Adventist Education

A JOURNEY TO EXCELLENCE

MANUAL FOR School Boards OF SEVENTH-DAY ADVENTIST SCHOOLS

NORTH AMERICAN DIVISION

NAD EDUCATION LEADERS HANDBOOK SERIES

A Guide for
School Boards and
Board Members

Adventist Education
A JOURNEY TO EXCELLENCE

MANUAL FOR School Boards OF SEVENTH-DAY ADVENTIST SCHOOLS

2018

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

WELCOME TO SCHOOL BOARD MEMBERSHIP!

In the early 1870s the Adventist Church began to see the importance of developing a denominationally-based school system. Out of this early beginning the Seventh-day Adventist church now operates the largest Protestant school system worldwide. The school board is an important component in maintaining a quality school program.

> Love, the basis of creation and of redemption, is the basis of true education. *Education* p. 15

Adventist Education imparts more than academic knowledge. It fosters a balanced development of the whole person—spiritually, intellectually, physically, and socially. Its time dimensions span eternity. It seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the creator, to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful. (*Education*, E. G. White)

The purpose of this handbook is to provide a resource that will assist school board members in meeting their responsibilities in the Seventh-day Adventist (Adventist) school system. Conference superintendents are encouraged to use this manual for in-service programs. Board members are encouraged to annually review the manual, ask questions, and discuss ideas. School board training modules may be found on the Adventist Learning Community website (Adventist K-12 School Board Membership Training and Adventist K-12 School Board Legal and Financial Issues Training).

School Board Training Modules

- Adventist K-12 School Board Membership Training
- Adventist K-12 School Board Legal and Financial Issues Training

SERVANT LEADERSHIP

The "Upper Room" Board Meeting

Perhaps in a sense, one might consider the disciples' agenda - the "business of the day," the night before the death of a King. Who among them would be the greatest, who the least? The discussions must have been direct and passionate, if not ill-advised or even ominous. Yet for all they knew and witnessed, the disciples could not see past their own agenda to understand the peril ahead of them or the mission to which they were called.

Then, a certain One, with towel and basin in hand - showed the way; leading by serving! Whatever moments were lost to meaningless jabber among the twelve were of no account when Christ lovingly refocused the "board" to mission. The rest, of course, is living history.

In like manner, school board members serve best when they are committed to servant leadership. Robert Greenleaf, in the book entitled, *The Power of Servant Leadership*, catches the essence of servant leadership, describing it in this manner, "It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant - first to make sure that other people's priority needs are being served." To be sure, board service is not about the exercise of power, but the joy of true Christian service in advancing the cause of Adventist education ministry. (*Governing Boards: A Practical Guide to Best Practices & Policies* by Hamlet Canosa, Ed.D.)

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

2. Organization and Functions

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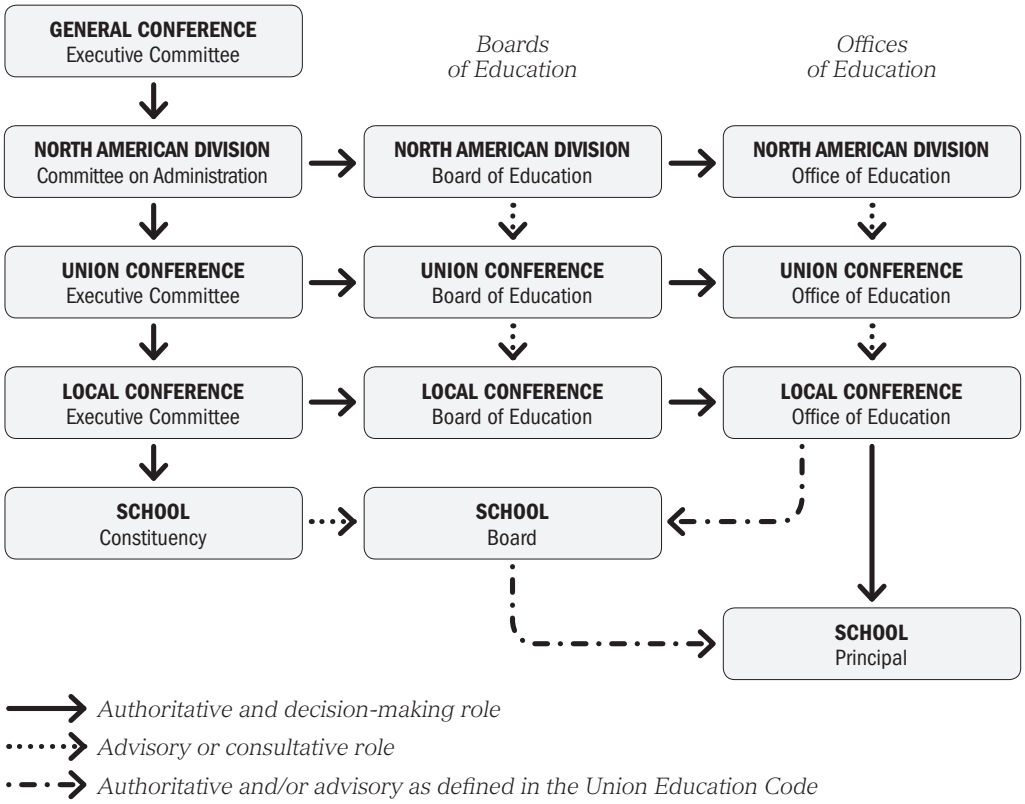
Organization and Functions

UNDERSTANDING CHURCH STRUCTURE AND GOVERNANCE

It is important for a school board member to understand the organization of the North American Division (NAD) school system and how the church governs that structure. The accompanying flowcharts provide highlights of the relationships between various entities of the Adventist educational system. Notice that some of the arrows indicate lines of authority, and others indicate advisory functions.

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



GENERAL CONFERENCE — 13 Divisions

NORTH AMERICAN DIVISION
9 Union Conferences

NAD Board of Education

NAD Office of Education (NADOE)

- Coordinate and fund all major curriculum initiatives.
- Direct the school accreditation process.
- Coordinate and distribute the textbook lists that identify all the NADCC-approved materials.
- Prepare a set of standards for each subject.

UNION CONFERENCE EXECUTIVE COMMITTEE

Union Conference Board of Education (UCBOE)

- Authorizes recommended curriculum development.
- Considers recommended education code items.
- Reviews applications for the establishment of new senior academies.
- Considers reports from the local conference offices of education for piloting innovative programs.

Union Conference Office of Education (UCOE)

- Acts as the denominational certificating agency for education personnel.
- Processes applications for the establishment of new junior and senior academies.
- Develops and maintains a union *Education Code*.

UNION *EDUCATION CODE*

- Compilation of policies and procedures relating to the establishment, organization, administration, operation, and maintenance of the PreK-12 school system in that union.
- Clarifies the role and responsibilities of persons, committees, and school boards of each entity, school, conference, and union.

LOCAL CONFERENCE EXECUTIVE COMMITTEE

Local Conference Board of Education

The PreK-12 board is the body authorized by the local conference executive committee to oversee the conference PreK-12 school system and is the employer of all certificated school personnel.

For a description of the functions of the PreK-12 board, refer to the union *Education Code*.

Local Conference Office of Education

The LCOE is the administrative office for the conference PreK-12 school system. It operates within a structure authorized by the conference executive committee and is based on the union *Education Code*, the *NAD Working Policy*, and the *Church Manual*.

The LCOE provides educational leadership and supervision through the superintendent, associates, and staff. The superintendent is the chief executive officer of the school system with responsibilities generally in areas such as:

- Administration
- Curriculum and instruction
- Financial management
- Personnel

For a detailed listing of the responsibilities of the LCOE, refer to the union *Education Code*.

Local School Constituency

The constituency that operates a school consists of the conference in which the school is located and the local church(es). The voting members of the constituency are determined by the school constitution and include members of the local church(es) operating the school, the local conference, and union conference representatives.

