

ATLANTIC UNION CONFERENCE
OFFICE OF EDUCATION

Handbook for Teachers



Revised 2015

FOREWORD

The *Atlantic Union Conference Handbook for Teachers* is a practical guide to assist the teacher in the daily operation of a classroom. Much of the content is additional information to that found in the *Education Code* and the *Emergency Manual* of the Atlantic Union Conference.

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CHAPTER 1

THE ATLANTIC UNION CONFERENCE SCHOOL SYSTEM

STRUCTURE

The Atlantic Union Conference* administers Early Childhood Education and Care programs as well as the K-12 school system (*Education Code*, usually referred to as the *Code*). The territory includes six local conferences**: Bermuda, Greater New York, New York, Northeastern, Northern New England, and Southern New England. Policies contained in the Union *Code* govern the operation of the school system.

Each conference office of education is responsible for the operation of the schools in its territory and is administered by a superintendent of schools who derives authority from the conference board of education (*Code* 1105-1140).

Each school is operated by a school board that is responsible to the conference board of education and the superintendent of schools (*Code* 1320). The chief administrative officer of the school is the principal (*Code* 1405). The principal is responsible to the school board and to the superintendent of schools. Each teacher reports to the principal and is responsible for the day-to-day operation of the classroom.

The conference board of education derives its authority from the conference executive committee (*Code* 1120). To assure the effective and orderly operation of the schools within the conference, the conference board of education delegates certain functions to school boards. Thus, there must be close cooperation among school boards, the conference office of education, and the conference board of education.

* In this handbook the Atlantic Union Conference is referred to as the Union.

** A local conference is called the conference and is not to be confused with the Atlantic Union Conference.

ADVENTIST PHILOSOPHY OF EDUCATION

Education includes all of the experiences that a student has. Adventist educators accept the revealed will of God as the most important curriculum source. Having a knowledge of Christ and His Word is paramount. Such knowledge will enable students to discover God in every phase of study and to experience the joy of a loving relationship with Him. Efforts are made to present each subject from a biblical perspective.

This manual provides practical information for the successful operation of the classroom.

TEACHER EMPLOYMENT INFORMATION

Sources of Employment Information

Employment policies for educational personnel are located in the *Education Code*. Additional employment information is provided by the conference and/or school.

General Conditions for Employment

Every teacher in a Seventh-day Adventist school must meet these conditions (*Code 3015*):

- A. Membership and attendance in a Seventh-day Adventist church, within the constituency of the school whenever possible.
- B. Belief in the doctrines of the Seventh-day Adventist church and demonstrated support of these beliefs through personal living.
- C. Returning a tithe through a constituent church.
- D. Submitting to background checks and any governmental requirements.
- E. Being legally employable with a governmental work permit/work visa.
- F. Holding current North American Division (NAD) denominational certification.

CHAPTER 2

PREPARING FOR SCHOOL

BEFORE THE SCHOOL YEAR BEGINS

First impressions made by a teacher arriving in a community often are the most lasting. It is important, therefore, to make these as favorable as possible. A teacher's attitude, manner, attire, and attention to personal grooming all contribute to the response of the community, not only to the teacher, but to the school system and church the teacher represents.

It is desirable for the teacher to arrive in the school community well before the date required for reporting for duty. As early as possible, the teacher should:

- A. Become acquainted with the school, the constituent church(es), and the community.
- B. Transfer church membership to the new location.
- C. Attend church regularly and participate in its activities.
- D. Visit the homes of prospective students.

Report for duty at the school on the date specified. Become familiar with this *Handbook for Teachers*, the list of textbooks and resources, the Atlantic Union Conference *Education Code* and the *Emergency Manual*, the Student Information System (SIS, electronic recordkeeping), the conference working policy, testing materials, and additional information provided by the school and the conference office of education.

Among the additional tasks the teacher shall perform are to:

- A. Meet all faculty appointments called by the principal and/or conference office of education.
- B. Make sure textbooks that were ordered have arrived and are ready for use.
- C. If books have not been ordered, use the order forms which may be downloaded from either the Union or the NAD education website. If a teacher wants to use a textbook not on the approved lists, consult *Code 2710* for the steps to follow to seek authorization to use an alternative. The Alternative Textbook Approval Request form is located on the Atlantic Union website.
- D. Ensure before making any purchase on behalf of the school that there is a budget to cover the purchases by checking with the principal, school board chair, or business manager.

- E. Study and prepare a yearly curriculum map, matching core lesson content—knowledge, skills, and assessments—to educational standards.
- F. Prepare lesson plans for each subject for the first two weeks of school. Thereafter, lesson plans should be planned a week in advance.
- G. Organize teaching materials.
- H. Arrange the classroom for efficient flow.
- I. Plan and post a daily and weekly class schedule.
- J. Prepare an emergency folder/binder (*Code 1654*) in which student/parent contact information will be added. As they occur, record each monthly emergency drill. Include the type, date, and time. The record of emergency drills will be filed in the school office at the end of the school year. Additional pages may be included such as one to record visitors to the classroom. A student may be given the responsibility to invite the visitor to sign the page. Teachers must ensure privacy of student/parent contact information.
- K. Get acquainted with the resources listed at the end of this handbook.

REQUIRED SCHEDULES

Minimum Number of School Days in a School Year

The minimum number of school days in the school year shall be 180 except where local law requires a greater number (*Code 2412*).

Weekly Time Requirements

The elementary school schedule must meet or exceed the following minimum time requirements (*Code 2420*). If governmental regulations exceed these requirements, governmental laws must be met:

- A. Grades K-2: 26 hours per five-day week exclusive of lunch period
- B. Grades 3-4: 28.5 hours per five-day week exclusive of lunch period
- C. Grades 5-8: 31 hours per five-day week exclusive of lunch period

Any exception to the minimum time requirements must be approved by the conference office of education.

The Friday schedule may be shortened provided the conference superintendent of schools approves and the weekly time requirements are met.

Secondary Class Time Requirements

A. Nonlaboratory Classes

Nonlaboratory classes are to meet a minimum of 200 minutes per week (*Code 2404*).
Guidelines:

1. Not to include the passing time
2. Instructional time is a major portion of class time
3. Clerical activities are kept to a minimum

B. Laboratory Classes

Laboratory classes are to meet a minimum of 240 minutes per week (*Code 2408*).
Guidelines:

1. Not to include the passing time
2. Average one laboratory period per week
3. Instructional time is a major portion of the period
4. Clerical activities are kept to a minimum

Laboratory classes are identified as:

1. Science courses:
 - a. Biology
 - b. Chemistry
 - c. Physics
 - d. Others designated by the Union Office of Education
2. Applied/practical arts and applied fine arts courses

Additional courses as approved by the Union Office of Education

- C. Credit for music is to be computed on the same basis as regular classes (*Code 2408*). See *Code 2408 B. 2.* for help in determining credit for private lessons.
- D. Credit for physical education is to be computed on the same basis as nonlaboratory classes (*Code 2404*).

Minimum Hours in a School Day

The minimum number of hours in a school day (*Code 2416*) is four hours of student-teacher contact excluding the lunch period.

A student-teacher contact day is one that students and teachers are required to attend, attendance is taken, there is meaningful content, and the day meets a minimum of four hours excluding lunch.

Up to eight minimum days, apart from early closure on Fridays, may be scheduled for the year. Minimum days may be used for parent-teacher conferences, in-service, and days preceding vacations. All minimum days must be approved by the superintendent of schools.

Daily Schedule

A daily schedule should be firm enough to provide a pattern for the day's activities and yet flexible enough to allow for unexpected instructional needs and opportunities. The following is an example:

SAMPLE SCHEDULE

Time	Activity
8:00	Worship
8:15	Mathematics
9:15	Language Arts: Daily Oral Language (integrate Keyboarding with extra emphasis on Keyboarding in 7 th & 8 th grades)
10:15	Physical Education
10:45	Language Arts: Thematic Study and Guided Reading
11:45	Cleanup, Lunch, Break
12:10	M-Th—Language Arts: Reading Workshop or Writing Workshop (alternate days or weeks) Friday—Art
1:00	Recess
1:15	M,T—Science W, Th—Social Studies Integrate Computers and Music with Science and Social Studies F—Practical Arts followed by Jobs/Cleanup
2:30	Bible Integrate Art, Music, Science, and Social Studies
3:00 or 3:15	Dismissal

Note: Adjustments to the schedule must be made to accommodate early closing on Fridays.

ATTENDANCE REQUIREMENTS FOR STUDENTS

Taking Attendance

Attendance should be taken within the first hour of the school day in elementary school, within ten minutes of the beginning of class in the academy, or according to school policy. State or country attendance requirements must be met. For additional information related to attendance, consult *Code* 1618 and 2472.

Students Asking to Leave the School's Premises

Students are not to be permitted to leave the school's premises at any time during the school day without a request in person or in writing from the parent, guardian, or other authorized person (*Code* 1621).

Authorization to Release a Student from School

The school does not have the authority to release the student to any individual not designated by a parent or guardian.

TEACHER PLANNING

Planning for the First Day of School

For the first day of school, each teacher should:

- A. Dress modestly and professionally, free from jewelry and colorful cosmetics.
- B. Welcome students warmly and graciously.
- C. Conduct a carefully planned introductory worship.
- D. Formulate classroom policies with students.
- E. Set the tone for academic excellence.
- F. Close the day with prayer. Students should leave the school with pleasant feelings about the teacher and the new school year.

