distribute the end-of-year checklists to each principal and teacher.
- Send information regarding financial assistance for student aid based on conference policy to each principal, board chairperson, and pastor.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

JUNE

- Continue work on employee recruitment and placement.
- Remind principals to update equipment inventory lists.
- Submit pertinent information about new employees to the union office of education for certification purposes.
- Update payroll information for treasurer's office.
- Periodically review electronic data-management system to ensure submissions are accurate and timely.

SCHOOL FORMS

The forms listed are designed to be a representative sample of what might be needed in administration. Forms provided under each general heading are not intended to be exhaustive in number. Examining conference, union, and NAD Web sites will provide helpful information and additional forms that may be of value. Check with Treasury and Human Resources to find forms that will be required.

General Forms

- Conflict of Interest
- Acceptable Internet Use
- Directory Information Update
- Elementary/Secondary Textbooks
- Employment Applications
 - Exempt
 - Non-exempt
 - Substitute
- Expense Voucher
- Meeting Feedback
 - What have we done right?
 - What can we do better?
 - Suggestions for next meeting
- New Employee Data Collection
- Professional Activity Credits
- Professional Growth Books
- Sample Constitution and By-laws
- Summer School Authorization
- Suspected Child Abuse Report
- Teacher Certification Application
- Teacher Commissioning Certificate
- Teacher Intent Form
- Teacher TB Test
- Tuition Subsidy Authorization (for Dependent Children)
- Verification of Employment
- W-4 Form

SUPPLEMENTAL MATERIALS

School Forms

- Annual Curriculum and Accreditation Review
- Background Check Authorization
- Calendar Change Request Form
- Checklist for Employee Candidates
- Chronological School-Age Entrance
- Opening/Closing Reports
- Conflict of Interest
- Eighth-Grade Diplomas/Certificates
- Employment Termination
- Field/Overseas Trip Approval Request
- Foreign Student Application/Insurance
- Jr. Academy Application
- Parent Notification
- Personnel Evaluation
- Request for Alternative Instructional Materials (Elementary/Secondary)
- Returning Student Application
- School Facility Usage
- School Supply Order
- Secondary Curriculum and Credit Review
- Sexual Misconduct/Harassment
- Student Acceleration/Retention
- Student Accident Claim
- Student Application
- Student Photo Release
- Suspected Child Abuse
- Student Progress Reports
- Substitute Teacher Time Report
- Volunteer Labor Application
- Volunteers (Basic, Field Trips, Extended)
 - Background Check/Live Scan
 - TB Testing
- Yearlong Plan Draft (Lesson Plans)

Student Safety Forms

- Asbestos
- Administering Medication
- Bloodborne Pathogens
- Playground Safety Checklist
- Quick Reference Emergency Procedures
- Record of Emergency Drills
- Safety Inspection Report
- School Emergency Preparedness Plan
- School Safety Audit

Student Health Forms

- Administering Emergency Treatment
- Administration of Medication for ECEC/Schools
- Authorization for Release of Medical Information
- Consent to Treatment
- Self-medication Administration Consent
- Student Accident Insurance Claim
- Student Injury Report
- Student Medical Record
- Student Vision/Hearing Screening Record

Contact your local union office with questions

Atlantic Union Conference
PO Box 1189
South Lancaster, MA 01561
978-368-8333

www.atlantic-union.org

Columbia Union Conference
5427 Twin Knolls Road
Columbia, MD 21045
410-997-3414

www.columbiaunion.org

Lake Union Conference
PO Box 287
Berrien Springs, MI 49104
269-473-8271

www.lakeunion.org

Mid America Union Conference
PO Box 6128
Lincoln, NE 68506
402-484-3015

www.midamericaadventist.org

North Pacific Union Conference
5709 N. 20th Street
Ridgefield, WA 98642
360-857-7000

www.npuc.org

Pacific Union Conference
PO Box 5005
Westlake Village, CA 91359
805-413-7314

www.puconline.org

Seventh-day Adventist Church in Canada
1148 King Street, East
Oshawa, Ontario, Canada L1H 1H8
905-433-0011

www.catnet.adventist.ca

Southern Union Conference
PO Box 923868
Norcross, GA 30010
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Southwestern Union Conference
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**HANDBOOK FOR
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