The functions of the constituency are:

- Approving major capital improvements as recommended by the school board.
- Establishing, adopting, and revising the constitution in harmony with denominational policies.
- Providing adequate financing for the general operating costs.
- Receiving reports on the operation of the school.

Local School Board

In each school there is a local school board elected as specified by the school constitution. The officers of the school board include the chairperson, vice chairperson, and executive secretary (the principal). In addition, the school board is to identify conference officers, the conference superintendent, and the union director of education as ex officio voting members.

The school board is responsible for the operation of the school within the guidelines and policies found in the union *Education Code*, the policies adopted by the PreK-12 board, the provisions of the school constitution, and any other policies already voted by the school board.

The school board has authority only when meeting in official session. The school board acts as a group, and no individual member or committee can act in place of the school board except by school board action. All actions of the school board are implemented through its executive secretary, the principal.

The principal, as executive secretary, is also responsible for recording the official minutes of each school board meeting. A copy of the minutes is to be sent to the conference and union offices regularly, with the originals kept at the school and archived according to accepted policy.

Union and Conference Websites

Atlantic Union Conference — www.atlantic-union.org
Bermuda Conference — www.adventistbermuda.org
Greater New York Conference — www.gnyc.org
New York Conference — www.nyconf.com
Northeastern Conference — www.northeastern.org
Northern New England Conference — www.nnec.org
Southern New England Conference — www.sneconline.org
SDA Church in Canada — catnet.adventist.ca
Alberta Conference — www.albertaadventist.ca
British Columbia Conference — www.bcadventist.com
Manitoba-Saskatchewan Conference — www.mansask.org
Maritime Conference — www.maritimesda.ca
Newfoundland & Labrador Conf — www.nlsdaconference.org
Ontario Conference — www.adventistontario.org
Quebec Conference — www.sdaqc.org
Columbia Union Conference — www.columbiaunion.org
Allegheny East Conference — www.visitaec.org
Allegheny West Conference — www.awconf.org
Chesapeake Conference — www.ccosda.org
Mountain View Conference — www.mtviewconf.org
New Jersey Conference — www.njcsda.org
Ohio Conference — www.ohioadventist.org
Pennsylvania Conference — www.paconference.org
Potomac Conference — www.pcsda.org
Lake Union Conference — www.lakeunion.org
Illinois Conference — www.illinoisadventist.org
Indiana Conference — www.indysda.org
Lake Region Conference — www.lakeregionsda.org
Michigan Conference — www.misda.org
Wisconsin Conference — wi.adventist.org
Mid-America Union Conference — www.midamericaadventist.org
Central States Conference — www.central-states.org
Dakota Conference — www.dakotaadventist.org
Iowa-Missouri Conference — www.imsda.org
Kansas-Nebraska Conference — www.ks-ne.org
Minnesota Conference — www.mnsda.com
Rocky Mountain Conference — www.rmcsda.org
North American Division — www.adventisteducation.org
Guam-Micronesia Mission — www.gmmsda.org
North Pacific Union Conference — www.npuc.org
Alaska Conference — www.alaskaconference.org
Idaho Conference — www.idahoadventist.org
Montana Conference — www.montanaconference.org
Oregon Conference — www.oregonconference.org
Upper Columbia Conference — www.uccsda.org
Washington Conference — www.washingtonconference.org
Pacific Union Conference — pauc.adventistfaith.org
Holbrook Indian School — www.hissda.org
Arizona Conference — www.azadventisteducation.org
Central California Conference — cccedu.adventistfaith.org
Hawaii Conference — www.hawaiisda.com
Nevada-Utah Conference — www.nucadventist.com
Northern California Conference — www.ncceducation.org
Southeastern California Conference — www.secceducation.org
Southern California Conference — scc.adventist.org
Southern Union Conference — www.southernunion.com
Carolina Conference — www.carolinasda.org
Florida Conference — www.floridaconference.com
Georgia-Cumberland Conference — www.gccsda.com
Gulf States Conference — www.gscsda.org
Kentucky-Tennessee Conference — www.kytn.net
South Atlantic Conference — www.sacsda.org
South Central Conference — www.scc-adventist.org
Southeastern Conference — www.secsda.org
Southwestern Union Conference — www.southwesternadventist.org
Arkansas-Louisiana Conference — www.arklacsda.org
Oklahoma Conference — www.oklahomasda.org
Southwest Region Conference — www.mysouthwestregion.org
Texas Conference — www.texasadventist.org
Texico Conference — www.texico.org

Each school, whether elementary, junior academy, or senior academy, is a unit of the Adventist school system operated by a church, consortium of churches, or the Conference. The organization of a given school should be designed to meet the needs of its constituency.

To maintain an overall organizational structure, each school has a local board and a written constitution and by-laws. The constitution harmonizes with denominational policy, identifying the organizational outline and the role of the constituency, the school board, and the school. Constitutional models are available at the Conference, Union, or North American Division (adventisteducation.org).

RELATIONSHIP BETWEEN THE LOCAL BOARD AND CONFERENCE ENTITIES

The local Conference Board of Education derives its authority from the conference constituency and/or Conference Executive Committee. To assure effective, orderly operation of schools within the Conference, the Conference Board of Education delegates selected functions to local school boards. The school board should thoroughly understand its relationship to the Conference Board and the Office of Education.

Local school boards, at times, are not fully clear regarding the work of the local Conference Office of Education and what Conference superintendents and/or associates can do to facilitate the school board's work. Lacking clarity, school boards can sometimes overreach their authority, particularly in matters regarding Conference-employed administrators, teachers, and other school personnel. Knowing the functions of the local Conference Office of Education helps avoid misunderstandings, thus promoting a more vibrant, confident relationship between both entities.

The major functions of the local Conference Office of Education are to:

- Serve as agent(s) of the Conference Board of Education in administering and supervising the Conference's system of education in accordance with established policies.
- Implement the Union wage scale as adopted by the Conference Executive Committee.
- Monitor teacher certification.
- Support professional growth of educational personnel.
- Develop and maintain effective working relationships with local and state/province offices of education and regional accrediting associations.
- Acquaint the constituency with the necessity of Christian education.

- Maintain the security of student and employee records for elementary schools and junior academies.
- Compile and present to the Union applications to teach secondary subjects in schools other than senior academies.
- Be responsible for the recruitment of educational personnel, in cooperation with local school boards.
- Ensure that School Information Systems (SIS) are in place at each school.
- Provide teachers with the NAD approved list of textbooks and other curriculum materials.
- Keep schools informed of current state/province and denominational curricula requirements.
- Promote the Home and School Associations of elementary schools and junior academies.
- Serve as liaison in planning school facilities.
- Gather and process reports required by the Union and NAD offices of education.
- Hold and preserve all records of discontinued schools.
- Consider applications for establishing new schools, in consultation with the Conference Board of Education.
- Develop and implement a master schedule for the Conference evaluation of teachers and administrators in schools.
- Provide leadership for orienting school board chairs and members regarding their responsibilities.
- Support educational leadership in developing long-range plans.
- Organize all accreditation visits in collaboration with the Union.
- Prepare and implement a Conference-wide school calendar.
- Encourage school personnel to plan spiritual and cultural activities.
- Work with the Conference treasurer on submitting to the Conference Board of Education the annual education operating budget.
- Keep copies of audited financial statements of schools.
- Monitor asbestos management in all Conference schools, including asbestos management plans, as prescribed by law to ensure compliance.
- Survey, compile, and report data on enrollment, achievement, teacher certification, school accreditation status and other trends within the Conference.

Although the Conference Board of Education delegates certain functions to school boards, it cannot divest itself of its inherent legal obligations. Inasmuch as the Conference Association (in which school ownership rights are vested) may become legally exposed by school board actions, it is incumbent that close cooperation remains between school boards and the Conference Board of Education in school operation and in all personnel actions.

- All school personnel are employees of the local Conference. Local boards shall work with the Conference in all areas of employment.
- The Conference superintendent, in consultation with the local school board, makes recommendations to the Conference Board of Education on the employment of certificated personnel.
- The Conference Board of Education is responsible for the employment, assignment, transfer, retirement, non-renewal of contract and termination of all certificated personnel.