Teacher Absence

The teacher is responsible for seeing that the classroom is supervised in accordance with conference and school guidelines (*Code* 1630).

- A. If an absence is anticipated, notify the principal or school board chair as early as possible in order that arrangements for a substitute may be made.
- B. In an emergency, notify the proper individual as early as possible.

Keep the following in readiness for a substitute teacher:

- A. Current, user-friendly lesson plans.
- B. A sheet for taking attendance. A substitute teacher must not make entries in the School Information System (SIS).
- C. A daily schedule.
- D. A current seating chart and a list of instructional groups.
- E. A list of supervisory duties.
- F. Information regarding provisions for students who have medical needs or special exemptions.
- G. A list of procedures for conducting emergency/safety drills, indoor and outdoor recesses, excusing students to use the restroom, and dismissing students at the close of the school day.
- H. Textbooks, workbooks, guidebooks, answer keys.
- I. An appropriate amount of work to engage students for the entire time.
- J. The system for correcting papers.
- K. A list of classroom and school procedures.
- L. An outline of students' classroom responsibilities.

CHAPTER 3

THE CURRICULUM

COURSES TAUGHT

Elementary Curriculum

The core subjects in the elementary curriculum are (*Code 2506*):

Bible/Religion
Language Arts
Mathematics
Science and Health
Social Studies

Additional elementary subjects include (*Code 2210*):

Fine Arts
Physical Education
Practical Arts
Technology/Business Education
Witnessing/Service

Secondary Curriculum

Core subjects in the secondary school are (*Code 2511*):

Bible/Religion
English
Mathematics
Science
Social Studies

Additional subjects which may be offered in the secondary school (*Code 2220*):

Career Education
Fine Arts
Health, Physical Education, and Recreation
Practical Arts
Second Languages
Technology/Business Education
Witnessing/Service

Description of the Alternation Plan for K-10

In some schools, subjects are taught every other year according to a specified alternation plan. A schedule is found in the *Elementary Textbook List*. Even year topics are taught during the school years ending in an even number, such as 2017-2018. Odd year topics are taught during the school years ending in an odd number such as 2018-2019.

THE SPIRITUAL EMPHASIS IN THE SEVENTH-DAY ADVENTIST SCHOOL

The educational program of the Seventh-day Adventist school system is designed to help students become acquainted with God and enjoy a loving and growing relationship with Him.

The following curriculum components will assist in meeting these goals:

Bible

In addition to the Bible, use the textbooks published by the NAD.

Worship

Begin each day with a devotional period and end the day with prayer or a devotional song. Carefully plan each worship period to meet students' needs. The Adventist Book Center and other religious bookstores carry materials appropriate for devotionals. Content may include:

- A. Health and safety, Adventist heritage, Spirit of Prophecy, and other topics
- B. Character-building stories
- C. Patriotic elements
- D. Reading from the Bible or a carefully selected book
- E. Guest speakers' talks
- F. Pastors' presentations
- G. Mission reports such as those from Global Adventist Missions
- H. Prayer bands
- I. Youth meetings or other student-led worship
- J. Student-conducted evangelistic meetings
- K. News of Christian service and outreach to the community
- L. Music

Week of Prayer

Conduct a Week of Prayer at least once each semester. In large schools the principal, in consultation with teachers, arranges for these special weeks. In one-teacher schools the pastor may be consulted for recommendations of speakers. Suggestions for the Fall Week of Prayer are found in the annual Week of Prayer issue of the *Adventist Review*. The NAD Week of Prayer DVD may be obtained from the Union Office of Education.

Spirit of Prophecy Emphasis

Give emphasis each year to the role of the prophetic gift to the church. Resources include materials from the White Estate such as *Pathways of the Pioneers*.

Christian Home Week

The family is the focus of each Christian Home Week.

Baptismal Classes

The primary aim of Seventh-day Adventist education is to help children know God and accept Jesus Christ as their Savior. Offer a baptismal class each year as part of the school program. The teachers and/or principal, in cooperation with the pastor(s), arrange for these classes.

Chapel/Assembly Services

Conduct chapel/assembly periods regularly.

DIFFERENTIATED INSTRUCTION

Learning Styles

Students learn in a variety of ways. Design instruction and assessment to engage each of these styles.

A. Aural/Auditory Learners

These students learn best through listening. They are the pupils who notice the nuances of sounds such as pitch, tone, and speed. Teachers' explanations, discussions with peers, and prerecorded information help them learn. Often, they benefit from reading aloud or whisper-reading.

B. Kinesthetic/Physical/Tactile Learners

These students learn best by using hands-on activities. They need to manipulate materials such as Cuisenaire Rods and anatomy models. They benefit from movement while learning.

C. Visual Learners

These are the students who learn by seeing, not only the materials in the text, but the teacher's and classmates' facial expressions and body language. They visualize. They are the ones who see the information in their minds and say the answer is found on the "left-hand page about midway down." Demonstrations, pictures, videos, diagrams, and models are essential for optimal learning.

Grouping of Students

Because students differ in the rate at which they mature and learn, almost every classroom contains students at many levels. Working with students in small groups usually is more efficient than working primarily with individuals, one-to-one. The teacher should, when possible, group students who have attained similar levels. Students are moved among groups so they are placed

at the level at which learning is comfortable, yet challenging. Sequential steps and pacing are planned for each group.

Homework

Homework is important in the Atlantic Union Conference school system. It contributes to the student's success by reinforcing, maintaining, or enriching knowledge and skills taught in the classroom. Conditions which often necessitate homework include absence from school, failure to complete assignments during school hours, or a need for additional practice to reinforce a skill not yet mastered. When making homework assignments, the student's needs as well as the conditions in the home should be considered. A student requires time to play; to rest from mental work; to practice musical instruments; to relax; and to share home duties, family outings, and entertainment. Consider the following as guidelines when assigning homework:

- A. The homework should meet a specific instructional objective.
- B. The homework assignment should be clearly understood. The student should know what to do and how to do it.
- C. Weekends and vacations should be relatively free of homework assignments.
- D. Homework never should be given as punishment.
- E. Consideration should be given to the amount of time necessary to complete an assignment and to the age of the student involved. Suggested time limits for homework are:

Primary grades	15-20 minutes
Middle grades	20-30 minutes
Upper grades	30-60 minutes
Secondary grades	2-3 hours
- F. Teachers in departmentalized programs should coordinate homework assignments so that no student is given lengthy home assignments in every subject every day, i.e., book reports, essays, projects.

TEACHING MATERIALS AND MEDIA

Materials

Effective instruction includes using a variety of materials. Sources of free or inexpensive materials and/or items that may be loaned to teachers/schools include:

- A. Public libraries

- B. Museums
- C. Utility companies
- D. Manufacturing plants
- E. Health service industries
- F. PBS (Public Broadcasting Service)
- G. Historic sites

In Bermuda, utilize governmental resources.

Community Resources

Another way to utilize the resources of a community is to bring the resources from the community into the classroom. People from the community can enhance the school program as they discuss with students their special knowledge, interests, and skills. Caution should be taken to ensure that the presentations are in line with Adventist standards.

Media Guidelines

Media includes, but is not limited to videos, movies, Blu-ray, DVDs, CDs, literature, Internet sites, computer games, plays, and lyrics.

“The great aim of the teacher should be the perfecting of Christian character in himself and in his students. Teachers, let your lamps be trimmed and burning, and they will not only be lights to your students, but will send out clear and distinct rays to the homes and neighborhoods where your students live, and far beyond into the moral darkness of the world” (*Counsels to Parents, Teachers, and Students*, 68.)

Media choices need to:

- A. Draw the student to Christ, build up and strengthen understanding and faith, and fit students’ minds for serious study and devotional lives.
- B. Lead to significant insight into human nature in society in ways compatible with Seventh-day Adventist values.
- C. Be age appropriate and developmentally sound, adapted to the maturity of the group or individual.
- D. Have value for good, avoiding elements that make evil appear desirable or goodness appear trivial.
- E. Help students cope with everyday life, avoiding sensationalism or maudlin sentimentality, and avoiding simplified, excitingly suspenseful, or plot-dominated stories that encourage hasty and superficial thinking.
- F. Be worthy of the time spent, promoting understandings that may be useful for problem solving and for coping with personal and cultural change.

- G. Have uplifting language, not characterized by profane, sexual, crude, or vulgar language.
- H. Primarily emphasize the values, insights, and understandings found rather than glorifying the media's creator.
- I. Honor individual biblical and Spirit of Prophecy convictions, without intentional embarrassment, by providing alternative assignments.
- J. Take into consideration the constituency served including cultural and ethnic backgrounds.
- K. Be personally previewed, and be previewed by administration if content is perceived as possibly questionable.

FIELD TRIPS, TOURS, AND MISSION PROJECTS

Activities may range from short, one-hour field trips to a local site to extended out-of-Union and out-of-division tours and mission trips. See *Code 2320-2350* for additional information related to various types of activities.

- A. The conference office of education must be notified of field trips which involve the whole school for an entire day.
- B. The school board must approve all field trips.
 - 1. Field trips which include overnight lodging require prior consultation with the conference office of education. All arrangements are to be made before discussing the proposed field trip with students. Overnight activities and trips must have conference board of education approval.
 - 2. Out-of-division trips must have school, conference, and Union Boards of Education approval.
 - 3. The principal should schedule the events of the school year so that off-campus trips, tours, or mission projects do not disrupt the last month of teaching.
- C. When possible, transportation for all school-sponsored off-campus activities should be by bus. Drivers and vehicles must meet the requirements of *Code 2345*.
- D. When private passenger vehicles are used for school outings, there must be a responsible adult, authorized by the school administration, present in each vehicle. Drivers and vehicles must meet the requirements of *Code 2345*.
- E. Union policy requires the school administration to verify that adequate insurance coverage is carried on all vehicles used to transport students. See *Code 2345*.
- F. Every student participating in a field trip must be properly covered by student accident insurance (*Code 2340*).

- G. Copies of Consent to Treatment/Medical Release forms for each student must be available at all times during off-campus activities (*Code 2345*).
- H. A first aid kit is to be taken on each excursion (*Code 1663 and 2345*).
- I. At all times students must be supervised by a sponsor. They must not be allowed to be alone. Consult *Code 2330* for information about supervision.

A guardian-signed permission form is a prerequisite to participation in any school-sponsored trip. Some schools have a parental consent form at registration that is signed to cover all field trips taken during the school year. Parents should be notified and given detailed information concerning each proposed trip.

Much of the value of any trip is dependent upon the quality of teacher-student preparation and follow-up. In order to make the most of the educational possibilities, consider:

- A. Clarifying the objectives.
- B. Recording questions that the trip may help answer.
- C. Deciding upon problems which the trip may help solve.
- D. Listing specific points to observe.
- E. Developing standards for safety and conduct, including each student's responsibility to properly represent the school.
- F. Discussing the students' relationships to chaperones who accompany the group.
- G. Dressing suitably.
- H. Using identification tags.
- I. Arranging for lunch.
- J. Formulating criteria for evaluating the trip.
- K. Evaluating the trip.

HOLIDAYS, PICNICS, AND PARTIES

Holidays

Holidays and special days during the school year provide opportunities for enriching the school program. A discussion of the history of the holiday enhances its meaning. Room decorations,

school programs, parties, and other activities are to be in harmony with the philosophy of Adventist education. For example:

Fall Festival (Halloween)

Decorations: Pumpkins, autumn leaves, shocks of corn.

Activities: Serving others, soliciting for needy families or mission projects, distributing literature, collecting for UNICEF.

Thanksgiving

Decorations: Pictures of Pilgrims, horn of plenty, things for which we are thankful.

Activities: Providing baskets of food and clothing for the needy, writing thank you letters to parents and others.

Christmas

Decorations: Holly, candles, evergreens, poinsettias, manger scene.

Activities: Sponsoring a needy family or foreign mission project, caroling.

Black History Month

Decorations: Pictures of notable people and accomplishments.

Activities: Teaching through songs, stories, freedom documents.

Valentine's Day

Decorations: Hearts and flowers.

Activities: Making remembrances for parents, shut-ins, children's hospitals, and elderly people.

Lincoln's and Washington's Birthdays

Decorations: Pictures of the presidents.

Activities: Teaching patriotism through songs, stories, freedom documents.

Spring (Easter)

Decorations: Pictures of spring flowers, baby animals, crucifixion, and resurrection.

Activities: Arranging flowers to take to people who are ill, share-your-faith activities.

School Picnics

An annual all-day school picnic is an opportunity for parents, students, and teachers to enjoy a pleasant social occasion. One such day may be counted as a school day. The following are guidelines for planning a school picnic:

- A. Make reservations well in advance.
- B. Notify parents of the date, time, and location.
- C. Arrange transportation according to field trip guidelines.
- D. Arrange for adequate adult supervision of students.

- E. Plan the menu with the students and in cooperation with room parents.
- F. Plan the day's games and other activities.
- G. Discuss with students all regulations including appropriate dress.
- H. Carry copies of the list of classroom students and their parental contact information as well as their Consent to Treatment/Medical Release forms and a first aid kit.
- I. Assign someone to check for lost or forgotten articles.
- J. Account for all students before leaving.

Parties

The school faculty should formulate a policy concerning parties. The policy should detail the number of parties that may be held, their length, the time of day, and acceptable activities. Some schools hold only two birthday celebrations per year. One is held for those students born July 1 to December 31 and another for those born January 1 to June 30. In this way, all students are equally honored. The following are guidelines for parties:

- A. Plan activities, refreshments, clean-up assignments, and supervision
- B. Serve refreshments at or shortly after meal times
- C. Follow principles of good health in selecting refreshments
- D. Make provision for students with special dietary needs or convictions
- E. Avoid holding parties on school evenings
- F. Provide adequate adult supervision (*Code 2330*)

CHAPTER 4

THE CLASSROOM

EFFECTIVE LEARNING ENVIRONMENT

Classroom Appearance

Educators have discovered that in a pleasant classroom students tend to conduct themselves in a manner that makes better learning possible. Such an environment presents an effective enticement to learning through the use of such features as well-planned bulletin boards and meaningful learning centers. In the classroom designed for learning, qualities such as cleanliness, orderliness, cheerfulness, and attractiveness are readily apparent.

Bulletin Boards

Bulletin boards should stimulate and extend learning in all aspects of Seventh-day Adventist education—intellectual, spiritual, physical, social, and emotional. They attract students' interest by presenting facts, posing questions, and reinforcing values. Consider the following points:

- A. At all times, at least one display should be devoted to spiritual themes.
- B. Students' work should be displayed regularly.
- C. Ongoing activities within the classroom should be emphasized.
- D. All displays should be interesting and attractive.
- E. Displays should remain only as long as they support the curriculum and hold the students' interest.

Learning Centers

Learning centers are a means of providing for effective practice in areas of study. Ordinarily, learning centers are designed for enrichment, reinforcement, and review rather than for initial learning of essential knowledge and skills. Carefully planned learning centers offer opportunities for independent work by providing:

- A. Explicit directions
- B. Clearly stated objectives
- C. Multilevel choices and activities
- D. Readily available answers
- E. Manipulative as well as paper-and-pencil activities

Physical Comfort

Because physical comfort is an asset to learning, proper ventilation, heating, and lighting should be major concerns.

- A. Do not allow the classroom to become stuffy or too warm. Fresh air should be in constant circulation.
- B. Maintain room temperature in harmony with federal guidelines.
- C. Maintain adequate lighting, without glare, in all areas of the room.
- D. Carefully consider room pets, plants, flowers, decorations such as hay, air fresheners, and cleaning supplies because these often cause allergic reactions.

Room Arrangement and Student Seating

Desks, tables, and chairs should be sized to fit the students.

Every classroom needs to be arranged so that there are adequate spaces for movement. Traffic lanes must be kept open. The goal of classroom seating arrangements is to provide a place where a variety of thinking-learning activities can be accomplished with the fewest possible distractions. Classroom seating should facilitate productive listening, speaking, reading, writing, and studying. Peer influence also should be considered.

SUPPORT PERSONNEL TO PROMOTE LEARNING

Teacher Assistants

The services of a teacher assistant are utilized in order that classroom teachers may devote more time to direct instruction. The teacher assistant performs assigned duties under the direct supervision of the classroom teacher and may be a paid assistant (*Code 1436*) or a volunteer (*Code 1440*).

The assistant may be an instructional assistant or a noninstructional assistant. Assistants help the teacher with activities and assignments such as:

- A. Conducting small group memory verse drills
- B. Providing practice opportunities for mathematics and reading
- C. Reading to small groups
- D. Dictating to small groups
- E. Assisting with art lessons and with special projects
- F. Assisting with physical education and recess

- G. Monitoring groups during testing
- H. Preparing and duplicating materials
- I. Answering the classroom/school telephone
- J. Preparing bulletin boards
- K. Distributing supplies
- L. Supervising the lunch period
- M. Assisting with field trips and public performances
- N. Helping students with makeup work following absences
- O. Assisting with general housekeeping duties, cleanup, orderliness
- P. Assisting with paper grading
- Q. Assisting with sick or injured students

Consult the *Atlantic Union Conference Teacher Assistant Manual* for additional information.

Volunteers

Volunteers must be approved by the school board and the conference. They must submit to background checks which may include fingerprinting. Volunteers are to represent the standards of the Seventh-day Adventist church. *Code 1440* is about volunteers. A form for recruiting volunteers is included at the end of the list of Resources.

PROCEDURES FOR CLASSROOM VISITORS

Arrangements for visits to the school by parents and other constituents are to be made in advance. In multiroom schools visitors must report to the principal before going to a classroom. A student may be responsible for seating visitors, having them sign the visitors' page, and showing them what the class is doing. This permits the teacher to continue teaching with a minimum of interruption. Children not enrolled in the school should obtain permission before visiting. The student accident insurance policy provides coverage only for those students enrolled in the school.

COUNTRY FLAG

Display of the United States Flag*

Display a United States flag in each classroom and auditorium. Fly national and state flags on a pole which may be located near the entrance of the school or on the administration building. No flag or pennant should be placed above or to the right of the flag of the United States. If only one flagpole is used, the United States flag should be above the state flag and the latter should be hung so it does not interfere with any part of the United States flag. Flags of two different countries are never flown from the same staff. The outdoor flag should be displayed during school hours, weather permitting. Outdoor flags should be displayed only between sunrise and sunset unless a light is shown on the flag during the hours of darkness. If the flag is displayed on a stage, it should be on the speaker's right. If the flag stand is on the floor, it is placed on the audience's right. If the flag is displayed on a wall, the field of stars is to be on the upper left. Occasionally, gather students and faculty around the pole and have a flag-raising ceremony.