SCHOOL CONSTITUENCY

The local school constituency consists of the church or churches that operate the school and meets annually or as specified in the school constitution and by-laws. A boarding school constituency consists of the Conference membership.

The primary functions of a school constituency include:

- Establishing and adopting a constitution and by-laws, in harmony with denominational policies, that defines the principles and guidelines by which the school will be operated and to make needed amendments as circumstances warrant.
- Receiving reports of the school operation.
- Providing adequate financing for general operating costs.
- Approving financial plans for major capital improvements as recommended by the Conference Board of Education or the school board.
- Encouraging the development and maintenance of a strong Home and School Association.

SCHOOL BOARD

School boards retain considerable power and influence affecting the respective schools they serve. Yet, local school boards are not autonomous and are required to comply with local Conference, Union, and North American Division policies. In instances where working policies of the local Conference, Union, or division are silent, the local school board can exercise discretion to act, filtering and shaping action through the school's philosophy and mission.

The primary functions of the school board are to:

- Ensure the implementation of policies and plans of the Conference Office of Education.
- Develop a clear, practical set of objectives in harmony with the Seventh-day Adventist philosophy of education.
- Cooperate with the local Conference Office of Education in recommending to the Conference Board of Education the hiring of certificated staff.
- Develop policies in areas of local concern such as:
    - Use of school property
    - Facilities, equipment and maintenance
    - Purchasing
    - Tuition and/or other methods of support
    - Admissions (in accordance with state/province and conference guidelines)
    - Textbook purchases
    - Technology (acceptable use, filtering, etc.)
    - Criteria for selection of media materials
    - Dress and social behavior
    - Transportation schedules and routes
- Support the principal or head teacher in school administration including:
    - Strategic planning
    - Teacher load
    - Implementation of board policies
- Ratify or modify the recommendations of the school administration in cases of serious discipline. Serve as the ultimate authority in the dismissal of students. Consideration of student dismissal shall occur in executive session.
- Support the Home and School Association.
- Keep official minutes of each meeting of the board and subcommittees. File one copy of the board minutes with the Conference Office of Education. Academy boards are to file copies of minutes with the Union and Conference Offices of Education.

- Consider appeals and answer questions regarding the operation of the school.
- Participate in the process of school evaluation as scheduled by the Union or Conference Office of Education.
- In counsel with the superintendent of schools, implement a proposed plan of school organization including a constituency-approved constitution and bylaws, an administrative organization, and a basic curriculum plan for the school.
- Adopt the recommended Conference-wide school calendar. Any modification must receive prior approval from the Conference Office of Education.
- Authorize the preparation of a school handbook, including such items as:
    - Philosophy and mission statement
    - School regulations, e.g., dress code, field trips, grading, attendance
    - Course offerings
    - Financial information
    - Bullying/Harassment policy
    - Statement of nondiscrimination
    - Weapons policy
    - Asbestos notification statement
- Assume responsibility for the planning and funding of an annual operating budget including:
    - Tuition and subsidy incomes
    - Administrative expenses
    - Curriculum materials
    - Playground and physical education supplies
    - Media center materials
    - School supplies
    - Insurance
    - Indebtedness
    - Miscellaneous operating expenses
- Assume responsibility for planning and funding a capital improvements budget.
- Consult the conference and state/local regulations for building projects.
- Cooperate with the Union and Conference Offices of Education in matters of curriculum development.
- Appoint subcommittees as needed including personnel, finance, curriculum and instruction, and marketing.

SCHOOL BOARD CHAIR

The effective board chair looks at the big picture and keeps an eye on the institution's mission, vision, and long-term goals.

The primary functions of the school board chair are to:

- Call and preside over board meetings
- Serve as consultant to the executive secretary (principal) in preparing board meeting agendas
- Follow parliamentary procedure.
- Encourage discussion relevant to agenda items.
- Become acquainted with the school program and confer with the administrator on items pertaining to the operation of the school.
- Communicate with individual churches and present school items pertinent to each church constituency.
- Support the principal in the administration of the school.

The board chair's responsibilities do not include:

- Administrative and leadership functions in the school.
- Staff supervision.
- Acting or speaking unilaterally for the board or for the school.

Building the Partnership

Chair and Principal 10 Commandments

1. Allow nothing or no one to undermine the trust, open and frequent communication, and mutual respect between both parties.
2. Seek to establish and maintain a "shared vision" for the school.
3. Clearly define and respect the line between management and governance, respecting each other's role.
4. Avoid territorial behaviors, particularly when the board is in session.
5. Collaborate to make the relationship between the board and principal a positive one—one which unites rather than divides.
6. Make quality communication a very high priority.
7. Always keep emotions in check.
8. Protect and support one another both in and out of board settings, maintaining a united front.
9. Work together to make the board stronger, particularly in the selection of new members, and replacement of those whose term of service have expired.
10. Measure success by the relationship's impact on board productivity and the school rather than on the relationship's strength.

Leadership Styles

While no single leadership style is effective for every group, it is important to demonstrate a leadership style that promotes collaboration, communication and clarity to support the vision, mission, and values of the school. Committees require some structure, especially in their early stages, and some monitoring to keep the group focused, engaged, and progressing. The chart below describes six current leadership styles in education.

STYLES	Modus Operandi	Style	Emotional Intelligences	When the Style Works Best	Impact on Climate
AFFILIATIVE	Creates harmony and builds emotional bonds	People come first	Empathy, building relationship, communication	To heal rifts in a team or to motivate people during stressful circumstances	Positive
AUTHORITATIVE	Mobilizes people towards a vision	Come with me	Self-confidence, empathy, change catalyst	When changes require a new vision, or when a clear direction is needed	Most strongly positive
COACHING	Develops people for the future	Try this	Developing others, empathy, self-awareness	To help an employee improve performance or develop long-term strengths	Positive
DEMOCRATIC	Forges consensus through participation	What do you think	Collaboration, team leadership, communication	To build in or buy consensus, or to get input from valuable employees	Positive
COERCIVE	Demands immediate compliance	Do what I tell you	Drive to achieve, initiative, self-control	In a crisis, to kick-start a turnaround, or with a problem employee	Negative
PACESETTING	Sets high standards for performance	Do as I do now	Conscientiousness, drive to achieve, initiative	To get quick results from a highly motivated and competent team	Negative

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EXECUTIVE SECRETARY

The principal serves as the executive secretary of the school board.

The functions of the executive secretary are to:

- Prepare agendas for board meetings in consultation with the board chair.
- Keep an accurate written record of each meeting in a permanent file (a recording secretary may be appointed, but the executive secretary is still responsible for the record).

- Distribute copies of the board minutes following each meeting. Minutes for elementary schools and junior academies go to the Conference Office of Education. Those for senior academies go to the Conference and Union offices of education.
- Produce the board's necessary correspondence.
- Notify the Conference Office of Education of the dates for the regular board meetings for the school year.

PASTOR'S RELATIONSHIP TO THE SCHOOL

The pastor(s) serves a vital role in strengthening Adventist education.

The pastor's involvement often includes:

- Leadership and support of Adventist education by precept and example.
- Church involvement in the financial support of the school.
- Encouragement of effective parent, teacher, and pupil relationships.
- Assisting in the spiritual emphasis of the school.
- Involvement as a spiritual counselor and resource person.
- Promoting recognition of administrator(s) and faculty as educational leaders.
- Fulfilling an advisory role to the school board and staff.

Serving as an ex-officio member of the school board with voting privileges. It is recommended that the pastor not serve as chair of the school board.