*In Bermuda—Union Jack, in place of the United States flag; national flag, in place of the state flag.

Half Staff

On Memorial Day flags are displayed at half staff from sunrise until noon and at full staff from noon until sunset. Except on Memorial Day, the flags should be lowered to half staff only when the city, state, nation, or the denomination pays special recognition to someone who has died. When flown at half staff, the flag should be hoisted to the top of the pole for an instant and then lowered slowly to the half-staff position. When lowering the flag for the day, it should be raised to the top of the pole first.

Salute to the Flag

The salute to the flag should be recited regularly. A good time for this activity is during the opening exercises just before or after worship. Persons in uniform, including Pathfinders, give the regulation salute; men in civilian clothes remove their hats and hold them over their hearts; women or men without hats place their right hand over their hearts during the entire salute. Noncitizens stand respectfully at attention. When the flag is hoisted or lowered and when it passes by, everyone stands at attention.

Flag Care

Dry clean the flag as needed. When a flag is no longer suitable for display, destroy it as a whole, preferably by burning.

National Anthem and Patriotic Songs

Students should be taught to sing their national anthem. Patriotic songs should be used periodically on special occasions such as Veterans Day, Washington's Birthday, Memorial Day, Queen's Birthday (Bermuda), and Bermuda Day.

CHAPTER 5

TEACHER-STUDENT RELATIONSHIPS

THE WELL-BEING OF STUDENTS IN THE CLASSROOM

Teacher Example

In the development of a warm, accepting, and respectful relationship between the teacher and a student, no factor is as important as the example of the teacher. Realizing that every student is a product of heredity, environment, and personality, the teacher must take the initiative to create an atmosphere where learning is not only possible but enjoyable as well. The instructional methods, the supervision, and even the discipline say to each student, "I like you. You are a worthwhile person, and I am glad I know you." A teacher whose relationships with students are strong and rewarding usually does most of the following:

- A. Exhibits a warm, friendly, accepting attitude toward all
- B. Recognizes and affirms the value of each student
- C. Endeavors to help each student accept himself/herself as a person of worth
- D. Works to meet the individual needs of students
- E. Assures that each student experiences success
- F. Is continually learning, open to new ideas and discoveries
- G. Uses best instructional practices
- H. Laughs at self as well as with the students
- I. Associates with students outside of the classroom

Knowing Students and Parents

Visit as many students' homes (*Code 1609*) as possible before the school year begins. If a pre-school visit is not practical, try to visit each home at least once during the school year. Visits in students' homes provide opportunities for students and parents to become better acquainted with the teacher. In addition, participate in church-sponsored activities such as parties, hikes, camping trips, or time spent simply visiting.

Early in the year, review students' permanent records/cumulative folders. Permanent records/cumulative folders (*Code 1624*) are maintained so that information concerning a student's previous learning experiences is accessible. If the student is a transfer student, records from the school last attended should be requested. The new school shall provide a form for this purpose (*Code 1710*).

Tentatively assign a transfer student to classes on the basis of the most recent report card (*Code* 1735, 1740). Standardized tests as well as informal assessments may be used to help determine placement. Immediately request cumulative records from the school from which the student transferred (*Code* 1710). One Adventist school should not accept a student from another Adventist school without financial clearance from the first school (*Code* 1528). Any change in placement of an elementary student shall be made during the first 45 days of attendance (*Code* 1735).

Consultations with former teachers or school administrators also may yield information which can aid in understanding a particular student.

Once school begins, ascertain students' learning styles and interests to aid in planning.

A parent-teacher conference is an additional means of gathering information to help the teacher know a student better and to make more effective plans for the student's education. If the parents and teacher wish, the student may be invited to participate in the conference. See Chapter 7 and the Appendix for more information about parent-teacher or parent-teacher-student conferences.

Self-Concept

Educational psychologists indicate that students do better in school when they have good self-concepts. Students' self-concepts are based not so much on what others think of them but on how they perceive that others think of them. Therefore, it is important that all students be shown that they are persons of worth. This can be accomplished by the way the teacher accepts them, talks to them, reacts to their attempts to do what is asked, and treats other students in the class. Since self-concept includes feelings of self-worth combined with feelings of personal competence, it is imperative that the teacher look for ways to assist all students in developing areas of competence. The effective teacher accepts all students where they are, does not seek to attach blame for their failures, builds instruction on previous learning, and gives sincere praise for effort and improvement.

Positive Reinforcement

Positive reinforcement may be defined as anything a teacher says or does in an affirming manner that will encourage students to repeat some desirable behavior such as working productively. To be most effective, positive reinforcement must follow the desired behavior or response immediately. Therefore, whenever a student behaves in a desirable manner, produces acceptable work, or demonstrates correct thinking, such action should be recognized and followed by positive reinforcement such as "Good for you! You demonstrated good thinking in that dilemma," or "Thank you for not interrupting." There are many ways to provide positive reinforcement in a classroom:

- A. Positive verbal reinforcement, i.e., merited praise, often is the best motivator and at times will keep students working when they would otherwise give up.
- B. Words of encouragement written on corrected papers help students know that their work is acceptable and that they are improving. These need not be long notes but can be simple phrases or sentences which communicate in a positive way.

- C. The method used in correcting papers also may contribute to positive reinforcement. A teacher should exercise care in marking papers. Corrections should be small, neat, and clear, an indication of courteous evaluation of written work. Consider using a variety of colored pens/pencils to mark papers.
- D. Comments written on papers should be positive or neutral. If a paper is unacceptable and needs to be redone, the simple request, "Please see me about this paper," will create the opportunity for the teacher to explain the problem, make sure the student knows how to do the work, and enlist the student's cooperation for improvement.
- E. Recording the number correct over the number possible carries a more positive connotation than labeling the paper with a letter grade, especially a low one. Students who do well can readily see that they have succeeded in getting most of the items correct while the struggling students will know that although they may not have done well, their efforts have not been branded as failures.
- F. A complimentary note given to parents or students is another method of positive reinforcement. These notes praise students for work done well, improvements made, or commendable behavior. Some teachers make an effort to have each parent or student receive at least one such note during the school year.

RESPONSIBILITIES FOR STUDENT SUPERVISION

Students must be supervised in the classroom, on the playground, during recess and intermissions, before and after school, and during any activities sponsored by the school (*Code 1630 and 2330*).

Supervision is not only an indicator of a teacher's concern for the welfare of students, but it is also a legal matter. In case of negligence, the teacher may be held personally liable. It is not enough to have a teacher in the area. Adequate supervision requires close attention to whatever is occurring in the area being supervised. The teacher must be active, alert, and aware of the various groups and what is happening in them.

Some guidelines for playground supervision follow:

- A. Move throughout the play area and supervise the conduct and activities of each group.
- B. Encourage student groups to play far enough apart so that one group will not interfere with the activities of another.
- C. Do not permit rough or dangerous play such as boxing, wrestling, karate, or any other activity or behavior that may lead to serious problems.
- D. Do not allow students to play near hazards, and immediately report any hazard to the principal.

- E. Avoid extended conversations with parents, teachers, or students.
- F. Report all accidents immediately. See Chapter 6 on Health and Safety.

SUCCESSFUL CLASSROOM MANAGEMENT

Successful classroom management begins the instant the first student walks into the classroom at the beginning of the year. The good beginning made the first day needs to be maintained. One of the best ways to accomplish this is to refer often to classroom standards, which once agreed upon must be consistently enforced. For the first few days, it is a good practice for teachers to ask students just before dismissal whether or not the standards have been maintained. Successful management, however, is more than keeping order in the classroom. Its ultimate goal is to help students develop self-respect, self-control, and respect for the rights and property of others.

- A. Use preventive discipline more often than corrective discipline. Teachers who are well-prepared, who have needed materials within easy access, and who have made sure students understand the assignments and what is expected of them report fewer discipline problems.
- B. Become acquainted with all students, the kinds of learners they are, what interests them, what activities produce frustration, and the areas in which they need help. Then develop a program that will keep all students challenged, involved, and working with a minimum amount of frustration.
- C. Use merited praise more often than censure. Evidence has shown that students will find their place in the classroom even if it is attained through negative behavior. Make sure students know what good behavior is. Praising good behavior while controlling but minimizing the negative can help students gain their places through positive means.
- D. Distinguish between disobedience and poor judgment. All people at times find themselves the victims of their own poor judgment. Disobedience, however, is another matter and should be dealt with differently.
- E. Develop the ability to tell when students are discussing and when they are arguing. For example, every student has a right to know why a certain grade was given, but the teacher should be careful that the discussion does not turn into an argument.
- F. Recognize that some students have not yet matured to the point of understanding that what may seem humorous to them may be viewed as insolence by the teacher. Patience with immature humor may save an innocent attempt at being funny from being blown into a full-scale case of rebellion.
- G. Retain your sense of humor. Students look forward to classes with mature, confident teachers whose cheerfulness and humor combine to make lessons both interesting and

worthwhile. Wise is the teacher who combines firmness with a sense of humor to fit the occasion.

- H. Avoid bluffing or making repeated threats.
- I. Avoid using regular classroom housekeeping chores as punishment.
- J. Be fair. Gather all the facts before forming conclusions.
- K. Overlook small things which are unintentional or which do not matter.
- L. Remember that classroom management is the teacher's responsibility, not the principal's. Too many trips to the principal's office may tell students that the teacher either cannot or will not help them.
- M. Apologize sincerely and graciously whenever necessary. Everyone makes mistakes, and if a student has been judged incorrectly or unfairly, the teacher who apologizes gains the respect of the entire class.

Types of Discipline

"Whatever it is found impossible to change, the mind learns to recognize and adapt itself to; but the possibility of indulgence induces desire, hope, and uncertainty, and the results are restlessness, irritability, and insubordination" (*Education*, 290).

Kurt Lewin, a noted psychologist, has defined the basis and results of three types of discipline:

- A. Laissez-faire: This type of discipline is based upon indulgent love and permissiveness. There are few, if any, restrictions on behavior, speech, or movement around the classroom. There is little or no evidence of classroom control. Students under such a program accomplish little and are usually unhappy and fretful. Ellen G. White described this condition when she penned, "Children who are allowed to have their own way are not happy. The unsubdued heart has not within itself the elements of rest and contentment. . . . Restlessness and discontent are the fruits of indulgence and selfishness" (*Child Guidance*, 213-214). Elsewhere, she states, "It is impossible to depict the evil that results from leaving a child to its own will. . . . The child who is spoiled has a heavy burden to carry throughout his life. In trial, in disappointment, in temptation, he will follow his undisciplined, misdirected will" (*Counsels to Parents, Teachers, and Students*, 112).
- B. Authoritarian: Discipline of this type is based upon firm control and regimentation. Students are taught to do it "because I say so," to perform like well-drilled soldiers, and not to question authority. Public censure and ridicule are used frequently. Students in such an atmosphere may complete much of their schoolwork and appear to be well-behaved. When the teacher is not present, however, the industriousness and good behavior disappear. Two significant results of authoritarian discipline should be noted:

1. Open Rebellion—Unable to function in the strict regimentation of such a classroom, the students rebel against the system, the school, church, and home. Of this, Ellen White warned, "While force may secure outward submission, the result with many children is a more determined rebellion of the heart" (*Education*, 288).
 2. Indecisiveness—Students who are not allowed to make decisions for themselves experience difficulty making them later in life. They need the authority figure present to approve or disapprove of their behavior and seldom accept the responsibility for their actions. Ellen White commented on this condition also: "There are many families of children who appear to be well-trained while under the training discipline; but when the system which has held them to set rules is broken up, they seem to be incapable of thinking, acting, or deciding for themselves" (*Testimonies for the Church*, vol. 3, 132).
- C. Democratic: The basis for democratic discipline is genuine love and firmness. Its major aim is to help students learn principles of self-control and to enlist their assistance in becoming responsible for their own behavior. Such discipline requires an atmosphere in which the teacher and the student work together, discuss problems and solutions, and mutually agree on the next step to be taken. Such discipline is not permissive because consistency and firmness not only define but also require acceptable behavior. Neither is it authoritarian because students are allowed to question, to discuss, and even to fail without the fear of ridicule. They are happier, more likely to maintain acceptable behavior even in the teacher's absence, and more mature in their outlook toward the group and the responsibility of each group member. Concerning democratic discipline, Ellen White wrote, "Co-operation should be the spirit of the schoolroom, the law of its life" (*Education*, 285). "It is better to request than to command; the one thus addressed has opportunity to prove himself loyal to right principles. His obedience is the result of choice rather than compulsion. . . . Rules should be few and well-considered; and when once made, they should be enforced" (*Education*, 290).

Use of Corporal Punishment

Corporal punishment is not to be used (*Code* 1636 and 1639).

Procedures for Suspension and Expulsion of Students

Procedures for suspension should be discussed by the staff prior to the opening of school. A teacher may suspend a student from class temporarily but should check immediately with the principal or assigned disciplinarian. A student may be suspended from school for repeated offenses when other procedures have not been effective. Evidence of prior corrective measures and parental notification should be on file in the student's folder (refer to the following section about privacy laws). In the case of a serious act or violation of school regulations, the principal may suspend a student from school temporarily even though there has been no prior deviant behavior. Suspension from school shall be made by the principal. An academy student may be suspended as determined by the school's disciplinary committee. The period of suspension shall not exceed three days without school board approval. School board consideration of suspension recommendations must be in executive/closed session. The suspension is not to exceed two weeks. Consult *Code* 1645.

The school board is the ultimate authority in the expulsion of a student upon the recommendation of the principal. School board consideration of expulsion recommendations must be in executive/closed session. As a general rule, expulsion is used only when other means of correction fail to effect a change in conduct. See *Code* 1648.

PRIVACY LAWS

All permanent school records must be available to parents/legal guardians and the student, if age 18 or older. Any school requesting a transfer of student records shall notify parents of their right to receive a copy of the records and a right to a hearing to challenge the content.

Do not give personal information such as names and addresses of students to anyone unless authorized by the parent/guardian or student, age 18 or older. A student's records are to be made available only to educational personnel directly involved with the student, the student's parents/guardian, law enforcement officers, and the student, if age 18 or older.

Keep a student's health record, discipline record, and IEP/MAP in locked files in folders separate from academic records (*Code* 1624).

Carefully word annotations made in cumulative folders, anecdotal notes, and letters written to parents. Avoid using words which would label students or be viewed as judgmental and leave the school/teacher open to prosecution. When writing anything concerning a student, teachers should state only those facts and observations which applied at the time the report was written.

Consult *Code* 1624 and *Code* 1760 for more information about permanent records, their storage, and the release of information.

CHAPTER 6

HEALTH AND SAFETY

HEALTH

Serious Accidents

When a student has an accident, determine whether or not it appears to be serious. If it is suspected that a student has sustained a serious injury of any type, immediately call an ambulance. Do not move the student. Moving by an untrained person may result in complications or even death. Whenever a student sustains a blow to the head or any serious injury is suspected, notify the parents at once. After attention has been given to the student, write an accident report that includes the following information and send a copy to the conference office of education:

- A. Name, address, and age of the student
- B. Date and time of the accident
- C. Circumstances under which the student was injured
- D. Symptoms and suspected injuries
- E. Name of the person supervising at the time of the accident
- F. Place the student was taken for treatment

Schools within the Atlantic Union Conference, except Bermuda, are required to carry student accident insurance (*Code* 1550 and 2345). For parents to claim the benefits of the accident insurance, it is necessary for the school to complete specific forms and to make a statement of the circumstances under which the student was injured. These forms are available through the conference office of education and must be completed by the school before parents can make a claim.

Minor Accidents

In cases of minor accidents resulting in cuts or abrasions, administer first aid at the school. Using disinfectants, ointments, or medications is prohibited except when the parent makes specific requests in writing. The first aid administered may include washing the wound with soap and water and covering it with a band-aid or bandage. Even injuries which appear to be minor should be reported to parents.

First Aid and CPR

Every school is to have at least one person with current first aid and CPR certification.

Each school must maintain a first aid kit (*Code 1663*). The first aid kit should include a manual and supplies. In addition to disposable gloves, include items such as:

- A. 3 x 3 sterile gauze pads
- B. 2" roller gauze bandages
- C. 1" roller gauze bandages
- D. Band-aids of various sizes
- E. Triangular bandages

Injuries are not to be treated without the use of disposable gloves. The gloves must be discarded after use and placed where students and others cannot have access to them. For information about bloodborne pathogens, see *Code 1678*.

A first aid kit is to be taken on trips/excursions (*Code 1663, Code 2345*).

Giving Medicines

Teachers are not to administer any over-the-counter or prescription medication unless designated to do so. If medication needs to be taken during the school day, the medication must be delivered to the school by the parent/guardian in the original container bearing the full pharmacy label. It must be accompanied by a written request from the parent/guardian of the student asking that the school carry out the instructions on the label. Schools do not permit self-administration of drugs by minor students, whether prescription or not. Schools must comply with governmental regulations. Refer to *Code 1681*.

Health Education

The health education program in Seventh-day Adventist schools is designed to assist students and families in reaching their potential for happy, constructive living and learning (*Code 2015*). All Seventh-day Adventist elementary schools are to use the health/science textbooks appearing on the *Elementary Textbook List* (*Code 2705*).

Health Habits

Schools can assist the home in establishing a good foundation for life-long health habits. They can teach that scientific research shows:

- A. Good nutrition and proper cognitive development of children are positively correlated.
- B. Proper diet helps prevent chronic disease.

All foods and lunches sold or served on the school campus are to follow the vegetarian food pyramid for healthy foods and portions. Parents are expected to send healthful lunches, beverages, and snacks to school and to follow the biblical guidelines of Leviticus 11 when

sending nonvegetarian lunches. Refer to nutritional guidelines such as the USDA food pyramids, which include a vegetarian pyramid, or MyPlate, which has a vegan option.

School fund-raising is to promote positive health habits.