Chair/Local Pastor(s) Relationship

When the relationship between the board chair and pastor is strong, both school and church benefit. When the relationship is challenged, more often than not, both school and church suffer. Here are some important "tips" that can foster a healthy board chair- pastor relationship:

- Communication should be substantive, timely, and transparent.
- Meetings, whether board and/or finance committee, that address school budget, school capital projects, and other financial matters that could impact the church budget should always involve the pastor (or designee).
- Privileged information regarding school and/or church families/members should never be compromise by either party except in cases that involve a child's safety or well being is at stake or must give way to the requirements of the law, e.g., suspected child abuse.
- School and church board meetings should never involve "surprise" agenda items for either the board chair (at church board meetings) or pastor (at school board meetings).
- The pastor should not chair either the school board or its finance committee.
- Significant differences of opinion on school-related matters that cannot be resolved between the board chair (or board as a whole) and the pastor(s) should be taken to the superintendent of education and, if necessary, to the conference board of education to facilitate resolution.
- Under no circumstances should one, publicly or privately, diminish the other regardless of the issues at hand.

3. Effective Board Membership

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23 ORIENTATION OF NEW BOARD MEMBERS

23 CODE OF ETHICS

Effective Board Membership

The process of becoming an effective board member takes time and willingness to learn. What board members need to know can seem overwhelming. However, the following guidelines will help develop competence:

- As a member, you will become familiar with board policies, budgets, curriculum, discipline guidelines, evaluations, grievances, school law, testing and much more. Don't expect, however, to become an expert in all areas.
- Since you cannot know or remember everything, knowing where to find information is crucial. Numerous reference materials include the Union Education Code, Employment Policies for Education Personnel, school handbooks, board policies, and minutes from past board meetings.
- Review policies and other material periodically, but give particular study to information relating to current issues of discussion or committees on which you serve. It is especially important for personnel committees to be knowledgeable about employment policies.
- School boards should provide basic information for all members. This information may include the school's mission or philosophy statement, annual budget, simplified version of parliamentary procedure, outline of how school board meetings are conducted, and the roles and responsibilities of the board, conference education personnel, and administrators.
- Do not concentrate on or overemphasize one particular area of interest. Board members must be concerned about all parts of the program.
- Do not allow your personal biases to evolve into prejudice or discrimination. Prejudice can have a negative impact on decisions. Discrimination is both illegal and immoral.
- Absent yourself if board discussion regarding family members occurs which could be viewed as a conflict of interest.
- Respect and support educators as knowledgeable professionals.
- Be cautious of your own expertise.

ORIENTATION OF NEW BOARD MEMBERS

Becoming a board member can be an intimidating experience; however, the following suggestions can ease new members into their role. An orientation program for new board members should include:

- Viewing the school board training modules found on the Adventist Learning Community website (Adventist K-12 School Board Membership Training and Adventist K-12 School Board Legal and Financial Issues Training).
- Interacting with administrators, teachers, other board members and leaders of school support groups as soon as possible. An informal board reception at the beginning of the school year provides an excellent opportunity for such interaction.
- Touring school grounds and facilities with the school administrator.
- Discussing the management structure, school events calendar, and student demographic information with the administrator.
- In-servicing by the accountant or business manager explaining the school budget.
- In-servicing by the board chair regarding how meetings are conducted, the roles and responsibilities of the board and administration, and the chain of command within the Conference.
- Reviewing written board policies, recent board meeting minutes, recent committee reports, and last year's budget.
- Attending workshops or training sessions conducted by the Conference.

CODE OF ETHICS

Board meetings should be conducted in a Christian manner and in harmony with the principles outlined in Matthew 5:23-24 and 18:15-19.

A code of ethics is a standard of personal conduct. In fulfilling their responsibilities, school board members will:

- Maintain Christian ethics of honesty, trust, fairness and integrity.
- Base decisions on the philosophy and mission of the Seventh-day Adventist education system.
- Demonstrate attitudes and personal conduct that reflect the standards of the Seventh-day Adventist Church. Refrain from actions or involvements that might prove embarrassing to the church or the school.

- Work unceasingly to improve the understanding and support of Adventist education.
- Learn and practice the art of compromise without sacrificing principle.
- Support and protect the civil rights of all members of the school community.
- Recognize that the authority of the board is only expressed by its actions as a board. Individual members may act or speak on behalf of the board only when authorized to do so.
- Take no private action that will compromise the school system, the board, or the administration.
- Avoid any conflict of interest.
- Base your decisions on facts and your independent judgment. Don't defer to the opinions of individuals or special interest groups.
- Work with other board members in a spirit of decency, harmony, and cooperation.
- Uphold all board decisions, regardless of any personal disagreement.
- Maintain confidentiality of all matters that, if disclosed, would needlessly injure individuals or the school.
- Recognize that your responsibility is not to run the school but, together with your fellow board members, to see that it is well run.
- Refer all complaints to the school administrator for appropriate processing.

4. Effective Board Meetings

26 EFFECTIVE BOARD MEETINGS

26 BEST PRACTICES FOR BOARD MEETINGS

27 PARLIAMENTARY PROCEDURE

Effective Board Meetings

A board comprised of intelligent, sincere, and effective members does not guarantee that board meetings will run smoothly and efficiently. Effective board meetings have informed members and are well structured.

To keep meetings focused and functional, board members should assess their current practices, agree on needed improvements, and effect changes. Further, by documenting the policies and procedures that the board follows, all members and constituents shall understand the functioning process of the board and will know what is expected.

BEST PRACTICES FOR BOARD MEETINGS

- Set regular beginning and ending times for board meetings
- Recognize board meetings are generally open meetings; however, items such as personnel or discipline should be discussed in executive session
- Follow an agenda prepared by the administrator in consultation with the board chair
- Allocate appropriate time for each agenda item
- Review materials provided prior to meetings
- Notify the chair if facing a conflict of interest and recuse yourself
- Keep the meeting moving, neither rushing business nor letting it drag
- Develop an orderly process for stakeholders to be heard during meetings
- Remain focused, confining discussion to the topic at hand
- Maintain order by recognizing members who wish to contribute to the discussion
- Assure that all members have an opportunity to speak
- Address issues, not personalities
- Be brief and avoid interrupting
- Create a cooperative, rather than a competitive, environment
- Summarize discussion and motion before calling for a vote
- Ensure deferred or tabled items appear on the next agenda
- Develop procedures by which stakeholders may request to add agenda items
- Refer new issues not on the agenda to the appropriate individual or committee for investigation, recommendation, or follow-up before including on a subsequent agenda

PARLIAMENTARY PROCEDURE

In order for any official meeting to operate smoothly, standard procedures must be followed. Basic procedures are not complex and can be learned easily by each member. The following rules allow boards to function smoothly and efficiently.

- School boards can entertain short introductory discussions before motions are made.
- When making a motion, address the chair.
- Only one motion is considered at a time.
- If the motion is seconded detailed discussion will follow.
- A motion may require amending during the discussion phase. The amendment must be seconded and voted before the motion may be voted.

Roberts Rules Cheat Sheet

The motions and points in the table below are listed in established order of precedence. When any one of them is pending, you may not introduce another that is listed below, but you may introduce another that is listed above it.

To:	You say:	Interrupt Speaker	Second Needed	Debat-able	Amend-able	Vote Needed
Adjourn	"I move that we adjourn"	No	Yes	No	No	Majority
Recess	"I move that we recess until..."	No	Yes	No	Yes	Majority
Complain about noise, room temp., etc.	"Point of privilege"	Yes	No	No	No	Chair decides
Suspend further consid-eration of something	"I move that we table it"	No	Yes	No	No	Majority
End debate	"I move the previous question"	No	Yes	No	No	2/3
Postpone consideration of something	"I move we postpone this matter until..."	No	Yes	Yes	Yes	Majority
Amend a motion	"I move that this motion be amended by"	No	Yes	Yes	Yes	Majority
Introduce business (a primary motion)	"I move that..."	No	Yes	Yes	Yes	Majority

The motions, points, and proposals listed in the table below have no established order of preference; any of them may be introduced at any time except when meeting is considering one of the top three matters listed from the first chart (Motion to Adjourn, Recess or Point of Privilege).