Health Records

Schools must maintain health records for all students. These records are to be kept up-to-date. They are confidential and must be handled as such. Consult *Code* 1624, 1672, and 1760. Health records may include, but are not limited to, the following:

- A. Physical examinations (*Code* 1666): A report of a physical examination is required of all students entering elementary or high school for the first time.
- B. Immunizations (*Code* 1669): Immunization requirements of the respective states apply to Seventh-day Adventist schools. Proof of immunization must be presented to the school office when the student initially registers. It is the responsibility of the principal (*Code* 1406) and/or the school nurse (*Code* 1423) to enforce these regulations and to ensure that an up-to-date record is maintained for each student. A government issued exemption must be presented if the student is not immunized.
- C. Vision and hearing tests: The school administration or school board arranges hearing and vision screening for students. This service may be available through city or county health departments or medical personnel of the church.
- D. Recommendations to parents: Teachers may suggest medical referrals when it is suspected that an undiagnosed medical problem exists. Records of these suggestions are to be kept on file at the school.
- E. Recommendations from physicians: Information regarding any medical restrictions placed on a student must be filed in the student's medical records.
- F. Contagious diseases (*Code* 1675): No child with an infectious or contagious disease is to be allowed to remain in school. The child should not be permitted to return to school until there is medical clearance.

SAFETY

Responsibilities for Student Safety

The school is legally responsible for the safety of students when students are on campus. The school does not have the authority to release a student to any individual not designated by the parents/guardians.

Teachers are responsible for the safety of students in the classroom and on the playground. Any unsafe conditions such as a broken window or jagged edges of furniture or fixtures should be

called to the attention of the administration, and immediate steps are to be taken to keep students away from such hazards. Consult *Code 1657* for much more information about student safety.

Conducting Emergency Drills/Safety Drills

Each school must have a detailed safety plan and conduct regular drills. Each classroom should have an outline of the procedures to follow in emergency situations. Exit routes and alternative procedures are to be posted. All exits must be clear at all times. Drills should be conducted monthly, or as prescribed by local authorities, to ensure that students know what they are to do in the event of any type of disaster. A folder/binder for emergencies which includes current student/parent contact information must be available instantly for evacuation of the classroom. The type of drill, date, and time are to be recorded in the folder/binder. In the event of an actual disaster, students are to remain under teacher supervision until word is received from parents/guardians. Additional information is in *Code 1654*.

CHAPTER 7

EVALUATING AND REPORTING STUDENT PERFORMANCE

MEANS OF EVALUATING STUDENT PERFORMANCE

Daily Classroom Activities

Making evaluations is an integral part of instruction. It is a continuous process that should be planned along with instruction. As students work, together or individually, the teacher observes their activities and notes the successes and difficulties that arise. Each student's work is examined to determine its quality and to identify needs. Knowledge of results can provide positive reinforcement when a student's work is graded and returned promptly. Students may grade some of their own daily work, but tests should be graded by the teacher. Because evaluation is a major component of the teaching-learning process, both teachers and students are to be directly involved. Use of teacher assistant time for correcting papers should be limited. See *Code 2432* for information about the basis for nine-week and semester grades.

Teacher-Made Tests

Teachers should utilize various types of teacher-made quizzes and tests: essay, objective, problem-solving, open-ended. In addition, end-of-chapter or unit tests, which are available for many of the adopted textbooks, may be useful. Tests to determine grades should reflect what has been taught. A student's success or failure should not depend upon a single test. Usually, tests should progress from easy to difficult items. Most students should be able to answer the first few questions correctly. A test of 20 items might have the following spread:

Simple	2
Easy	3
Average	10
Difficult	3
Very difficult	2

REPORT CARDS

Schools are to use the report cards provided by the school or conference office of education.

Grade reports include evaluation in the core subjects, applied fine and practical arts, physical education, and technology. They also indicate the student's instructional level and social development/work ethic. Teachers should use the symbols on the specific report card for each grade. Consult the current report cards shown on the NAD education website.

Reports are to be distributed within five school days after the close of each grading period (*Code 1424*).

In addition to the written/electronic reports which are required at the midterm and the close of each grading period, at least two parent-teacher-conferences to report student performance are to be held each year (*Code* 1615). It is recommended that the first conference be at the end of the first nine-week period; the second, at the end of the third nine-week period.

Additional information about reporting performance of elementary students is found in *Code* 2432, 2436, 2444, 2448, 2452, and 2456.

Information regarding reporting performance of secondary students is found in *Code* 2432, 2440, 2444, 2452, and 2460.

EFFECTIVE PARENT-TEACHER CONFERENCES

Communication between the teacher and the parents is an essential ingredient in the development of an atmosphere to support student learning. One means is parent-teacher or parent-teacher-student conferences. The teacher and parents may invite the student to participate in the conferences.

Properly conducted conferences allow the teacher and parent to become acquainted, share information about the student, review the school program, discuss the student's performance, and plan for the future.

Good planning and organization are keys to conducting effective conferences. Make appointments with parents well in advance of the conference date. Schedule a brief period between each conference. Gather materials to present to parents. Prepare the classroom, and attend to personal grooming.

Specific suggestions for conducting conferences are found in the Appendix.

STANDARDIZED TESTING

A standardized readiness test may be given to pupils who are beginning Kindergarten or Grade 1.

Achievement tests for students who are in Grades 1-12 are administered as directed by the conference office of education. Consult *Code* 2600. Reports from these tests may be discussed during parent-teacher conferences.

High scores on standardized tests are among the criteria considered before accelerating a student at either the elementary or the secondary level (*Code* 2492, 2496).

STUDENT ACCELERATION

As a general rule, children should not skip grades or take two grades in one year. Capable students should enrich their work by wider study and experiences. Consider the following principles:

- A. The general practice is for a student to complete one grade each year.
- B. Usually, a broad program of enrichment is better than a program of acceleration.
- C. When a student does not enter a formal school program until seven to nine years of age, acceleration during the first three years of school may be advisable. Such acceleration is to be done only with the counsel and approval of the conference superintendent of schools and the parents. The decision is to be based on evidence of the child's mental maturity, readiness for acceleration, capacity for achievement, and social adjustment.
- D. For detailed information concerning acceleration, see *Code* 2492 (elementary students) and 2496 (secondary students).

Ellen White states: "Climb the lower rounds of the ladder before reaching for the higher rounds" (*Counsels to Parents, Teachers, and Students*, 219). Skipping a grade means skipping rounds of the ladder!

"The student who desires to put the work of two years into one should not be permitted to have his own way. To undertake to do double work means, with many, over-taxation of the mind and neglect of physical exercise. It is not reasonable to suppose that the mind can assimilate an oversupply of mental food, and it is as great a sin to overload the mind as it is to overload the digestive organs" (*Counsels to Parents, Teachers, and Students*, 296).

STUDENT RETENTION

Consideration to retain the student (*Code* 2488) at a given level involves counseling with the student and the parents so that a decision regarding placement is reached cooperatively. A decision to retain must have the approval of the principal and the superintendent of schools.

CHAPTER 8

THE TEACHER

EXPECTATIONS

Professional Ethics and Responsibilities

Christian teaching is a profession especially designed to help prepare young people not only "for the joy of service in this world," but also "for the higher joy of wider service in the world to come" (*Education*, 13). The measure of success in, and contribution to, the profession will be in direct proportion to the teacher's personal ethics and standards of behavior. The ethics of Seventh-day Adventist Christian teachers include the following concepts:

- A. Seventh-day Adventist school personnel have the personal responsibility to:
1. Have their school-age children enrolled in an Adventist school, if appropriate medically and educationally.
 2. Look at employment in a Seventh-day Adventist school as a Christian ministry.
 3. Strive for professional excellence for the purpose of effective service to students. This includes:
 - a. Professional Development

School personnel are expected to continuously study the basic principles of Christian education and to engage in professional activities intended to broaden knowledge, improve techniques, and increase skills.
 - b. Professional Memberships

Certificated employees are expected to be members of at least one professional organization.
 - c. Teacher Visitations

Teacher visits to observe in other schools may be authorized by the teacher's principal or the conference superintendent of schools. Arrangements are to be made with the school principal and the classroom teacher to be visited.
- B. Seventh-day Adventist personnel have a responsibility to colleagues to give:
1. Encouragement and moral support.

2. Due recognition to lines of authority, to duties and responsibilities assigned to other faculty and staff members, and to the functions of administrators.
- C. Seventh-day Adventist personnel have a responsibility to the students to:
1. Recognize the right to equality of opportunity for all.
 2. Recognize the obligation to meet promptly and faithfully all appointments with classes, with individual students, and with student groups.
 3. Cultivate positive relationships with students, avoiding undue familiarity.
 4. Allow students the freedom to express their views and the assurance of careful and objective consideration of opinions expressed by them.
 5. Hold in professional confidence the opinions, needs, weaknesses, and failures of students.
 6. Refrain from discussing their personal problems with students.
- D. Seventh-day Adventist personnel have a responsibility to the school to:
1. Demonstrate loyalty to the school in which they are employed by observing its policies and regulations.
 2. Participate in the activities and programs sponsored by the school and fulfill assignments associated with them.
 3. Refrain from discussing confidential or official information with unauthorized persons.
 4. Accept no personal gift, service, or favor that would lead to a conflict of interest or the appearance of a conflict of interest. This would include, but would not be limited to receiving anything of value or any compensation other than the normal salary for any service rendered in connection with their duties such as:
 - a. Money
 - b. Service
 - c. Loan
 - d. Promise
 5. Accept no personal gifts or benefits from individuals doing business with the school or whose financial interests are affected by actions of the school.

Hours On Duty

The teacher is to be present in the classroom at least 30 minutes before school is scheduled to open each morning and is to remain at the school for at least 30 minutes following the close of the school day (*Code 1630*).