To:	You say:	Interrupt Speaker	Second Needed	Debat-able	Amend-able	Vote Needed
Object to procedures or personal affront	"Point of order"	Yes	No	No	No	Chair decides
Ask for vote by actual count to verify voice vote	"I call for a division of the house"	Must be before a new motion	No	No	No	None unless someone objects
Object to considering some undiplomatic or improper matter	"I object to consideration of this question"	Yes	No	No	No	2/3
Take up matter previously tables	"I move we take from the table..."	Yes	Yes	No	No	Majority
Reconsider something already disposed of	"I move we now (or later) reconsider our action relative to..."	Yes	Yes	Only if original was de-batable	No	Majority
Consider something out of its scheduled order	"I move we suspend the rules and consider..."	No	Yes	No	No	2/3
Vote on a ruling by the Chair	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority

Retrieved 3/30/17 from diphi.web.unc.edu/files/2012/02/MSG-ROBERTS_RULES_CHEAT_SHEET.pdf

5. Effective Sub-Committees

30 EFFECTIVE SUB-COMMITTEES

30 BEST PRACTICES FOR EFFECTIVE COMMITTEES

Effective Sub-Committees

Much of the work done by boards is prepared by committees. Generally, school boards establish finance and personnel committees. Other committees may include marketing, building and maintenance, technology, admissions, etc. These committees make recommendations to the board.

BEST PRACTICES FOR EFFECTIVE COMMITTEES

"Coming together is a beginning. Keeping together is progress. Working together is success." **—Henry Ford**

- Form a well-balanced committee of three or more members
- Work in a circle or around a table
- Establish a set meeting day and time
- Avoid rewarding latecomers by recapping previous discussion and voted recommendations
- Set an agenda and maintain accurate minutes
- Use plural pronouns (we, us) to convey feelings of shared responsibility
- Commend or challenge ideas, not people
- Respect and value committee member's ideas and opinions
- Facilitating a meeting is the primary responsibility of the committee chair, not promoting personal agendas
- Encourage an atmosphere of collaboration and collegiality
- Stay focused on the agenda
- Ensure that all views are heard before making a recommendation
- Seek consensus whenever possible to avoid a narrow majority vote
- Guide discussion allowing for conflicting viewpoints and ideas to be heard (manage conflict, don't avoid it)
- Remember common goals when at an impasse
- Evaluate each idea or solution on its own merits avoiding "groupthink" (faulty committee decision-making due to group pressure)
- Examine and evaluate committee progress and process periodically
- Economize contributions to enhance credibility
- Ask for clarification when you don't understand
- Minimize telling stories, offering extended explanations, or recounting history of previous events
- Value and demonstrate clarity, brevity, and flexibility as a committee member

6. Developing Effective Relationships

32 DEVELOPING EFFECTIVE RELATIONSHIPS

32 RELATIONSHIP AMONG BOARD MEMBERS

Developing Effective Relationships

Probably the most important relationship in a school setting is between the board and the administrator. Effective relationships require development and nurturing. Educators and board members offer the following ideas on establishing constructive working relationships:

- Perform your tasks as a board member and allow the administration to manage the day-to-day operations of the school.
- Appreciate and value the knowledge, experience, and skills the administrator contributes to school operations.
- Tactfully address legitimate concerns or differences of opinion.
- Follow the principles on reconciliation outlined in Matthew 5 and 18 when addressing concerns among individuals.
- Discuss problems or issues with the administrator in private. The administrator deserves prior knowledge of all problems to be discussed at board meetings.
- Analyze the problem, not the person, when evaluating a situation. Create a balance between strengths and weaknesses.
- Realize that limited budgets and inadequate facilities may restrict what the administrator can do.
- Communicate openly with the constituency and listen to their concerns. Solve small problems early to avoid the development of major crises.
- Listen to teachers, students, or constituents without patronizing or offering an official decision.
- Make no personal promises. Board members have no authority individually.

RELATIONSHIP AMONG BOARD MEMBERS

The board must also develop positive working relationships within itself. Without this, differences among board members cause turmoil and hinder effectiveness. Some concepts to help build positive relationship among board members follow:

- Devote time and energy to your position. Study materials and reports, make suggestions, and contribute to committee work.
- Recognize that effective members are continually learning.
- Support one another and act as a group.
- Maintain a well-balanced perspective. Acknowledge improvements that have been made and recognize problems to be solved.
- Realize that not all problems are totally solvable.
- When in the minority during board discussions, maintain your position without feeling guilty, but publicly support the majority vote.
- While maintaining a sense of humor can help to ease tensions, making light of issues can hamper serious discussion and promote inefficiency.
- Recognize the difference between asking good questions and questioning every action. The former promotes problem solving; the latter produces tension.
- Appreciate the time and effort expended by committees.
- Take time to socialize as a group. All work and no play make a very dull board.

7. Financial Management

36 FINANCIAL MANAGEMENT

37 BUDGETING PROCESS

38 MONITORING THE BUDGET

38 INSURANCE AND LOSS CONTROL

Financial Management

The budget is the educational plan of the school expressed in monetary terms. There are two types of budgets:

- **An operating budget** forecasts revenues and expenditures for the fiscal year.
- **A capital budget** covers plant and equipment expenditures for both short- and long-range plans. The short-range capital budget provides for expenditures for the fiscal year. The long-range budget plans for new and replacement equipment, major structural improvements, and additions extending beyond the next fiscal year.

> "Money is a strange thing. It ranks with love as our greatest source of joy, and with death as our greatest source of anxiety."
>
> **—Joe Moore**

Budgeting should begin afresh each school-year with most line items beginning at zero. Figures are then justified by the best information and projections possible.

Predicted revenue is where the budget process begins. Funding sources may include tuition, church subsidy, and conference subsidy. Subsidies from supporting churches and the local conference must be based on realistic estimates of what the supporting entities are able and willing to contribute.

Schools and local churches are seldom on the same fiscal year. The school board should anticipate subsidy requests and communicate this projected need to the churches before their budgets are finalized.

The board must decide where money will be spent.

- The overall philosophy, mission, and vision of the school helps the board establish financial priorities and decisions.
- Most budget items are relatively fixed and budgets have little flexibility. Salary and benefits compose the major part of a school budget.
- Typically, schools submit a balanced preliminary budget in the spring based on 85-95% of projected enrollment.
- The preliminary budget is revised in the fall when enrollment numbers are finalized.

BUDGETING PROCESS

- In budgeting, as in other areas, the board is responsible for establishing policies; and administration is responsible for implementing and controlling those policies.
- The board approves an annual budget. The administration is responsible for day-to-day financial operations staying within the budget.
- The budget covers a 12-month period, from July 1 through June 30. A budget calendar is needed to indicate when planning and preparation must occur, when reports and recommendations are due, and who is responsible for precise functions.
- Budget preparation requires input from various stakeholders (i.e., conference, faculty, staff, school organizations, church constituencies).
- Administration should present a rationale for the proposed budget in the major areas. The board should note funding changes exceeding 10%, unrealistically low allocations, and the need for a reasonable emergency fund.
- Consideration should be given first to educational needs and then to the ability to finance those needs. Prioritization is important.
- A well-developed budget recognizes the need for future projects, programs, and improvements. Reserve funds and long-term goals should be budgeted over a two- or three-year period.
- The board needs to understand the difference between budgeting dollars and actual dollars. Money must be in hand before spending takes place.
- Establish and maintain budget areas. Depending on the school size, budget areas commonly include salaries and benefits, curriculum and instruction, materials, professional development, equipment, facility maintenance, and transportation.
- The preliminary budget should be voted by the school constituency each spring.

MONITORING THE BUDGET

Even with good planning, a monitoring process is necessary.

- Review financial reports regularly. Financial reports may vary but should cover expenditures, appropriations, revenue, and cash flow. The board should know what has been spent, how the current year compares with the previous year, and how much funding remains.
- Trust or allocated accounts (class funds, designated gifts, etc.) monies may only be used for the designated function.
- Be transparent about the financial operations with stakeholders to garner trust and support.
- Be aware of conference policies regarding the investment of funds. Invest school funds at the highest, most secure rate of return.
- School audit of financial records are conducted annually and reported to the board.

INSURANCE AND LOSS CONTROL

It is imperative that each school follows conference, union, and division policies, as well as local, state/province, and federal government regulations regarding insurance and loss control. Contact the local conference superintendent or treasury office for details. Adventist Risk Management has published a brochure, "Learning in Safe Hands School Safety Guide", which also provides guidance.

School Safety Guide

Adventist Risk Management brochure "Learning in Safe Hands" is available from their website – http://goo.gl/yDThbG

8. Curriculum and Instruction

40 CURRICULUM AND INSTRUCTION

Curriculum and Instruction

A viable curriculum is the core of the educational program, providing resources and time for the spiritual, mental, physical, social, and emotional development of learners. Adventist education standards, focusing on the knowledge, skills, and dispositions critical to learning in any one content area, serve as the framework for curriculum development.

> "The task of the modern educator is not to cut down jungles, but to irrigate deserts."
>
> **—C.S. Lewis**

Instructional best practices, informed by research that identifies how students learn best, focus on developing learners that are "thinkers and not mere reflectors of other men's thoughts." (E. G. White) Teaching strategies and behaviors also meet the needs of individual learners and ensure whole-person learning. These practices and strategies are used flexibly to design an instructional framework for units and lessons.

In the school the basic learning experiences and content are chosen from broad subject areas which are established and revised periodically by the North American Division Office of Education. The school administrator is the instructional leader who collaborates with the conference and union offices of education on the development and implementation of curriculum and instruction in the school. The board supports curriculum and instruction through providing funding that demonstrates a commitment to learning, receiving curriculum reports, and supporting educational initiatives.

9. Legal Responsibilities

42 LEGAL RESPONSIBILITIES

42 PERSONNEL

43 DISCIPLINE

Legal Responsibilities

> "The way a man plays a game shows some of his character. The way he loses shows all of it."
>
> —Author Unknown

A school board member may be held personally liable for loss or damage which results from his/her own negligent acts, as well as for the negligent acts of an employee who is acting under his/her direct supervision. Board members may be held personally liable for their willful, wanton, or malicious acts.

Defamation of character involves statements to third parties which may reduce esteem, respect, confidence, or good will in which a person is held. Defamatory statements may injure a person's reputation or good name and involve an element of personal disgrace. Board members are immune for liability from statements made at school board meetings under the doctrine of law known as "Qualified Privilege." This doctrine is applicable when it is reasonably necessary that certain information be communicated for the protection of one's own interest, the interest of third parties, or the interest of the public. This information should be communicated only during executive sessions of the board.

Any communication of information other than during an executive session may constitute defamation and the board member or members may be held individually and/or collectively liable.

The school board acts officially only through its recorded minutes. It is the responsibility of the school board to become acquainted with and to enforce the operational policies as set forth in the conference policy and Education Code.

It is the responsibility of the board to write general policies specific to the operation of the local school program.

Each board member should sign a conflict of interest statement annually and carefully avoid any conflict of interest in dealings with the school. A board member shall be ineligible to serve if a conflict of interest arises.

School boards must assure that facilities are safe, that proper supervision and instruction are provided, and that due process is followed.

The following school law principles provide a basic introduction to the areas of personnel, discipline, negligence, and finance.

PERSONNEL

- Boards, personnel committees, superintendents, and principals must recognize that employed persons have constitutional rights.
- When boards discuss personnel or employment issues the conference superintendent, or designee, must be present.

DISCIPLINE

It is essential that people be treated fairly and given due process, even when rules obviously have been violated and the resultant discipline is predetermined by policy. Legally and ethically, the board should protect employees and students from excessive, unreasonable discipline.

"The Path to Redemptive Discipline" by John Wesley Taylor V provides insights to redemptive discipline.

Resource

"The Path to Redemptive Discipline" by John Wesley Taylor V:
— http://goo.gl/qTxv5H

Ellen G. White's Perspective on Discipline

From *Education*, Chapter 34, pp. 287-296:

- Recognize and develop the student's potential (p. 294)
- Focus on strengths rather than deficiencies (p. 294)
- Provide students with a voice in making the rules (p. 290)
- Have only a few, well-considered rules, consistently applied (p. 290)
- Make compliance with the rules as easy as possible (p. 288)
- Show that you trust the students (p. 289)
- Ask, rather than command (p. 290)
- Avoid an attitude of censure (p. 291)
- Awaken in the student a desire for excellence (p. 297)
- Appeal to the student's desire to be logical (p. 287)
- Appeal to the love of liberty (p. 291)
- Appeal to the instinct of self-preservation (p. 287)
- Teach the student the power that lies in his or her will (p. 289)
- Show your students that you truly care (p. 293)

Retrieved 3/30/2017 from circle.adventist.org/files/jae/en/jae201173030409.pdf

"Train, admonish, encourage, be long-suffering."

(ED 287)

"Love and tenderness, patience and self-control, will at all times be the law of their speech. Mercy and compassion will be blended with justice. When it is necessary to give reproof, their language will not be exaggerated, but humble. In gentleness they will set before the wrongdoer his errors and help him to recover himself. Every true teacher will feel that should he err at all, it is better to error on the side of mercy than on the side of severity."

(ED 293)

10. Supplemental Materials

46 APPENDIX A: SAMPLE SCHOOL CONSTITUTION AND BYLAWS

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APPENDIX A: SAMPLE SCHOOL CONSTITUTION AND BYLAWS

ARTICLE 1 – OFFICE

Section 1.1 The principal office of this school, for the transaction of business, is located at _____, _____, State/Province____.

ARTICLE 2 – CONSTITUENCY SESSIONS

Section 2.1 Annual Session. The school shall hold at least one constituency meeting before the close of each school year. The school board shall designate the time and place for the meeting, and establish the agenda. The purpose of the session is to receive reports, determine church subsidy amounts, and transact any necessary business. The chairperson of the school board shall serve as chairperson of the constituency meeting. In the absence of that person the vice-chairperson of the school board or the Conference superintendent of education shall serve as chairperson.

Section 2.2 Notice of sessions. Notice of sessions of the constituency shall be published in the church bulletins of the constituent churches. Such notices giving the date, time, and place of said session shall be published in the constituent church bulletins no less than two (2) times prior to the date of each session.

Section 2.3 Voting. The voters of the constituency meeting shall be the following:

2.3.1 Regular Members. All members of the constituent churches.

2.3.2 Members at large as follows:

2.3.2.1 Members of the school board.

2.3.2.2 Officers of the ***** Conference of Seventh-day Adventists.

2.3.2.3 Officers of the ****** Association of Seventh-day Adventists.

2.3.2.4 Officers of the ****** Union Conference of Seventh-day Adventists.

2.3.2.5 The superintendent of schools of the ****** Conference of Seventh-day Adventists and his/her associate(s).

2.3.2.6 The director of education of the ****** Union Conference of Seventh-day Adventists and his/her associate(s).

Section 2.4 Quorum. A quorum, which shall be established at the beginning of the session, shall consist of a majority of the members present being regular members. In the absence of a quorum, no business shall be transacted, and the only motion that the chair shall entertain is a motion to adjourn. However, by vote of a majority of delegates present, the meeting may be adjourned for brief periods of time. If adjourned for less than three weeks, no notice for the new meeting need be given.

ARTICLE 3 – SCHOOL BOARD

Section 3.1 Composition. The members of the school board shall consist of ex-officio and regular members as follows:

Regular Members:

3.1.1. From each constituent church, two representatives.

3.1.2. One pastor of each constituent church.

Ex-officio Members:

3.1.3. The principal and vice principals of the school.

3.1.4. The leader of the Home and School organization

3.1.5. The superintendent of schools of the ****** Conference of Seventh-day Adventists or his/her designate.

3.1.6. One representative from the ****** Union Conference of Seventh-day Adventists Office of Education.

3.1.7. The officers of the ****** Conference of Seventh-day Adventists.

Section 3.2 Election and Term of Office. Each constituent church shall elect one representative to the school board for a four-year term every two years coinciding with the school fiscal year, July 1 to June 30, each year, thereby creating staggered terms. Members may be elected by their church to consecutive terms. In case of a vacancy, it shall be the duty of the church to elect a new member to serve the remainder of the term. A voting member from a constituent church who fails to attend two thirds (2/3) of the regular meetings during a school year may be replaced by the school board and the constituent church involved shall elect another member to serve the remainder of the term.