It is illegal to leave students without adult supervision at any time during the school day, so if it becomes necessary for the teacher to leave the school premises during those hours, permission must be secured from the principal (or in a small school, from the school board chairman), whose duty it will be to provide adequate supervision during the time the teacher is absent.

Attendance

The teacher is to attend morning faculty worships, faculty meetings, Home and School Association meetings, teachers' conventions, and other meetings scheduled by the principal and the conference office of education.

Responsibility in Home and School Association

The Home and School Association is an integral part of the school (*Code 1801*). Teachers should support the Association and attend its meetings and functions.

Dress for School

Personal appearance says a great deal about teachers' attitudes toward their profession, their community, their school, their church, and even themselves. Whenever teachers meet with parents or the community as representatives of the school and the profession, special attention should be given to appropriate attire and grooming. Guidelines for classroom dress:

A. Women

Professional dress includes modest dresses, dress slacks and blouses, or suits in becoming colors and styles. Avoid tight, sheer, low cut, or short attire, and colorful cosmetics and jewelry. Hair is to be neat and clean. Shoes should be polished and in good repair. Jeans and other casual attire should be reserved for field days, outdoor schools, and similar activities.

B. Men

Appropriate attire for men includes dressy slacks with a belt and tailored shirts, tucked in, unless the shirts are designed to be worn on the outside. A tie and jacket are optional. Avoid T-shirts or shirts that are made of sheer fabric. Shoes should be polished and in good repair. Hair should be neat and clean. Jeans and other casual attire should be reserved for field days, outdoor schools, and similar activities.

Church and Community Activities

The teacher is expected to hold membership in one of the constituent churches of the school and to attend services regularly. The teacher also should participate in church and community activities but should not take on duties that make excessive demands on one's time and energy.

Additional Employment (Moonlighting)

Teachers must refrain from any additional employment, either denominational or nondenominational, which interferes with their being present to fulfill their school assignments, outside of school hours, e.g., weekends, as well as during the regular school day. Refer to *Code* 3351.

CHAPTER 9

RECORDKEEPING

RESPONSIBILITY FOR KEEPING RECORDS

Every teacher will not be expected to keep all of the following records and reports. In larger schools, the principal takes the responsibility for some of them. These, however, are the major ones with which schools are concerned. Records should be kept in a fireproof file, safe, or vault.

KINDS OF RECORDS

Consent to Treatment/Medical Release Forms

Each parent or guardian is required to sign a Consent to Treatment/Medical Release form at the time of registration (*Code 2345*). This is essential if it becomes necessary to seek medical treatment for a student when the parents or guardians are not available. Blank forms are available from the conference office of education. Copies of Consent to Treatment forms are to accompany school groups when they leave campus (*Code 1663*).

Cumulative Record Folder

A cumulative folder (*Code 1624*), which may be obtained from the conference office of education, must be kept up-to-date for each student. Instructions for its use are stated on the folder. As early in the school year as possible, teachers should:

- A. Review the cumulative records for students assigned to their classroom.
- B. Request cumulative records for all transfer students.
- C. Using information on the application form, begin cumulative records for all kindergarteners or first graders and for students new to the Atlantic Union Conference.
- D. Check all folders against the current application forms and update the following items when necessary:
 1. Street address, mailing address, E-mail addresses, and phone numbers including cell numbers.
 2. Names of children in the family.
 3. Date entered, name of school, teacher's name.
 4. Changes in parental names or marital status.

At regular intervals throughout the school year the teacher should:

- A. Refer to the records for guidance purposes
- B. Add pertinent information
- C. Record the results of the testing program
- D. Place the original copies of the report cards in the folders

Discipline Records

Discipline records must be kept in locked files separate from academic records (*Code 1624*).

Emergency Drills/Safety Drills Record

The type of drill, the date, and the time which was recorded in the emergency folder (*Code 1654*) must be submitted to the principal at the end of the school year (*Code 1606*). The record must be kept by the office to be reviewed at the next full school evaluation (*Code 1606*).

Financial Records

Ordinarily a teacher is not required to collect tuition. At times, however, the teacher may handle small amounts of money such as offerings, student campaign funds, or class dues. All funds, except offerings, should be receipted and kept in locked files until they are given to the school treasurer or other designated person. While individuals may not require receipts for their offerings, records of the offerings must be turned in regularly to the school treasurer who will provide receipts. Accurate, itemized records must be kept of all expenditures and receipts, and should be audited at least once a year by the school treasurer (*Code 1522*).

Grades

Records of grades should be kept up-to-date. A minimum of two scores per week for each of the core subjects must be recorded (*Code 2432*).

Health Records

Health records are to be updated regularly and must be kept in locked files separate from academic records (*Code 1672, 1760*).

Inventory

Teachers are required to take inventory of all books, supplies, and equipment at the close of the school year. The inventory is to be kept on file at the school (*Code 1606*).

Opening and Closing Reports

- A. School opening reports are to be completed and current on the NAD site for permanent recordkeeping (*Code 2468*), NAD Education Dashboard.
- B. School closing reports are to be current and completed on the NAD site within five days after the close of the school year. (*Code 1606, 2468*).

Student Accident Insurance Reports

Accident report forms supplied by the insurance company are available from the conference office of education.

Student Information System (SIS)

The SIS is used for recording student data including scholarship and attendance. Teachers are required to keep it up-to-date (*Code 1424*).

Student Records—Privacy and Disclosure

All student records are to be made available only to the student, the student's parents or guardians, and other authorized persons (*Code 1624, 1760*).

CHAPTER 10

END-OF-YEAR ACTIVITIES

EVENTS

Visiting Day

In the spring hold a visiting day to stimulate the interest of prospective pupils of all grades and to give information to parents regarding the beginning of school, registration, required medical data, and readiness testing, if the student is a kindergartener or first grader. Plan well and publicize the event. Place announcements in church bulletins. Ask parents to submit the names, addresses, and birth dates of potential students. Invite pupils attending public schools. After the roster of prospective students is complete, mail a personal invitation to each child. Children currently in the school visit the next grade.

The school determines the length of the day's activities. Teachers may adapt the following program:

- A. Welcome children individually at the door, show them around the classroom, and tell them where they are to sit.
- B. Read a favorite story or have a student read a story.
- C. Play an educational game.
- D. Conduct a musical activity.
- E. Include an outdoor play period.
- F. Have each child in the lower grades make something to take home.
- G. Close with a brief devotional and prayer.

Graduations

Eligibility for graduation is determined by the student's successful completion of the requirements for graduation in accordance with the NAD Standards (*Code 2503*). In calculating a GPA, grades may be averaged over Grades 6-8 (*Code 2506*).

Students may complete Grade 8 requirements in one of three ways (*Code 2505*):

- A. Diploma with demonstrated competence in the core subjects
- B. Diploma with a MAP or IEP
- C. Certificate of Attendance

Academy students may complete the requirements for one of three diplomas (*Code 2510*):

- A. General Diploma (*Code 2511*)
- B. College Preparatory Diploma (*Code 2512*)
- C. College Preparatory Honors Diploma (*Code 2513*)

The conference board of education has the discretion to establish a policy regarding whether or not a valedictorian and salutatorian of a graduating class may be designated (*Code 2530*).

If academic honors are recognized, they should follow the classification below (*Code 2530*):

Highest honors = 3.90-4.00

High honors = 3.75-3.89

Honors = 3.50-3.74

Additional graduation honors may be based on factors other than academic achievement (*Code 2535*).

Responsibilities

Teachers are required to be on duty until the close of the contract period. Tasks to be completed during post-school week (*Code 1606*):

- A. Inventory all school equipment, supplies, and textbooks
- B. List items which have been discarded or lost during the year
- C. Order textbooks based on anticipated class size
- D. List special teaching supplies and equipment to be ordered
- E. List classroom repairs which should be made during the summer
- F. Complete end-of-year report cards
- G. Update records such as the cumulative folders and health records
- H. Complete required forms on the SIS
- I. Assure that these classroom housekeeping duties are completed:
 - 1. Bookshelves are neat and covered with paper
 - 2. Students' desks are emptied and clean
 - 3. Bulletin boards are cleared

4. Artwork is removed from windows and doors
 5. Cupboards are neat and clean
 6. Floor is free from debris
 7. Wastebaskets are emptied
 8. Flags and other pennants are stored properly
 9. Desk copies are stored
 10. Windows and door(s) are secured
 11. Desk, file(s), and cupboards are locked
- J. Give the school keys to the office or board chairman, if not returning

APPENDIX

PARENT-TEACHER CONFERENCES

PURPOSES OF THE CONFERENCE

Parent-teacher conferences are one means of partnering for the benefit of the student. The teacher and parents may invite the student to participate in the conference.

A teacher's objectives for conferences often include:

- A. Establishing a working relationship between the school and the home; inviting parental involvement in the school.
- B. Explaining school/classroom expectations.
- C. Sharing what the pupil is learning—showing samples of work, classroom assessments, recordings, photographs.
- D. Sharing how the child is learning—the strategies that work best, the student's strengths.
- E. Presenting information regarding a comparison between the student's performance and what may be expected of the student as determined by standardized testing.
- F. Providing information regarding the student's performance on standardized tests compared to national norms.
- G. Discussing concerns and how to address them.
- H. Listening to parents.
- I. Answering parents' questions.
- J. Having a basis for determining student placement.