Section 3.3 Qualifications. A person serving as a member of the school board shall be a regular member of a Seventh-day Adventist Church. Each church-elected member, the principal, and the leader of the Home and School Organization shall be a member of a constituent church. School employees other than the principal or vice principals are ineligible for membership on the school board where they are employed.

Section 3.4 Authority. The school board is responsible for the operation of the school within the guidelines and policies adopted by the Conference board of education and the school constituency as stated in the constitution and bylaws. The board has authority only when meeting in official session; individual members may not speak for the board unless directed by the board to do so. All actions of the board are implemented through its executive secretary (the principal). School board members are to comply with the Code of Ethics as stated in the ****** Union Conference Education Code.

Section 3.5 Functions of the School Board. The school board is responsible for the operation of the school . The functions shall include, but not limited to, the following:

3.5.1 Establish policies and guidelines for the general operation of the school.

3.5.2 Appoint the members of appropriate sub-committees of the school board. .

3.5.3 Assume responsibility for the planning and funding of an annual operating budget.

3.5.4 Cooperate with the Conference office of education and Conference board of education in all actions relating to the employment status of education personnel. The employment, assignment, transfer, termination, dismissal or retirement of personnel shall be recommended by the school board and submitted to the Conference board of education for final action.

3.5.5 Cooperate with the ****** Union Conference and the Conference offices of education in matters related to curriculum development and implementation.

Section 3.6 Meetings. The school board is to hold regular meetings a minimum of six (6) times during the fiscal school year.

3.6.1 Notice. Written notice of the date, time, and place of the regular meeting of the school board shall be mailed or otherwise delivered to each member no fewer than seven (7) days prior to the date of such meetings.

3.6.2 Special Meetings

3.6.2.1 Special meetings of the school board may be called at any time by the chairperson after giving written notice as specified in 3.6.1.

3.6.2.2 The chairperson shall call a special meeting upon the written request of five (5) or more members of the school board.

3.6.3 Waiver of Notice. The transactions of any meeting of the school board, however called and noticed, shall be as valid as though taken at a meeting duly held after regular call and notice, if

3.6.3.1 A quorum is present, and

3.6.3.2 Either before or after the meeting, each of the members not present signs a written waiver of notice, a consent to hold the meeting, or an approval of the minutes.

3.6.4 Quorum. A majority of its members with at least two (2) officers present at a duly called regular or special board meeting shall constitute a quorum.

3.6.5. Executive Session. The school board shall meet in executive session when discussing personnel or personnel problems.

Section 3.7 Officers. The officers of the school board shall be a chairperson, vice-chairperson, and executive secretary (the principal).

3.7.1 Election. The chairperson and vice-chairperson shall be elected by secret ballot at an appropriate regular meeting. Only members of the school board are eligible to serve as an officer. Election is for a one-year term, with officers being eligible for re-election.

3.7.2 Duties

3.7.2.1 Chairperson

3.7.2.1.1 Preside at meetings of the school board.

3.7.2.1.2 Promote the interests of the school.

3.7.2.1.3 Serve in an advisory role to the Principal.

3.7.2.1.4 Assist in implementing actions of the school board.

3.7.2.1.5 Serve as an ex-officio member of all committees.

3.7.2.2 Vice-chairperson. The duty of the vice-chairperson is to act in the place of the chairperson's absence.

3.7.2.3 Secretary:

3.7.2.3.1 Serve as the executive secretary of the school board.

3.7.2.3.2 Administer the actions of the school board. (See Education Code for a detailed listing of responsibilities and functions.)

3.7.2.3.3 Foster and promote an active Home and School Organization

3.7.2.3.4 Prepare school board agendas in counsel with the Chair and distribute to board members no less than 72 hours before a board meeting.

3.7.2.3.5 Distribute minutes of school board meetings to all members within thirty (30) days following each meeting.

3.7.2.3.6 Serve as ex-officio members of all the committees.

Section 3.8 Committees. The school board may elect or appoint such committees as are deemed necessary to fulfill the functions of the school board. Such committees receive their authority and direction from the school board, and are responsible to the school board. The Personnel Committee shall be chaired by the superintendent of schools of the Hawaii Conference of Seventh-day Adventists.

ARTICLE 4 - CONSTITUENT CHURCHES

Section 4.1 Duties. It shall be the duty of each constituent church to support the school by:

4.1.1 Electing its representatives to the school board.

4.1.2 Assuming its financial responsibility as determined by the school board for the operation of the school.

4.1.3 Assuming its financial responsibility as determined by the constituency for the capital improvement needs of the school.

ARTICLE 5 – HOME AND SCHOOL ASSOCIATION

Section 5.1 Constitution. The constitution of the Home and School Association shall be in harmony with the guidelines as outlined by the North American Division of Seventh-day Adventists for the Home and School Association. It shall be approved by the school board.

Section 5.2 Funds. The funds of the organization will be deposited with the school for use as directed by the Home and School Association.

Section 5.3 Authority. The Home and School Association shall be responsible to, and operate under the authority granted to it by the school board.

ARTICLE 6 – PARLIAMENTARY PROCEDURE

Section 6.1 Rules. The usual parliamentary rules as laid down in the current edition of Robert's Rules of Order shall govern all deliberations in constituency meetings and school board meetings when not in conflict with these bylaws.

ARTICLE 7 – INDEMNIFICATION

Section 7.1 The school shall indemnify any person who is serving or has served as a member of the school board or school administrators against all reasonable expenses (including, but not limited to, judgments, costs and legal fees) actually and necessarily incurred by him(her) in connection with the defense of any litigation, action, suit or proceeding, civil, criminal or administrative, to which he(she) may have been a party by reason of being or having been a member of the school board or school administrators, except he(she) shall have no right to reimbursement for matters in which he(she) has been adjudged liable to the school for gross negligence or willful misconduct in the performance of his(her) duties.

Section 7.2 This right of indemnification shall be in addition to, and not exclusive of, all other rights to which such member of the school board or officer may be entitled.

APPENDIX B: SAMPLE BOARD AGENDA

AGENDA
Lakeside SDA Elementary School
September 12, 2017

I. Devotional thought - Mary Jane Clark

II. Approval of minutes - regular meeting of August 6, 2001 . . . . . * #

III. Hearing of individuals and groups.

IV. Old business and committee reports
- I. Report of school goals, accomplishments for 2000-2001.
- II. Committee report of facilities.

V. New business
- I. Selection of school board chair . . . . . * #
- II. Financial statement, August 27, 2001 . . . . . #

VI. Information and discussion items
- I. Enrollment figures
- II. Standardized test program
- III. Home and School Open House, September 23, 6:30 p.m.
- IV. Purchase of library books
- V. Review of NPUC class trip policy
- VI. Review of process for making committee assignments

VII. Suggestions for future agenda
- A. Board committee assignments
- B. School goals for 2001-2002
- C. Eighth-grade class trip request

VIII. Comments or questions from the audience

IX Adjournment

* Denotes formal action items

\# Denotes handout included in board members' packets

APPENDIX C: SAMPLE BOARD MEETING MINUTES

BOARD MINUTES
Sunny Vista Adventist Academy
September 12, 2017

Attendance	Chair Wilbur Jackson called the meeting to order at 7:30 p.m. in the school library. Other board members present were: [list names]
Devotional	The devotional and prayer were given by Elder Simmons.
2017:26 **Finance Committee Report**	**Voted** to approve the minutes of the August *7, 2017* regular meeting be approved as presented. Motion carried unanimously.
2017:27 **Financial Statement**	**Voted** to accept the August 30, 2017, financial statement, subject to audit.
2017:28 **Personnel Committee Report**	**Voted** to approve the proposed recommendation of the Personnel Committee for part-time teacher's aides in science and English for first semester because of unusually increased enrollment.
Home and School Association Report	Don Horning, Home and School Association president, summarized last year's accomplishments and this year's intentions.
2017:29 **HSA Appreciation**	**Voted** to give a plaque to the Home and School Association for its significant contribution to the school, primarily parking lot development, teacher recognition program, and student activities program.
Recognition	Members of the board gave recognition to George Hansen who has served on the board since May, 1981, for his interest and dedication to the school and its students. Mr. Jackson presented Elder Hansen with a plaque from the school.
Board Members Honored by Staff and Students	In honor of School Board Week, Mr. Waverly gave individual certificates of appreciation to board members. Principal Davenport thanked them for all their time and effort on behalf of the school and presented certificates of thanks from staff and students. Letters of gratitude from Miss Scribe's class were given to members, as were apples from Home and School President Don Horning. The board thanked staff, students, and the Home and School for their many expressions of support.

Board Policies Reaffirmed

Present board policies were reaffirmed with the understanding they are subject to review and revision as needed. Mr. Jackson will contact board members for committee preferences and make appointments at the October board meeting.

Remodeling Project Nears Completion

Mr. Davenport reported that there are a few items still being completed on the remodeling project. Some defective equipment is being replaced, and the general contractor is finished up on caulking and painting.

Informational Items

In other business, the board: Heard Joe Yardley report on ethical principles that he is incorporating into the senior Bible class.
Discussed the possibilities of the board chair and committee chair attending the State School Directors Association Conference in Spokane on December 1-3 and a board workshop in Portland on December 7.

Adjournment

The meeting adjourned at 9:00 p.m.

APPENDIX D: CALENDAR OF EVENTS

The following are some items that the board should discuss or take action on during the school year. Items will vary depending upon the size of the school. Times are approximate, for crisis issues require immediate attention.

August Board Meeting

A. Review important policies, such as field or class trips, medication or immunization, discipline, etc.
B. Elect a new chair of the board.
C. Review the school board procedures manual.

September Board Meeting

A. Report on last year's financial audit.
B. Arrange for board committee assignments.
C. Develop school goals for the year.
D. Review enrollment reports.
E. Revise school budget as enrollment necessitates.

October Board Meeting

A. Review the board's legal responsibilities.
B. Act on class trip or major field trip requests.

November Board Meeting

A. Report on progress for evaluation of faculty.

December Board Meeting

A. Report on standardized test results.
B. Report from safety and facilities committee.

January Board Meeting

A. Report from curriculum committee*.
B. Review enrollment report.

February Board Meeting

A. Progress report on school goals*
B. Report from public relations and marketing committee*.
C. Review preliminary budget.

March Board Meeting

A. Refine next year's budget.
B. Report from personnel committee: rehiring and new personnel needs.
C. Facilities update plan.
D. Major maintenance projects for the summer.

April Board Meeting

A. Hire old and new staff.
B. Review school calendar for the next year.
C. Expected changes in curriculum, textbooks, or instruction.
D. Set student fee schedules.
E. Adopt budget for next school year.

May Board Meeting

A. Promotional activities for next school year.
B. Report on committee activities for the year.
C. Report on school goals, accomplishments.

* These could occur through the year.

APPENDIX E: PUBLICATIONS

The following journals and books are useful for learning educational issues and concerns.

Periodicals

American School Board Journal . . . . . 12 issues/year
National School Boards Association
1680 Duke Street
Alexandria, VA 22314

Education Digest . . . . . 9 issues/year
Prakken Publications, Inc.
3970 Varsity Drive
Box 8623
Ann Arbor, MI 48107

Educational Leadership . . . . . 8 issues/year
Association for Supervision and Curriculum Development
1703 N. Beauregard St.
Alexandria, VA 22311-1714

Journal of Adventist Education . . . . . 5 issues/year
Department of Education
General Conference of SDA
12501 Old Columbia Pike
Silver Spring, MD 20904-1608

Phi Delta Kappan . . . . . 10 issues/year
Phi Delta Kappa, Inc. Box 789
Bloomington, IN 47402

Our Children . . . . . 7 issues/year
National PTA
330 N. Wabash Ave, Suite 2100
Chicago, IL 60611-3690

School Law Bulletin (Boston) . . . . . 12 issues/year
Quinlan Publishing Co., Inc.
23 Drydock Ave.
Boston, MA 02210

APPENDIX F: IMPLEMENTATION OF GOALS

The following outline gives an example of goal setting, implementation and evaluation.

Goal #1 Continue to Increase Communications Between School/Home/Community

ACTIVITY	PROGRESS
1. In-service training for staff on communications	· In-service program on communications was conducted at Fall Curriculum Day
2. Distribute printed materials to parents	· Prepared materials have been distributed to parents as information items. Also, newsletters and student newspapers are sent to parents.

Goal #2 Study and Improve Food Service Program

ACTIVITY	PROGRESS
1. Establish committee of staff and parents to study food service programs	· Committee established in September is comprised of food service personnel, staff and parents. Bi-weekly meetings have been held to discuss all aspects of the food service program.
2. Implement possible changes/ suggestions from committee	· Various changes have been implemented, such as weekly potato and salad bars, a twice- monthly soup and sandwich bar, and the development of a more positive attitude by staff/students.

Goal #3 Study Staff Involvement /Input in Decision Making

ACTIVITY	PROGRESS
1. Utilize Principal Advisory Committee for staff involvement/input	· Principal Advisory Committee has met monthly to receive staff input and involvement.
2. Encourage greater staff participation on various committees	· Larger numbers of staff members are participating in different committees.

Goal #4 Continue Staff Development for Teaching of Thinking Skills

ACTIVITY	PROGRESS
1. Continue in-service training for staff.	· Arrangements are being made for staff members to visit classrooms in local public schools to observe "Thinking Skills" programs.
2. Encourage individual teachers to participate in "Thinking Skills" classes and/or workshops.	· Principal has encouraged staff to participate in classes and workshops. · Teachers are integrating "Thinking Skills" into regular classroom instruction.

APPENDIX G: GLOSSARY

The following are definitions of current educational terminology.

Affective domain — a critical learning area referring to emotions, feelings, values and attitudes

Artificial intelligence — a descriptive term for the capacity of computers to "think" and solve problems Assimilation — the integration of new information with existing knowledge

At-risk — increased probability for school failure or learning problems because of factors associated with socioeconomic status, other family variables, physical /neurological abnormalities, potential suicide, or substance abuse

Behavioral objectives — instructional goals stated in measurable terms; what is expected of someone after instruction in a specific subject

Budget, Capital — a budgeting process that provides for plant and equipment expenditures

Budget, Operating — a short-term plan for managing the resources necessary to operate the school for the fiscal year

Certificated — authorized by the state/province to perform services for which a legal credential is necessary

Cognitive domain — a behavioral area dealing with intellectual skills such as problem solving, memory, reasoning, comprehension, recall, and judgment

Computer literacy — the ability to use a computer for academic, professional or personal use

Computer-assisted instruction (CAI) — programmed instruction utilizing a computer as the principal medium of instruction.

Executive session — any specifically called meeting of a board, commission, or legislative group that is closed to the public

Formative evaluation — evaluation of a program or a product during its developmental or implementation stages

Line item — the title for accounts within a budget (e.g., library books, playground equipment, salaries)

Mastery learning — the establishment of minimum levels of performance and the provision of instruction necessary to reach the minimum level

Percentile — the point below which falls the percentage of students indicated by the given percentile. For example, the 15th percentile denotes the point below which 15% of the scores fall

Special education — instructional activities designed for exceptional students, including those with (1) physical handicaps, (2) emotional disturbances, (3) cultural differences, (4) mental retardation, and (5) intellectual gifts

Standardized test — a test administered and scored according to specific instructions and capable of evaluating a student in relation to a given population

Summative evaluation — the evaluation of the overall impact or outcome of a program following complete development and implementation

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
pauc.adventistfaith.org

Seventh-day Adventist Church in Canada
1148 King Street, East
Oshawa, Ontario, Canada L1H 1H8
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www.catnet.adventist.ca

Southern Union Conference
PO Box 923868
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www.southernunion.com

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