BEFORE THE CONFERENCE

Preparing the Student

- A. Talk with your students about conferences. Discuss each student's work individually with the student just as you will with the parents.
- B. Talk with each student about the conference you will have with the parents. Ask, "What do you think I/we should talk about during the conference?" Be sure to include strong points.

- C. Let the student help select materials to show the parents.
- D. Above all, help the student to understand that the conference is for the student's benefit.

Preparing the Parent

- A. Send home a short note confirming the appointment and list some ideas that might help guide the conference. Be sure that parents realize these are only suggestions and that they are free to ask questions. A sample letter is provided at the end of the Appendix.
- B. Tell parents how much time is allotted for their conference. Assure them that they may use all or part of the time and that they may request additional time.

Preparing Yourself

- A. Think, plan, organize, and prepare well in advance. Remember that some parents may be uneasy about coming to hear about their child.
- B. Prepare a folder of each child's work. Be sure to include something from every subject and include samples of work which show a range of performance.
- C. Jot down a few notes of specific things you wish to mention.
- D. Consider making a recording of each child reading or telling a story.
- E. Plan your schedule so there are breaks between conferences.
- F. Decide where you are going to conduct the conference: in the library corner, at the child's desk, or in the child's home. The site is not nearly so important as being close to the parents. Do not sit behind a desk or table with the parent on the other side.
- G. Anticipate questions parents frequently ask:
 - 1. Why hasn't my child learned to read?
 - 2. Do you teach phonics?
 - 3. How does my child compare with the other children in the same grade?
 - 4. Does my child get along with other children?
 - 5. Why do some teachers assign homework and others do not?
 - 6. Why don't you correct papers instead of letting children correct their own?
 - 7. Why didn't you tell me earlier my child was not doing well?
 - 8. Why aren't students required to read from the Bible?

9. Is my child on track for graduation?
10. How can I help my child when she is away from home?

THE CONFERENCE

- A. Welcome the parents and make them feel at ease. Give them time to relax. Listen to the recording. Talk about the student in general.
- B. Begin the conference with encouraging news about the child. Be a good listener.
- C. Put yourself in the parents' place. You are discussing their most precious possession. Be tactful, but be sure your tactfulness is truthful.
- D. This is a conference, not just a visit. It is a time to discuss what the child and teacher will be working on during the next few weeks and to set at least one specific goal toward which the child can work.
- E. When making suggestions, offer alternatives from which the parents may choose.
- F. Use the simplest and clearest words you can find. Avoid educational jargon.
- G. You (and the child) are reporting to the parents about the child's performance. Avoid criticism. For example, "Billy and I want to talk to you about math. He's having some difficulty with fractions. Here is what we'd like to do."
- H. Explain the parents' report of the achievement test which gives a summary of the pupil's achievement compared with national norms. These norms are based on a statistical study of the achievement of students randomly selected throughout the United States. Remember to talk in terms of percentile scores rather than grade equivalents.
- I. Encourage the parent not to compare one child with another, especially a brother or sister.
- J. Be professional at all times. Don't discuss other teachers or pupils.
- K. Accept criticism graciously. Avoid facial expressions of disapproval or anger. Do not argue.
- L. Avoid letting the conference deteriorate into a discussion of inconsequential topics.
- M. Invite parents to visit your classroom when school is in session and to participate in functions such as Home and School Association meetings.

- N. Summarize major areas discussed. Reaffirm action to be taken. Pray. End the conference on an encouraging note and, as far as possible, on schedule. Invite the parents to visit the school. See them to the door.

AFTER THE CONFERENCE

- A. Record a brief summary of the conference. Include highlights of the discussion and the goals, if any, which were set.
- B. If a problem was discussed or a goal set, consult with the parents within the next three or four weeks concerning progress.
- C. When a goal has been reached, notify the parents, congratulate the child, and establish a new goal.

SAMPLE LETTER FOR PARENT-TEACHER CONFERENCES

Inside address of the school

Date

Dear (*names of parents*):

I are looking forward to our conference on (*date*) from (*time to time*).

I want to make the conference as profitable as possible. If you have questions about our school program, the classes (*name of child*) is taking, or (his/her) performance, come prepared to ask them. Please be as specific as you can. It makes answering them easier. If your child is having difficulty in a class, ask about the help (he/she) is getting. You also may ask questions your child has. If you prefer, you child may come to the conference with you.

Knowing about your child's health, hobbies, feelings regarding school, and relationships with others helps school personnel plan more effectively, so feel free to share information associated with these areas.

If you think we need more time for your conference, please let me know so I can schedule it. This will help keep other parents from having to wait. If you prefer, I will be glad to schedule an additional conference at a later date.

I am privileged to join you in helping your child work toward (his/her) highest potential.

Sincerely,

(*teacher's name*)

(*teacher's contact information*)

RESOURCES

Atlantic Union Conference Education Website: <http://www.atlantic-union.org/education/>
Site for *Education Code*, forms, calendar, and other links.

AU Teacher Bulletin: <http://www.teacherbulletin.org/>
Resource for lesson plans, substitute teacher materials, enrichment activities developed by teachers for teachers.

Bible Resource: <http://www.biblegateway.com/>
Complete copies of most Bible translations, search tools, original language tools, commentaries, and other links.

Christian Radio: <http://www.christiantuner.com/>
Internet radio listing.

CIRCLE: <http://circle.adventist.org/>
Adventist Education resource search engine.

Discovery: <http://discoveryeducation.com/>
Teacher media resource. Check to see if your school has this resource.

Encyclopaedia Online: <http://www.school.eb.com/>
Check to see if your school has purchased access to *Encyclopaedia Britannica Online*.

National Sexual Predator Register: <http://www.familywatchdog.us/>

North American Division Office of Education (NAD) Website: <http://www.nadeducation.org/>
Site for student ID, resources, accreditation documents, curriculum information, employment information, links to all unions, conferences, schools and colleges, discount purchasing, and other links.

Other NAD Websites:

Early Childhood Education and Care: <http://ecec.nadeducation.org/>

Elementary Key Learnings:
http://adventisteducation.org/curriculum/elementary/key_learnings

Elementary Standards: <http://adventisteducation.org/curriculum/elementary/standards>

Lifeline: A Handbook for Small School Success, 2011
http://adventisteducation.org/downloads/pdf/1328_lifelinesmallschoolsurvivalguide.pdf

Literature Selection Guide

<http://adventisteducation.org/downloads/pdf/Literature%20Selection%20Summary%202011.pdf>

Pathways: <http://nadeducation.org/pathways/>

P.R.E.P. (Pathways Resources for Easy Planning) Manual

<http://nadeducation.org/pathways/11>

REACH (Reaching to Educate All Children for Heaven)

<http://reach.adventisteducation.org/resources/>

http://adventisteducation.org/downloads/pdf/REACH_Manual_3rd_Edition.pdf

Provides information, strategies, and resources for inclusion.

Secondary Standards: <http://adventisteducation.org/curriculum/secondary/standards>

TDEC: <http://www.nadtdec.org/>

Adventist Education technology connection.

Textbook List, Elementary:

http://adventisteducation.org/curriculum/elementary/textbook_list

Any deviation from the textbook list must have prior approval following the procedure given in the textbook list and the *Education Code*.

Textbooks, Secondary: <http://adventisteducation.org/curriculum/secondary/textbooks>

Any deviation from the textbook list must have prior approval following the procedure given in the textbook list and the *Education Code*.

Rubric Creator: <http://rubistar.4teachers.org/index.php>

Templates and samples of rubrics that can be used at all grade levels for all subjects.

Spirit of Prophecy Emphasis

<http://www.nadministerial.org/article/880/for-nad-pastors/articles/making-ellen-white-teen-friendly>

Teacher Tube: <http://www.teachertube.com/>

Video library of teachers for teachers.

White, Ellen G., Website: <http://www.whiteestate.org/>

Site for all written materials with a search engine, copy of all materials, devotionals, and lesson plans.

VOLUNTEER APPLICATION FORM

Seventh-day Adventist schools need loving Christian helpers who are friendly, patient, cooperative, prompt, dependable, and willing to share their time and talents assisting with school activities. If you would like to help, please complete this form and return it to the principal.

Check the box in front of the kind of assistance you could provide:

- 1. Give worship talks
- 2. Assist with witnessing activities
- 3. Help the teacher by reviewing, reteaching; help students practice skills
- 4. Give students individual help
- 5. Supervise learning activities and educational games
- 6. Transport and help supervise students on field trips
- 7. Assist with activities for physical development
- 8. Help prepare teaching materials
- 9. Provide clerical assistance
- 10. Assist with classes in cooking, sewing, woodworking, mechanics, other (specify)

- 11. Assist with crafts, art, music, other (specify) _____
- 12. Assist with career education (state your occupation or profession)

- 13. Assist with food service, maintenance, custodial
- 14. Help with school-sponsored social activities
- 15. Other (specify) _____

Academic/Professional Training

-continued-

Experience/Ability

Interests/Hobbies

Computer Skills

I understand that all volunteers must (1) be approved by the school board and the conference board of education, (2) submit to background checks which may include fingerprinting, (3) represent the standards of the Seventh-day Adventist church.

Name: _____

Mailing Address: _____

E-mail Address: _____

Home Phone No.: _____ Cell: _____

Times Available: _____

Days Preferred: _____

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